

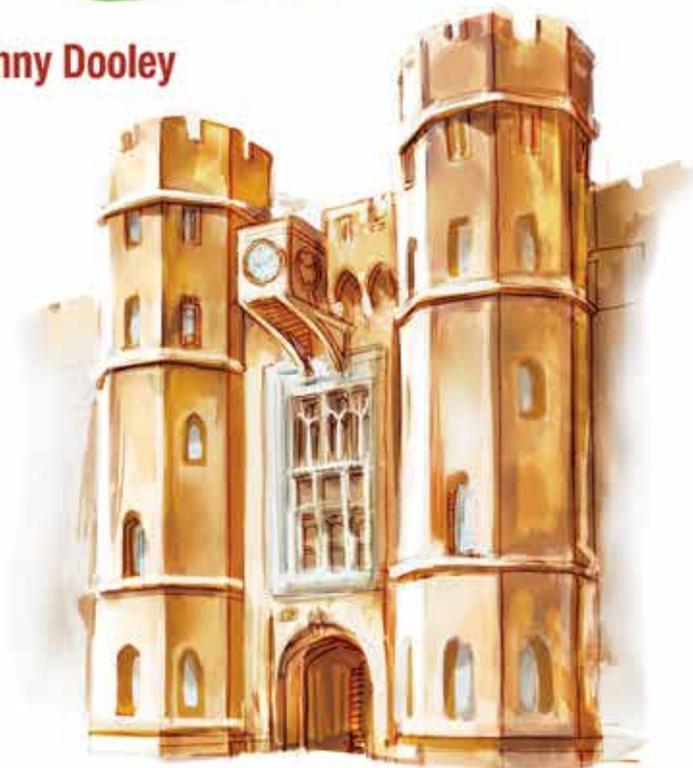
Right on!

3

Teacher's Book

for Student's Book

Jenny Dooley



გრიფინიჭებულია საქართველოს განათლებისა და მეცნიერების სამინისტროს მიერ 2021 წელს.

Right on! 3

მასწავლებლის წიგნი

ადაპტაციის ავტორი თამარ ჯაფარიძე
რედაქტორი ეკატერინე სუმბათაშვილი
ყდის დიზაინერი ია მახათაძე
ტექნიკური დიზაინერი ლადო ლომსაძე

პირველი გამოცემა, 2021
ადაპტაცია © სულაკაურის გამომცემლობა, 2021
ყველა უფლება დაცულია.

შპს „სულაკაურის გამომცემლობა“
მისამართი: დავით აღმაშენებლის 150, თბილისი 0112
ტელ.: 291 09 54, 291 11 65
ელფოსტა: info@sulakauri.ge
www.sulakauri.ge

ISBN 978-9941-30-798-0

Right on! 3

Teacher's Book

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Jenny Dooley, 2018
Design and Illustration © Express Publishing, 2018
Colour Illustrations: Angela, Andrew Simons © Express Publishing, 2018
Music Arrangements by Funkyfly & Taz © Express Publishing, 2018

First published in this edition 2021
Published for Georgia by Sulakauri Publishing 2021

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

Photograph Acknowledgements

Module 2: *Right On!* 3 Orville & Wilbur Wright © BETTMANN/Corbis by Getty Images/Ideal Image on p. 39; Neil Armstrong © NASA/Getty Images/Ideal Image on p. 39; **Module 4:** 4a the Trash People © Isa Foltin/Getty Images/Ideal Image on p. 60; CLIL Sherlock Holmes © Silver Screen Collection/Getty Images/Ideal Image on p. 70; *Right On!* 4 Harry Potter © everettcollection/www.iml. gr on p. 71; The White Witch © Dave M. Benett/Getty Images/Ideal Image on p. 71; Katniss Everdeen © Stuart C. Wilson/Getty Images/Ideal Image on p. 71; **Module 6:** Robot receptionist © The Asahi Shimbun/Getty Images/Ideal Image on p. 91; Virtual reality gym © Kiyoshi Ota Bloomberg/Getty Images/Ideal Image on p. 91; EMIEW3 © Kiyoshi Ota Bloomberg/Getty Images/Ideal Image on p. 92; CLIL Louis Braille © Ullstein bild/Getty Images/Ideal Image on p. 102; Special thanks to Shutterstock and iStock for images used in the book.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

შესავალი

Right on! 3 ინგლისური ენის B1 დონის შემსწავლელებზე გაანგარიშებული სახელმძღვანელოა, რომელიც მასწავლებელს საშუალებას აძლევს, ადვილად დაგეგმოს გაკვეთილები შერეული შესაძლებლობების კლასებთან სამუშაოდ.

სახელმძღვანელო შედგება 6 მოდულისგან. თითოეულ მოდულში წარმოდგენილია ექვსი გაკვეთილი, მოდულის თემატიკის სასწავლო პროგრამასთან ინტეგრირების სექცია (CLIL), პროექტების ნაწილი და პრეზენტაციის უნარების გამაღვივებელი ნაწილი. მოსწავლის რვეულში მოდულების მიხედვით წარმოდგენილი მასალა კი ცოდნის გამამყარებელი დამატებითი დავალებების ფართო არჩევანს იძლევა.

კურსის კომპონენტები

მოსწავლის წიგნი (*Student's Book*) კურსის ძირითადი კომპონენტია. მასში წარმოდგენილი თითოეული მოდული მოიცავს კონკრეტულ თემატიკას, რომელიც მე-9 კლასის მოსწავლეთა ასაკობრივი ჯგუფისთვის საინტერესო მასალაზეა მორგებული. ყველა მოდული ერთსა და იმავე სტრუქტურას იმეორებს (იხ. სახელმძღვანელოს ელემენტები).

მოსწავლის სამუშაო რვეული (*Workbook Student's Book*) შედგება იმ დამატებითი სავარჯიშოებისგან, რომლებიც ამყარებენ და აფართოვებენ მოსწავლის წიგნში წარმოდგენილი მოდულების თემატიკას, ლექსიკას, გრამატიკას, სასაუბრო ელემენტებსა და ფუნქციონალურ ენას, ხოლო განვლილი მასალის გასამეორებელი და ცოდნის შესამოწმებელი სექციები კი მზა მასალაა საკონტროლო, შემაჯამებელი თუ შუალედური ტესტების ჩასატარებლად. აქვეა კითხვის, მოსმენისა და წერის უნარების გასაღვივებელი სექცია (*Skills Practice*), გრამატიკული საკითხების თეორიისა და სავარჯიშოების ბანკი (*Grammar Bank*) და პრეზენტაციის უნარის გამაღვივებელი სექცია (*Presentation Skills*), რომელიც მოსწავლეს აძლევს საჭირო მითითებებს პრეზენტაციების სწორად აგებისა და ეფექტური საჯარო გამოსვლებისთვის. სამუშაო რვეულში გვხვდება, აგრეთვე, სახალისო მუშაობის სექცია (*Fun Time*), რომელიც გვთავაზობს სამაგიდო თამაშებს განვლილ გრამატიკულ და ლექსიკურ მასალაზე.

მასწავლებლის წიგნი სამუშაო რვეულისთვის (*Workbook Teacher's Book*) შედგება სავარჯიშოებში ჩასმული პასუხების, მოსასმენი დავალებების ტექსტებისა და წერიტი დავალებების სანიმუშო მოდელებისგან.

მასწავლებლის წიგნი (*Teacher's Book*) შეიცავს დეტალურ საგაკვეთილო გეგმებსა და მასალის ეფექტურად ახსნისთვის შემოთავაზებულ რჩევებს. აქვეა მოსწავლის წიგნის სავარჯიშოები პასუხებით, მოსასმენი დავალებების ტექსტები და წერიტი თუ ზეპირი დავალებების სანიმუშო მოდელები.

საკლასო აუდიომასალა (*Class Audio Files*) კურსის თანმხლები მთელი აუდიომასალაა: მონოლოგები, დიალოგები, მოსასმენი თუ წასაკითხ სექციებში შეტანილი ტექსტები და ცალკეულ ბგერებსა თუ ინტონაციურ სტრუქტურებზე აგებული სანარმოთქმო სავარჯიშოები; ასევე მოსწავლის წიგნის სიმღერები და მოსწავლის რვეულის მოსასმენი სავარჯიშოები.

სახელმძღვანელოს ელემენტები

თითოეული მოდული იწყება ე.წ. „მოდულის განშლით“, რომელიც გვანვდის მოკლე ინფორმაციას იმის თაობაზე, თუ რა ტიპის ლექსიკა, გრამატიკული მასალა, სასაუბრო თემები და წერიტი დავალებები დაიფარება კონკრეტული მოდულის ფარგლებში.

თითოეული მოდული შეიცავს შემდეგ სექციებს:

ლექსიკას (*Vocabulary*), რომელიც მორგებულია ფუნქციონალურსა და შინაარსობრივ კონტექსტზე და ვარჯიშდება ისეთი სავარჯიშოებით, როგორცაა: სიტყვებისა და სურათების შესაბამისობა, მყარ შესიტყვებათა დასრულება თუ აზრობრივად დაკავშირებული წინადადებების შეერთება, სასაუბრო ინგლისურის ელემენტების სწორ კონტექსტში ჩასმა, წინდებულების სწორად შერჩევა ფრაზულ ზმნებთან, არსებითი სახელებსა და ზედსართავ სახელებთან.

კითხვას (*Reading*), რომელიც წარმოდგენილია საკითხავი ტექსტების (დიალოგები, სტატიები, ბლოგები, ლია ბარათები, მეილები და ა.შ.) სახით. ამ მასალაზე მუშაობით მოსწავლეები სისტემატურად ივითარებენ ისეთ უნარებს, როგორცაა ძირითადი ინფორმაციის წვდომა და სპეციფიკური ინფორმაციის ამოკრეფა.

გრამატიკას (*Grammar*), რომელიც, თავდაპირველად შესაბამის კონტექსტშია რეალიზებული, მერე კი მარტივად და ნათლად არის ახსნილი ე.წ. თეორიულ ჩარჩოებში. ამ მასალის ასათვისებელი სავარჯიშოები კი მეთოდურად ამყარებენ შეძენილ ცოდნას, ხელს უწყობენ მასალის კიდევ უფრო კარგად გააზრებასა და გათავისებას. იგივე მასალა (თავისი თეორიული ნაწილითა და პრაქტიკული სავარჯიშოებით) კიდევ უფრო მყარდება სამუშაო რვეულის კონკრეტულ მო-

დულებსა და გრამატიკის ბანკის სექციებში.

მოსმენას (Listening), რომელიც მოსწავლეებს უფრო-თარებს მოსმენის უნარს მოდულში წარმოდგენილი ლექსიკური და გრამატიკული ელემენტების შემცველ რეალისტურ მასალაზე აგებული დავალებით, რაც, თავის მხრივ, კიდევ უფრო უადვილებს მოსწავლეებს მოდულის ენის გაგება-ათვისების პროცესს.

მეტყველებას (Speaking), რომელიც მოსწავლეებს ავარჯიშებს იმ სწორ სამეტყველო სტრუქტურებზე, რომელთა გამოყენებაც, მოგვიანებით, დამოუკიდებლად უნდა მოახერხონ.

სასაუბრო ინგლისურის ელემენტებს (Everyday English), რომლებიც ყოველდღიურობის კონტექსტში ჩასმული ფუნქციური დიალოგებია. ეს დიალოგები მოსწავლეებს სასაუბრო გამოთქმებით ამარაგებს და ბუნებრივი მეტყველების უნარს უღვივებს.

გამოთქმა/ინტონაციას (Pronunciation/Intonation), რომელიც საშუალებას აძლევს მოსწავლეებს ერთმანეთისგან კარგად გაარჩიონ მსგავსი ინგლისური ბგერები, სწორად წარმოთქვან ისინი და აითვისონ ინგლისური ენისთვის დამახასიათებელი აღმავალი და დაღმავალი ინტონაციები.

წერას (Writing), რომლის ელემენტიც ყველა მოდულში შედის და მოიცავს სხვადასხვა ტიპის საწერ დავალებას: სტატიებს, ესეებს, ბლოგებს, მიწერებს, დღიურებს, ფორუმებს და ა.შ. სახელმძღვანელოს ბოლოში წარმოდგენილი წერის სექცია კი უფრო მეტად უღვივებს მოსწავლეებს შექნილ წერის უნარს.

ერთეულის თემატიკის სასწავლო პროგრამასთან ინტეგრირების/კულტურის კუთხეს (CLIL/Culture Spot), რომელიც მოსწავლეებს აწვდის ინგლისურენოვანი ქვეყნების კულტურის მოდულის თემატიკასთან დაკავშირებულ ფაქტებს, რომლებიც შემდგომ საკუთარი კულტურის იმავე ელემენტებს დამოუკიდებლად უნდა მიუსადაგონ.

სიმღერებს (Songs), რომელიც წიგნის ბოლოშია მოცემული და გვთავაზობს მოდულების თემატიკაზე აგებულ სიმღერებს, რომელთა მოსმენა და გაანალიზებაც კიდევ ერთი, სასწავლო პროცესის გამახალისებელი ელემენტია და ენის უკეთესად ათვისებასაც ძალიან უწყობს ხელს.

სწავლის უნარს (Study Skills), რომელიც მოსწავლეებს უადვილებს სწავლის სტრატეგიების გაუმჯობესებას და წარმოდგენილია შეხსენებებისა და ახსნების სახით თითოეული მოდულის ბევრ სექციასთან.

არანესიერი ზმნების ცხრილს (Irregular Verbs), რომელშიც შეტანილია სახელმძღვანელოში გამოყენებული არანესიერი ზმნების სამი ძირითადი ფორმა.

ლექსიკონს (Word List), რომელიც იძლევა არა მხოლოდ სიტყვების მნიშვნელობათა ინგლისურად ახსნას, არამედ მათ ქართულ თარგმანებსაც, რაც ძალიან ხელსაყრელია დამოუკიდებელი მუშაობისთვის.

საჭირო რჩევები მასწავლებლებისთვის

ა) ახალი ლექსიკური მასალის ახსნა

ახალი ლექსიკური ელემენტების ახსნისას, აუცილებლად დაუნერეთ მოსწავლეებს დაფაზე მათი სინონიმები და ანტონიმები; შეეცადეთ, მიანოდოთ ზოგიერთის პარაფრაზირებული ვარიანტიც (მაგ., strong (syn.) powerful; (ant.) weak; weekend (paraph.) Saturday and Sunday.

აუცილებელია, ასევე, ახალი ლექსიკური ერთეულის შესაბამის კონტექსტში (წინადადებაში) ჩასმული მაგალითის ჩვენებაც, რათა მოსწავლეებმა უკეთ შეიგრძნონ მისი მნიშვნელობა. შეეცადეთ, ყოველი ახალი სიტყვის ინგლისური განმარტება და მისი ქართული შესატყვისიც წარმოადგინოთ.

ბ) ჯგუფური და ინდივიდუალური გამეორება

გამეორებინეთ მოსწავლეებს ყოველი ახალი ერთეული და ყურადღება გაამახვილეთ მის საწარმოთქმო ვარიანტზე. უმჯობესია, ჯერ ჯგუფურად გაამეორებინოთ და მერე უკვე – ინდივიდუალურად (ასე უფრო კომფორტულად იგრძნობენ თავს).

გ) მოსმენა და კითხვა

შეგიძლიათ მოსწავლეებს მოსასმენი დავალება კონკრეტული ინფორმაციის ამოცნობისთვის შეასრულებინოთ, ხოლო წასაკითხი და მოსასმენი დავალება კი – ძირითადი შინაარსის წვდომისთვის.

შენიშვნა: ვიდეოები

მოსწავლის წიგნში წარმოდგენილ ძირითად ტექსტებს ვიდეო მასალაც ახლავს. ვიდეოების ჩვენება მხოლოდ მას მერე არის რეკომენდებული, რაც მოსწავლეები ტექსტს ნაიკითხავენ.

დ) მეტყველება

სახელმძღვანელოში წარმოდგენილი სამეტყველო აქტივობები თავიდან კონტროლირებადია, ანუ სავარჯიშოები ისეა აგებული, რომ მოსწავლე სრულიად დამოუკიდებლად არ მოქმედებს.

რაიმე საკითხზე დამოუკიდებლად მსჯელობის საშუალება მას მხოლოდ შემოაღნიშნული სავარჯიშოების დასრულების შემდეგ უნდა მიეცეს; ამით მოსწავლეს შეცდომების დაშვებისგან დააზღვევთ.

ე) წერა

წერითი სამუშაოები სახელმძღვანელოში გულდასმით არის შერჩეული. ისინი კიდევ უფრო იხვეწება წიგნის ბოლოს წარმოდგენილ წერითი სამუშაოების სექციაში, სადაც მათი სანიშნო მოდელები და ის სავარჯიშოებია მოცემული, რომლებიც, საბოლოო ჯამში, მოსწავლეს კიდევ უფრო გაუღვივებს ამა თუ იმ ტიპის ტექსტის შედგენისა და წერის უნარს.

ამ სამუშაოების მიცემამდე უნდა დარწმუნდეთ,

რომ მოსწავლეს კარგად აქვს გააზრებული წერიტი დავალების მიზანი და იცის, როგორ სტილში უნდა დაინეროს ამა თუ იმ ტიპის წერიტი სამუშაო.

ვ) დავალებების მიცემამდე

წერიტი დავალების მიცემამდე, მოსწავლეები მაქსიმალურად უნდა დააზღვიოთ ორთოგრაფიული, ლექსიკური თუ გრამატიკული შეცდომების დაშვებისგან. ამ მიზნით, შეგიძლიათ მათ:

- გადაანერინოთ ცალკეული პასაჟები;
- დაანერინოთ კარნახები;
- გამოკითხოთ სიტყვებისა და ფრაზების მნიშვნელობები;
- ხმამაღლა წააკითხოთ და ათარგმნინოთ ტექსტები ლექსიკურ და გრამატიკულ ელემენტებზე ყურადღების გამახვილებით.

ზ) მოსწავლეების პასუხების შეფასება

კლასში წერიტი სავარჯიშოების შესრულებისას, მოსწავლეებს ან ადგილზევე მიუთითეთ დაშვებულ შეცდომაზე და თავად შეაშველეთ სწორი ვარიანტი, ან უბრალოდ, მიუთითეთ, რომ შეცდომას უშვებს და მიეცით საშუალება, თავად შეასწოროს იგი.

ზეპირი მეტყველებისას, მოსწავლე არ უნდა გააჩეროთ; მის მიერ დაშვებული შეცდომები უნდა ჩაინიშნოთ და მხოლოდ საუბრის დასრულების შემდეგ მიუთითოთ მათზე.

საშინაო წერიტი სამუშაოებს ზედმეტად ნუ ააჭრელებთ შენიშვნებით; მიუთითეთ მხოლოდ იმ შეცდომებზე, რომლებიც სავარჯიშოს მიზნისა და დანიშნულების რელევანტურია.

თ) წყვილებში მუშაობა

როდესაც მოსწავლეები წყვილებად მუშაობენ, შემოიარეთ კლასი და თითოეულ წყვილს დაეხმარეთ, თუკი მათ დახმარება ესაჭიროებათ.

ი) ჯგუფური სამუშაო

მოსწავლეები ჯგუფურად, ძირითადად, პროექტებზე მუშაობენ. ჯგუფი უმჯობესია სამი ან ოთხი მოსწავლისგან დააკომპლექტოთ და კარგად აუხსნათ მთელ კლასს შესასრულებელი სამუშაოს არსი და მიზანი.

მოსწავლისა და მასწავლებლის ნიბნეხში გამოყენებული სიმბოლოები

 აუდიო

 წყვილებში მუშაობა

 ჯგუფური სამუშაო

 კონტექსტში ასახსნელი სიტყვები

 **Note!** გრამატიკული და ლექსიკური შენიშვნები

 კვლევა

 **Study skills** დამოუკიდებლად მუშაობის სტრატეგიები

 **Think** კრიტიკული აზროვნების სექცია

 **Culture Spot** მოკლე ტექსტები ინგლისურენოვანი ქვეყნების კულტურაზე და კულტურათა დიალოგის ხელშესაწყობად

 **VALUES** კრიტიკული აზროვნებისა და ფასეულობების განმავითარებელი სექცია

 **CLIL** თემატიკის სასწავლო პროგრამასთან ინტეგრირების სექცია

მოდული 1

	მასწავლებლის წიგნი	მოსწავლის წიგნი
ლექსიკა	<p><u>Types of buildings</u> (<i>lighthouse, palace, bank, factory, skyscraper, aquarium</i>);</p> <p><u>Countryside</u> (<i>quiet & calm, beautiful scenery, lack of public transport, friendly people, clean air, not much entertainment, lack of jobs, fresh food, little traffic, not close to shops</i>);</p> <p><u>City</u> (<i>lots of schools & universities, heavy traffic, good public transport, theatres & cinemas, lots of shops & malls, lots of job opportunities, pollution, crowds of people, tall buildings, lots of services & facilities</i>);</p> <p><u>Nouns</u> (<i>trunk, tusk, inspiration; bat, mainland, harbour, mansion, track, path, cart</i>);</p> <p><u>Adjectives</u> (<i>stressful, exciting, relaxing, convenient, boring, healthy, difficult, peaceful</i>);</p> <p><u>Verbs</u> (<i>experiment, breathe</i>);</p> <p><u>Phrases</u> (<i>raise awareness, recyclable material, recycled art</i>)</p> <p>to learn vocabulary for geographical features; to learn</p> <p>vocabulary for types of buildings; to learn vocabulary for places to live, to express an opinion about country life vs city life</p>	<p>Geographical features:</p> <p>Shapes; Types of buildings/cities;</p> <p>City life – Country life (<u>p. 3, Contents</u>);</p> <ul style="list-style-type: none"> - geographical features - shapes - types of buildings - places to live - features of a city (<u>p. 10, Module’s presentation</u>)
კითხვა	<p>to read for gist, to read</p> <p>for specific information (multiple matching)</p>	<p><i>Amazing buildings</i></p> <p><i>Imaginary cities</i> (<u>p. 3, Contents</u>);</p>

<p>გრამატიკა</p>	<p>to practise the present simple, the present continuous, adverbs of frequency and stative verbs;</p> <p>to learn/practise the present perfect and the present perfect continuous;</p> <p>to learn/practise the <i>(to-)</i> infinitive/<i>-ing</i> form</p>	<p>Word Formation: suffixes to form adjectives (<i>-ous, -ive, -y</i>)</p> <p>Phrasal verbs: <i>come</i></p> <p>Subject/Object pronouns – Possessive adjectives/pronouns;</p> <p>Possessive case; Question words;</p> <p>Prepositions of time; Prepositions of place/movement; C/U nouns – quantifiers; Plurals; <i>both/neither/ either; some/any/no/every</i> & compounds; Order of adjectives (<u>p. 3, Contents</u>);</p> <p>- present simple/present continuous</p> <p>- adverbs of frequency</p> <p>- stative verbs</p> <p>- present perfect simple/present perfect continuous</p> <p>- <i>(to-)</i>infinitive/<i>-ing</i> form</p> <p>- <i>had better/would rather</i> (<u>p. 10, Module’s presentation</u>)</p>
<p>მოსმენა</p>	<p>to listen for gist, to listen for specific information (gap fill)</p>	<p>Listening: an advert (note-taking)</p>
<p>მეტყველება</p>	<p>to talk about geographical features, to talk about a famous building in your country, to talk about an ideal neighbourhood, to give a presentation on an ideal neighbourhood, to present an imaginary city/village, to talk about the value of cooperation; to role play a dialogue making plans,</p> <p>to practise the present simple, the present continuous, adverbs of frequency and stative verbs; to learn/practise the present perfect and the present perfect continuous,</p> <p>to learn/practise the <i>(to-)</i> infinitive/<i>-ing</i> form</p>	<p>Deciding where to go for the weekend;</p> <p>Discussing what you enjoy doing while on holiday (<u>p. 3, Contents</u>);</p> <p>- making plans (<u>p. 10, Module’s presentation</u>)</p>
<p>სასაუბრო ინგლისური</p>	<p>to listen and read for specific information; to role play a dialogue making plans</p>	<p>Deciding where to go for the weekend;</p> <p>Discussing what you enjoy doing while on holiday (<u>p. 3, Contents</u>);</p> <p>- making plans (<u>p. 10, Module’s presentation</u>)</p>

გამოთქმა/ინტონაცია	to learn stress in three-syllable words	Intonation: 3-syllable word stress (p. 3, Contents)
წერა	to write about a famous building in your country; to write an article about a city; to write about a city in one's country that has appeared in a film; to write about an ideal neighbourhood	An article about a city (p. 98, <u>Writing</u>); An article about a city (p. 3, Contents); An article about a city (p. 10, <u>Module's presentation</u>)
კულტურა/საგნებთან ინტეგრირება	to listen and read for gist; to make a leaflet about Green Neighbourhood Day	(Citizenship): Green Neighbourhood (p. 3, Contents) Culture: Hobbiton (p. 3, Contents) CLIL (Citizenship): Green Neighbourhood Saturday (p. 10, <u>Module's presentation</u>) Culture: Hobbiton (p. 10, <u>Module's presentation</u>)
პროექტი	to talk and write about an ideal Neighbourhood; to give a presentation on an ideal neighbourhood	A map – Create an ideal neighbourhood (p. 3, Contents)
პრეზენტაციის უნარი	to give a presentation on an ideal neighbourhood; to present an imaginary city/village	Ideal neighbourhood (p. 3, Contents)
ღირებულებები	to learn/talk about the value of cooperation	Cooperation (p. 3, Contents) Values: Cooperation (p. 10, <u>Module's presentation</u>)
უნარები	to listen and read for gist; to read for specific information (R/W/DS); to create/present an imaginary city/village; to learn vocabulary for features of a city; to learn phrasal verbs with <i>come</i> ; to listen for specific information (gap fill); to write an article about a city; to write about a city in one's country that has appeared in a film	

მოდული 2

	მასწავლებლის წიგნი	მოსწავლის წიგნი
ლექსიკა	<p><u>Landmarks & Materials</u> (<i>stone, marble, metal, bricks, steel, concrete, blocks, designed, lead, store, carved, built</i>);</p> <p><u>Natural disasters</u> (<i>avalanche, volcanic eruption, hurricane, flood</i>);</p> <p><u>Accidents/Disasters</u> (<i>car crash, train derailment, explosion, plane crash, shipwreck</i>);</p> <p><u>Feelings</u> (<i>frightened, frustrated, anxious, amazed, exhausted, worried, shocked, angry, terrified, relieved</i>);</p> <p><u>Weather</u> (<i>pouring down, freeze, blowing, heatwave, shining, heavy showers, gentle breeze, thick fog</i>);</p> <p><u>Nouns</u> (<i>eyewitness, rock, ash, lava, foot, lightning, compass, achievement, route, glory, millennium, concrete, lime</i>)</p> <p><u>Adjective</u> (<i>military, eternal</i>);</p> <p><u>Verbs</u> (<i>erupt, shake, bury, rescue, sink, crash, injure, collapse, direct, emit, affect, cover, set</i>);</p> <p><u>Phrases</u> (<i>go according to plan, lose contact, go missing</i>)</p> <p>to learn vocabulary for landmarks & materials; to learn vocabulary for natural disasters; to learn vocabulary for accidents/disasters & feelings; to learn vocabulary for weather</p>	<p>Accidents & Disasters; Weather (p. 3, <u>Contents</u>)</p> <p>- landmarks & materials</p> <p>- natural disasters</p> <p>- accidents/disasters</p> <p>- feelings</p> <p>- weather (p. 24, <u>Module's presentation</u>)</p>
კითხვა	<p>to read for specific information (multiple choice); to read for key information (matching headings); to read for cohesion and coherence; to consolidate information in a text</p>	<p><i>Eyewitness to disaster</i></p> <p>• <i>Lost without a trace</i> (p. 3, <u>Contents</u>)</p>

<p>გრამატიკა</p>	<p>to learn phrasal verbs with <i>carry</i>; to learn prepositional phrases; to learn/practise the past simple and the past continuous; to learn/practise <i>used to – would</i>,</p> <p>to learn subject/object questions; to learn/practise the past perfect and the past perfect continuous; to learn clauses of result</p>	<p>Word Formation: <i>-ing/-ed</i> adjectives</p> <p>Phrasal verbs: <i>carry</i></p> <p>Present simple – Present continuous; Adverbs of frequency – Stative verbs; Present perfect – Present perfect continuous; <i>have been/have gone</i>; infinitive/<i>-ing</i> form; <i>had better/would rather</i>;</p> <p>Prepositions (p. 3, Contents)</p> <p>- past simple – past continuous</p> <p>- <i>used to – would</i></p> <p>- subject/object questions</p> <p>- past perfect – past perfect continuous</p> <p>- clauses of result (p. 24, Module’s presentation)</p>
<p>მოსმენა</p>	<p>to listen for specific information; to listen for gist; to listen for key information (matching headings)</p>	<p>Listening: a story (p. 3, Contents)</p>
<p>მეტყველება</p>	<p>to talk about accidents/disasters & feelings; to talk about a disaster that has occurred in your country;</p> <p>to talk about the achievements of ancient Rome; to give a presentation on an achievement of the 20th century, to discuss the value of achievement;</p> <p>to practise the past simple and the past continuous; to learn/practise the past perfect and the past perfect continuous; to practise <i>used to – would</i>; to complete a dialogue; to role play a dialogue narrating an experience;</p> <p>to learn intonation when expressing shock/surprise,</p>	<p>A story (p. 3, Contents)</p> <p>- narrating an experience (p. 24, Module’s presentation)</p>
<p>სასაუბრო ინგლისური</p>	<p>to complete a dialogue, to role play a dialogue narrating an experience, to learn intonation when expressing shock/surprise</p>	<p>A story (p. 3, Contents)</p> <p>- narrating an experience (p. 24, Module’s presentation)</p>

გამოთქმა/ინტონაცია	to learn intonation when expressing shock/surprise	Intonation: expressing shock/ surprise (p. 3, Contents)
წერა	to write about a natural disaster; to write about a disaster that has occurred;	A story (p. 99, Writing); A story (p. 3, Contents); A story (p. 24, Module's presentation)
კულტურა/საგნებთან ინტეგრირება	to listen and read for specific information; to learn vocabulary for weather; to form adjectives (-ing/-ed); to listen for specific information (multiple choice); to write a story	(History): Life in Ancient Rome Culture: The Great Fire of London (p. 3, Contents) CLIL (History): The Achievements of Ancient Rome • Culture: The Great Fire of London (p. 24, Module's presentation)
პროექტი	to create a poster	A poster – Great events in history (p. 3, Contents)
პრეზენტაციის უნარი	to give a presentation on an achievement of the 20th century	Events in history (p. 3, Contents)
ღირებულებები	to learn about/discuss the value of achievement	Achievement (p. 3, Contents) Values: Achievement (p. 24, Module's presentation)
უნარები	to listen and read for specific information; to learn vocabulary for weather; to form adjectives (-ing/-ed); to listen for specific information (multiple choice); to write a story; to act out dialogues about landmarks & materials	

მოდული 3

	მასწავლებლის წიგნი	მოსწავლის წიგნი
ლექსიკა	<p><u>Environmental problems</u> (<i>temperatures rise, rivers and lakes dry up, rainforests disappear, the seas become polluted, extreme weather becomes more common, ice caps melt</i>)</p> <p><u>Environmental jobs</u> (<i>forest firefighter, landscape gardener, zookeeper, dog trainer, recycling sorter</i>);</p> <p><u>Endangered species</u> (<i>mountain gorilla, ringed seal, loggerhead sea turtle, macaw, lemur</i>)</p> <p><u>Types of holidays</u> (<i>cruise, safari, beach holiday, volunteer holiday, camping holiday, city break, sightseeing holiday, adventure holiday</i>);</p> <p><u>Nouns</u> (<i>behaviour, data, safety procedures, animal nutritionist, accommodation, savannah, ancestors, minerals, soil, role, substance</i>)</p> <p><u>Adjective</u> (<i>upright</i>)</p> <p><u>Qualities</u> (<i>caring, brave, careful, patient, creative</i>);</p> <p><u>Verbs</u> (<i>require, pet, include, Return, convert, admire</i>);</p> <p><u>Phrase</u> (<i>stay tuned</i>)</p> <p>to learn vocabulary for environmental problems; to learn vocabulary for environmental jobs & qualities; to learn vocabulary for endangered species; to learn vocabulary for types of holidays</p>	<p>Environmental problems; Jobs; Endangered animals; Types of holidays (<u>p. 3, Contents</u>)</p> <p>- environmental problems</p> <p>- environmental jobs & qualities</p> <p>- endangered species</p> <p>- types of holidays (<u>p. 38, Module's presentation</u>)</p>
კითხვა	<p>to read for gist, to read for specific information</p>	<p><i>Dolphin Doc for a day</i></p> <p><i>Maasai Simba Camp</i> (<u>p. 3, Contents</u>)</p>

<p>გრამატიკა</p>	<p>to form people nouns from verbs and nouns; to learn prepositional phrases; to learn/practise <i>will – be going to</i> – the present simple and the present continuous; to learn the future continuous; to learn/practise conditionals types 0-3; to learn/revise wishes; to learn phrasal verbs with <i>look</i></p>	<p>Word Formation: forming people nouns (<i>-er, -or, -ist</i>)</p> <p>Phrasal verbs: <i>look</i>;</p> <p><i>will – going to</i> – Present simple – Present continuous; Future continuous; Conditionals (0-3);</p> <p>Wishes; Prepositions (<u>p. 3, Contents</u>)</p> <p>- <i>will – be going to</i> – present simple – present continuous</p> <p>- future continuous</p> <p>- conditionals (0-3)</p> <p>- wishes (<u>p. 38, Module’s presentation</u>)</p>
<p>მოსმენა</p>	<p>to listen for gist; to listen for specific information (multiple choice)</p>	<p>Listening: a dialogue (multiple choice) (<u>p. 3, Contents</u>)</p>
<p>მეტყველება</p>	<p>to talk about environmental problems; talk about jobs & qualities; to talk about endangered species; to complete a dialogue; to role play a dialogue discussing future plans; to talk about types of holidays; to talk about a place where sb can look after wildlife on their holidays; to talk about parts of a plant to give a presentation on a nature reserve in one’s country; to learn about/discuss the value of learning from nature;</p> <p>to practise <i>will – be going to</i> – the present simple and the present continuous; to learn/practise conditionals types 0-3; to learn/revise wishes</p>	<p>Making predictions; Discussing future intentions (<u>p. 3, Contents</u>)</p> <p>- discussing future plans (<u>p. 38, Module’s presentation</u>)</p>
<p>სასაუბრო ინგლისური</p>	<p>to complete a dialogue; to role play a dialogue discussing future plans</p>	<p>Making predictions Discussing future intentions (<u>p. 3, Contents</u>)</p>
<p>გამოთქმა/ინტონაცია</p>	<p>to learn the pronunciation of silent letters</p>	<p>Pronunciation: silent letters (<u>p. 3, Contents</u>)</p>

წერა	<p>to write a message;</p> <p>to write a blog entry about your summer plans;</p> <p>to write about a place where sb can look after wildlife on their holidays</p>	<p>A blog entry about your summer plans (p.100, <u>Writing</u>);</p> <p>A blog entry about your summer plans (p. 3, <u>Contents</u>);</p> <p>A blog entry about your summer plans (p. 38, <u>Module's presentation</u>)</p>
კულტურა/საგნებთან ინტეგრირება	<p>to listen and read for specific information; to read for key information; to talk about parts of a plant</p>	<p>(Science): Parts of a plant</p> <p>Culture: The Peace River Refuge and Ranch, Florida (p. 3, <u>Contents</u>)</p> <p>CLIL (Science): Plant Life</p> <ul style="list-style-type: none"> • Culture: The Peace River Refuge and Ranch, Florida, USA (p. 38, <u>Module's presentation</u>)
პროექტი	<p>to create an advert</p>	<p>A leaflet – Nature reserves (p. 3, <u>Contents</u>)</p>
პრეზენტაციის უნარი	<p>to give a presentation on a nature reserve in one's country</p>	<p>Nature reserves (p. 3, <u>Contents</u>)</p>
ღირებულებები	<p>to learn about/discuss the value of learning from nature</p>	<p>Nature (p. 3, <u>Contents</u>)</p> <p>Values: Learning from Nature (p. 38, <u>Module's presentation</u>)</p>
უნარები	<p>to listen and read for gist; to read for specific information; to learn phrasal verbs with <i>look</i>; to learn vocabulary for types of holidays; to talk about types of holidays; to listen for specific information</p> <p>(multiple choice); to write a blog entry about your summer plans; to talk/write about a place where sb can look after wildlife on their holidays</p>	

მოდული 4

	მასწავლებლის წიგნი	მოსწავლის წიგნი
ლექსიკა	<p><u>Festivals & Events</u> (<i>TV viewers, art lovers, comic book readers, music lovers, food fans</i>);</p> <p><u>Art forms</u> (<i>painting, filmmaking, sculpture, photography, computer art, pottery</i>);</p> <p><u>Types of music</u> (<i>heavy metal, classical, hip hop, rap, reggae, pop, blues, R&B, indie, folk, jazz</i>);</p> <p><u>Parts of a theatre</u> (<i>stage, row, aisle, box, curtain, balcony, stalls</i>) <u>Festival activities</u> (<i>take part in competitions; dress up in costumes; watch a parade, a fireworks display; dance to live music; eat street food, traditional dishes; attend a [theatre] performance, workshops</i>);</p> <p><u>Recyclable materials</u> (<i>plastic bottles, aluminium cans, newspapers, crisp packets, glass jars, takeaway food boxes, plastic bottle caps, juice cartons</i>);</p> <p><u>Nouns</u> (<i>case, distance, coastline, warning, gamer, convention, workshop, mission, hound, legend</i>);</p> <p><u>Adjectives</u> (<i>relaxing, interesting, creative, entertaining, educational, challenging, cruel, wasteful, multigenre, wicked, peace-loving, ghostly</i>);</p> <p><u>Verbs</u> (<i>organise, hold, prepare, transform, win, investigate, haunt</i>)</p> <p><u>Phrasal verb</u> (<i>go on</i>);</p> <p><u>Adverb</u> (<i>overnight</i>)</p> <p><u>Phrase</u> (<i>at risk</i>)</p> <p>to learn vocabulary for festivals & events; to learn vocabulary for art forms; to learn vocabulary for recyclable materials; to learn vocabulary for types of music, to learn vocabulary for places in a theatre; to learn vocabulary for festival activities</p>	<p>Festivals; Recycled materials; Types of music; Theatre; Festivals & Celebrations (<u>p. 3, Contents</u>)</p> <p>- festivals & events</p> <p>- recyclable materials</p> <p>- types of music</p> <p>- theatre</p> <p>- festival activities</p> <p>- types of novels (<u>p. 52, Module's presentation</u>)</p>
კითხვა	to read for cohesion & coherence (missing words); to read for gist; to read for specific information (R/W/DS)	<p><i>Trash Art</i></p> <p><i>A festival for all tastes</i> (<u>p. 3, Contents</u>)</p>

გრამატიკა	to learn the passive; to learn/practice <i>a/an – the – one/ones</i> ; to learn/practise relative clauses; to learn/practise the comparative – superlative; to learn prepositional phrases; to form nouns from verbs	Word Formation: nouns from verbs (<i>-ance, -ition, -ment</i>); Phrasal verbs: <i>turn</i> ; The passive; <i>a/an – the – one/ones</i> ; Relative pronouns – Relative clauses; Comparative – Superlative; <i>too – enough</i> ; Prepositions (<u>p. 3, Contents</u>) - the passive - <i>a/an – the – one/ones</i> - relative clauses - comparative – Superlative (<u>p. 52, Module’s presentation</u>)
მოსმენა	to listen and read for gist; to listen for key information (multiple matching)	Listening: a dialogue (multiple matching) (<u>p. 3, Contents</u>)
მეტყველება	to talk about festivals & events; to talk about recycling; to talk about artworks; to talk about a festival, to present a music festival in your country; to give a presentation on a character from a film; to learn about/discuss the value of heroism; to role play a dialogue booking tickets for a performance; to practice <i>a/an – the – one/ones</i> ; to learn the pronunciation of \i:\, \i\; to practise relative clauses; to practise the comparative – superlative	Booking tickets for a Performance (<u>p. 3, Contents</u>) - booking tickets for a performance (<u>p. 52, Module’s presentation</u>)
სასაუბრო ინგლისური	to read for specific information, to role play a dialogue booking tickets for a performance	Booking tickets for a Performance (<u>p. 3, Contents</u>) - booking tickets for a performance (<u>p. 52, Module’s presentation</u>)
გამოთქმა/ინტონაცია	to learn the pronunciation of \i:\, \i\	Pronunciation: \i:\, \i\ (<u>p. 3, Contents</u>)
წერა	to write about strange forms of art; to write an article about a festival; to practice <i>a/an – the – one/ones</i> ; to practise relative clauses; to practise the comparative – superlative	An article about a festival (<u>p. 101, Writing</u>); An article about a festival (<u>p. 3, Contents</u>); An article about a Festival (<u>p. 52, Module’s presentation</u>)

კულტურა/საგნებთან ინტეგრირება	to learn vocabulary for types of novels; to listen and read for gist	(Literature): book descriptions; Culture: music festival (p. 3, Contents) CLIL (Literature): <i>The Lord of the Rings & The Hound of the Baskervilles</i> • Culture: Reading Festival (p. 52, Module's presentation)
პროექტი	to create a film character	A table – Film characters (p. 3, Contents)
პრეზენტაციის უნარი	to present a music festival in your country; to give a presentation on a character from a film	A book character (p. 3, Contents)
ღირებულებები	to learn about/discuss the value of heroism	Heroism (p. 3, Contents) Values: Heroism (p. 52, Module's presentation)
უნარები	to listen and read for gist; to read for specific information (R/W/DS); to talk about a festival; to present a music festival in your country; to learn vocabulary for festival activities; to learn prepositional phrases; to form nouns from verbs; to listen for key information (multiple matching); to write an article about a festival	

მოდული 5

	მასწავლებლის წიგნი	მოსწავლის წიგნი
ლექსიკა	<p><u>Exercise</u> (<i>use energy, stretch, get fit, strengthen your body, burn calories</i>)</p> <p><u>Sports</u> (<i>ice hockey, boxing, football, basketball, golf, water polo</i>); <u>Facilities</u> (<i>pitch/field, court, pool, ring, rink, course</i>);</p> <p><u>Equipment</u> (<i>ball(s), puck, goggles, gloves, clubs, net, stick, racquet, bat, hoop, boots, headgear</i>);</p> <p><u>Injuries & Accidents</u> (<i>cut my finger, get a black eye, sprain my wrist, break my leg, hit my head, get a bruise, twist my ankle</i>);</p> <p><u>Health problems</u> (<i>an earache, a cold/the flu, a fever/temperature, a headache, a stomach ache, a sore throat, a toothache</i>);</p> <p><u>Treatments</u> (<i>see a dentist/doctor, take a(n) aspirin/painkiller, drink some tea/lots of water, stay in bed, get some rest, use ear drops, eat some honey</i>)</p> <p><u>Teen problems</u> (<i>get stressed about exams, start at a new school, argue with family/friends, get bullied, be addicted to social media</i>);</p> <p><u>Noun</u> (<i>reflex, well-being, role, carbs, carbohydrates, glucose, fuel, nutrient, protein, source, mineral, function, calcium, joint, digestive system, peer pressure, social media, race, victim</i>);</p> <p><u>Adjectives</u> (<i>tough, addicted</i>);</p> <p><u>Verb</u> (<i>live-stream, panic, suffer, limit, repair</i>);</p> <p><u>Phrase</u> (<i>sponsorship deal, make progress</i>)</p> <p>to learn vocabulary for exercise; to learn vocabulary for sports, facilities & equipment; to learn vocabulary for injuries & accidents; to learn vocabulary for health problems & treatments; to learn vocabulary for teen problems</p>	<p>Sports & Exercise; Injuries/accidents;</p> <p>Health problems – treatments;</p> <p>Teen problems (<u>p. 3, Contents</u>)</p> <p>- exercise</p> <p>- sports, facilities & equipment</p> <p>- injuries & accidents</p> <p>- health problems & treatments</p> <p>- teen problems (<u>p. 66, Module’s presentation</u>)</p>
კითხვა	<p>to read for gist; to read for specific information (multiple choice)</p>	<p><i>Are e-sports the future?</i></p> <p><i>Troubled teenagers</i> (<u>p. 3, Contents</u>)</p>

გრამატიკა	<p>to learn phrasal verbs with <i>put</i>;</p> <p>to learn prepositional phrases; to learn/practise modals; to learn/</p> <p>practise past modals; to learn the causative; to learn/practise</p> <p>reflexive pronouns; to learn/practise plural nouns</p>	<p>Word Formation: forming negative adjectives (<i>im-/un-/in-</i>);</p> <p>Phrasal verbs: <i>put</i>;</p> <p>Modals (present – past modals); The causative; Reflexive pronouns;</p> <p>Singular/Plural nouns; Prepositions (p. 3, Contents)</p> <p>- modals & past modals</p> <p>- the causative</p> <p>- reflexive pronouns</p> <p>- plural nouns (p. 66, Module’s presentation)</p>
მოსმენა	to listen for specific information (multiple choice)	Listening: a dialogue (multiple choice) (p. 3, Contents)
მეტყველება	<p>to talk about and present the national sport of one’s country; to present a popular sports event in your country, to role play a dialogue talking to the doctor; to give advice for teen problems; to give a presentation on fibre and fat; to give a presentation on how to have a healthy lifestyle; to learn about/discuss the value of health; to practise modals; to practise past modals; to practice reflexive pronouns; to practise plural nouns</p>	<p>Giving advice</p> <p>At the doctor’s (p. 3, Contents)</p> <p>- talking to the doctor</p> <p>(p. 66, Module’s presentation)</p>
სასაუბრო ინგლისური	<p>to listen and read for specific information; to role play a dialogue talking to the doctor;</p> <p>to form negative adjectives</p>	<p>Giving advice</p> <p>At the doctor’s (p. 3, Contents)</p> <p>- talking to the doctor</p> <p>(p. 66, Module’s presentation)</p>
გამოთქმა/ინტონაცია	to learn the pronunciation of rhyming words	<p>Pronunciation: rhyming</p> <p>Words (p. 3, Contents)</p>
წერა	to do a quiz, to make a leaflet of dos and don’ts for having a healthy lifestyle; to write an email giving advice	<p>An email giving advice (p. 102, Writing);</p> <p>An email giving advice (p. 3, Contents);</p> <p>An email giving advice (p. 66, Module’s presentation)</p>

კულტურა/საგნებთან ინტეგრირება	to listen and read for gist; to read for detailed understanding; to give a presentation on fibre and fat	(PSHE): Food for Life Culture: Superbowl (p. 3, Contents) CLIL (PSHE): <i>Food for Life</i> Culture: The Super Bowl (p. 66, Module's presentation)
პროექტი	to make a leaflet of dos and don'ts for having a healthy lifestyle	A leaflet – Dos & Don'ts for a healthy lifestyle (p. 3, Contents)
პრეზენტაციის უნარი	to give a presentation on fibre and fat; to give a presentation on how to have a healthy lifestyle; to create and present a workout	How to lead a healthy lifestyle (p. 3, Contents)
ღირებულებები	to learn about/discuss the value of health	Health (p. 3, Contents) Values: Health (p. 66, Module's presentation)
უნარები	to read for gist; to listen and read for specific information (multiple choice); to learn vocabulary for teen problems; to give advice for teen problems; to listen for specific information (multiple choice); to write an email giving advice	

მოდული 6

	მასწავლებლის წიგნი	მოსწავლის წიგნი
ლექსიკა	<p><u>Modern technology</u> (<i>driverless bus, drone parcel delivery, robot receptionist, virtual reality gym</i>)</p> <p><i>equipment, flexible smartphone</i>);</p> <p><u>Places in an airport</u> (<i>departure gate, passport control, check-in desk, duty-free shop, baggage reclaim, information desk</i>);</p> <p><u>Using social media</u> (<i>upload a file/photo, add a photo to a post, send a friend request, like a post/photo, tweet/retweet a post, view a profile, send an instant message, share a link</i>);</p> <p><u>Means of communication</u></p> <p>(<i>send emails/letters/text messages, make phone calls, chat online, go on social media, use sign language, speak face-to-face</i>)</p> <p><u>Education</u> (<i>pay attention, have lessons, fail exams, do homework, enrol on an online course, get good marks</i>);</p> <p><u>Noun</u> (<i>development, shortage, disability</i>);</p> <p><u>Adjectives</u> (<i>minor, valuable, permanent, infected, independent, frustrated</i>);</p> <p><u>Verbs</u> (<i>delivers, bends, interacts, transports, welcomes, interview, assist, monitor, access, enter, update, accept, download, hack, post, replace, represent</i>);</p> <p><u>Phrase</u> (<i>real-life environment, give feedback, emotional response, raised dots</i>)</p> <p>to learn vocabulary for modern technology; to learn vocabulary</p> <p>for places in an airport; to learn vocabulary for using social</p> <p>media, to learn vocabulary for means of communication; to learn</p> <p>vocabulary relating to education</p>	<p>Technology/Inventions; Places in an airport; Means of communication & Social Media</p> <p>Education (<u>p. 3, Contents</u>)</p> <p>- modern technology</p> <p>- places in an airport</p> <p>- using social media</p> <p>- means of communication</p> <p>- education (<u>p. 80, Module's presentation</u>)</p>
კითხვა	<p>to read for gist; to read</p> <p>for specific information (R/W/DS); to read for cohesion & coherence</p>	<p><i>A warm welcome from EMIEW3</i></p> <p><i>Teen Tech Forum</i> (<u>p. 3, Contents</u>)</p>

გრამატიკა	to learn prepositional phrases; to learn phrasal verbs with <i>take</i> ; to learn reported speech; to form adjectives from nouns using suffixes	Word Formation: adjectives from nouns (<i>-ful, -less, -al</i>); Phrasal verbs: <i>take</i> ; Reported speech; <i>say – tell</i> ; Question tags; Clauses of concession Prepositions (p. 3, Contents) reported speech - reported questions & commands - question tags - clauses of concession (p. 80, Module’s presentation)
მოსმენა	to listen for gist; to listen for cohesion & coherence	Listening: monologues (matching) (p. 3, Contents)
მეტყველება	to talk about robots in the workplace; to talk about and present organisations in one’s country which promote technology to teenagers; to practise questions tags, to discuss the value of innovation, to give a presentation on a 20th century invention; to give a summary of an event	Talking about technology Giving instructions (p. 3, Contents) - giving instructions (p. 80, Module’s presentation)
სასაუბრო ინგლისური	to role play a dialogue giving instructions	Talking about technology Giving instructions (p. 3, Contents) - giving instructions (p. 80, Module’s presentation)
გამოთქმა/ინტონაცია	to learn the pronunciation of \i\, \ai\	Pronunciation: \i\, \ai\ (p. 3, Contents)
წერა	to write a for-and-against essay on robot teachers; to prepare a poster about a 20th century invention	A for-and-against essay (p. 103, Writing); A for-and-against essay (p. 3, Contents); A for-and-against essay (p. 80, Module’s presentation)

კულტურა/საგნებთან ინტეგრირება	to listen and read for specific information; to read for cohesion & coherence (missing words); to present the life of Louis Braille; to design a poster	(History): Louis Braille Culture: Robot academy (p. 3, Contents) CLIL (History): <i>Louis Braille: Reading with your fingers</i> • Culture: Robot Academy (p. 80, Module's presentation)
პროექტი	to prepare a poster about a 20th century invention; to design and present robots	Inventions of the 20 th century (p. 3, Contents)
პრეზენტაციის უნარი	to give a presentation on a 20th century invention; to present the life of Louis Braille; to design and present robots	An invention of the 20th century (p. 3, Contents)
ღირებულებები	to learn about/discuss the value of innovation	Innovation (p. 3, Contents) Values: Innovation (p. 80, Module's presentation)
უნარები	to listen and read for gist; to read for specific information (multiple choice); to learn vocabulary relating to education; to form adjectives from nouns using suffixes, to listen for specific information (multiple matching); to write a for-andagainst essay on robot teachers	

საბაზო საფეხურის სტანდარტი

შესავალი

საბაზო საფეხურზე პირველი უცხოური ენის სტანდარტი შედგება შემდეგი ნაწილებისაგან:

- ა) საგნის სწავლა-სწავლების მიზნები;
- ბ) სტანდარტის შედეგები და შინაარსი;
- გ) მეთოდიკური ორიენტირები;
- დ) შეფასება;
- ე) ტერმინოლოგიური ლექსიკონი;
- ვ) დანართი - გრამატიკა.

საბაზო საფეხურზე უცხოური ენის შესწავლისას მოსწავლეები უცხოურ ენას ფუნქციურად გამოიყენებენ კომუნიკაციური მიზნებისა თუ სასწავლო საქმიანობათა განსახორციელებლად; დაეუფლებიან ენის სწავლის უნარებს.

ქვემოთ მოცემულ ცხრილში წარმოდგენილია პირველი და მეორე უცხოური ენების სტანდარტებისა და ევროსაბჭოს ენის ფლობის დონეების საორიენტაციო შესაბამისობა.

	პირველი უცხოური ენა		მეორე უცხოური ენა	
	მოსმენა და კითხვა	წერა და ლაპარაკი	მოსმენა და კითხვა	წერა და ლაპარაკი
I-IV კლასების სტანდარტი	A1.1	A1.1		
V-VI კლასების სტანდარტი	A2.2.	A2.1	A1.2.	A1.2
VII – IX კლასების სტანდარტი	B1.1	A2.3	A2.2	A2.1.

სასკოლო კონტექსტთან ადაპტირების მიზნით ეროვნული სასწავლო გეგმაში 1, 2; 1 დონეები შემდეგ ქვე-სიმრავლეებადაა დაშლილი:

ა) საგნის სწავლა-სწავლების მიზნები

საბაზო საფეხურზე პირველი უცხოური ენის სწავლა-სწავლების მიზნებია, მოსწავლეს ჩამოეყალიბოს/ განუვითაროს:

- უცხოურ ენაზე სხვადასხვა ტიპის ზეპირი და წერილობითი ტექსტების გაგებისა და შექმნა-გაზიარების უნარები;
- უცხოური ენის გამოყენების უნარი პრაგმატული თუ საგანმანათლებლო მიზნების განსახორციელებლად;
- ენობრივ-კულტურულ მრავალფეროვნების დაფასებისა და პატივისცემის უნარი;
- ენების ეფექტიანად სწავლისთვის საჭირო უნარ-ჩვევები;
- კონსტრუქციული თანამშრომლობის უნარი.

ამ მიზნებზე მუშაობით პირველი უცხოური ენა თავის წვლილს შეიტანს ეროვნული სასწავლო გეგმის მისი-ისა და მიზნებით გათვალისწინებული უნარებისა და ღირებულებების განვითარებასა და ჩამოყალიბებაში.

ბ) სტანდარტის შედეგები და შინაარსი

სტანდარტის შედეგები საგნის ცნებებზე დაფუძნებით განსაზღვრავს მიზნობრივ ორიენტირებს და პასუხობს კითხვას, რა უნდა შეეძლოს საბაზო საფეხურის მოსწავლეს პირველი უცხოურ ენაში.

ეს შედეგები ჯგუფდება სამ მიმართულებად:

ტექსტის მოსმენა/წაკითხვა და გაგება - მოიცავს სტრატეგიებს, რომლებსაც უნდა დაეუფლოს მოსწავლე უცხოენოვანი ტექსტების გასაგებად სოციოკულტურული კონტექსტების თავისებურებათა გათვალისწინებით.

წერა და ლაპარაკი - გულისხმობს სტრატეგიებს, რომელთა საშუალებითაც უნდა შეძლოს მოსწავლემ უცხო ენაზე ზეპირი და წერიტი კომუნიკაცია.

საქმიანობა უცხოური ენის გამოყენებით - გულისხმობს სოციალურ კონტექსტებში სხვადასხვა ტიპის საქმიანობათა უცხოურ ენაზე განხორციელებას. იგი შეესაბამება ენების დიდაქტიკის ახალ პარადიგმას - მოქმედებაზე ორიენტირებულ მიდგომას (**action-oriented approach**).

სტანდარტის შინაარსი განსაზღვრავს, რა უნდა იცოდეს მოსწავლემ. შინაარსი აღინერება სავალდებულო ცნებების, თემატური ჩარჩოების, საგნობრივი საკითხების სახით.

საბაზო საფეხურის სტანდარტით განსაზღვრული შედეგები, ცნებები და საკითხები უნდა დამუშავდეს მოსწავლისთვის ნაცნობ კონტექსტებში. ეს კონტექსტები თემატური ჩარჩოს სახითაა განსაზღვრული. მასწავლებლის თუ ავტორის მიერ შერჩეული სასწავლო თემები საბაზო საფეხურის სამივე კლასისთვის უნდა გამომდინარეობდეს სტანდარტის თემატურ ბლოკიდან.

თემატური ჩარჩო საბაზო საფეხურის სასწავლო თემებისათვის აჩვენებს იმ კონტექსტებს, რომლებშიც უნდა შეძლოს მოსწავლემ უცხოური ენის გაგება-გამოყენება.

სტანდარტის შედეგების ინდექსების განმარტება

სტანდარტში განწერილ თითოეულ შედეგს წინ უძღვის ინდექსი, რომელიც მიუთითებს საგანს, სწავლების საფეხურსა და სტანდარტის შედეგის ნომერს; მაგ., **Iუცხ.საბ.1.:**

„**Iუცხ**“ - მიუთითებს პირველ უცხოურ ენას;

„**საბ**“ - მიუთითებს საბაზო საფეხურს;

„**1**“ - მიუთითებს სტანდარტის შედეგის ნომერს.

პირველი უცხოური ენის (ინგლისურის) სტანდარტის შედეგები (VII-IX კლასები)		
შედეგის ინდექსი	მიმართულება: ტექსტის მოსმენა/ნაკითხვა და გაგება (რეცეპციული უნარები)	ცნებები
მოსწავლემ უნდა შეძლოს:		
Iუცხ.საბ.1.	მოსმენამდე/ნაკითხვამდე ტექსტის ტიპის განსაზღვრა მისი სტრუქტურული და სიტუაციური მახასიათებლების ამოცნობის გზით;	ტექსტის ტიპი
Iუცხ.საბ.2.	ნასწავლი ენობრივი საშუალებების გამოყენებით ტექსტის შინაარსის გააზრება და საკუთარ გამოცდილებასთან დაკავშირება;	ტექსტის სტრუქტურული ელემენტები
Iუცხ.საბ.3.	ტექსტებში ასახული სოციოკულტურული თავისებურებების ამოცნობა და მათ მიმართ პოზიტიური დამოკიდებულების გამოვლენა;	საკომუნიკაციო სიტუაცია
Iუცხ.საბ.4.	ტექსტის გაგებამდე, გაგების პროცესში და გაგების შემდგომ შესაბამისი სტრატეგიების შერჩევა და გამოყენება;	კულტურათშორისი დიალოგი
Iუცხ.საბ.5.	ტექსტის გააზრებისას წარმოქმნილი პრობლემების გაანალიზება, მათი გადაჭრის გზების დადგენა (სწავლის პროცესის მართვა - მეტაკოგნიტური სტრატეგია).	სტრატეგიები
მიმართულება: წერა და ლაპარაკი (პროდუცირება)		
მოსწავლემ უნდა შეძლოს:		
Iუცხ.საბ.6.	ზეპირი საკომუნიკაციო სიტუაციის/მიზნის შესაბამისი სამეტყველო მოქმედებების შესრულება სათანადო სტრატეგიების გამოყენებით;	ლექსიკა
Iუცხ.საბ.7.	ნასწავლი ენობრივი საშუალებებით საკომუნიკაციო მიზნის შესაბამისი წერილობითი ტექსტის პირველადი ვარიანტის შემუშავება;	გრამატიკა
Iუცხ.საბ.8.	პირველადი ვარიანტის ცალკეული აზრების, მთლიანი ტექსტის ენობრივი, შინაარსობრივი თუ სტრუქტურული გაუმჯობესება, საბოლოო ვარიანტის სათანადოდ გაფორმება;	ფუნქციური სამეტყველო მოქმედებები
Iუცხ.საბ.9.	წერამდე, წერის დროს და წერის შემდგომ ფაზებში შესაბამისი სტრატეგიების შერჩევა და გამოყენება;	
Iუცხ.საბ.10.	ზეპირი და წერილი კომუნიკაციისას წარმოქმნილი პრობლემების გაანალიზება, მათ გადასალახად სამოქმედო გეგმის შედგენა (სწავლის პროცესის მართვა - მეტაკოგნიტური სტრატეგია).	
მიმართულება: საქმიანობა უცხოური ენის გამოყენებით		
მოსწავლემ უნდა შეძლოს:		
Iუცხ.საბ.11.	კულტურათშორისი დიალოგის ხელშემწყობი ინიციატივების გამოვლენა და რეალიზება, სოციოკულტურული თავისებურებების გაზიარება;	
Iუცხ.საბ.12.	ზეპირი და წერილი კომუნიკაციის უნარების გამოყენებით იდეების განხორციელება.	

შინაარსი

ცნებები და საკითხები

ტექსტის ტიპი

- სასწავლო მიზნით შექმნილი (დიდაქტიზებული) ტექსტი (მაგ., თემატური დიალოგი/მონოლოგი, აღწერითი, თხრობითი ტექსტი);
- პრაგმატული ტექსტები (მაგ., განრიგი/პროგრამა, გზის მარშრუტი, რეკლამა, აფიშა);
- კორესპონდენცია (მაგ. ღია ბარათი, მეგობრული წერილი, შეტყობინება/შპშ/ჩთ);
- საინფორმაციო-შემეცნებითი ტექსტები (მაგ., ცნობარი, ანოტაცია, ინტერვიუ, ბუკლეტი, პირადი გამოსხაურება, საყმანვილო ენციკლოპედიის სტატია);
- გასართობ-შემოქმედებითი ტექსტები (მაგ., სიმღერა, ლექსი, სკეტჩი, რიტმული ტექსტი, რეპი, კარკატურა, კლიპი).

ტექსტის სტრუქტურული ელემენტები (მაგ., სათაური, რუბრიკა, ილუსტრაცია, სქემა, აბზაცი)

აბზაცი - სტრუქტურა: თემატური წინადადება, დამხმარე წინადადებები (დამატებითი ინფორმაციის შემცველი მაგალითი, დეტალი, მონაცემი თემატურ წინადადებაში ასახული მთავარი იდეის შესახებ), დასკვნითი წინადადება;

ტექსტის სიტუაციური მახასიათებლები/საკომუნიკაციო სიტუაცია (მაგ., კომუნიკაციის ადგილი, მიზანი, მონაწილეები, ადრესატი, ავტორი);

სოციოკულტურული თავისებურება (მაგ., რეალები, ფასეულობები, ზნე-ჩვეულებები, კულტურული ნორმები)

კულტურათმორისი დიალოგი;

სტრატეგიები

- **მოსმენის სტრატეგიები** მოსმენის პროცესის თითოეული ფაზისათვის (მოსმენამდე, მოსმენის დროს, მოსმენის შემდეგ)
- **კითხვის სტრატეგიები** კითხვის პროცესის თითოეული ფაზისთვის (კითხვამდე, კითხვის დროს, კითხვის შემდეგ)
- **ლაპარაკის სტრატეგიები** ზეპირი კომუნიკაციამდე და კომუნიკაციის დროს;
- **წერის სტრატეგიები** წერის პროცესის თითოეული ფაზისთვის (წერის დაწყებამდე, წერის დროს, პირველი ვარიანტის შექმნის შემდეგ)
- **ლექსიკისა და გრამატიკის სწავლის სტრატეგიები;**
- **სწავლის პროცესის მართვა** (მეტაკოგნიტური სტრატეგიები)

ლექსიკა - ანტონიმი, სინონიმი, ომონიმი, ფრაზეოლოგიზმი/მყარი შესიტყვება;

გრამატიკა - ფონეტიკა, მორფოლოგია, სინტაქსი;

ლექსიკურ-გრამატიკული ცოდნა კომუნიკაციურ მიზნების განხორციელებას უნდა ემსახურებოდეს. შესაბამისად, ლექსიკა და გრამატიკული საკითხები ცალკეულ სასწავლო თემის საკომუნიკაციო მიზნებიდან გამომდინარე განისაზღვრება.

ფუნქციური სამეტყველო მოქმედებები

ქვემოთ წარმოდგენილია იმ ფუნქციური სამეტყველო მოქმედებების ჩამონათვალი, რომელთა შესრულებაც უნდა შეძლოს მოსწავლემ სხვადასხვა კონტექსტსა თუ სიტუაციებში კომუნიკაციისას. სტანდარტი გამოყოფს მიკრო-ფუნქციებს და მაკრო-ფუნქციებს.

მიკრო-ფუნქციები:

- **ინტერაქცია სოციალურ რიტუალებში** - მისალმება; ვინმეს/საკუთარი თავის წარდგენა; ვინმეს მიღება; მილოცვა; კეთილი სურვილის გამოხატვა; გამომშვიდობება; ტელეფონზე ინტერაქცია (ზარზე პასუხი, თანამოსაუბრის ვინაობის დადგენა, მობოდიშება, დალოდების თხოვნა, საუბრის დასრულება); მადლობის გადახდა;
- **ინტერაქცია ინფორმაციის შესახებ:** სახელდება, მითითება, აღნიშვნა; ინფორმაციის მოთხოვნა/გაცემა: რაიმე საგნის/პიროვნების შესახებ (რა არის, ვინ არის); დროის შესახებ (დროის მონაკვეთების აღნიშვნა; დროში - აწმყოს, წარსულსა თუ მომავალში - ლოკალიზება; თანადროულობის, წინმსწრეობის, მერმინდულობის გამოხატვა, დასაწყისის, დასასრულის აღნიშვნა; განმეორებადობის, ხანგრ-

ძლივობის, სიხშირის აღნიშვნა); სივრცის შესახებ (ადგილის/ადგილმდებარეობის აღნიშვნა; მანძილის დაზუსტება, მოძრაობის, მიმართულება/ორიენტაციის აღნიშვნა); ვითარების შესახებ; რაოდენობისა და ხარისხის შესახებ; მიზეზის შესახებ; ფაქტის დადასტურება/ უარყოფა; ინფორმაციის შესწორება;

- **ინტერაქცია შეხედულებების და დამოკიდებულების შესახებ:** საკუთარი თვალსაზრისის გამოხატვა; მიმხრობა-გაზიარება; შეწინააღმდეგება, უარყოფა; დაპირისპირება; გამოხატვა იმისა, რომ რაიმე იცი ან არ იცი, შეგიძლია/არ შეგიძლია; გამოხატვა იმისა, რომ რაიმე გახსოვს ან დაგავიწყდა; რაიმეს შესხენება; ეჭვის, დაურწმუნებლობისა თუ დარწმუნებულობის გამოხატვა; საკუთარი სურვილების, განზრახვის გამოხატვა; ვალდებულების, აუცილებლობის გამოხატვა; შედარება: მსგავსების/განსხვავების, მეტობის/ნაკლებობის აღნიშვნა, მიზეზშედეგობრივი კავშირები, მიზნის, პირობითობის გამოხატვა;
- **ინტერაქცია ემოციებსა და გრძნობებზე:** სიხარულის, სიამოვნების, ბედნიერების განცდის გამოხატვა; მოწყენილობის, სევდის გამოხატვა; ნუგეშისცემა, დამშვიდება; იმედის, გულდანყევების გამოხატვა; შიშის, ნუხილის, ფიზიკური ტკივილის გამოხატვა; მოწონების/არ მოწონების, აღფრთოვანების გამოხატვა; გამოხატვა იმისა, თუ რა გირჩევნია; კმაყოფილების/უკმაყოფილობის გამოხატვა; ბრაზის გამოხატვა; ინტერესის გამოხატვა რაიმეს მიმართ; გაკვირვების/ინდიფერენტული დამოკიდებულების, მადლიერების გამოხატვა;
- **ინტერაქცია ქმედებებსა და საქმიანობებზე:** ბრძანების ან ინსტრუქციის მიცემა; დახმარების თხოვნა; შეკვეთის მიცემა (მაგ. კაფეში, რესტორანში); თხოვნაზე პასუხი გაცემა დათანხმებით, ყოყმანით, უარის თქმით; რაიმეს გაკეთების თხოვნა; რაიმე გაკეთების შეთავაზება; შეთავაზება; შეთავაზებაზე დადებითი ან უარყოფითი პასუხის გაცემა; რჩევის მიცემა, გაფრთხილება; გამხნევება; ნებართვის თხოვნა/მიცემა; აკრძალვა; დამუქრება; დაპირება; საყვედურის მიცემა;
- **სიტყვის, სათქმელის სტრუქტურირება -** გეგმის წარდგენა; თემის წამოწყება, თემის/საკითხის გაშლა-განვითარება დაჯგუფების, შედარების, აღწერის, თხრობის საშუალებით; მაგალითის მოყვანა; სხვისი ნათქვამის მოყვანა; თემის შეჯამება;
- **ზეპირი ინტერაქციის სტრუქტურირება -** თანამოსაუბრესთან საუბრის დაწყება; საუბარში ჩართვა/სიტყვის თხოვნა; სიტყვის მნიშვნელობის დაზუსტება/პარაფრაზირება, გადამონმება იმის, რომ თანამოსაუბრეს ჩვენი ესმის; კითხვის დასმით გადამონმება, რომ მართებულად გვესმის თანამოსაუბრისა; გაუგებრობის შემთხვევაში თანამოსაუბრისთვის თხოვნა, რომ უფრო ნელა ისაუბროს, დამარცვლოს, ნათქვამი გაიმეოროს,/პარაფრაზირებით განმარტოს.

მაკრო-ფუნქციები: აღწერა, თხრობა, ახსნა-განმარტება

თემატური ჩარჩო საბაზო საფეხურის სასწავლო თემებისათვის

ქვემოთ მოცემული ჩარჩო აღწერს იმ კონტექსტებს, რომლებშიც უნდა შეძლოს მოსწავლემ უცხოური ენის გაგება-გამოყენება. შესაბამისად, საბაზო საფეხურის სამივე კლასის სასწავლო თემები მთლიანობაში უნდა შეესაბამებოდეს სტანდარტის თემატური ჩარჩოს.

ინდივიდის აქტივობის სფეროები			
პარამეტრები	პირადი	საზოგადოებრივი	საგანმანათლებლო
ადგილი	კერძო სივრცეები, მაგ., სახლი, ბინა, ეზო.	საჯარო სივრცეები სოფელსა თუ ქალაქში (მაგ., უბანი, ქუჩა, მოედანი, სხვადასხვა ტიპის ტრანსპორტი, პარკი, კაფე, აეროპორტი, მაღაზია, ბიბლიოთეკა, სადგური).	სკოლის შენობა და მისი მიმდებარე ტერიტორია, კოლეჯი, ლიცეუმი, პროფესიული სასწავლებელი.
ინსტიტუცია	ოჯახი, თემი.	მერია, პოლიცია, სამაშველო სამსახური, საქველმოქმედო საზოგადოება.	სკოლა და სასკოლო საზოგადოება, ზოგადი და პროფესიული განათლება.

ადამიანი	ოჯახის წევრები, ნათესავები, წინაპრები, თანატოლები, მეგობრები, ნაცნობები.	სხვადასხვა საქმიანობის და პროფესიის ადამიანები (მაგ., მეხანძრე, ექიმი, მზარეული, მწერალი, მოგზაური), მოქალაქე, მგზავრი, მასწავლებელი, გულშემმატიკივარი და სხვ.	სკოლის პერსონალი (მაგ., მასწავლებელი, დამრიგებელი, დირექტორი, ბიბლიოთეკარი, დარაჯი), მოსწავლე, მშობელი.
საგანი	ავეჯი, სამოსი, საყოფაცხოვრებო ნივთები, სპორტული აღჭურვილობა და სხვ.	ფული, საფულე, სურსათი, საქონელი, ნამლები, ოფიციალური დოკუმენტები (მაგ., პირადობის მოწმობა, მართვის მოწმობა).	სასკოლო აღჭურვილობა და ნივთები (მაგ., წიგნი, დაფა, ცარცი, კომპიუტერი, პროექტორი, სპორტული ინვენტარი).
მოვლენა	ოჯახური დღესასწაულები, ავადმყოფობა, დღეობები, სტუმრობა, წვეულება, კულტურული და სპორტული აქტივობები, არდადეგები და სხვ.	ბუნებრივი მოვლენები, უბედური შემთხვევა, ბაზრობა, კონკურსი, სპექტაკლი, სამოქალაქო და რელიგიური ზეიმი და სხვ.	სასწავლო წლის დასაწყისი/ დასასრული, კლასგარეშე ღონისძიებები, კონკურსები, კონფლიქტები სკოლაში და სხვ.
მოქმედება	ყოველდღიური ყოფითი, შემოქმედებით-ინტელექტუალური, სპორტული, გასართობი საქმიანობები (მაგ., ჭამა, ჩაცმა, კითხვა, მეცადინეობა, კოლექციონერობა, ტელევიზორის ყურება).	ყოფითი, შემოქმედებით-ინტელექტუალური, სპორტული, გასართობი აქტივობები საზოგადოებრივი თავშეყრის ადგილებში (მაგ., საყიდლებზე სიარული, თეატრში წასვლა, სპორტულ შეჯიბრში მონაწილეობა), მგზავრობა, მოგზაურობა.	სწავლა და სწავლება; კლასგარეშე შემოქმედებით-ინტელექტუალურ, სპორტულ და გასართობ აქტივობებში მონაწილეობა, მშობელთა კრება.
ბუნება, ცხოველთა სამყარო, მცენარეთა სამყარო	შინაური და გარეული ცხოველები, ყვავილები, ხეები, ტყე, მდინარე, ტბა, უდაბნო, ზღვა, მთა, მინდორი, კოსმოსი.		

საფეხურებრივი საკვანძო შეკითხვები

- როგორ მოვიქცე, რომ შევძლო ინგლისურენოვანი სხვადასხვა ტიპის ტექსტის გაგება?
- როგორ მოვიქცე, რომ შევძლო საკომუნიკაციო სიტუაციის შესაბამისი სამეტყველო მოქმედებების შესრულება?
- როგორ მოვიქცე, რომ წარმატებით გავართვა თავი წერით საკომუნიკაციო ამოცანას?
- რატომ გამიჭირდა საკომუნიკაციო ამოცანის შესრულება? როგორ გადავლახო ეს სიძნელე? რომელი სტრატეგია უნდა გამოვიყენო და რატომ?
- როგორ შევუწყო ხელი კულტურათშორის დიალოგს, სოციოკულტურულ თავისებურებათა წარმოჩენასა და გაცვლა-გაზიარებას?
- რით ჰგავს, რით განსხვავდება უცხოური ენა და კულტურა მშობლიურისაგან?
- როგორ გამოვიყენო უცხოური ენის ცოდნა საქმიანი იდეების განსახორციელებლად?

გ) მეთოდოლოგიური ორიენტირები

საგნის სწავლა-სწავლება უნდა წარიმართოს შემდეგი პრინციპების დაცვით:

- ა) სწავლა-სწავლება ხელს უნდა უწყობდეს მოსწავლეთა მოტივირებას და შინაგანი ძალისხმევის გააქტიურებას.
- ბ) სწავლა-სწავლება ხელს უნდა უწყობდეს ცოდნის ეტაპობრივად კონსტრუირებას წინარე ცოდნაზე დაფუძნებით.
- გ) სწავლა-სწავლება ხელს უნდა უწყობდეს ცოდნათა ურთიერთდაკავშირებას და ორგანიზებას.
- დ) სწავლა-სწავლება უნდა უზრუნველყოფდეს სწავლის სტრატეგიების დაუფლებას (სწავლის სწავლას).
- ე) სწავლა-სწავლება უნდა მოიცავდეს ცოდნის სამივე კატეგორიას: დეკლარატიულს, პროცედურულსა და პირობისეულს.

გამჭოლი უნარები და ღირებულებები

საგნობრივი შედეგების გარდა, ეროვნული სასწავლო გეგმის მიზნებიდან სწავლა-სწავლებისა და შეფასების სამიზნედ ასევე უნდა იქცეს შემდეგი გამჭოლი უნარები და ღირებულებები:

პასუხისმგებლობა	<ul style="list-style-type: none"> • სასკოლო და სხვა საქმიანობებში ნაკისრი ვალდებულების შესრულება; • სამუშაოს დადგენილ ვადებში დასრულება და ჩაბარება; • საკუთარი ქცევის მართვა, საკუთარ ქცევებზე პასუხისმგებლობის აღება.
თანამშრომლობა	<ul style="list-style-type: none"> • მზაობა ჯგუფში/გუნდში სხვადასხვა ფუნქციის შესასრულებლად; • განსხვავებული იდეების, შეხედულებების კონსტრუქციულად განხილვა; • რესურსების, მოსაზრებების, ცოდნის გაზიარება პრობლემათა ერთობლივად გადაჭრის, გადანყვეტილებათა ერთობლივად მიღების მიზნით. • ჯგუფის წევრებს შორის განაწილებული სამუშაოს შესრულება.
დროსა და სივრცეში ორიენტირება	<ul style="list-style-type: none"> • თანამედროვე რეალობის სივრცულ-დროით ქრილში გააზრება და ინტერპრეტირება; • მულტიპერსპექტიული ხედვა დროითი და სივრცული ფაქტორების გათვალისწინებით.
ეთიკა	<ul style="list-style-type: none"> • ეთიკური და ქცევითი ნორმების დაცვა; • სოლიდარობის განცდა; • სხვებისადმი ემპათია; • პიროვნული ღირსების გააზრებისა და დაფასების უნარი; • განსხვავებულობის მიმღებლობა; • საკუთარ სოციალურ აქტივობაზე პასუხისმგებლობის გააზრება.

<p>ინფორმაციული და საკომუნიკაციო ტექნოლოგიების გამოყენება</p>	<ul style="list-style-type: none"> • ინფორმაციის/სასწავლო მასალის (დიდაქტიზებული, პრაგმატული, საინფორმაციო-შემცენებითი, გასართობ-შემოქმედებითი ხასიათის ტექსტები) მოძიება ინტერნეტში სხვადასხვა საძიებო სისტემის მეშვეობით; • ინფორმაციული და საკომუნიკაციო ტექნოლოგიების გამოყენება სასწავლო მასალისა და სხვადასხვა ტიპის ტექსტების შესაქმნელად და პროექტების განსახორციელებლად (სხვადასხვა ხასიათის ღია ბარათის/მეგობრული წერილის/შეტყობინების ელექტრონული ვერსიის მინერა ელექტრონული ფოსტის მეშვეობით, უცხოელ თანატოლებთან ჩეთში მონაწილეობა სკაიპ-ის, მესენჯერ-ის მეშვეობით; ვებგვერდის/ბლოგის შექმნა და უცხოურ ენაზე განხორციელებული სხვადასხვა პროექტის, მაგ., კულინარიული რეცეპტების კრებული, სკოლის მოსწავლეთა ნახატების/ნაკეთობების კატალოგის სკოლის ვებგვერდზე/ ბლოგზე განთავსება); <p>ინფორმაციული საკომუნიკაციო ტექნოლოგიების გამოყენება (მაგ., Word, PowerPoint) სასწავლო მასალისა და სხვადასხვა ტიპის ელექტრონული ტექსტების დასამუშავებლად.</p>
<p>კვლევა</p>	<ul style="list-style-type: none"> • კვლევითი ამოცანის, კვლევის პროცედურების, მონაცემების მოპოვების გზებისა და აღრიცხვის ფორმების განსაზღვრა; სათანადო რესურსების შერჩევა; • კვლევის ჩატარება, მონაცემების აღრიცხვა და სხვადასხვა ფორმით წარმოდგენა/ ორგანიზება; • მონაცემების ანალიზი, არგუმენტირებული მსჯელობის საფუძველზე დასკვნების გამოტანა; კვლევის შედეგების შეფასება; • კვლევითი სამუშაოების ჩატარების დროს ეთიკისა და უსაფრთხოების ნორმების დაცვა.
<p>შემოქმედებითი აზროვნება</p>	<ul style="list-style-type: none"> • ჩანაფიქრის შემოქმედებითად განხორციელება; • ორიგინალური იდეების გამოვლენა და ხორცშესხმა; ახლის შექმნა; • დასმული პრობლემების გადასაჭრელად არასტანდარტული გზების მოძიება; • სწრაფვა გარემოს გარდაქმნა-გაუმჯობესებისკენ.

მეთოდური მიდგომები

უცხოური ენის სწავლა-სწავლება შემდეგ მეთოდურ მიდგომებს უნდა ითვალისწინებდეს:

- უცხოური ენის სტანდარტის მოთხოვნათა შესრულება მოითხოვს უცხოურ ენაზე კომუნიკაციური უნარების ფუნქციურად გამოყენების უნარების განვითარებას. ამ მოთხოვნის უზრუნველსაყოფად მნიშვნელოვანია ეგრეთწოდებული „უკუსვლით დაგეგმვის“ (ბაცკნარდ დესიგნ) მეთოდის გამოყენება: პირველ რიგში, უნდა ვხედავდეთ, კონკრეტული თემატური ერთეულის ბოლოს, რა კომპლექსურ-ფუნქციური დავალებების/საქმიანობის შესრულება უნდა შეძლოს მოსწავლემ. შემდეგ, ეს დავალება უნდა დავშალოთ ცოდნისა და უნარების ცალკეულ კომპონენტებად, რომელთა ათვისებაც დასჭირდება მოსწავლეს იმისთვის, რომ ბოლოს შეძლოს კომპლექსური დავალების შესრულება, რომლის დროსაც მოუწევს ფუნქციური გამონათქვამების, ლექსიკური, გრამატიკული, კომუნიკაციური ცოდნისა და უნარების ერთდროულად და ინტერაქტიულად გამოყენება.
- ლექსიკური მასალა თუ გრამატიკული საკითხები თვითმიზნურად არ უნდა ისწავლებოდეს, მათი სწავლება გადაჯაჭვული უნდა იყოს კომუნიკაციურ მიზნებთან. მოსწავლეს ის ლექსიკურ-გრამატიკული უნარები უნდა გამოვუმუშაოთ, რომლებსაც კონკრეტულ კომუნიკაციურ სიტუაციებში გამოიყენებს.
- მოსწავლე უნდა იყოს სწავლა-სწავლების პროცესის აქტიური მონაწილე. ამის უზრუნველსაყოფად მოსწავლე ჩართული უნდა იყოს განმავითარებელ შეფასებაში. სწავლის პროცესის შეფასება მოსწავლეს გამოუმუშავებს დამოუკიდებლად სწავლის უნარ-ჩვევებს, დაეხმარება სწავლის სტრატეგიების ათვისებაში, საშუალებას მისცემს, გაცნობიერებულად შეუწყოს ხელი საკუთარ წინსვლასა და წარმატებას. შეფასებაში ჩართვის ძირითად მიზანს წარმოადგენს მოსწავლის გათვითცნობიერება სწავლის პროცესებში, რაც მას ხელს შეუწყობს ამ პროცესების გააზრებულად და დამოუკიდებლად მართვაში;
- სწავლის უნარების გასაუმჯობესებლად მნიშვნელოვანია მეტაკოგნიციის გაუმჯობესებაზე ზრუნვა, რისთვისაც მასწავლებელმა პერიოდულად სამი ტიპის აქტივობა უნდა ჩაატაროს. ეს აქტივობებია:

სტრატეგიების მოდელირება: მასწავლებელი მოსწავლეებთან ერთად ასრულებს დავალებას და მისი

შესრულებისას „ხმამალა ფიქრობს“ იმაზე, თუ როგორ შეასრულოს ეს აქტივობა (მაგ., კარგად გავეცნოთ პირობას და დავაკვირდეთ, რას მოითხოვს იგი; აქვს თუ არა პირობას თანხმლები მასალა, მაგ., სურათები? ამიტომ, სანამ ტექსტს წავიკითხავთ, ხომ არ სჯობს, ჯერ სურათებს გავეცნოთ და ვნახოთ, რა ინფორმაციის შემცველია ეს სურათები? და მისთ.

წინმსწრები მეტაკოგნიტური პაუზა, ანუ დავალების შესრულებამდე დაფიქრება და მსჯელობა გადასადგმელ ნაბიჯებზე - მას შემდეგ, რაც მოსწავლეები გაცნობიან დავალების პირობას, შევასრულებინებთ მეტაკოგნიტური ხასიათის ამგვარ აქტივობას: მათ ჯგუფურად უნდა განსაზღვრონ ის გზა, რომლითაც დავალებას შეასრულებენ, სახელდობრ: დეტალურად აღწერონ დავალების შესრულების ეტაპები (რას შეასრულებენ რის შემდეგ და სხვ.), ასევე სტრატეგიები, რომლებსაც გამოიყენებენ თითოეულ ეტაპზე. ჯგუფებმა უნდა წარმოადგინონ თავიანთი ნამუშევრები და იმსჯელონ შერჩეული გზებისა თუ სტრატეგიების მიზანშეწონილობაზე.

შემდგომი მეტაკოგნიტური პაუზა, ანუ დავალების შესრულების შემდეგ დაფიქრება და მსჯელობა გადადგმულ ნაბიჯებზე - მას შემდეგ, რაც მოსწავლეები შეასრულებენ კონკრეტულ დავალებას, მათ უნდა გაიხსენონ და აღწერონ განვლილი გზა: რა გააკეთეს რის შემდეგ? რა ხერხები გამოიყენეს მუშაობისას? რა გაუჭირდათ ან რა გაუადვილდათ? შესრულებული მოქმედებების აღწერის შედეგად მოსწავლეები გააცნობიერებენ იმ ფაქტს, რომ მიზნის მისაღწევად არსებობს სხვადასხვა გზა და ხერხი, რომლებზეც დავალების შესრულებამდე უნდა დაფიქრდნენ (ოპტიმალური გადაწყვეტილების მისაღებად). მეტაკოგნიტური პაუზა მოსწავლეებს განუვითარებს სწავლის უნარებს და აუმაღლებს სწავლის ქმედუნარიანობას.

- ყოველი ახალი თემატური ერთეულის სწავლება უნდა იწყებოდეს მოსწავლისთვის ნაცნობი კონტექსტების შეთავაზებით, სახელდობრ, იმგვარი ტექსტების დამუშავებით, რომლებიც მარტივ საკომუნიკაციო სიტუაციას წარმოადგენს. სწორედ ამ ტექსტების კონტექსტში უნდა გავეცნოს მოსწავლე იმ ახალ ენობრივ მასალას (ლექსიკურ ერთეულებს, გრამატიკულ ფორმებს თუ მექანიზმებს), რომლებსაც მომდევნო ეტაპზე ცალკეული სავარჯიშოების საშუალებით აითვისებს იმ მიზნით, რომ შემდგომ ზეპირმეტყველება და წერილობითი მეტყველებაში გამოიყენოს.

წლიური პროგრამისა და სასწავლო თემის აგების პრინციპები

წლიური პროგრამა სტანდარტზე დაყრდნობით იგეგმება და გვიჩვენებს სტანდარტის მოთხოვნათა რეალიზების გზებს. წლიური პროგრამა სარეკომენდაციო ხასიათისაა. სკოლას შეუძლია გამოიყენოს რეკომენდაციის სახით შეთავაზებული წლიური პროგრამა ან თავად დასახოს სტანდარტის მიღწევის გზები. წლიური პროგრამები უნდა დაიგეგმოს სასწავლო თემების საშუალებით (შედეგი არ წარმოადგენს დამოუკიდებელ სასწავლო ერთეულს - თემას).

სასწავლო თემის დასაგეგმად გამოიყენება შემდეგი კომპონენტები:

<p>სასწავლო თემა</p> <p>სასწავლო თემა წარმოადგენს ფუნქციურ კონტექსტს, რომელიც სტანდარტის შედეგების, ცნებებისა თუ კონკრეტული საკითხების ინტეგრირებულად და ურთიერთდაკავშირებულად სწავლების საშუალებას იძლევა. თითოეული თემის ფარგლებში, შეძლებისდაგვარად, უნდა დამუშავდეს სტანდარტის ყველა შედეგი.</p>
<p>ცნებები, ტექსტები, საკითხები</p> <p>ტექსტებისა და საკითხების მეშვეობით მოსწავლე გაიაზრებს ცნების შინაარსს, ამუშავებს საკვანძო შეკითხვებს, ასრულებს კომპლექსურ დავალებებს.</p>
<p>საკვანძო შეკითხვები</p> <p>თემატური საკვანძო შეკითხვები გამომდინარეობს საფეხურებრივი საკვანძო შეკითხვებიდან და დაისმის თემის კონკრეტულ კონტექსტში. მათი ფუნქციაა:</p> <ul style="list-style-type: none"> • მოსწავლის წინარე ცოდნის გააქტიურება, ცნობისმოყვარეობის გაღვივება, პროვოცირება ახალი ცოდნის შესაძენად; • სასწავლო თემის შედეგზე ორიენტირებულად სწავლა-სწავლების უზრუნველყოფა; • თემის სწავლა-სწავლების პროცესში შუალედური ბიჯების/ეტაპების განსაზღვრა. საკვანძო შეკითხვა წარმოადგენს მაორგანიზებელ ელემენტს, რომელიც სასწავლო თემის ფარგლებში ასრულებს გაკვეთილ(ებ)ის მიზნის როლს.

აქტივობები

მომდინარე დავალებების ტიპების/ნიმუშების ჩამონათვალი, რომლებიც შეიძლება იყოს გამოყენებული გაგება-გააზრების პროცესების ხელშესაწყობად, ასევე ცოდნის ათვისების, განმტკიცებისა თუ შეჯამების მიზნით.

კომპლექსურ/პროექტულ დავალებათა იდეების ჩამონათვალი

კომპლექსური/პროექტული დავალებები წარმოადგენს იმგვარ აქტივობებს, რომელთა შესრულება მოითხოვს სხვადასხვა ცოდნათა ინტეგრირებულად გამოყენებას ფუნქციურ კონტექსტებში.

შეფასების ინდიკატორები

შეფასების ინდიკატორები სტანდარტის შედეგებიდან გამომდინარეობს და აჩვენებს, რა უნდა შეძლოს მოსწავლემ კონკრეტული თემის ფარგლებში. სხვა სიტყვებით, ინდიკატორები წარმოადგენს კონკრეტულ თემაში რეალიზებულ შედეგებს. ინდიკატორებში დაკონკრეტებულია ცოდნის ის სავალდებულო მინიმუმი, რომელსაც მოსწავლე თემის ფარგლებში უნდა დაეუფლოს. შეფასების ინდიკატორებზე დაყრდნობით ყალიბდება კრიტერიუმები შეფასების რუბრიკებისთვის.

მკვიდრი წარმოდგენები

მკვიდრი წარმოდგენები განისაზღვრება სტანდარტის შედეგებზე დაყრდნობით. ეს არის ზოგადი წარმოდგენები, რომლებიც თემის შესწავლისას უნდა ჩამოყალიბდეს მოსწავლის ხანგრძლივ მესხიერებაში მის (მოსწავლის) წინარე წარმოდგენებზე დაყრდნობით, რათა მას თემის ფარგლებში დასახული მიზნების მიღწევა გაუადვილდეს. მკვიდრი წარმოდგენები აზროვნების საყრდენია გაგების აქტების განსახორციელებლად.

როგორ აიგება სასწავლო თემა?

სასწავლო თემის ასაგებად უმთავრესი ორიენტირებია სტანდარტის შედეგები. ისინი სტანდარტში სავალდებულო სახითაა განსაზღვრული. სტანდარტის ცნებებსა და შედეგებზე დაყრდნობით განისაზღვრება **საკვანძო შეკითხვები** და **შეფასების ინდიკატორები**, შეირჩევა ტექსტები, შემუშავდება **იდეები შემაჯამებელი კომპლექსური დავალებებისთვის**. ამის შემდეგ განისაზღვრება საგნობრივი საკითხები, რესურსები, დავალებების ტიპები/ნიმუშები. თითოეულ თემაზე მუშაობის პროცესი მოემსახურება ზოგადი მკვიდრი წარმოდგენების ჩამოყალიბებას. უცხოურ ენაში მკვიდრი წარმოდგენები განისაზღვრება სტანდარტის მოთხოვნებზე დაყრდნობით და საერთო სასწავლო წლის თემებისათვის.

ქვემოთ თემის ასაგებად გადასადგმელი ნაბიჯები წარმოდგენილია სქემატურად, ცხრილის სახით.

ცხრილი. სასწავლო თემის აგების პროცესი

ნაბიჯი 1. თემატური საკვანძო შეკითხვების დასმა
ნაბიჯი 2. შეფასების ინდიკატორების განსაზღვრა
ნაბიჯი 3. თემის ტექსტების/რესურსების შერჩევა
ნაბიჯი 4. შემაჯამებელი კომპლექსური დავალებების იდეების შემუშავება

ნაბიჯი 5. საკითხების განსაზღვრა
ნაბიჯი 6. მიმდინარე აქტივობებისა და დავალებების განსაზღვრა-დაგეგმვა
ნაბიჯი 7. მკვიდრი წარმოდგენების განსაზღვრა

თემის სწავლა-სწავლების პროცესის ტაბულა

ქვემოთ მოცემულია პროცესის ტაბულა, რომელიც აჩვენებს, თუ როგორ მუშავდება კომუნიკაციურ-ენობრივი უნარები, როგორ წარიმართება, ერთი თემატური ერთეულის ფარგლებში, მოსწავლის აქტივობასა და სწავლის პროცესზე ორიენტირებული სწავლა-სწავლება. სწავლის პროცესზე ორიენტირება მოსწავლეს ეხმარება სწავლის სტრატეგიების ათვისებაში, რაც ხელს უწყობს მას მიღწევების გაუმჯობესებაში.

თემა:
მოსმენა- გაგების პროცესი
საკვანძო შეკითხვები: როგორ მოვიქცე ტექსტის შინაარსის გასაგებად? რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტიური უნარები?
ტექსტი/ტექსტები:
ბიჯები და სწავლა-სწავლების სტრატეგიები
ფაზა: მოსმენამდე
საკვანძო შეკითხვები: როგორ მოვემზადო ტექსტის მოსასმენად?
მოსმენის წინარე სტრატეგიები:
<p>ბიჯი 1. დავალების ნათლად გააზრება და დაზუსტება პირობის გაანალიზების გზით; საჭიროებისამებრ, დამატებითი დაზუსტებების მოთხოვნა;</p> <p>ბიჯი 2. სხვადასხვა ხერხით შინაარსის წინასწარ განჭვრეტა (მაგ., ვარაუდის გამოთქმა ილუსტრაციებზე, სათაურზე დაყრდნობით);</p> <p>ბიჯი 3. ტექსტის გასააზრებლად საჭირო წინარე ცოდნის (ენობრივი, ტექსტობრივი, თემასთან დაკავშირებული) გახსენება-გააქტიურება; საჭიროებისამებრ (ტექსტის სირთულის მიხედვით) რამდენიმე აუცილებელი საკვანძო სიტყვის/მყარი შესიტყვების დამუშავება.</p>
ფაზა: მოსმენის დროს
საკვანძო შეკითხვა: როგორ მოვიქცე, რომ უკეთ გავიგო ტექსტი? როგორ გავიაღვილო ტექსტის გაგება?

მოსმენის სტრატეგიები:

ბიჯი 4. პირველი მოსმენა - ტექსტის ზოგადი შინაარსის გასაგებად გაცნობითი მოსმენა:

- ყურადღების გამახვილება მხოლოდ ნაცნობ სიტყვებსა და გამოთქმებზე, არავერბალურ ელემენტებზე (მაგ., მიმიკა-ჟესტიკულაცია, ხმის ტემპრი, ილუსტრაცია);

ბიჯი 5. სხვადასხვა ტიპის აქტივობის გამოყენებით ტექსტის მრავალჯერადი მოსმენა მთლიანი შინაარსის ეტაპობრივი კონსტრუირებისათვის:

მოსმენის სტრატეგიები:

- ჩანიშვნების გაკეთება;
- ინფორმაციის დაჯგუფება, ორგანიზება სხვადასხვა გრაფიკის, სქემის გამოყენებით;
- გაუგებარი მონაკვეთის თავიდან მოსმენა;
- უცნობი სიტყვების მნიშვნელობის გამოცნობა კონტექსტზე დაყრდნობით;
- სელექციური მოსმენა - ყურადღების მიზანმიმართულად გამახვილება კონკრეტულ ინფორმაციაზე.

ფაზა: მოსმენის შემდეგ

საკვანძო შეკითხვები: როგორ გავიგე ტექსტი? რით უკავშირდება ჩემს გამოცდილებას?

რამ შემაფარხა გაგების პროცესში? რატომ გამიჭირდა ტექსტის გაგება? როგორ უნდა გადაემეჭრა ეს პრობლემა? რამ შემინყო ხელი მოსასმენი ამოცანის წარტმეცებით გადაჭრაში?

ბიჯი 6. გაგებულის გადამონშება, შეკითხვების, რეფორმულირებების და კომენტარების დახმარებით; დაზუსტება ინფორმაციის, მართებულ ვარიანტამდე მისვლა;

ბიჯი 7. მოსმენილის დაკავშირება საკუთარ გამოცდილებასთან; განცდილის, ნააზრევის გაზიარება (ენის ფლობის დაბალ საფეხურზე - მშობლიურ ენაზე);

ბიჯი 8. მეტაკოგნიტური პაუზა: დაფიქრება ტექსტის გაგებისათვის გამოყენებულ მიდგომებთან (მეტაკოგნიცია);

- დაფიქრება გამოყენებული სტრატეგიებზე, ეფექტიანობის შეფასება, შედარება სხვების მიერ გამოყენებულ სტრატეგიებთან;
- გაგების პროცესის გაუმჯობესებისათვის შესაძლო გზების შეთავაზება/მითითება.

როგორ მოვიქცე ენობრივ-გრამატიკული მასალის ასათვისებლად? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ?

გარდამავალი ფაზა პროდუცირებისაკენ

ბიჯი 9.

- ტექსტზე დაფუძნებით ენობრივი (ფონეტიკური, ლექსიკური, გრამატიკული) უნარების განვითარება, ახალი ენობრივი მასალის (ლექსიკა, გრამატიკული ფორმები, შესიტყვებები, სამეტყველო ფუნქციები) ათვისება სხვადასხვა ენობრივი აქტივობით;

სწავლის სტრატეგიები:

- **ინდუქციური მიდგომა** - კონკრეტულ მაგალითებზე დაყრდნობით წესის გამოყვანა;
- **დედუქციური მიდგომა** - ენობრივი კანონზომიერების/წესის ამოცნობა, განზოგადება და გამოყენება კონკრეტულ მაგალითებში;
- **პარალელულების გავლება მშობლიურ ან სხვა ენასთან** - ნიშანდობლივი ენათშორისი შედარებების გაკეთება შესასწავლი ენის სისტემისა და ფუნქციონირების გაგების ხელშესაწყობად;
- **დამახსოვრების ხერხების გამოყენება** - მაგ., რამდენჯერმე გადაწერა ან ხმამაღლა გამეორება, დაჯგუფება, კონტექსტში ჩასმა/გამოყენება, ასოცირება, ჩანიშვნების გაკეთება და სხვ.

ლაპარაკი
<p>საკვანძო შეკითხვები: როგორ მოვიქცე, რომ წარმატებით გავართვათ თავი ზეპირ საკომუნიკაციო ამოცანას?</p> <p>როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტიური სტრატეგიები?</p>
ბიჯები და სწავლის სტრატეგიები
<p>ფაზა: მომზადება კომუნიკაციისთვის</p> <p>საკვანძო შეკითხვა: როგორ მოვემზადო ზეპირი კომუნიკაციისთვის?</p>
<p>ბიჯი 1. დავალების მოთხოვნათა ნათლად გააზრება, საჭიროებისამებრ, დამატებითი დაზუსტებების მოთხოვნა;</p> <p>ბიჯი 2. საკომუნიკაციო სიტუაციის ელემენტების დაზუსტება (თემა, მიზანი, ადრესატი/აუდიტორია, კონტექსტი, ტექსტის ტიპი;</p> <p>ბიჯი 3. მომზადება აუდიტორიის წინაშე გამოსასვლელად;</p> <p>სწავლის სტრატეგიები</p> <ul style="list-style-type: none"> • ცოდნის მობილიზება - საჭირო ენობრივი რესურსების (შესიტყვებების, კლიშეების, საკვანძო სიტყვების, სამეტყველო აქტების, გრამატიკული ფორმების) გახსენება და/ან მოძიება და ჩანიშვნა. საჭიროებისამებრ, დამატებითი ინფორმაციის მოძიება-ჩანიშვნა • გეგმის მომზადება (პრეზენტაციის შემთხვევაში - საპრეზენტაციო მასალის); • რეპეტიციის გავლა - წარმოთქმის, ინტონაციის, თავისუფლად მეტყველების უნარის გასაფარჯიშებლად, ღელვის შესამცირებლად; ვარჯიშისას ხმის, არავერბალური ელემენტების - სახის გამომეტყველების, შესტიკულაციის გაკონტროლება.
<p>ზეპირი კომუნიკაციისას</p> <p>საკვანძო შეკითხვა: როგორი სტრატეგიები გამოვიყენო ზეპირი კომუნიკაციის ამოცანის წარმატებით გადასაჭრელად?</p>
<p>ბიჯი 4. გამოსვლა აუდიტორიის წინაშე;</p> <ul style="list-style-type: none"> • სტრატეგია - პარაფრაზირება - საუბრის დროს სიტყვის დავიწყების/არცოდნის შემთხვევაში საკომპენსაციო საშუალებების (მაგ., შესტიკულაციით მითითება, ნაგულისხმევი საგნის აღწერა ან მისი დანიშნულების აღნიშვნა) გამოყენება.
<p>ფაზა: ზეპირი კომუნიკაციის შემდეგ</p> <p>საკვანძო კითხვები: რატომ ვერ გადავჭერი წარმატებით საკომუნიკაციო ამოცანა? როგორ სტრატეგიების გამოვიყენე? რამ შემაფერხა? როგორ გავაუმჯობესო ზეპირი მეტყველების უნარი? რამ შემინო წინსვლაში ხელი?</p>
<p>ბიჯი 5. საკუთარი გამოსვლის შეფასება - წარმატებული ასპექტებისა და ხარვეზების ამოცნობა;</p> <p>ბიჯი 6. მეტაკოგნიტიური პაუზა: დაფიქრება გამოყენებულ სტრატეგიებზე, გაუმჯობესების სამოქმედო გეგმის შედგენა.</p>
კითხვა
<p>საკვანძო შეკითხვები: როგორ მოვიქცე ტექსტის ტიპის ამოსაცნობად და ტექსტის შინაარსის გასაგებად? რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტიური სტრატეგიები?</p>
ბიჯები და სტრატეგიები

ფაზა: კითხვამდე

საკვანძო შეკითხვა: როგორ მოვემზადო ტექსტის წასაკითხად?

ბიჯი 1. დავალების მოთხოვნათა ნათლად გააზრება და დაზუსტება პირობის გაანალიზების გზით, საჭიროებისამებრ, დამატებითი დაზუსტებების მოთხოვნა;

ბიჯი 2. მომზადება ტექსტის გაგების პროცესის ხელშესაწყობად.

კითხვის წინარე სტრატეგიები სტრატეგიები:

- სხვადასხვა ხერხით შინაარსის წინასწარ განჭვრეტა (მაგ., ვარაუდის გამოთქმა ილუსტრაციებზე, სათაურზე. ტექსტის სტრუქტურაზე დაყრდნობით)
- ტექსტის გასააზრებლად საჭირო წინარე ცოდნის (ენობრივი, ტექსტობრივი, თემასთან დაკავშირებული) გახსენება-გააქტიურება;
- თუ ტექსტი მოსწავლეთა ენის ცოდნის დონესთან შედარებით რთულია, ტექსტის გაგებისათვის საჭირო საკვანძო სიტყვების/შესიტყვებების ენობრივ ფორმების დამუშავება.

ფაზა: კითხვის დროს, შინაარსის კონტრუირების პროცესი;

საკვანძო შეკითხვა: როგორ მოვიქცე, რომ უკეთ გავიგო ტექსტი? როგორ გავიაღვილო ტექსტის გაგება?

ბიჯი 3. პირველი წაკითხვა ტექსტის ზოგადი შინაარსის გასაგებად გაცნობითი კითხვის სტრატეგიის გამოყენებით;

სწავლის სტრატეგიები:

- ყურადღების მიმართვა ტექსტის სტრუქტურაზე, მის მარჯვენაზე სიტყვიერ და არასიტყვიერ ელემენტებზე; სათაურის/ქვესათაურების, წარწერების, გამოყოფილი სიტყვების, აბზაცების პირველი და/ან ბოლო წინადადების წაკითხვით და მათზე დაყრდნობით შინაარსზე წარმოდგენის შექმნა.

ბიჯი 4. სხვადასხვა აქტივობის გამოყენებით ტექსტის მრავალგვარად დამუშავება მისი შინაარსის ეტაპობრივი კონსტრუირებისათვის;

შესწავლითი კითხვის სტრატეგიები:

- ტექსტის მთლიანად ჩაკითხვა უცნობ სიტყვებზე შეჩერების გარეშე;
- გაუგებარ მონაკვეთებთან მიბრუნება;
- მონაკვეთების, ეპიზოდების წარმოდგენაში გაცოცხლება;
- გამოცნობა - უცნობი სიტყვების, გამოთქმების მნიშვნელობის ამოცნობა ნაცნობი ელემენტების (ილუსტრაციების, ნაცნობი ფუძის, კონტექსტის, მშობლიურ ენაში დამკვიდრებული უცხოური სიტყვების და სხვ.) დახმარებით.
- უცნობი სიტყვების ამოწერა და ლექსიკონში წახვა;
- შეკითხვების დასმა;
- ტექსტის მომდევნო მონაკვეთის შინაარსის განჭვრეტა;
- ინფორმაციის დაჯგუფება სხვადასხვა ხერხის (სემანტიკური რუკის, სქემატური ჩანაწერების, მარჯვნივზე გრაფიკის) გამოყენებით;
- ტექსტის მონაკვეთის, აბზაცის შეჯამება;

ფაზა: კითხვის შემდეგ

საკვანძო შეკითხვები: როგორ გავიგე ტექსტი? რით უკავშირდება ჩემს გამოცდილებას?

რამ შემაფარხა გაგების პროცესში? რატომ ვერ გადავჭერი საკითხავი ამოცანა? როგორ უნდა გადაემეჭრა ეს პრობლემა? რამ შემინყო ხელი წარმატებით საკითხავი ამოცანის წარმატებით გადაჭრაში?

<p>ბიჯი 5. გაგებულის გადამონმება, შეკითხვების, რეფორმულირებების და კომენტარების დახმარებით; ინფორმაციის დაზუსტება, მართებულ ვარიანტამდე მისვლა;</p> <p>ბიჯი 6. ნაკითხულის დაკავშირება საკუთარ ცხოვრებისეულ თუ წიგნიერ გამოცდილებასთან; განცდილის, ნააზრევის გაზიარება (ენის ფლობის დაბალ საფეხურზე - მშობლიურ ენაზე);</p> <p>ბიჯი 7. მეტაკოგნიტური პაუზა: დაფიქრება ტექსტის გაგებისათვის გამოყენებულ სტრატეგიებზე, მეტაკოგნიტური პაუზა:</p> <ul style="list-style-type: none"> • დაფიქრება გამოყენებულ სტრატეგიებზე, ეფექტიანობის შეფასება, შედარება სხვების მიერ გამოყენებულ სტრატეგიებთან; • სწავლის პროცესზე დაფიქრება-რეფლექსია, შემაფერხებელი და ხელშემწყობი პირობების გაცნობიერება; • გაგების პროცესის გაუმჯობესებისათვის შესაძლო გზების შეთავაზება/მითითება.
<p>➤ როგორ მოვიქცე ენობრივ-გრამატიკული მასალის ასათვისებლად? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ?</p>
<p>ფაზა: გადასვლა რეცეფციიდან პროდუცირებისაკენ</p>
<p>ბიჯი 8. გარდამავალი ბიჯი წერისაკენ - ტექსტის ახალი ენობრივი მასალის (ლექსიკა, გრამატიკული ფორმები, შესიტყვებები, სამეტყველო ფუნქციები და სხვ.) გაგება-გამოყენება სხვადასხვა ტიპის ენობრივი სავარჯიშოებით;</p> <p>სწავლის სტრატეგიები:</p> <ul style="list-style-type: none"> • დამახსოვრების სხვადასხვა ხერხის გამოყენება - (რამდენჯერმე გადაწერა, პერიოდული გამეორება, დაჯგუფება, კონტექსტში ჩასმა, რაიმესთან ასოცირება და სხვ.); • პარალელების გავლება მშობლიურ ან სხვა ენასთან - ნიშანდობლივი ენათშორისი შედარებების გაკეთება შესასწავლი ენის სისტემისა და ფუნქციონირების გაგების ხელშესაწყობად; • დედუქცია - ენობრივი კანონზომიერების/წესის ამოცნობა, განზოგადება და გამოყენება კონკრეტულ მაგალითებში; • ინდუქცია - კონკრეტულ მაგალითებზე დაყრდნობით წესის გამოყენება; • დამხმარე რესურსების შექმნა-გამოყენება (მაგ., გრამატიკული ცნობარის; სტრუქტურული მოდელები).
<p>წერა</p>
<p>➤ როგორ მოვიქცე იმისთვის, რომ შევძლო წერილობითი ტექსტის შექმნა? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტური სტრატეგიები?</p>
<p>ბიჯები და სტრატეგიები</p>
<p>ფაზა: წერის წინა სამზადისი საკვანძო: როგორ მოვემზადო წერითი ამოცანის გადასაჭრელად?</p>

ბიჯი 1. წერის ჩანაფიქრის გამოკვეთა;

წერის წინარე სტრატეგიები:

- **საკომუნიკაციო სიტუაციის განსაზღვრა** - წერის მიზნისა და ადრესატის განსაზღვრა, თემისა და ტექსტის სახეობის შერჩევა.
- **იდეების გენერირება** - იდეების მოფიქრება-ჩამოყრა.
- **ცოდნის მობილიზება/თავმოყრა** - საჭირო ცოდნის (ენობრივი, ტექსტობრივი, თემასთან დაკავშირებული და სხვ.) გონებაში მოძიება-გააქტიურება; საჭიროებისამებრ, დამატებითი ინფორმაციის მოძიება სათანადო რესურსებში.
- **იდეების დაჯგუფება** - იდეების დახარისხება, ურთიერთდაკავშირება მაორგანიზებელი სქემების გამოყენებით.
- **დამხმარე რესურსების მობილიზება** - სტრუქტურული მოდელი, საკვანძო სიტყვები, გრამატიკული ცნობარი, დახარისხებული ლექსიკური ერთეულები, ჩანიშვნები).

ბიჯი 2. გეგმის შედგენა დაჯგუფებულ იდეებზე დაყრდნობით.

ფაზა: წერის დროს

საკვანძო შეკითხვა: როგორ მოვიქცე წერითი ამოცანის წარმატებით გადასაჭრელად?

ბიჯი 3. პირველადი ვარიანტის შედგენა გეგმაზე დაყრდნობით.

• **ფაზა: წერის შემდეგ**

რატომ ვერ გადავჭერი წარმატებით წერითი ამოცანა? როგორ სტრატეგიების გამოვიყენე? რამ შემაფერხა? რამ შემინყო ხელი ამოცანის წარმატებით გადაჭრაში? როგორ გაიუმჯობესო წერითი მეტყველების უნარი?

ბიჯი 4. პირველადი ვარიანტის გაუმჯობესება.

სწავლის სტრატეგიები:

- ნაწერის პოტენციური მკითხველის თვალთახედვით შეფასება;
- შინაარსობრივი, სტრუქტურული შესწორებების შეტანა;
- გრამატიკული და ორთოგრაფიული შეცდომების გასწორება დამხმარე რესურსების და ისტ-ის გამოყენებით;

ბიჯი 5. საბოლოო ვარიანტის შემუშავება და გაფორმება.

თემის შემაჯამებელი (კომპლექსური) დავალებები შესაბამისი შეფასების რუბრიკებით

დ) შეფასება

ახალი სკოლის მოდელის თანახმად, შეფასებისთვის გამოიყენება SOLO (Structure of Observed Learning Outcome) ტაქსონომია (იგივე დაკვირვებადი სწავლის შედეგების ტაქსონომია). სოლო ტაქსონომიით მასწავლებელი შეისწავლის მოსწავლის სწავლის პროცესს, მოსწავლე - საკუთარი სწავლის პროცესს (სოლო - „სად ვარ მე“). სოლო ტაქსონომია მოიცავს ხუთ დონეს:

1. პრესტრუქტურული დონე - მოსწავლე საერთოდ ვერ იგებს საკითხს, იყენებს შეუსაბამო, არარელევანტურ ინფორმაციას ან/და საერთოდ აცდენილია მნიშვნელობას/აზრს (მოსწავლე - არ შემიძლია, დახმარება მჭირდება);

2. უნისტრუქტურული დონე - მოსწავლეს შეუძლია მხოლოდ ერთი ასპექტის გათვალისწინება, მარტივი, ზედაპირული კავშირების დამყარება, ტერმინის გახსენება/დასახელება, ინფორმაციის გადმოცემა, აზრის გამოტანა, მოძიება, აღნიშვნა, მარტივი ინსტრუქციის შესრულება და პროცედურის დაცვა (მოსწავლე - შემიძლია მარტივი მითითების შესრულება);

3. მულტისტრუქტურული დონე - მოსწავლეს შეუძლია რამდენიმე ასპექტის გათვალისწინება, ვერ ამყარებს მათ შორის არსებულ მიმართებებს. შეუძლია ჩამოთვლა, აღწერა, ინფორმაციის კლასიფიკაცია, შევსება,

გაგრძელება, მეთოდის გამოყენება, პროცედურების შესრულება (მოსწავლე - შემოძლია აღწერა, გამოთვლა);

4. მიმართებითი დონე - მოსწავლეს შეუძლია გაიგოს, რა მიმართებებია რამდენიმე ასპექტს შორის, ადგენს მათ შორის კავშირს და ნაწილებისგან ქმნის მთლიანს; შეუძლია კლასიფიცირება, მსგავსება-განსხვავების აღმოჩენა, ახსნა (მიზეზისა და შედეგის), გაანალიზება, ანალოგიის მოყვანა, კითხვის დასმა, თეორიის გამოყენება, აღწერა (მოსწავლე - შემოძლია ახსნა, ანალიზი);

5. გაფართოებული აბსტრაქტული დონე - მოსწავლეს შეუძლია მოცემულის/შეთავაზებულის მიღმა სტრუქტურის განზოგადება და აღქმა სხვადასხვა პერსპექტივიდან, იდეების ჩამოყალიბება და გადატანა სხვა სიტუაციაში. მას შეუძლია განზოგადება, ჰიპოთეზის/კონცეფციის/ თეორიის ჩამოყალიბება. შეუძლია შეფასება/კრიტიკა, შექმნა, გადამონმება, დადასტურება, დასაბუთება, პრიორიტეტების დასახვა (მოსწავლე - შემოძლია შექმნა, შეფასება).

სწავლის ხარისხის გაუმჯობესების ხელშესაწყობად უპირატესი ადგილი უნდა მიენიჭოს განმავითარებელ შეფასებას, რომელიც მოსწავლეს თავისსავე წინარე შედეგებთან მიმართებით აფასებს, ზომავს მის ინდივიდუალურ წინსვლას, რითაც მას ცოდნის ეტაპობრივი კონსტრუირების საშუალებას აძლევს.

შემაჯამებელი (განმავითარებელი და განმსაზღვრელი) შეფასება

შემაჯამებელი შეფასებისათვის გამოიყენება კომპლექსური, კონტექსტის მქონე დავალებები, რომელთა შესრულება მოითხოვს სტანდარტით განსაზღვრული ცოდნისა და უნარების ინტეგრირებულად და ფუნქციურად გამოყენებას. ამ დავალებათა შესაფასებლად გამოიყენება შეფასების რუბრიკები, ანუ კრიტერიუმების ბადე.

ტიპობრივი დავალებები შემაჯამებელი შეფასებისათვის

სტანდარტში შემოთავაზებულია ტიპობრივ დავალებათა ფართო არჩევანი. შემაჯამებელი შეფასებისათვის მასწავლებელი და/ან მოსწავლე შეარჩევს დავალების სასურველ ტიპს/ტიპებს.

- შემეცნებითი ხასიათის კონკრეტული საკითხის გამოკვლევა (მაგ. „რა ვიცით წყლის შესახებ“, „ჩვენი უცხოელი თანატოლების სასკოლო ცხოვრება“) და ძიების შედეგების წარმოდგენა სასურველი ფორმატით (მაგ., პრეზენტაცია, პოსტერი, ბროშურა);
- მინი სოციალური კვლევა ყმანვილებისათვის საინტერესო საკითხზე (მაგ. „რა მუსიკას უსმენენ ჩვენი თანატოლები“, „რა გადაცემებს ვუყურებთ უმეტესწილად“) კითხვარის შედგენა, გამოკითხვის ჩატარება, მონაცემების გაანალიზება და ზეპირი ან წერილობითი ანგარიშის წარდგენა; კორესპონდენციაში მონაწილეობა (წერილების მიწერა რეალური ან წარმოსახვითი უცხოელი თანატოლისთვის, ანონონი-მური საკლასო მიმონწერა განვლილ თემატიკასთან დაკავშირებულ საკითხზე, რომელშიც ადრესატები ცდილობენ ამოიცნონ ავტორი.);
- ინტერვიუება აქტუალურ საკითხზე (მაგ., „როგორია შენი ოცნების სკოლა“, „უნდა გვყავდეს თუ არა შინაური ცხოველები?“) კითხვების მომზადება, ინტერვიუების აღება/მიცემა და შედეგების წარდგენა.
- კულტურათა დიალოგის ხელშემწყობი პროექტის/აქტივობის განხორციელება (მაგ., ორენოვანი ტურისტული ვებგვერდის/ბუკლეტის; უცხო ქვეყნის დღესასწაულთა კალენდარის შექმნა, თეატრალური წარმოდგენა და სხვ.);
- შემოქმედებითი პროდუქტების შექმნა და წარდგენა (მაგ., სკეტჩი, რეპი, კლიპი, ვიდეორგოლი, რეკლამა, თანატოლთა ნაკეთობების კატალოგი და სხვ.);
- ტექსტის სხვა ფორმატში „გადაწერა“ (მაგ., ბიოგრაფიის საფუძველზე ბიოგრაფიული ცნობარის შედგენა, დღის წესრიგის საფუძველზე - დღიურის და სხვ.)

მოთხოვნები, რომლებსაც უნდა აკმაყოფილებდეს შემაჯამებელი განმსაზღვრელი შეფასებისათვის განკუთვნილი დავალება

- დავალების თითოეულ ტიპს უნდა ახლდეს თავისი შეფასების ზოგადი რუბრიკა;
- ზოგადი რუბრიკა უნდა დაზუსტდეს კონკრეტული დავალების პირობისა და განვლილი მასალის გათვალისწინებით;
- 10 ქულა უნდა გადაწინილდეს რუბრიკაში შემავალ კრიტერიუმებზე;

კონკრეტული რუბრიკის ნიმუშები

ნიმუში 1. შემაჯამებელი დავალება ზეპირმეტყველებაში

დავალების პირობა: მოცემულ სურათზე დაყრდნობით შეადგინე და მოყევი ამბავი - რა ხდებოდა სურათის გადაღებამდე ორი-სამი საათით ადრე და რა მოხდა შემდეგ. დააზუსტე პერსონაჟთა ვინაობა, დაახასიათე ისინი, გადმოეცი ამბები, მიუთითე მოქმედებათა თანამიმდევრობა, დრო და ადგილი. საუბრის მინიმალური დრო - 2 წუთი

კრიტერიუმების ბადა ზემოთ მოცემული შემაჯამებელი ზეპირი დავალებისათვის	ქულები	კომენტარი
პირობასთან შესაბამისობა		
იცავს დროის ლიმიტს	0 - 1	
იცავს პირობის შინაარსობრივ მოთხოვნებს	0 - 1	
კომუნიკაციური უნარ-ჩვევები		
თანამიმდევრულად აღწერს/გადმოსცემს მოქმედებებს	0 - 1	
განსაზღვრავს მოქმედების დროსა და სივრცეს	0 - 1	
ენობრივი უნარ-ჩვევები		
იყენებს ნასწავლი დროის გამომხატველ გრამატიკულ კონსტრუქციებსა და ენობრივ ფორმებს	0 - 1	
ადეკვატურად იყენებს ზმნის ნარსული დროის გამომხატველ ფორმებს	0 - 1	
იყენებს ნასწავლ ლექსიკას	0 - 1	
შემოქმედებითი უნარ-ჩვევები		
ავლენს ფანტაზიის უნარს, ორიგინალურობას	0 - 1	
იჩენს გაბედულებას ენობრივი თვალსაზრისით	0 - 1	
<i>ქულათა მაქსიმალური რაოდენობა (10)</i>		

ნიმუში 2 კომპლექსური დავალების შეფასება

რუმბოკა იესება თითოეულ მოსწავლესზე ინდივიდუალურად

მოსწავლის სახელი, გვარი -----
 საგანი ----- “ინგლისური ენა” -----

საკითხი ----- გლობალური დათბობა -----

კომპლექსური დავალების პირობა:

მოაწყეთ კონფერენცია სადაც განიხილავთ პლანეტის დაბინძურებასთან, კლიმატის ცვლილებებთან დაკავშირებულ პრობლემებს. დავალების შესრულებისას: მოიძიეთ ინფორმაცია მსოფლიო მოსახლეობის რაოდენობის ზრდასთან დაკავშირებით; კლიმატის ცვლილებებზე და მის გამოწვევებზე; დაბინძურებულ წყალზე; უხვი რაოდენობით დაგროვილ ნარჩენებზე; გადაშენების პირას მყოფ ცხოველებზე და პლანეტის დაბინძურების გამოწვევებზე. ისაუბრეთ ჩამოთვლილი პრობლემების მოგვარების გზებზე. გამოსვლისას გამოიყენეთ ახალი ლექსიკა (environment; pollution; climate change; save; protect). და განუსაზღვრეთ ნაცვალსახელები (somebody, anywhere, nothing).

კრიტერიუმი --/-- სამიზნე ცნება	ზეპირი კომუნიკაცია (დაწყებითი, საბაზო)	დეკოდირება და კოდირება (დაწყებითი)	წერითი კომუნიკაცია (დაწყებითი, საბაზო)	კულტურათა დიალოგი (დაწყებითი, საბაზო)
<p>აბსტრაქტული დონე</p> <p>მოსწავლეს სიღრმისეულად აქვს გააზრებული საკითხის არსი / არსობრივი მახასიათებლები, რაც მას ამ ცოდნის განზოგადებისა და მისი დეკონტექსტუალიზების/ სხვა მსგავს მაგალითებთან შედარების საშუალებას აძლევს. უკავშირებს განსახილველ საკითხს საკუთარ პირად გამოცდილებას.</p>	<p>მოსწავლე კომპლექსური დავალების ფარგლებში გლობალურ დათბობასთან დაკავშირებით გამოკვეთილ მაგალითებზე დაყრდნობით განაზოგადებს მოვლენებს, ადგენს მიზეზ-შედეგობრივ კავშირებს. სიღრმისეულად განიხილავს მდგრადი განვითარების მიზეზებიდან მე-13 მიზანს, ქმნის ჰიპოთეზებს.</p> <p>უკავშირებს კომპლექსური დავალების საშუალებით გამოკვეთილ მოცემულობას პირად გამოცდილებას და სხვა ცხოვრებისეულ სიტუაციებს. მეტყველებისას იყენებს მდიდარ ლექსიკას. არ უშვებს გრამატიკულ და სტილისტურ შეცდომებს. დავალების განხორციელების დავალების წარმატებით განხორციელების მიზნით. ეფექტიანად იყენებს სხვადასხვა სტრატეგიებს. მის მიერ გამოყენებული ენობრივი საშუალებები და არაგერბალური ხერხები სრულად შეესაბამება საკომუნიკაციო სიტუაციას. რეფლექსიისას საუბრობს კომპლექსური დავალების განხორციელების ხერხზე/ ხერხებზე. არგუმენტებულად საუბრობს მის მიერ გამოყენებული სტრატეგიების ეფექტიანობაზე. განიხილავს დავალების შესრულების ალტერნატიულ გზებს.</p>	<p>მოსწავლე კომპლექსური დავალების ფარგლებში გლობალურ დათბობასთან დაკავშირებით გამოკვეთილ მაგალითებზე დაყრდნობით განაზოგადებს მოვლენებს, ადგენს მიზეზ-შედეგობრივ კავშირებს. სიღრმისეულად განიხილავს მდგრადი განვითარების მიზეზებიდან მე-13 მიზანს და ქმნის ჰიპოთეზებს.</p> <p>უკავშირებს კომპლექსური დავალების საშუალებით გამოკვეთილ მოცემულობას პირად გამოცდილებას და სხვა ცხოვრებისეულ სიტუაციებს. წერის დროს იყენებს მდიდარ ლექსიკას. არ უშვებს გრამატიკულ და სტილისტურ შეცდომებს.</p> <p>რეფლექსიისას საუბრობს კომპლექსური დავალების განხორციელების ხერხზე/ ხერხებზე. არგუმენტებულად საუბრობს მის მიერ გამოყენებული სტრატეგიების ეფექტიანობაზე. განიხილავს დავალების შესრულების ალტერნატიულ გზებს.</p>	<p>მოსწავლე კომპლექსური დავალების ფარგლებში გლობალურ დათბობასთან დაკავშირებით გამოკვეთილ მაგალითებზე დაყრდნობით განაზოგადებს მოვლენებს, ადგენს მიზეზ-შედეგობრივ კავშირებს და ქმნის ჰიპოთეზებს. პარალელურად ავლენს საქართველოსა და სხვა ქვეყნებს შორის გლობალურ დათბობასთან წინააღმდეგ გატარებულ ღონისძიებებში. სიღრმისეულად განიხილავს მდგრადი განვითარების მიზეზებიდან მე-13 მიზანს.</p> <p>უკავშირებს კომპლექსური დავალების საშუალებით გამოკვეთილ მოცემულობას პირად გამოცდილებას და სხვა ცხოვრებისეულ სიტუაციებს. საკითხზე მსჯელობისას იყენებს მდიდარ ლექსიკას. არ უშვებს გრამატიკულ და სტილისტურ შეცდომებს.</p> <p>რეფლექსიისას საუბრობს კომპლექსური დავალების განხორციელების ხერხზე/ ხერხებზე. არგუმენტებულად საუბრობს მის მიერ გამოყენებული სტრატეგიების ეფექტიანობაზე. განიხილავს დავალების შესრულების ალტერნატიულ გზებს.</p>	<p>კულტურათა დიალოგი (დაწყებითი, საბაზო)</p> <p>მოსწავლე კომპლექსური დავალების ფარგლებში გლობალურ დათბობასთან დაკავშირებით გამოკვეთილ მაგალითებზე დაყრდნობით განაზოგადებს მოვლენებს, ადგენს მიზეზ-შედეგობრივ კავშირებს და ქმნის ჰიპოთეზებს. პარალელურად ავლენს საქართველოსა და სხვა ქვეყნებს შორის გლობალურ დათბობასთან წინააღმდეგ გატარებულ ღონისძიებებში. სიღრმისეულად განიხილავს მდგრადი განვითარების მიზეზებიდან მე-13 მიზანს.</p> <p>უკავშირებს კომპლექსური დავალების საშუალებით გამოკვეთილ მოცემულობას პირად გამოცდილებას და სხვა ცხოვრებისეულ სიტუაციებს. საკითხზე მსჯელობისას იყენებს მდიდარ ლექსიკას. არ უშვებს გრამატიკულ და სტილისტურ შეცდომებს.</p> <p>რეფლექსიისას საუბრობს კომპლექსური დავალების განხორციელების ხერხზე/ ხერხებზე. არგუმენტებულად საუბრობს მის მიერ გამოყენებული სტრატეგიების ეფექტიანობაზე. განიხილავს დავალების შესრულების ალტერნატიულ გზებს.</p>

<p>მიმართებითი დონე</p> <p>მოსწავლეს ესმის განსახილველი საკითხის არსი; ხედავს ურთიერთიმართლებებს საკითხთან დაკავშირებულ არსებით სტრუქტურულ ერთეულებს შორის.</p>	<p>მოსწავლე მწყობრად და თანმიმდევრულად გადმოსცემს გლობალურ დათხოვასთან მოვლენებს. ურთიერთდაკავშირებულად მსჯელობს სამიზნე ცნების არსობრივ მახასიათებლებზე. გამოკვეთს კომპლექსური დავალების შეფასების კრიტერიუმების საშუალებით განსაზღვრულ ნიუანსებს. მაგ. საუბრობს გაბმულად, იყენებს მდიდარ ლექსიკას. საუბრისას არ უშვებს გრამატიკულ და სტილისტურ შეცდომებს. მის მიერ გამოყენებული ენობრივი საშუალებები და არაგვერბალური ხერხები, უშრავლეს შემთხვევაში, შეესაბამება საკომუნიკაციო სიტუაციის მოთხოვნებს, დავალების განსახორციელებლად გამოიყენა ეფექტიანი სტრატეგიები.</p>		<p>მოსწავლე მწყობრად და თანმიმდევრულად გადმოსცემს გლობალურ დათხოვასთან დაკავშირებულ მოვლენებს. ურთიერთდაკავშირებულად მსჯელობს სამიზნე ცნების არსობრივ მახასიათებლებზე. გამოკვეთს კომპლექსური დავალების შეფასების კრიტერიუმების საშუალებით განსაზღვრულ ნიუანსებს. მაგ. წერისას იყენებს მდიდარ ლექსიკას, არ უშვებს გრამატიკულ და სტილისტურ შეცდომებს.</p>	<p>მოსწავლე მწყობრად და თანმიმდევრულად გადმოსცემს გლობალურ დათხოვასთან დაკავშირებულ მოვლენებს. ურთიერთდაკავშირებულად მსჯელობს სამიზნე ცნების არსობრივ მახასიათებლებზე. გამოკვეთს კომპლექსური დავალების შეფასების კრიტერიუმების საშუალებით განსაზღვრულ ნიუანსებს. მაგ. მსჯელობისას იყენებს მდიდარ ლექსიკურ მარაგს. არ უშვებს გრამატიკულ და სტილისტურ შეცდომებს.</p>
<p>მულტისტრუქტურული დონე</p> <p>მოსწავლეს აქვს მხოლოდ რამდენიმე, ერთმანეთთან დაუკავშირებელი, უსისტემო ასოციაცია/წარმოდგენა განსახილველ საკითხთან დაკავშირებით.</p>	<p>მოსწავლეს აქვს არაერთი ასოციაცია გლობალურ დათხოვასთან მიმართებით, თუმცა, იგივე საკითხთან/მოვლენებთან დაკავშირებით მის მიერ აღგენს თანმიმდევრული სახე. ვერ აღგენს მიმართებებს სწავლა-სწავლების სტრატეგიებს.</p>	<p>მოსწავლეს აქვს არაერთი ასოციაცია შესასწავლ საკითხთან მიმართებით, თუმცა, იგივე საკითხთან/მოვლენებთან დაკავშირებით მის მიერ გადმოცემულ მოვლენებს არ აქვს მწყობრი, თანმიმდევრული სახე.</p>	<p>მოსწავლეს აქვს არაერთი ასოციაცია გლობალურ დათხოვასთან მიმართებით, თუმცა, იგივე საკითხთან/მოვლენებთან დაკავშირებით მის მიერ გადმოცემულ მოვლენებს არ აქვს მწყობრი, თანმიმდევრული სახე.</p>	<p>მოსწავლეს აქვს არაერთი ასოციაცია გლობალურ დათხოვასთან მიმართებით, თუმცა, იგივე საკითხთან/მოვლენებთან დაკავშირებით მის მიერ გადმოცემულ მოვლენებს არ აქვს მწყობრი, თანმიმდევრული სახე.</p>

<p>უნიტრუქტურული დონე</p> <p>მოსწავლეს აქვს მხოლოდ ერთი არასტრუქტურირებული ასოციაცია/წარმოდგენა განსახილველ საკითხთან დაკავშირებით.</p>	<p>მოსწავლის მსჯელობა გლობალურ დათბობასთან დაკავშირებით შემოიფარგლება საკვანძო სიტყვებზე/სათაურზე მარტივი და ლოგიკური რეაგირებით (მაგ. სათაურის პერიფრაზირებით).</p>	<p>მოსწავლის მსჯელობა შესასწავლ საკითხთან დაკავშირებით შემოიფარგლება საკვანძო სიტყვებზე/სათაურზე მარტივი და ლოგიკური რეაგირებით (მაგ. სათაურის პერიფრაზირებით)</p>	<p>მოსწავლის მსჯელობა გლობალურ დათბობასთან დაკავშირებით შემოიფარგლება საკვანძო სიტყვებზე/სათაურზე მარტივი და ლოგიკური რეაგირებით (მაგ. სათაურის პერიფრაზირებით)</p>	<p>მოსწავლის მსჯელობა გლობალურ დათბობასთან დაკავშირებით შემოიფარგლება საკვანძო სიტყვებზე/სათაურზე მარტივი და ლოგიკური რეაგირებით (მაგ. სათაურის პერიფრაზირებით)</p>
<p>პრე-სტრუქტურული დონე</p> <p>მოსწავლეს საკითხთან დაკავშირებით არ აქვს რელევანტური ინფორმაცია.</p>	<p>მოსწავლე მართებულად ვერ იგებს გლობალურ დათბობასთან დაკავშირებულ შეკითხვებს / კომპლექსური დავალების პირობას.</p>	<p>მოსწავლე მართებულად ვერ იგებს შესასწავლ საკითხთან დაკავშირებულ შეკითხვებს / კომპლექსური დავალების პირობას.</p>	<p>მოსწავლე მართებულად ვერ იგებს გლობალურ დათბობასთან დაკავშირებულ შეკითხვებს / კომპლექსური დავალების პირობას.</p>	<p>მოსწავლე მართებულად ვერ იგებს გლობალურ დათბობასთან დაკავშირებულ შეკითხვებს / კომპლექსური დავალების პირობას.</p>

SOLO ტაქსონომიის გამოყენებისას ყურადღება მიაქციეთ რამდენიმე გარემოებას:

1. რუბრიკაში მოცემულია ინგლისური ენის ყველა სამიზნე ცნება. მასწავლებელს ყველა მათგანის შეცნობა არ ევალება. რუბრიკაში ის სამიზნე ცნების სვეტი უნდა შეავსოს, რომელსაც კომპლექსური დავალება ეხება. თუ დავალების სამიზნე ცნება არის წერითი კომპლექსივის სვეტი;
2. კომენტარის გაკეთებისას მასწავლებელმა უნდა განსაზღვროს რომელ ცნებასთან და რომელ დონესთან აღიწერება მოსწავლის მიღწევები და შემდეგ შესაბამის გრაფაში ჩაწეროს კომენტარი. ამდენად, მასწავლებელი ავსებს მხოლოდ და მხოლოდ ერთ გრაფას;
3. მასწავლებელი განმავითარებელ შეფასების კომენტარს წერს არა ყოველი გაკვეთილის ბოლოს, არამედ კომპლექსურ დავალებაზე მუშაობის დასრულების შემდეგ.

ნიმუში შექმნილია ახალი სკოლის მოდელის ფარგლებში მარიამ მატიაშვილის მიერ.

ნიმუში 2. პროექტის მომზადება

დავალებების პირობა:

- მოამზადეთ და წარადგინეთ პოსტერი „Stop Bullying!“
- პოსტერზე დაიტანეთ ბულინგის დამგმობი რამდენიმე მოწოდება. ინფორმაციას დაურთეთ შესაბამისი ფოტო და/ან ნახატი.
- პრეზენტაციის წარდგინებას ისაუბრეთ შემდეგ საკითხებზე: ა) არის თუ არა ბულინგი სერიოზული პრობლემა? რატომ? ბ) არის თუ არა ბულინგი დასაგმობი საქციელი? რატომ? გ) რა მიგაჩნიათ ბულინგის აღმოფხვრის ეფექტურ გზად? რატომ? დ) სხვა საკითხები;
- საუბრისას წარმოაჩინეთ: ა) საუბრის თემა და მიზანი; ბ) სამიზნე თემატური ლექსიკისა და გრამატიკული საკითხების ცოდნა; გ) შესაბამისი არაგერბალური კომუნიკაციის ხერხები;
- დავალების წარდგენის შემდეგ შეაჯამეთ ლაპარაკის თვითშეფასების კითხვანი და გააკეთეთ ზეპირი რეფლექსია მოცემული კითხვების გათვალისწინებით.

<p>აბსტრაქტული</p> <p>მოსწავლეს სიღრმისეულად აქვს გააზრებული საკითხის არსი / არსობრივი მახასიათებლები, რაც მას ამ ცოდნის განზოგადებისა და მისი დეკონტექსტუალიზების/სხვა მსგავს მაგალითებთან შედარების საშუალებას აძლევს. უკავშირებს განსახილველ საკითხს საკუთარ გამოცდილებას.</p>	<p>აღწერა</p> <p>წარმოდგენილი პოსტერის პრეზენტაცია სრულად შეესაბამება დავალების თემასა და მიზანს. პრეზენტაციის შემსწავლას გათვალისწინებულია მსმენელი; კანობრივად დაგალება პირობასთან სრულ თანხვედრამაა;</p> <p>პოსტერზე დატანილია ბულინგის დამგმობი მოწოდებები შესაბამისი ფოტოთი/ ნახატით, რის მიხედვითაც მოსწავლე დეტალურად საუბრობს ბულინგის, როგორც სერიოზული პრობლემის შესახებ და არგუმენტირებულად განმარტავს საკუთარ მოსაზრებას; ასევე აღნიშნავს, რატომ არის ბულინგი დასაგმობი საქციელი და რა მიაჩნია ამ პრობლემის აღმოფხვრის შედეგის მომტან გზად; გააზრებულად ახდენს თემის პერსონალიზებას, მოსაზრებას ასაბუთებს არგუმენტებით და მოჰყავს მაგალითები, თემას განიხილავს სხვადასხვა პერსპექტივიდან, რის დროსაც თავისუფლად იყენებს სამიზნე ლექსიკურ ერთეულებს;</p> <p>თემის წარდგენისას სათანადოდ იყენებს სამიზნე გრამატიკას, რაც ვლინდება აღწერისას როგორც ზედსართავი სახელებისა და ვითარების ზმნოხედების, ასევე რჩევის, ვალდებულებისა და აკრძალვის გამომხატველი მოდალური ზმნების მართებული ფორმების გამოყენებით (კერძოდ, ბულინგის, როგორც მოულებელი ქცევის აღწერისას, სწორად იყენებს მოდალებს must / mustn't; should / shouldn't);</p> <p>პოსტერის პრეზენტაციისას ეფექტურად იყენებს არავერბალური კომუნიკაციის შესაბამის ხერხებს: ბუნებრივად საუბრობს უცხო ენისთვის დამახასიათებელი ინტონაციით, სწორად სვამს მხვილს და იყენებს პაუზას წინადადებებს შორის, საუბრობს შესაბამისი ტემპით, რაც მსმენელს უადვილებს პრეზენტაციის აღქმას;</p> <p>მოსწავლე ასახელებს და გააზრებულად აფასებს შესრულებულ დავალების განხორციელების ეტაპებს, არგუმენტირებულად და დამაჯერებლად საუბრობს გამოყენებული სტრატეგიებისა და დავალების შესრულების ალტერნატიული ხერხების შესახებ.</p>
---	---

<p>მომართებითი</p> <p>მოსწავლეს ესმის განსახილველი საკითხის არსი; ხედავს ურთიერთმიმართებებს საკითხთან დაკავშირებულ არსებით სტრუქტურულ ერთეულებს შორის.</p>	<p>მოსწავლის მიერ მომზადებული და წარმოდგენილი პოსტერის პრეზენტაცია შესაბამისა დავალების თემისა და მიზნის, პროდუქტზე მუშაობისას გათვალისწინებულია სამიზნე აუდიტორია. ჟანრობრივად დავალება პირობის შესაბამისია;</p> <p>პოსტერზე დატანილია ბულინგის დამგმობი მოწოდებები შესაბამისი ფოტოთი ან ნახატით, რის მიხედვითაც მოსწავლე დეტალურად საუბრობს ბულინგის, როგორც სერიოზული პრობლემის შესახებ და არგუმენტირებულად ხსნის საკუთარ მოსაზრებას; ასევე, აღნიშნავს რატომ არის ბულინგი დასაგმობი საქციელი და რა მიზანია ამ პრობლემის აღმოფხვრის ეფექტურ გზად, რის დროსაც სწორად იყენებს სამიზნე ლექსიკურ ერთეულებს;</p> <p>თემის წარდგენისას შესაბამისად იყენებს სამიზნე გრამატიკას, რაც ვლინდება იმაში, რომ აღწერისას იყენებს როგორც ზედსართავ სახელებსა და ვითარების ზმნიზედებს, ასევე რჩევებს, ვალდებულებისა და აკრძალვის გამომხატველი მოდალური ზმნების სწორ ფორმებს. კერძოდ, ბულინგის, როგორც მიუღებელი ქცევის აღწერისას სწორად იყენებს მოდალებს must / mustn't, should / shouldn't;</p> <p>პოსტერის პრეზენტაციისას ეფექტურად იყენებს არავერბალური კომუნიკაციის შესაბამის ხერხებს; მეტწილად საუბრობს უცხო ენისთვის დამახასიათებელი ინტონაციით; პერიოდულად სვამს სწორ მახვილს; იყენებს პაუზას წინადადებებს შორის, საუბრობს შესაბამისი ტემპით რაც მსმენელს უადვილებს პრეზენტაციის აღქმას;</p> <p>მოსწავლე ასახელებს და აფასებს შესრულებულ დავალების განხორციელების ეტაპებსა და სტრატეგიებს; ვარაუდით საუბრობს გამოყენებული სტრატეგიებისა და დავალების შესრულების ალტერნატიული ხერხების შესახებ.</p>
<p>მულტისტრუქტურული</p> <p>მოსწავლეს აქვს მხოლოდ რამდენიმე ერთმანეთთან დაუკავშირებელი, უსისტემო ასოციაცია/წარმოდგენა განსახილველ საკითხთან დაკავშირებით.</p>	<p>წარმოდგენილი პოსტერის პრეზენტაცია შესაბამისა დავალების თემისა და მიზანს. პრეზენტაციისას გათვალისწინებულია მსმენელი; წარმოდგენილი პრეზენტაცია ჟანრობრივად ნაწილობრივ თანხვედრაშია დავალების პირობასთან;</p> <p>პოსტერზე დატანილია ბულინგის დამგმობი მოწოდებები. მოსწავლე დეტალურად ვერ საუბრობს ბულინგის, როგორც სერიოზული პრობლემის შესახებ და არგუმენტირებულად ვერ ხსნის საკუთარ მოსაზრებას; თემის წარდგენისას შესაბამისად იყენებს სამიზნე გრამატიკას, რაც ვლინდება იმაში, რომ აღწერისას იყენებს როგორც ზედსართავ სახელებსა და ვითარების ზმნიზედებს, ასევე რჩევებს, ვალდებულებისა და აკრძალვის გამომხატველი მოდალური ზმნების სწორ ფორმებს (კერძოდ, ბულინგის, როგორც მიუღებელი ქცევის აღწერისას სწორად იყენებს მოდალებს must / mustn't, should / shouldn't);</p> <p>პოსტერის პრეზენტაციისას არაეფექტურად იყენებს არავერბალური კომუნიკაციის შესაბამის ხერხებს; მოსწავლე ნაწილობრივ ასახელებს და აფასებს შესრულებული დავალების განხორციელების ეტაპებსა და სტრატეგიებს; ვარაუდით საუბრობს გამოყენებული სტრატეგიებისა და დავალების შესრულების ალტერნატიული ხერხების შესახებ.</p>

<p>უნისტრუქტურული</p> <p>მოსწავლეს აქვს მხოლოდ ერთი არასტრუქტურული ასოციაცია/წარმოდგენა განსახილველ საკითხთან დაკავშირებით.</p>	<p>წარმოდგენილი პოსტერის პრეზენტაცია ნაწილობრივ შეესაბამება დავალების თემასა და მიზანს. პრეზენტაციის წარდგენისას არ არის გათვალისწინებული მსმენელი; შექმნილი პროდუქტი ჟანრობრივად არ არის თანხვედრაში დავალების პირობასთან;</p> <p>პოსტერზე დატანილია ბულისნიგის დამდგომი მოწოდებები, თუმცა ზოგიერთი მათგანი არარელევანტურია. მოსწავლე დეტალურად ვერ საუბრობს ბულისნიგის, როგორც სერიოზული პრობლემის შესახებ და არგუმენტირებულად ვერ ხსნის საკუთარ მოსაზრებას; თემის წარდგენისას შესაბამისად ვერ იყენებს სამიზნე გრამატიკას, რაც გლინდება იმაში, რომ აღწერისას არ იყენებს ზედსართავ სახელებსა და ვითარების ზმნიშებებს, ასევე რჩევის, ვალდებულებისა და აკრძალვის გამოხატვები მოდალური ზმნიშების სწორ ფორმებს (კერძოდ, ბულისნიგის, როგორც მიუღებელი ქცევის აღწერისას სწორად არ იყენებს მოდალურ must / mustn't, should / shouldn't). პოსტერის პრეზენტაციისას არ იყენებს არავერბალური კომუნიკაციის შესაბამის ხერხებს; მოსწავლე ვერ ასახელებს და აფასებს შესრულებულ დავალების განხორციელების ეტაპებსა და სტრატეგიებს;</p>
<p>პრესტრუქტურული</p>	<p>წარადგენილი პოსტერის პრეზენტაცია არ შეესაბამება დავალების თემასა და მიზანს.</p> <p>მოსწავლე ვერ ასახელებს და აფასებს შესრულებული დავალების განხორციელების ეტაპებსა და სტრატეგიებს.</p>
<p>მოსწავლეს საკითხთან დაკავშირებით არ აქვს რელევანტური ინფორმაცია.</p>	

ლაპარაკის თვითშეფასების კითხვარი

თვითშეფასება: ლაპარაკის სტრატეგიები	
გამოყენებული ხერხები, სტრატეგიები	კი - არა
საკომუნიკაციო სიტუაციის მახასიათებლების გაცნობიერება - გაცნობიერება - ადრესატი, განგსა ზვრე თემა და ტექსტის ჟანრი	
ცოდნის მობილიზება და ჩანაშენების გაკეთება - მოვახდინე საჭირო ენობრივი რესურსების (მოდულების, გამოთქმების, საკვანძო სიტყვების) მობილიზება და ჩავინიშნე საუბრისას გამოყენების მიზნით	
რეპეტიცია, ლელვის შემცირება - აუდიტორიის წინაშე გამოსვლამდე გავიარე რეპეტიცია (მარტო, მეწყვილესთან ან ჯგუფის წევრებთან)	
გარკვევა-გადამოწმება - გაუგებრობის შემთხვევაში, ლაპარაკისას, მოვითხოვე განმარტება, ნელა და გარკვევით წარმოთქმა, გამეორება	
პარაფრაზირება - სიტყვის დავიწყების/არცოდნის შემთხვევაში გამოვიყენე საკომუნიკაციო საშუალებები (მაგ.: ჟესტიკულაციით მითითება, ნაგულისხმევი საგნის აღწერა ან მისი დანიშნულების აღნიშვნა)	
ურთიერთშეფასება - შედეგის გაუმჯობესების ხელშეწყობად მონაწილეობა მივიღე ურთიერთშეფასებაში	

როგორ გავუმჯობესო ლაპარაკის უნარი?

პროექტში საკუთარი საქმიანობის შეფასება

რა შეკითხვები გამიჩნდა პროექტის განხორციელების პროცესში? პროექტის შემდეგ?

- 1.
- 2.
- 3.

რა ახალი ცოდნა და გამოცდილება მივიღე? (მოიყვანე მაგალითები)

- 1.
- 2.
- 3.

რომელი აქტივობის განხორციელება გამიადვილდა და რატომ? რომელი გამიჭირდა და რატომ?

- 1.
- 2.
- 3.

საჭიროა თუ არა მსგავსი პროექტების მომავალშიც განხორციელება?

- 1.
- 2.
- 3.

როგორ გამოვიყენებ მომავალში პროექტის ფარგლებში მიღებულ ცოდნას და გამოცდილებას?

- 1.
- 2.
- 3.

მოსწავლეთა შეფასებისა და თვითშეფასების რუბრიკები

მოსწავლეების საკლასო შეფასება

კრიტერიუმი	არაღამაკმაყოფილებელი (1 ქულა)	ღამაკმაყოფილებელი (2 ქულა)	კარგი (3 ქულა)	ქალიან კარგი (4 ქულა)
ჩართულობა	არ მონაწილეობს აქტივობებში, ან მონაწილეობს ქალიან იშვიათად.	იშვიათად მონაწილეობს და შეაქვს წვლილი მხოლოდ ზოგიერთ აქტივობაში.	აქტიურად მონაწილეობს და შეაქვს წვლილი აქტივობების უმრავლესობაში.	აქტიურად მონაწილეობს და შეაქვს მნიშვნელოვანი წვლილი ყველა აქტივობაში.
თანამშრომლობა	არ თანამშრომლობს ან ქალიან იშვიათად წყვილებში/ჯგუფებში მუშაობის დროს.	იშვიათად თანამშრომლობს წყვილებში/ჯგუფებში მუშაობის დროს.	ხშირად თანამშრომლობს წყვილებში/ჯგუფებში მუშაობის დროს.	ყოველთვის თანამშრომლობს წყვილებში/ჯგუფებში მუშაობის დროს.

გაკვეთილში ჩართულობა

ქულები და კრიტერიუმები	ქალიან კარგი	კარგი	ღამაკმაყოფილებელი	არაღამაკმაყოფილებელი
აქტიური მონაწილეობა	ყოველ ჯერზე სწორად ასრულებს ინსტრუქციით განსაზღვრულ დავალებებს.	უმნიშვნელო ხარვეზებით ასრულებს ინსტრუქციით განსაზღვრულ დავალებებს.	მნიშვნელოვანი შეცდომებით ასრულებს ინსტრუქციით განსაზღვრულ დავალებებს.	ვერ ასრულებს დავალებებს.
გამართული და სწორი ტერმინოლოგიით მეტყველება	გამართულად მეტყველებს, ყოველთვის ადეკვატურად იყენებს ტერმინოლოგიას.	გამართულად მეტყველებს და ხშირად იყენებს ტერმინოლოგიას.	მეტ-ნაკლებად გამართულად საუბრობს, იშვიათად იყენებს ტერმინოლოგიას.	ვერ საუბრობს გამართულად და ვერ იყენებს ტერმინოლოგიას.
საკუთარი აზრის დასაბუთებულად წარმოდგენა	ყოველთვის დამაჯერებლად და არგუმენტირებულად წარმოადგენს თავის მოსაზრებას.	თითქმის ყოველთვის ასაბუთებს საკუთარ მოსაზრებას.	ხშირად ახერხებს საკუთარი აზრის დასაბუთებას.	უჭირს გამართულად საუბარი, ხშირად ვერ ასაბუთებს საკუთარ აზრს.
სხვისი აზრისადმი პატივისცემის გამოვლენა	უსმენს სხვებს და საკუთარ მოსაზრებას გამოთქვამს მოსმენილზე დაყრდნობით. კორექტულია და ამჟღავნებს სხვისი აზრის მიმართ პატივისცემას.	უსმენს სხვებს და საკუთარ მოსაზრებას გამოთქვამს მოსმენილზე დაყრდნობით.	უსმენს სხვებს და აცდის საუბრის დამთავრებას.	არ უსმენს სხვებს და არ აცდის საუბრის დამთავრებას.

პრეზენტაცია

კრიტერიუმები	ცუდი (1)	საშუალო (2)	კარგი (3)
საინტერესო შესავალი			
დავალების შემოქმედებითად და საინტერესოდ წარმოდგენა			
თემის გასაგებად წარმოდგენა (ლოგიკური ჯაჭვი)			
გამართული საუბარი			
აუდიტორიასთან კონტაქტი			
ინფორმაციის ფლობის უნარი (ადეკვატური კითხვა-პასუხი)			
დროის ლიმიტის დაცვა			
ჯამი			

პრეზენტაციის თვითშეფასების კრიტერიუმები	კომენტარი, რატომ იყო...		
	საშუალო	კარგი	ქალიან კარგი
საინტერესო შესავალი			
დავალების შემოქმედებითად და საინტერესოდ წარმოდგენა			
თემის გასაგებად წარმოდგენა (ლოგიკური ჯაჭვი)			
გამართული საუბარი			
აუდიტორიასთან კონტაქტი			
ინფორმაციის ფლობის უნარი (ადეკვატური კითხვა-პასუხი)			
დროის ლიმიტის დაცვა			

პრეზენტაციის შეფასების რუბრიკა

კრიტერიუმები	საუკეთესო	კარგი	საშუალო	დაბალი	არაღმარა-მყოფი-ბელი
პრეზენტაციის ვიზუალური ნაწილი	ზუსტად შეესაბამება შინაარსის ყოველ კომპონენტს.	მეტ-ნაკლებად მონერეგებულია, ზოგადად შეესაბამება შინაარსს.	მონერეგებულია. ვიზუალური მასალა ნაკლებად შეესაბამება შინაარსს.	არ არის მონერეგებული, მხოლოდ მცირედ შეესაბამება შინაარსს.	არ არის მონერეგებული, არ შეესაბამება შინაარსს.
დავალებასთან შესაბამისობა	ინსტრუქციები გააზრებულია მკაფიოდ, დავალება სრულყოფილად არის შესრულებული.	მიჰყვება ინსტრუქციებს, თუმცა დავალების შესრულება ზოგჯერ სცდება მიზანს.	მიჰყვება ინსტრუქციებს, თუმცა ზოგჯერ ზედაპირულად.	ასრულებს მხოლოდ ზოგიერთ ინსტრუქციას, დავალებები არ არის დასრულებული.	საერთოდ არ შეესაბამება დავალებას.
მსჯელობა	საუბრისას მიზნობრივად იყენებს მონაცემებს და არგუმენტებს.	საუბრისას მხოლოდ ზოგჯერ იყენებს მონაცემებს და არგუმენტებს.	საუბრისას მინიმალურად იყენებს მონაცემებს და არგუმენტებს.	საუბრისას არ იყენებს მონაცემებს და არგუმენტებს.	უჭირს საუბარი ვერ იყენებს მონაცემებს და არგუმენტებს.

პრეზენტაციის თვითშეფასების კრიტერიუმები	კომენტარი, რატომ იყო...		
	საშუალო	კარგი	ქალიან კარგი
საინტერესო შესავალი			
დავლების შემოქმედებითად და საინტერესოდ წარმოდგენა			
თემის გასაგებად წარმოდგენა (ლოგიკური ჯაჭვი)			
გამართული საუბარი			
აუდიტორიასთან კონტაქტი			
ინფორმაციის ფლობის უნარი (ადეკვატური კითხვა-პასუხი)			
დროის ლიმიტის დაცვა			

დისკუსია

	ქალიან კარგი	კარგი	საშუალო	დაბალი
მოსმენა	ყოველთვის უსმენს და თვალყურს ადევნებს ორატორს.	ხშირად უსმენს და უყურებს ორატორს.	იშვიათად უსმენს და უყურებს ორატორს.	არ უსმენს და არ უყურებს ორატორს.
საუბარი	მკაფიოდ მეტყველებს და უყურებს მსმენელებს.	ძირითადად მეტყველება გასაგებია და უყურებს მსმენელებს.	მეტყველება არამკაფიოა, მსმენელებს უჭირთ გაგება.	მეტყველება გაურკვეველია, არამკაფიოა, მსმენელებს უჭირთ გაგება.
არავერბალური კომუნიკაცია	შეუძლია ეფექტიანად აღიქვას და გამოიყენოს არავერბალური კომუნიკაციის ფორმები (თვალით, ყესტებით, გამომეტყველებით, ხმით).	ხშირად შეუძლია დაამყაროს არავერბალური კონტაქტი.	იშვიათად იყენებს არავერბალური კომუნიკაციის ფორმებს.	არ იყენებს არავერბალური კომუნიკაციის ფორმებს.
მონაწილეობა	ავლენს ინტერესს დისკუსიის თემისადმი საჭირო კომენტარებითა და აზრების გამოთქმით.	ძირითადად გამოხატავს ინტერესს. კომენტარები და აზრები ყოველთვის არაა თემის შესატყვისი.	მცირე ინტერესი აქვს. არ გამოხატავს ან ვერ უკავშირებს თავის მოსაზრებებს სადისკუსიო თემას.	ინტერესი არ აქვს. არ გამოხატავს ან ვერ უკავშირებს თავის მოსაზრებებს სადისკუსიო თემას.
თანამშრომლობა	თანამშრომლობს თანაკლასელებთან, აცდის სხვებს აზრის გამოთქმას და იცავს დისკუსიის წესებს.	ძირითადად თანამშრომლობს თანაკლასელებთან, ზოგჯერ ერთვება სხვის საუბარში, ძირითადად იცავს დისკუსიის წესებს.	იშვიათად თანამშრომლობს და იცავს დისკუსიის წესებს.	არ თანამშრომლობს და არ იცავს დისკუსიის წესებს.
მოსაზრების არგუმენტირება	მოსაზრება ორიგინალურია და გამყარებულია ფაქტებით, ცნებებით. არის ლოგიკური კავშირი საკითხთან.	მოსაზრების გასამყარებლად გამოყენებულია სადავო ფაქტები და ცნებები.	მოსაზრება მოკლებულია ლოგიკურ კავშირს საკითხთან და არ არის გამყარებული ფაქტებით.	მოსაზრება არ აქვს, ვერ ამყარებს ლოგიკურ კავშირს საკითხთან.

დისკუსიის თვითშეფასების კრიტერიუმები	ყოველთვის	ხშირად	მიჭირს
გამართული და სწორი ტერმინოლოგიით მეტყველება	ყოველთვის ვმეტყველებ გამართულად, ადეკვატურად ვიყენებ ტერმინოლოგიას.	ვმეტყველებ გამართულად, ხშირად ადეკვატურად ვიყენებ ტერმინოლოგიას ან ხშირად ვმეტყველებ გამართულად, ადეკვატურად ვიყენებ ტერმინოლოგიას.	ვსაუბრობ გამართულად, თუმცა მიჭირს შესაბამისი ტერმინოლოგიით საუბარი, ან მიჭირს გამართულად საუბარი.
საკუთარი აზრის დასაბუთებულად გამოთქმა	ყოველთვის დამაჯერებლად და არგუმენტირებულად გამოვთქვამ ჩემს მოსაზრებას.	ხშირად ვახერხებ საკუთარი აზრის დასაბუთებას.	მიჭირს გამართულად საუბარი, ხშირად ვერ ვასაბუთებ საკუთარ აზრს.
ვარაუდების გამოთქმა	საკითხთან დაკავშირებით ყოველთვის გამოვთქვამ ვარაუდს.	საკითხთან დაკავშირებით ხშირად გამოვთქვამ ვარაუდს.	მიჭირს ვარაუდის გამოთქმა.
თანამშრომლობა, განსხვავებული აზრის პატივისცემა	ვუსმენ მენყვილეს/ჯგუფის წევრს, ვაყალიბებ და გამოვთქვამ საკუთარ აზრს და პატივს ვცემ განსხვავებულ აზრს	ვუსმენ მენყვილეს/ჯგუფის წევრს, გამოვთქვამ საკუთარ აზრს და ხშირად ვამჟღავნებ სხვისი აზრის მიმართ პატივისცემას.	მიჭირს მოვუსმინო მენყვილეს/ჯგუფის წევრს და გამოვამჟღავნო სხვისი აზრის მიმართ პატივისცემა.

პროექტი საკუთარი საქმიანობის შეფასება

რა შეკითხვები გამიჩნდა პროექტის განხორციელების პროცესში? პროექტის შემდეგ?

- 1.
- 2.
- 3.

რა ახალი ცოდნა და გამოცდილება მივიღე? (მოიყვანე მაგალითები)

- 1.
- 2.
- 3.

რომელი აქტივობის განხორციელება გამიადვილდა და რატომ? რომელი გამიჭირდა და რატომ?

- 1.
- 2.
- 3.

საჭიროა თუ არა მსგავსი პროექტების მომავალშიც განხორციელება?

- 1.
- 2.
- 3.

როგორ გამოვიყენებ მომავალში პროექტის ფარგლებში მიღებულ ცოდნას და გამოცდილებას?

- 1.
- 2.
- 3.

ე) ტერმინოლოგიური ლექსიკონი

უცხოური ენების სტანდარტის სპეციფიკური ტერმინები

- **მაკრო-ფუნქციები** არის კატეგორიები, რომლებიც განსაზღვრავენ წერილობითი ან ზეპირი დისკურსის (გამონათქვამთა ბმული თანამიმდევრობის) ფუნქციურ გამოყენებას.
- **მიკრო-ფუნქციები** არის კატეგორიები, რომლებიც განსაზღვრავენ ცალკეული გამონათქვამების ფუნქციურ გამოყენებას.
- **მოქმედებაზე ორიენტირებულ მიდგომა (action-oriented approach)** - ენების დიდაქტიკის ახალ პარადიგმას წარმოადგენს. განსხვავებით კომუნიკაციური მიდგომისაგან, რომელიც არსებითად ინფორმაციის გაცვლაზე იყო ორიენტირებული, ამ ახალ პარადიგმაში ენების სწავლა-სწავლების მთავარ ამოცანას შეადგენს სოციალურ კონტექსტებში სხვადასხვა ტიპის საქმიანობათა უცხოურ ენაზე განხორციელების უნარების განვითარება. თუკი კომუნიკაციური მიდგომის მთავარ საგაკვეთილო აქტივობას „სიმულაცია“ შეადგენდა, ამ ახალი მიმართულების მიხედვით, პროექტული სწავლა-სწავლებაა პრიორიტეტული.
- **ტექსტის სტრუქტურულ-ორგანიზაციული ელემენტები:**
 - ✓ არავერბალური ელემენტები: ილუსტრაცია, შესტ-მიმიკა, ლოგო, სქემა, შრიფტის სახესხვაობა, ზომა და სხვ.
 - ✓ ვერბალური ელემენტები: სათაური, თავი, რუბრიკა, აბზაცი;
- **სტრატეგიები:**
 - ✓ **მოსმენის/კითხვის წინარე სტრატეგიები** -
 - პირობის გააზრება;
 - ვარაუდების გამოთქმა;
 - ცოდნის მობილიზება - გულისხმობს ორი ტიპის ქმედებას: 1) იმ წინარე ენობრივი თუ თემასთან დაკავშირებული წინარე ცოდნის გონებაში მოძიება-გააქტიურებას, რომელიც უკავშირდება დასამუშავებელ ახალ საკითხებს; 2) საჭიროებისამებრ, ტექსტის გაგებისათვის აუცილებელი საკვანძო ლექსიკური ერთეულების ან გრამატიკული საკითხის დამუშავებას, დამატებითი ინფორმაციის მოძიებას სათანადო რესურსებში.
 - ✓ **სტრატეგიები მოსმენის/კითხვის დროს და შემდეგ** -
 - **გაცნობითი კითხვა** - გულისხმობს ტექსტის ზოგადი შინაარსის გასაგებად ყურადღების მიმართვას ტექსტის ორგანიზებაზე, მის სტრუქტურულ ერთეულებზე; ტექტის შინაარსზე აზრის შესაქმნელად სათაურის/ქვესათაურების, ილუსტრაციების, წარწერების, გამოყოფილი სიტყვების, აბზაცების პირველი და/ან ბოლო წინადადების წაკითხვა (გაცნობითი მოსმენის შემთხვევაში მსმენელი ყურადღებას გაამახვილებს ნაცნობ სიტყვებსა და შესიტყვებებზე, არავერბალურ ელემენტებზე (ინტონაცია, მიმიკა-ჟესტიკულაცია, ხმის ტემპი და სხვ.).
 - **სელექციური კითხვა/მოსმენა** - გულისხმობს ყურადღების მიზანმიმართულად წარმართვას არა მთლიან შინაარსზე, არამედ მხოლოდ და მხოლოდ კონკრეტულ ინფორმაციაზე.
 - **შესწავლითი კითხვა:** გულისხმობს ტექსტის დეტალურ დამუშავებას სხვადასხვა სტრატეგიის გამოყენებით. ამგვარ სტრატეგიებს წარმოადგენს:
 - **მთლიანად გადაკითხვა** - ტექსტის მთლიანად ჩაკითხვა უცნობ სიტყვებზე შეჩერების გარეშე თემატიკის/მთავარი საკითხების შესახებ აზრის შესაქმნელად;
 - **გონებაში დამუშავება** - ტექსტის ცალკეული მონაკვეთის/აბზაცის შინაარსის წარმოდგენაში გაცოცხლება, წინარე ცოდნასთან დაკავშირება და დამუშავება;
 - **გამოცნობა გულისხმობს** უცნობი სიტყვების, გამოთქმების მნიშვნელობის ამოცნობას ნაცნობი ელემენტების (*კონტექსტის, მშობლიურ ენაში დამკვიდრებული უცხოური სიტყვების ილუსტრაციების, ნაცნობი ფუძის, მიმიკის და სხვ.*) დახმარებით;
 - **უცნობი სიტყვების ამოწერა** - ლექსიკონის დახმარებით უცხო სიტყვების მნიშვნელობის ამოცნობა;
 - **მიბრუნება** - გაუგებარ, რთულ, ბუნდოვან მონაკვეთებთან მიბრუნება;
 - **შეკითხვების დასმა** - ტექსტის მონაკვეთების ერთმანეთთან დასაკავშირებლად;
 - **ინფორმაციის დაჯგუფება** - ინფორმაციის ორგანიზების სხვადასხვა ხერხის (*სემანტიკური რუკის, სქემატური ჩანაწერების, ტაბულის, გრაფიკის*) გამოყენება;
 - **ტექსტის სხვადასხვა მონაკვეთის/აბზაცის შეჯამება.**
 - ✓ **ლაპარაკის სტრატეგიები:**
 - ცოდნის მობილიზება;
 - რეპეტიცია;
 - პარაფრაზირება - სიტყვის დავიწყების/არცოდნის შემთხვევაში საკომპენსაციო საშუალებების (*მაგ., ჟესტიკულაციით მითითება, ნაგულისხმევი საგნის აღწერა ან მისი დანიშნულების აღნიშვნა*) გამოყენებას.
 - ✓ **წერის წინარე სტრატეგიები:**
 - კომუნიკაციის სიტუაციური მახასიათებლების (მიზნისა და ადრესატის, ადგილის) განსაზღვრა;
 - იდეების გენერირება (დაბადება) - გულისხმობს იდეების მოფიქრება-ჩანიშვნას.
 - იდეების დაჯგუფება - გულისხმობს იდეების ურთიერთდაკავშირებას, მათ შორის არსებული მიმართებების გამოკვეთას მათგან იზიარებული სქემების გამოყენებით.

პირველი უცხოური ენა - ინგლისური ენა

საბაზო საფეხური

წლიური პროგრამა

საბაზო საფეხურის პირველი უცხოური ენის პროგრამა სარეკომენდაციო ხასიათისაა და აჩვენებს სტანდარტის მოთხოვნათა რეალიზების შესაძლო გზებს. პროგრამა შედგება შემდეგი ნაწილებისაგან:

- წლიური სასწავლო თემების სანიმუშო განაწილება წლების მიხედვით;
- თემატური გეგმის ზოგადი სქემა - იგი აჩვენებს, როგორ უნდა დაიგეგმოს სასწავლო თემები სტანდარტის მოთხოვნების შესაბამისად;
- თემატური გეგმის კონკრეტული ნიმუში (თემისთვის „Natural Disasters“);
- დანართი: თემატური ერთეული „Natural Disasters“ - დეტალური დამუშავების ნიმუში.

სასწავლო თემების სანიმუშო განაწილება წლების მიხედვით

ქვემოთ წარმოდგენილი თემების ჩამონათვალი და ცალკეული თემის ფარგლებში შერჩეული ენობრივი მასალა და ტექსტის ტიპები სარეკომენდაციო ხასიათს ატარებს. დასაშვებია თემებისა და ენობრივი საკითხების შეცვლა, საბაზო საფეხურის ერთი კლასის პროგრამიდან მეორეში გადანაცვლება, ჩამონათვალის შევსება თუ შემცირება. მთავარია, საბაზო საფეხურზე შერჩეული თემატიკა პასუხობდეს შემდეგ მოთხოვნებს:

- ისინი უნდა შეესაბამებოდეს მოსწავლეთა ინტერესებსა და ენობრივ შესაძლებლობებს;
- საბაზო საფეხურის სამივე კლასის თემატიკა მთლიანობაში უნდა შეესაბამებოდეს საბაზო საფეხურის სტანდარტის თემატურ ჩარჩოს.

თემები IX კლასისთვის

1. **ჯანსაღი ცხოვრების წესი და მავნე ჩვევები** (სპორტი, გაწონასწორებული/ჯანსაღი კვება, ჰიგიენა);

პრიორიტეტული ენობრივი მასალა და ტექსტის ტიპები:

Sleeping problems

- ტექსტის ტიპები/Text types: radio program interview;
- ფუნქციური სამეტყველო მოქმედებები/Language functions (giving recommendations):
A – Do you manage to sleep as much as you need? If not, why?
B – No, I don't because I play video games before going to bed.
A – I recommend you not to do that for an hour before you go to sleep.
- გრამატიკა/Grammar: imperatives/negative form; modals – 'should, ought'
- ლექსიკა/Vocabulary: useful advice, important, doctor, tips, studio, host, recommendation.

2. **მოგზაურობა და ტურიზმი** (მოგზაურობის დაგეგმვა, სამოგზაურო აღჭურვილობა, მგზავრობა მატარებლით/თვითმფრინავით/გემით, სადგური, აეროპორტი, ღირსშესანიშნაობები, ექსკურსია, ტურისტული სააგენტოები);

პრიორიტეტული ენობრივი მასალა და ტექსტის ტიპები:

Travel guide

- ტექსტის ტიპები/Text types: brochure, guide, annotation, dialogue;
- ფუნქციური სამეტყველო მოქმედებები/Language functions: (Planning vocation):
A – Do you have any plans for your vacation?
B - I'd like to visit the most popular places in the UK.

- გრამატიკა/Grammar: 'Would+infinitive' with unreal meaning;
- ლექსიკა/Vocabulary: landmarks, view, fascinating, museum, exciting places.

3. ეკოლოგია და გარემოს დაცვა (ბუნების დაცვა, გარემოს დაბინძურება, ნაკრძალები, ბუნებრივი კატასტროფები, სამაშველო სამსახური, პოლიცია);

პრიორიტეტული ენობრივი მასალა და ტექსტის ტიპები:

Natural disasters

- ტექსტის ტიპები/Text types: Natural disaster safety rules, poster;
- ფუნქციური სამეტყველო მოქმედებები/Language functions (Giving advice/warning)
A –If you follow the rules, you'll be safe.
B – I never leave my home during hurricane.
- გრამატიკა/Grammar: Conditional I;
- ლექსიკა/Vocabulary: Natural Disaster risk zone, tornado, earthquake, ocean surface, storm.

4. ინგლისურენოვანი ქვეყნები (ეროვნული დღესასწაულები, კულტურულ-ისტორიული ცნობები, საერთაშორისო ორგანიზაციები);

პრიორიტეტული ენობრივი მასალა და ტექსტის ტიპები:

England four different countries

- ტექსტის ტიპები/Text types: encyclopedia article, narrative/descriptive;
- ფუნქციური სამეტყველო მოქმედებები/Language functions (showing interest):
A – Have you read the article about the UK?
B – Yes, that's interesting.
- გრამატიკა/Grammar: Present simple, present perfect;
- ლექსიკა/Vocabulary: Houses of Parliament, culture, heritage, Queen, flag, symbols.

5. პროფესიული ორიენტაცია (პროფესიები, ხელობები, საქმიანობები, სხვადასხვა პროფესიის ცნობილი წარმომადგენლები, პროფესიული სასწავლებელი);

პრიორიტეტული ენობრივი მასალა და ტექსტის ტიპები:

Job advert/interview

- ტექსტის ტიპები/Text types: advertisement, interview;
- ფუნქციური სამეტყველო მოქმედებები/Language functions (at a job interview):
A – Are you interested in a full-time or part-time position?
B – I'm more interested in a part time job because I'm a student.
- გრამატიკა/Grammar: adjectives - 'interesting vs. interested'.
- ლექსიკა/Vocabulary: support worker, part/full time job, experience, customer, successful.

თემატური გეგმის ზოგადი სქემა

სასწავლო თემის გეგმა უნდა შედგებოდეს შემდეგი კომპონენტებისაგან:

თემის სათაური:	სასწავლო საათების საორიენტაციო რაოდენობა: 8-10 სთ.
თემაში დასამუშავებელი ცნებები და საკითხები	
Language functions (სამეტყველო მოქმედებები)	Grammar (გრამატიკა)
Vocabulary (ლექსიკა)	
ტექსტები კომუნიკაციურ-ენობრივი უნარების განსავითარებლად	ტექსტის ტიპები და სტრატეგიები
საკვანძო შეკითხვები	
იდები შემაჯამებელი კომპლექსური დავალებებისათვის	
შეფასების ინდიკატორები	
მკვიდრი წარმოდგენები/ (Enduring understanding)	

როგორც ცხრილიდან ჩანს, სასწავლო თემის ასაგებად სტანდარტის მოთხოვნათა გათვალისწინებით განისაზღვრება თემის ფარგლებში გასავითარებელი კომუნიკაციური და ენობრივი უნარები და შეირჩევა შესაბამისი ტექსტები და ცნებები, მათ საფუძველზე დაზუსტდება ლექსიკურ-გრამატიკული საკითხები. ამის შემდეგ განისაზღვრება თემის საკვანძო შეკითხვები და შეფასების ინდიკატორები. საკვანძო კითხვები მაპროვოცირებელი შეკითხვებია, რომლებიც მოსწავლის წინარე ცოდნას აკავშირებს ასათვისებელ, ახალ ცოდნასთან. შეფასების ინდიკატორები კი სტანდარტის შედეგებიდან გამომდინარეობს და აჩვენებს, თუ რა უნდა შეძლოს მოსწავლემ კონკრეტული თემის ფარგლებში. ეროვნული სასწავლო გეგმის უცხოურ ენების პროგრამაში შემუშავებულია თემის შეფასების ინდიკატორთა ყალიბი, რომელიც მოიცავს 6 ძირითად ინდიკატორს. ესენია:

1. ინდიკატორი, რომელიც თემის ფარგლებში მოსმენა-გაგების და სტრატეგიების გამოყენების უნარებს აფასებს;
2. ინდიკატორი, რომელიც ზეპირი მეტყველებისა და შესაბამისი სტრატეგიების გამოყენების უნარებს აფასებს;
3. ინდიკატორი, რომელიც წერითი მეტყველებისა და წერითი სტრატეგიების გამოყენების უნარებს აფასებს;

4. ინდიკატორი, რომელიც მეტაკოგნიტურ უნარებს, ანუ სწავლის პროცესზე დაფიქრების უნარებს აფასებს;
5. ინდიკატორი, რომელიც განსხვავებული სოციოკულტურული რეალიების ამოცნობა-განალიზების უნარებს ამოწმებს;
6. ინდიკატორი, რომელიც თემის ფარგლებში შეძენილი სხვადასხვა ცოდნის ინტეგრირებული გამოყენების უნარს ამოწმებს საქმიანი იდეების განსახორციელებლად.

თემის სწავლა-სწავლების დასაგეგმად ასევე მნიშვნელოვანია გამოიკვეთოს იდეები შემაჯამებელი კომპლექსური დავალებებისთვის, რადგან მხოლოდ კომპლექსური დავალებების მეშვეობით შეიძლება გამოვლინდეს, რამდენად დაეუფლა მოსწავლე თემის ფარგლებში ასათვისებელ ცოდნათა დინამიკურ ერთობლიობას და რამდენად ახერხებს მათ ფუნქციურად გამოყენებას. უცხოურ ენის პროგრამა გამოკვეთს ასევე მკვიდრ წარმოდგენებს, ანუ იმ ზოგად ცოდნა-წარმოდგენებს, რომლებიც უნდა ჩამოუყალიბდეს მოსწავლეს უცხოური ენისა და კულტურის სწავლის პროცესში. მკვიდრი წარმოდგენები საერთოა ყველა თემისათვის.

ზემოთ წარმოდგენილი თემატური გეგმის მოდელი ტიპობრივია - იგი ნებისმიერ სასწავლო თემას სტანდარტის მოთხოვნების შესაბამისად დაასტრუქტურირებს.

თემატური გეგმის კონკრეტული ნიმუში

Grade IX

Thematic Unit

Natural Disasters		
თემაში დასამუშავებელი ცნებები და საკითხები		
<p><u>Language functions</u></p> <p>Prediction - I think, I'm sure, I don't have any idea;</p> <p>Expressing feelings/emotions - I'm lucky/happy/ scared/nervous;</p> <p>Expressing sadness - I'm sad (formal) I'm sorry (informal);</p> <p>Expressing opinion / personal point of view- I think, personally, I think. . . I believe that...;</p> <p>Giving advice/warning –</p> <p>You had better/You'd better follow the rules.</p> <p>If I were you... Don't leave your home during hurricane!</p>	<p><u>Grammar focus</u></p> <p><u>Grammar 1</u> - Revision</p> <p>Will Future; going to;</p> <p>Present/Past simple; Past Simple</p> <p>Comparisons;</p> <p>Question formation;</p> <p><u>Grammar 2</u></p> <p>Conditional I</p> <p>If + Present Simple + Won't</p> <p>If + Present Simple + Imperative</p>	
<p><u>Natural disaster vocabulary</u></p> <p>Natural Disaster risk zone, making a homemade water filter, mph/miles per hour/intense, tolerance; Tornado, Earthquake, Hurricane -eye, wind, cloud, rain, ocean surface, storm, storm surge, flood; Preparation tips, suggestions, safe place, shelter, safety kit (e.g. canned food, light, batteries, water, cash, flashlight, can opener, first aid kit), etc.;</p>		
ტექსტები	კომუნიკაციურ-ენობრივი უნარების	ტექსტის ტიპები და სტრატეგიები
განსავითარებლად		
Listening - Natural disasters;		ტექსტის ტიპი: გამომხატურება/პირადი მოსაზრებები (ბუნებრივ კატასტროფებთან დაკავშირებით); მოსმენის სტრატეგიები;
Reading - Hurricanes: Natural Wildest Storms; Categories of Hurricanes; What's your name, Hurricane? Predicting Hurricane and protecting people; (article, informative/narrative);		ტექსტის ტიპი: საინფორმაციო-შემეცნებითი ტექსტი; კითხვის სტრატეგიები; აღწერითი აბზაცი;
Hurricane Safety Tips (instructions); Grammar focus - Conditional I		ტექსტის ტიპი: პრაგმატული, ახსნა-განმარტებითი ტექსტი; გრამატიკის სწავლების სტრატეგია;
Speaking – Are you ready? (poster/social advertisement).		ტექსტის ტიპი: პრაგმატული პოსტერი; აღწერითი აბზაცი; ზეპირი მეტყველების სტრატეგია;

Writing – An article for school magazine – Local climate, natural disaster risks in Georgia; A story about disaster survivors.	ტექსტის ტიპი: საინფორმაციო ტექსტი; თხრობითი ტექსტი; წერის სტრატეგიები.
საკვანძო შევითხვები	
<ol style="list-style-type: none"> როგორ მოვიქცე ბუნებრივ კატასტროფებზე სხვადასხვა ტიპის ტექსტის შინაარსის გასაგებად? რომელი სტრატეგია უნდა გამოვიყენო და რატომ? როგორ ჩამოვყალიბო რჩევა-დარიგებები უსაფრთხოების წესებზე? როგორ გამოვხატო ჩემი მოსაზრება/დამოკიდებულება ბუნებრივი კატასტროფების პრობლემატიკაზე? როგორ დავწერო სხვადასხვა ტიპის ტექსტი ბუნებრივ კატასტროფების თემატიკაზე? როგორ გამოვიყენო ნასწავლი მასალა ბუნებრივი კატასტროფების შედეგად დაზარალებულთა დამხმარე საერთაშორისო ორგანიზაციების საქმიანობის შესახებ ინფორმაციის მოსაპოვებლად? როგორ გავიუმჯობესო სწავლის უნარი? როგორ გამოვიყენო ბუნებრივ კატასტროფებზე მუშაობისას შეძენილი ენობრივ-შინაარსობრივი ცოდნა და გამოცდილება საქმიანი იდეის განსახორციელებლად? 	
Project ideas <ul style="list-style-type: none"> • Make a Power Point presentation on some events of Natural disasters; • Create a brochure. It should include disaster safety tips, illustrations and colorful pictures; Present the brochure to your classmate; • Write a story for the class magazine about disaster survivors; • Create a mini picture dictionary of disaster related vocabulary; • Conduct a survey – use social media tool to get opinions on hurricane Irma. Share your findings with the class. • Make a Power Point Presentation about the International Disaster Rescue organizations/volunteers. • Watch the video - How to make a water filter? (https://www.youtube.com/watch?v=NCB-ri0eGM) Listen to the text and write step by step instruction of making a homemade water filter. Describe the situation when people need the homemade water filter. 	
შეფასების ინდიკატორები - მოსწავლემ უნდა შეძლოს: <ol style="list-style-type: none"> სტრატეგიებისა და ენობრივი ცოდნის გამოყენებით საინფორმაციო-შემეცნებითი და პრაგმატული ტექსტების გაგება ბუნებრივ კატასტროფებზე (იუცხ.საბ.1,2,3,4); თემაში ათვისებული გრამატიკული, ლექსიკური და სამეტყველო მოქმედებების გამოყენებით მონაწილეობის მიღება ბუნებრივ კატასტროფებთან დაკავშირებულ საუბრებსა და დისკუსიებში (იუცხ.საბ.6, 10); წერის სტრატეგიებისა და ახლად შეძენილი ლექსიკურ-გრამატიკული ცოდნის გამოყენებით მცირე ზომის ტექსტების შეთხზვა ბუნებრივი კატასტროფების თემატიკაზე (იუცხ.საბ.7,8,9); აანალიზებს და აფასებს სასწავლო აქტივობებში გამოყენებული სტრატეგიების ეფექტიანობას (იუცხ.საბ.5, 10); შესწავლილი მასალის გამოყენებით ბუნებრივი კატასტროფების შედეგად დაზარალებულთა დამხმარე საერთაშორისო ორგანიზაციების საქმიანობის შესახებ ინფორმაციის მოძიება და თანაკლასელებთან ერთად განხილვა (იუცხ.საბ.11); ბუნებრივი კატასტროფების თემის დამუშავებისას შეძენილი ენობრივ-შინაარსობრივი ცოდნისა და გამოცდილების გამოყენებით საქმიანი იდეის განხორციელება, კულტურათა დიალოგის ხელის შეწყობა (იუცხ.საბ.11, 12). 	
მკვიდრი წარმოდგენები	

1. მოსმენის, კითხვის, ლაპარაკის და წერის უნარების განვითარებას ხშირი პრაქტიკა უწყობს ხელს;
2. ყოველდღიურ/სასკოლო ცხოვრებაში უცხოური ენის პრაქტიკული გამოყენება სხვადასხვა სტრატეგიის დაუფლებითა და მრავალფეროვან აქტივობაში მონაწილეობითაა შესაძლებელი (მაგ. გაგონილი რეპლიკების გონებაში გამეორება, უცხოენოვანი სიმღერის სწავლა, საპროექტო იდეის განხორციელება, მეგობრებთან ინფორმაციის გაცვლა ინგლისურ ენაზე / „chat“, და სხვ.);
3. უცნობი ტექსტის შინაარსის გაგება-გააზრება ეტაპობრივად, რამდენჯერმე მოსმენა-წაკითხვით, არსებულ ცოდნასა და გამოცდილებაზე დაყრდნობითაა შესაძლებელი;
4. სწავლის სტრატეგიებზე დაფიქრება და მათი გააზრებულად გამოყენება აადვილებს ენის დაუფლებას და ხელს უწყობს მიღწევების გაუმჯობესებას;
5. ნასწავლი სტრატეგიები ხელს შეუწყობს ნებისმიერი სხვა ენის უფრო ეფექტიანად სწავლა-ათვისებას;
6. უცხოური ენის შესწავლა ხელს უწყობს საკუთარი ენისა და კულტურის უკეთ გაგებას.

თემის „Natural Disasters“ დეტალური დამუშავების ნიმუში

შენიშვნა: თემა დამუშავებული სტანდარტის მეთოდოლოგიურ ნაწილში წარმოდგენილი „პროცესის ტაბულის“ გამოყენებით

თემა: Natural Disasters	
მოსმენა-გაგების პროცესი	
ცნებები	საკვანძო შეკითხვები: როგორ მოვიქცე ბუნებრივ კატასტროფებზე პირადი დამოკიდებულების გამომხატველი მონოლოგის გასაგებად? რომელი სტრატეგია უნდა გამოვიყენო და რატომ? როგორ გავიუმჯობესო სწავლის უნარი?
ტექსტის ტიპი: თემატური მონოლოგი;	Listening text: (1 min. monologue) <i>Natural disasters</i> <i>I don't know about you, but I think there are more natural disasters now than before. Every time I turn on the news there's some kind of disaster. There are bushfires in Australia and California, earthquakes in China, hurricanes in Mexico and droughts in Africa. I'm sure global</i>

	<p><i>warming</i> is creating more natural disasters. <i>I'm</i> lucky. Where <i>I</i> live, we don't really have natural disasters. <i>I've</i> never experienced anything like the things on TV. Japan has many natural disasters. They have earthquakes, <i>typhoons, flooding, volcanoes</i>, all kinds of things. They are lucky they have the money to deal with them. There are countries in Africa that aren't rich. When a natural disaster hits them, everyone suffers terribly.</p>
<p>მოსმენის სამი ფაზა:</p> <p>მოსმენამდე;</p> <p>მოსმენის დროს;</p> <p>მოსმენის შემდეგ</p>	<p style="text-align: center;">ბიჯები და სწავლა-სწავლების სტრატეგიები</p> <p style="text-align: center;">მეთოდოლოგიური რეკომენდაციები</p> <p>მოსასმენი აქტივობები სამი ძირითადი ფაზისგან შედგება:</p> <ol style="list-style-type: none"> 1. მოსმენამდე პერიოდი (Pre-listening), რომელიც მოსწავლეებს ამზადებს ტექსტის შინაარსის უკეთ გასაგებად; 2. მოსმენის პერიოდი (While listening), რომლის დროსაც მოსწავლეები სავარჯიშოების საშუალებით ყურადღებას ამახვილებენ ტექსტის შინაარსის სხვადასხვა ასპექტზე; 3. მოსმენის შემდეგ (Post-listening), რომლის დროსაც მოსწავლეები ახდენენ მიღებული ინფორმაციის/ცოდნის ინტეგრირებას წინარე ცოდნასა და გამოცდილებასთან. <p>თითოეული საფეხურის დასაძლევად მოსწავლეებს მოსმენის სხვადასხვა სტრატეგიის დაუფლება ესაჭიროებათ.</p>
<p>მოსმენის წინარე სტრატეგიები</p> <p>- წინარე ცოდნის მობილიზება;</p> <p>- ვარაუდების გამოთქმა;</p> <p>- გამოცნობა</p>	<p>ფაზა: მოსმენამდე (Pre-listening)</p> <p>საკვანძო შეკითხვები: როგორ მოვემზადო ბუნებრივი კატასტროფების შესახებ შემეცნებითი ტექსტის მოსასმენად?</p> <p>ბიჯი 1. იმისათვის რომ მოსწავლეები ტექსტის მოსასმენად მოემზადონ უპირველესად, საჭიროა დავალების პირობის გაანალიზება მისი გააზრებისა და დაზუსტების მიზნით.</p> <p>ბიჯი 2. განხილულ თემატურ ერთეულში მოსმენის წინა პერიოდის სავარჯიშოებში სწავლის შემდეგი სტრატეგია გამოყენებული - სათაურის მიხედვით უცნობი სიტყვის მნიშვნელობის ამოცნობა (Inferring – Task 1 a) და სათაურზე დაყრდნობით ვარაუდის გამოთქმა ტექსტის შინაარსის შესახებ (Prediction – Task 1 b).</p> <p>ბიჯი 3. მომდევნო დავალების (Task 2) შესასრულებლად მოსწავლეებს თემასთან დაკავშირებული წინარე ცოდნის გაზიარება უწევთ, რაც კატასტროფებთან დაკავშირებული ზოგადი ცოდნის, მიზნობრივი ლექსიკისა და შესწავლილი ენობრივი სტრუქტურების გააქტიურებას უწყობს ხელს.</p> <p>სამივე შემთხვევაში მოსწავლეთა მოსასმენი დავალებებისთვის მომზადება სამეტყველო სავარჯიშოების დახმარებით ხდება.</p> <p><u>Pre-listening activities</u></p> <p>Task 1. Read the title and:</p> <p>a) infer the meaning of the word “disaster”;</p>

	<p><i>b)</i> predict what the listening text is about;</p> <p>Task 2. Share with your classmates the information you have about extreme weather and national disasters.</p>
<p>მოსმენის სტრატეგიები (Listening strategies):</p>	<p>ფაზა: მოსმენის დროს (While listening)</p> <p>საკვანძო შეკითხვა: როგორ მოვიქცე, რომ უკეთ გავიგო თემატური მონოლოგი? როგორ გავიადილო ტექსტის გაგება?</p>
<p>სელექციური მოსმენა</p> <p>შესწავლითი მოსმენა:</p> <p>- მიზრუნება ტექსტთან;</p> <p>- გამოცნობა: უცნობის სიტყვების/ შესიტყვებების, ნაცნობი ელემენტების ამოცნობა (კონტექსტი, ნცნობი ფუძე და სხვ.) დაყრდნობით;</p>	<p>მოსმენის სტრატეგიები (Listening strategies):</p> <p>ბიჯი 4. პირველი მოსმენა სელექციური ხასიათისა (Selective listening) და ტექსტში ტექსტის ზოგადი შინაარსის გაგებას ემსახურება (Listening for the main idea). მოსმენის პროცესში ჩასართავად მოსწავლეები წინასწარ უნდა იცნობდნენ დავალების კონკრეტულ მიზანს. მოცემული აქტივობის მიხედვით მოსწავლეებს ევალებათ მოსმენის შემდეგ პასუხი გასცენ ტექსტის შინაარსის შესაბამის საკვანძო შეკითხვას (Task 3. Listen to the text and answer the concept question – Why is the narrator lucky?). ტექსტის მოსმენის წინ მოსწავლისთვის მიცემული დავალება ზრდის მის მოტივაციას და პასუხისმგებლობას, რადგან მისთვის ნათელი ხდება მოსმენის კონკრეტული მიზანი.</p> <p>მოსწავლე უნდა იყენებდეს მოსმენის შემდეგ სტრატეგიებს - ყურადღების მიზანმიმართულად წარმართვას არა მთლიან შინაარსზე, არამედ მხოლოდ და მხოლოდ საჭირო ინფორმაციასთან დაკავშირებულ ელემენტებზე (მაგ. თემის ამსახველ ნაცნობ საკვანძო სიტყვებზე /Key words/).</p> <p>ბიჯი 5. ტექსტის განმეორებითი მოსმენა მთლიანი შინაარსის ეტაპობრივი კონსტრუირებისათვის შემდეგი სახის აქტივობებს შეიცავს:</p> <ul style="list-style-type: none"> • უცნობი სიტყვების მნიშვნელობის გამოცნობა კონტექსტზე დაყრდნობით (Task 4.); • თემატური სიტყვების დაკავშირება განმარტებებთან (Task 5); • მოსმენილი ტექსტის ტიპის განსაზღვრა (Task 6). <p>While listening</p> <p>Task 3. Listen to the text and answer the concept question – Why is the narrator lucky? (main idea)</p> <p>Task 4. Listen to the text again and tick disaster words/phrases in the worksheet;</p> <p>Task 5. Match the disaster words with their definitions;</p> <p>Task 6. Determine the type of the text (monologue/expressing personal opinion/feelings).</p>
<p>მოსმენის სტრატეგიები (Listening strategies)</p>	<p>ფაზა: მოსმენის შემდეგ (Post-listening)</p> <p>საკვანძო შეკითხვები: როგორ გავიგე ტექსტი? რით უკავშირდება ჩემს გამოცდილებას?</p>

	<p>რამ შემაფარხა გაგების პროცესში? რატომ ვერ გადავჭერი მოსასმენი პრობლემა? როგორ უნდა გადაემჭრა ეს პრობლემა? რამ შემიწყო ხელი წარმატებით მოსასმენი ამოცანის წარტმეიტებით გადაჭრაში?</p>
<p>შესწავლითი მოსმენა:</p> <p>- შეკითხვების დასმა (მონაკვეთების ერთმანეთთან დასაკავშირებლად)</p> <p>- ინფორმაციის დაჯგუფება;</p> <p>- შეჯამება</p> <p>- მეტაკოგნიტური პაუზა:</p> <p>სწავლის პროცესზე დაფიქრება;</p> <p>გამოყენებული სტრატეგიის შეფასება</p>	<p>მოცემულ ფაზაში ქვემოთ ჩამოთვლილი სტრატეგიების გამოყენებით ხდება მოსწავლეთა მიერ შექმნილი ცოდნისა და ენობრივი უნარ-ჩვევების წინარე ცოდნასა და ენობრივ უნარ-ჩვევებთან ინტეგრირება:</p> <p>ბიჯი 6. გაგებულის გადამოწმება, შეკითხვების, რეფორმულირებების და კომენტარების დახმარებით; ინფორმაციის დაზუსტება, მართებულ ვარიანტამდე მისვლა (Task 7). (აღნიშნული აქტივობა ამავე დროს, ტექსტის შინაარსში კონკრეტული ინფორმაციის ამოცნობას ემსახურება /Listening for details/);</p> <p>ბიჯი 7. მოსმენილის დაკავშირება საკუთარ გამოცდილებასთან; განცდილის, ნააზრევის გაზიარება (Task 8);</p> <p>ბიჯი 8. მეტაკოგნიტური პაუზა: დაფიქრება ტექსტის გაგებისათვის გამოყენებულ მიდგომებთან (მეტაკოგნიცია) (Task 11);</p> <ul style="list-style-type: none"> • დაფიქრება გამოყენებული სტრატეგიებზე, ეფექტიანობის შეფასება, შედარება სხვების მიერ გამოყენებულ სტრატეგიებთან; • გაგების პროცესის გაუმჯობესებისათვის შესაძლო გზების შეთავაზება/მიითითება. <p>Task 7. Answer the comprehension questions (Which geographical places does the man mention? According to his information which are the most dangerous countries for national disasters? etc.);</p> <p>Task 8. Read the tapescript and brainstorm words related to:</p> <ul style="list-style-type: none"> - disaster relief and rescue operations –shelter, food, aid, support, assistance, medical care, save, protect, help, etc.; - Effects of disaster - destroy, ruin, smash, crash, kill, injure, burn, break, etc. <p>Task 9. Discussion: Look at the diagraeme – Countries in the natural disaster risk zones and identify which countries (including Gergia) are in higher/lower natural disaster risk zones. How do you feel about it?</p> <p>Task 10. Grammar review – adjectives/comparisons;</p> <p><u>Self - assessment</u></p> <p>Task 11. Tell your classmates what you have learned about the national disaster using the vocabulary worksheets. What helped you understand the text? What helped you ask questions about the topic?</p>
	<p>გარდამავალი პერიოდი</p> <p>როგორ მოვიქცე ენობრივ-გრამატიკული მასალის ასათვისებლად? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ?</p>

<p>გამეორება</p>	<p>ბიჯი 9.</p> <p>ენობრივი (ფონეტიკური, ლექსიკური, გრამატიკული) უნარების განვითარება, (ლექსიკა, გრამატიკული ფორმები, შესიტყვებები, სამეტყველო ფუნქციები) გამეორება/ათვისება ხდება ტექსტზე დაფუძნებით სხვადასხვა ენობრივი აქტივობის საშუალებით;</p> <p>თემაში გამოყენებულ ტექსტზე/აქტივობებზე დაყრდნობით ხდება ნასწავლი ენობრივი სტრუქტურებისა და სამეტყველო აქტების გამეორება</p> <p><u>გრამატიკული მასალის გამეორება</u> (Grammar revision, act.1-10)</p> <p>Present Simple/Progressive</p> <p>Adjectives/Comparisons</p> <p>Question formation</p> <p><u>სამეტყველო აქტები - Language functions:</u></p> <p>Prediction - I think, I'm sure, I don't have any idea</p> <p>Expressing feelings/emotions - I'm lucky/happy/scared/nervous</p> <p>Expressing sadness - I'm sad (formal) I'm sorry (informal)</p> <p>Expressing opinion / personal point of view– I think, personally, I think. . . I believe that</p>
-------------------------	--

კითხვა	
<p>ტექსტის ტიპი</p> <p>საინფორმაციო/შემეცნებითი ტექსტი</p>	<p>საკვანძო კითხვები</p> <p>როგორ მოვიქცე ბუნებრივ სტრატეგიებზე საინფორმაციო-შემეცნებითი ტექსტის გასაგებად? რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი სწავლის პროცესზე დაფიქრება?</p> <p>1. Hurricanes: Nature's Wildest Storms</p> <p>by Erin Ryan</p> <p>Hurricanes are major tropical storms that can cause <i>devastating waves</i>, wind, and rain. They happen during “Hurricane Season,” which is from June 1st until November 30th in the Atlantic Ocean and from May 15th until November 30th in the Pacific Ocean. A hurricane that forms in the Atlantic Ocean begins as <i>tropical disturbance</i>. This is a large area of windy thunderstorms that forms over the warm ocean, near the <i>equator</i>. When the storms grow larger, rains and wind pick up, and the “disturbance” can develop into a hurricane.</p>

When a hurricane *makes landfall*, it can be very dangerous along coastlines because of a *storm surge*, where ocean waters rush onto land. When this is combined with *heavy rainfall*, there can be *devastating floods*. The center of a hurricane is called the eye. While most of a hurricane contains dangerously strong winds, the eye is actually *a calm area* in the storm. When the eye of a hurricane passes over land, people might think that it's over, but before long the wind and rain increase again as the second part of the hurricane moves through. (184)

2. Categories of Hurricanes

There are five *categories of hurricanes*, which are based on wind speeds. The categories help to *make people aware* of how much damage a hurricane may cause because *the greater the wind speed, the more dangerous the storm*. Category 1 – Winds 74 – 95 mph Winds snap branches, *uproot trees*, and *overturn mobile homes* that aren't secured to the ground. Category 2 – Winds 96 -110 mph Winds are strong enough to destroy weak doors and windows, and create 8-foot ocean waves. Category 3 – Winds 111 - 130 *mph Intense* winds cause major flooding near the coast, which can destroy homes and businesses. Category 4 – Winds 131 - 155 mph Winds are strong enough to destroy some buildings. Causes heavy damages to building roofs. Category 5 – Winds greater than 155 mph Buildings along the shorelines are *washed away*. Buildings can be completely destroyed. (141)

3. What's Your Name, Hurricane?

Hurricanes and tropical storms are given names to help people identify them. Scientists refer to hurricanes and storms by name as they *track* them *across the ocean*. Before 1953, hurricanes were not given *official names*. From 1953 through 1978, hurricanes were only given *female names*, like Isabel, Camille, Claudette, and Wilma. Beginning in 1979, hurricanes were given the names of both women and men. Today, the names *alternate by gender*, and they are *named alphabetically*. For example, in 2010, storms were named as follows: Alex (male) Bonnie (female) Colin (male) Danielle (female) Earl (male) and so on... There are six different lists of names that change, so the same names are used every six years. The only way that a new name is added is when a hurricane has been particularly deadly or costly and the name is retired, then replaced with a new one.

Hurricane Katrina which ripped through Louisiana, Alabama, Mississippi and Texas was one of the *deadliest hurricanes* in history. (163)

4. Predicting Hurricanes and Protecting People!

The National Hurricane Center, located in Miami, Florida *issues watches and warnings* before hurricanes approach the coastline. They use computers with *satellite images* to figure out where and when a hurricane will come on shore. Sometimes, if a hurricane is strong enough, officials may require citizens to evacuate, or leave their homes, and travel to a safer place. Can you imagine flying a plane through a hurricane? If you're a hurricane hunter, it's your job! Hurricane Hunters, who work for the Air Force Reserve, fly airplanes called WC-130's on *weather missions* to help the National Hurricane Center *make predictions*

	<p>about hurricanes, and gives them the information needed to issue accurate warnings. Pilots determine how fast the winds are blowing, how big the hurricane is, and which direction it's moving. This helps people to be better prepared for hurricanes as they approach shore. (142)</p>
	<p>ბიჯები და სწავლა-სწავლების სტრატეგიები</p>
<p>კითხვის სამი ფაზა: წაკითხვამდე; კითხვის დროს; კითხვის შემდეგ</p>	<p style="text-align: center;">მეთოდური რეკომენდაციები</p> <p>კითხვის აქტივობები მოსასმენის მსგავსად, სამი ძირითადი ფაზისგან შედგება:</p> <ol style="list-style-type: none"> 1. კითხვამდე პერიოდი (Pre-reading), რომელიც მოსწავლეებს ამზადებს ტექსტის შინაარსის უკეთ გასაგებად; 2. კითხვის პერიოდი (While reading), რომლის დროსაც მოსწავლეები სავარჯიშოების საშუალებით ყურადღებას ამახვილებენ ტექსტის შინაარსის სხვადასხვა ასპექტზე; 3. კითხვის შემდეგ (Post-reading), რომლის დროსაც მოსწავლეები ახდენენ მიღებული ინფორმაციის/ცოდნის ინტეგრირებას წინარე ცოდნასა და გამოცდილებასთან, ტექსტის/ტექსტის მონაკვეთების შეჯამება თითოეული საფეხურის დასაძლევად მოსწავლეებს კითხვის სხვადასხვა სტრატეგიის დაუფლება ესაჭიროებათ.
<p>კითხვის წინარე სტრატეგიები</p>	<p>ფაზა: კითხვამდე (Pre-reading)</p> <p>საკვანძო შეკითხვა: როგორ მოვემზადო ტექსტის წასაკითხად?</p>
<p>-ვარაუდების გამოთქმა ტექსტის ილუსტრაციებზე დაყრდნობით; - წინარე ცოდნის მობილიზება</p>	<p>ბიჯი 1. იმისათვის რომ მოსწავლეები ტექსტის წასაკითხად მოემზადონ, საჭიროა დავალების პირობის გაანალიზება მათი გააზრებისა და დაზუსტების მიზნით.</p> <p>ბიჯი 2. ტექსტის გაგების/გააზრების ხელშესაწყობად კითხვის წინარე სტრატეგიები გამოიყენება:</p> <ul style="list-style-type: none"> ○ ილუსტრაციებზე დაყრდნობით ტექსტის შინაარსის წინასწარი განჭკვრეტა (Prediction -Task 1.); ○ ტექსტის გასააზრებლად საჭირო წინარე ცოდნის (ენობრივი, ტექსტობრივი, თემასთან დაკავშირებული) გახსენება-გააქტიურება (Schemata - Task 2). <p>Task 1. Look at the pictures and predict what he text is about.</p> <p>Task 2. Think-pair-share – Write down thoughts, discuss with a partners and share meaningful ideas with the class.</p>
<p>კითხვის სტრატეგიები (Reading strategies)</p>	<p>ფაზა: კითხვის დროს, შინაარსის კონტრუირების პროცესი (While reading);</p> <p>საკვანძო შეკითხვა: როგორ მოვიქცე, რომ უკეთ გავიგო ტექსტი? როგორ გავიადვილო ტექსტის გაგება?</p>
<p>გაცნობითი კითხვა: ტექსტის ორგანიზება, სტრუქტურა</p>	<p>თემაში გამოყენებული “Jigsaw reading”-ს მოდიფიცირებული მოდელი კომუნიკაციური კითხვის ნათელი მაგალითია. ჯგუფურ აქტივობაში ინტეგრირებულია ოთხივე სამეტყველო აქტივობა (კითხვა, წერა, ლაპარაკი, მოსმენა) შესაბამისი სავარჯიშოებით (ტექსტის შინაარსის შესაბამისად სათაურის შერჩევა (Task 1), ჩანაწერების გაკეთება (Task 2), გეგმის შედგენა ზეპირი ტექსტის გადასაცემად (Task 3), ლექსიკონის/HO-ის გამოყენება (Task 4), თუმცა ყველა აქტივობა პრიორიტეტულად ემსახურება წაკითხულის გაგება-გააზრებას</p>

<p>შესწავლითი კითხვა</p>	<p>წაკითხული ტექსტის უკეთ გასაგებად მოსწავლეებმა შეიძლება გამოიყენონ კითხვის შემდეგი სტრატეგიები:</p> <p>გაცნობითი კითხვის სტრატეგიები:</p> <p>ბიჯი 3. ტექსტის ზოგადი შინაარსის გაგება (reading for the main idea): ყურადღების მიმართვა ტექსტის ორგანიზებაზე, ტექსტის შინაარსზე აზრის შესაქმნელად ილუსტრაციების, წარწერების, გამოყოფილი სიტყვების, აბზაცების პირველი და/ან ბოლო წინადადების წაკითხვა. (Task 1);</p> <p>ბიჯი 4. სხვადასხვა აქტივობის გამოყენებით ტექსტის მრავალგვარად დამუშავება მისი შინაარსის ეტაპობრივი კონსტრუირებისთვის - <i>შესწავლითი კითხვის სტრატეგიები</i>:</p> <ul style="list-style-type: none"> • ტექსტის მთლიანად ჩაკითხვა უცნობ სიტყვებზე შეჩერების გარეშე (Task 3 a); • შეკითხვების დასმა (Task 3 b); • გაუგებარ მონაკვეთებთან მიბრუნება; • მონაკვეთების, ეპიზოდების წარმოდგენაში გაცოცხლება; • უცნობი სიტყვების ამოწერა და ლექსიკონში ნახვა (Task 3 d); • ტექსტის მონაკვეთის, აბზაცის შეჯამება (Task 5); • გამოცნობა - უცნობი სიტყვების, გამოთქმების მნიშვნელობის ამოცნობა ნაცნობი ელემენტების (<i>ილუსტრაციების, ნაცნობი ფუძის, კონტექსტის, მშობლიურ ენაში დამკვიდრებული უცხოური სიტყვების და სხვ.</i>) დახმარებით. • ტექსტის მომდევნო მონაკვეთის შინაარსის განჭვრეტა; • ინფორმაციის დაჯგუფება სხვადასხვა ხერხის (<i>სემანტიკური რუკის, სქემატური ჩანაწერების, მაორგანიზებელი გრაფიკის</i>) გამოყენებით.
	<p>Task 3. Jigsaw reading</p> <p>Students /A, B, C, D/ work in groups of 4. Students from each group get one part of the article and follow the instructions:</p> <p>(Step 1)</p> <p>Task a) Read your part of the article and choose the appropriate title for it; (1. Hurricanes: Nature's Wildest Storms; 2. Categories of Hurricanes; 3. What's Your Name, Hurricane? 4. Predicting Hurricanes and Protecting People!);</p> <p>Task b) Take notes, ask and answer questions to check understanding;</p> <p>Task c) Make a plan how to give information about the text to other group members;</p> <p>Task d) Use dictionaries or use HOs to look the unknown words up;</p> <p>(Step 2);</p> <p>Task 4. Students complete their tasks in their original groups. They create different groups getting all As/ B/sCs/Ds together and orally exchange the information;</p> <p>(Step 3)</p>

	Task 5. Each group shares aloud with the whole class all the information they received and teacher records on the board. Students add any missing information and clarify misconceptions.
კითხვის სტრატეგიები (Reading strategies)	ფაზა: კითხვის შემდეგ (Post-reading) საკვანძო შეკითხვები: როგორ გავიგე ტექსტი? რით უკავშირდება ჩემს გამოცდილებას? რამ შემაფერბა გაგების პროცესში? რატომ ვერ გადავჭერი საკითხავი ამოცანა? როგორ უნდა გადაემჭრა ეს პრობლემა? რამ შემიწყო ხელი წარმატებით საკითხავი ამოცანის წარმატებით გადაჭრაში?
- შესწავლითი კითხვა	მოცემულ ფაზაში ქვემოთ ჩამოთვლილი სტრატეგიები გამოიყენება: ბიჯი 5. ჯგუფების წევრთა მიერ წაკითხული ტექსტის გაგების გადამოწმება, სტატის სრული შინაარსის შეჯამების საშუალებით ინფორმაციის დაზუსტება, და მართებულ ვარიანტამდე მისვლა (Task 6);
- აბზაცი	ბიჯი 6. წაკითხულის დაკავშირება საკუთარ ცხოვრებისეულ თუ წიგნიერ გამოცდილებასთან; განცდილის, ნაზრევის გაზიარება ზეპირი/წერილობითი ფორმით (ენის ფლობის დაბალ საფეხურზე - მშობლიურ ენაზე), (Tasks 7, 8);
- მეტაკოგნიტური პაუზა	ბიჯი 7. მეტაკოგნიტური პაუზა: დაფიქრება ტექსტის გაგებისათვის გამოყენებულ სტრატეგიებზე, მეტაკოგნიტური პაუზა (Task 9): <ul style="list-style-type: none">დაფიქრება გამოყენებულ სტრატეგიებზე, ეფექტიანობის შეფასება, შედარება სხვების მიერ გამოყენებულ სტრატეგიებთან;სწავლის პროცესზე დაფიქრება-რეფლექსია, შემაფერხებელი და ხელშემწყობი პირობების გაცნობიერებაგაგების პროცესის გაუმჯობესებისათვის შესაძლო გზების შეთავაზება/მითითება.
	Task 6. Summarize the entire article; Task 7. Do the quiz (about the article), discuss the results; Task 8. Write a paragraph describing hurricane. Self-assessment Task 9. Tell your classmates what you have learned about the Hurricane. What was hard to understand and why? What helped you understand the text? What helped you ask questions about the topic?
	ფაზა: გადასვლა რეცეფიციდან პროდუცირებისაკენ (From receptive to productive)
ტექსტის ტიპი: ინსტრუქცია	საკვანძო შეკითხვები: როგორ მოვიქცე ენობრივ-გრამატიკული მასალის ასათვისებლად? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ?
	Intensive reading

	<p>Hurricane Safety Tips</p> <p>There is no way to stop a hurricane or make it change direction, so if you ever find yourself in the path of a hurricane, be sure to be follow any emergency procedures that your community has in place.</p> <p>Here are some other hurricane safety tips.</p> <ul style="list-style-type: none"> • Be sure you have a battery-powered radio, batteries, fresh drinking water, and a supply of food and medicine. <i>If you get prepared, your family will survive a disaster.</i> • Tell neighbors, friends, and family members your emergency plans. <i>Tell them where you'll go if you need to leave your home.</i> • Before a hurricane arrives, be sure your family's car is filled with fuel. <i>If the electricity goes out, the fuel pumps at gas stations will not work.</i> • Stay inside during the storm. <i>You could be seriously injured if you go outside.</i> <p><i>If you live near the ocean</i>, in low-lying area, or in a mobile home, <i>leave your home and travel inland</i> to a safe place. You could stay with a friend or family member, in an inland hotel/motel, or in an emergency shelter area.</p> <ul style="list-style-type: none"> • Keep listening to the radio if a hurricane is approaching. <i>If local authorities instruct you to evacuate, do it immediately.</i>
<p>სტრატეგიები გრამატიკის შესასწავლად</p>	<p>ბიჯები და სწავლა-სწავლების სტრატეგიები</p>
<p>ინდუქცია</p>	<p>მეთოდური რეკომენდაციები</p> <p>ბიჯი 8. გარდამავალი ბიჯი პროდუცირებისკენ - აღნიშნული საფეხური ზოგადად, გულისხმობს ტექსტის ახალი ენობრივი მასალის (ლექსიკა, გრამატიკული ფორმები, შესიტყვებები, სამეტყველო ფუნქციები და სხვ.) გაგება-გამოყენებას სხვადასხვა ტიპის ენობრივი სავარჯიშოებით;</p> <p>მოცემული აქტივობის საკითხავ ტექსტში (Hurricane Safety Tips) თავმოყრილია ახალი გრამატიკული მასალის შემცველი ენობრივი ფორმულები. დავალების მიზანია ტექსტის გაანალიზების პროცესში (Intensive reading) ახალი, ერთმანეთის მსგავსი ენობრივი ფორმულების აღმოჩენა (Task 1 - First conditional,) და მათი დაკავშირება ტექსტში აღწერილ სიტუაციებთან (Task 2 - Predicting a dangerous results in the future, and giving instruction of advice).</p> <p>ამ მიზნით მოსწავლეებმა შეიძლება გამოიყენონ სწავლის შემდეგი სტრატეგიები (learning strategies):</p> <ul style="list-style-type: none"> • დამახსოვრების სხვადასხვა ხერხის გამოყენება - ტექსტის გაანალიზების დროს ახალი გრამატიკული სტრუქტურების აღმოჩენა/იდენტიფიცირება, მათი

- გამოყენების სიტუაციური ანალიზი, გადაწერა, პერიოდული გამეორება, დაჯგუფება, ანალოგიური წინადადებების შედგენა (Tasks 1, 2, 3),
- **პარალელების გავლება მშობლიურ ან სხვა ენასთან** - ტექსტის გაანალიზების დროს ნიშანდობლივი ენათშორისი შედარებების გაკეთება შესასწავლი ენის სისტემისა და ფუნქციონირების გაგების ხელშესაწყობად (Task 1);
 - **ინდუქცია** - კონკრეტულ მაგალითებზე დაყრდნობით წესის გამოყვანა (Task 4).

Task 1. Read and discuss (describing real/unreal situation) the text - Hurricane Safety Tips; Identify the grammar topic;

Task 2. Write the sentences from the text (1-6) and put them in the right column:

a) Predicting a dangerous result in the future;

b) Give instruction of advice.

1. If you get prepared, your family will survive a disaster.
2. If local authorities instruct you to evacuate, do it immediately.
3. Etc.

Predicting a dangerous result in the future (1)	Giving instruction of advice (2)
---	----------------------------------

Task 3. Work in groups. Think about your everyday situation and

Group 1 – create some warning predicting a dangerous result;

Group 2 – give some instructions of advice.

Task 4. - Review the examples you have seen and work together to figure out the grammar rule for the sentence structures. (predicting dangerous result - If + Present Simple + Will/Won't; Giving instruction of advice - If + Present Simple + Imperatives).

სამეტყველო აქტები -Language functions:

Giving advice/warning –

You had better/You'd better follow the rules, If I were you...

Don't leave your home during hurricane!

<p>- რეპეტიციის გავლა;</p> <p>- პარაფრაზირება;</p>	<p>გახსენება და/ან მოძიება და ჩანიშვნა. საჭიროებისამებრ, დამატებითი ინფორმაციის მოძიება-ჩანიშვნა;</p> <p>ბიჯი 4. მომზადება კლასის წინაშე გამოსასვლელად (Task 1, 2);</p> <p>ამ პროცესში მოსწავლეებს შესაძლოა დასჭირდეთ მასწავლებლის მხარდაჭერა, ასევე ენობრივი საყრდენები, რათა შეძლონ სამეტყველო მოქმედებების განხორციელება, რაც კომპლექსურ კოგნიტური აქტივობას წარმოადგენს. მოცემულ სავარჯიშოში მოსწავლეებს ხელი მიუწვდებათ გარკვეულ საყრდენებზე (შეკითხვები, მიზნობრივი ლექსიკა, მოსასმენ/საკითხავი სავარჯიშოებში წარმოდგენილი ლექსიკური მასალა, გრამატიკული სტრუქტურები).</p> <p>აღნიშნული აქტივობები ამავე დროს, წერითი კომუნიკაციისათვის (პროდუცირების შემდეგი საფეხური) მოსამზადებელ ფუნქციას ასრულებს, რომელიც ამ ეტაპზე განხილული თემის მოკლე (ერთ აბზაციანი) ჩანაწერით შემოიფარგლება (Task 3).</p>
<p>აბზაცი: თემატური წინადადება, ძირითადი ნაწილი, დასკვნითი წინადადება</p>	<p>Task 1. Group work. Look at the poster – “Are you ready?”. Read the following questions, take notes and come up with your arguments:</p> <ul style="list-style-type: none"> a) What is the aim of the poster? b) Who is it designed for? c) Why is it important to follow the disaster safety tips? <p>These phrases will help you - A 3-day supply, easy to prepare food, first aid kit, emergency supplies, keep the charger handy, alerts and warnings, personal documents, etc.).</p> <p>Task 2. Read the factual information and express your own opinion on the following questions.</p> <p>“Hurricane Irma (August 30, 2017-September 16, 2017) caused incredible damages. It killed at least 130 people”.</p> <ul style="list-style-type: none"> a) Think-pair-share – What was the reason of this tragic result? b) Whole class discussion - How could people avoid those tragic damages? <p>Task 3. Write a paragraph describing the results of hurricane Irma. Why were they so tragic? (Start the paragraph with the topic sentence).</p>
	<p>ზეპირი კომუნიკაციისას</p> <p>საკვანძო შეკითხვა: როგორი სტრატეგიები გამოვიყენო ზეპირი კომუნიკაციის ამოცანის წარმატებით გადასაჭრელად?</p> <p>ბიჯი 4. გამოსვლა აუდიტორიის წინაშე;</p>

<p>მეტაკოგნიტური სტრატეგიები</p> <p>მეტაკოგნიტური პაუზა (დაფიქრება გამოყენებულ სტრატეგიებზე)</p>	<ul style="list-style-type: none"> პარაფრაზირება - საუბრის დროს სიტყვის დავიწყების/არცოდნის შემთხვევაში საკომპენსაციო საშუალებების (მაგ., კესტიკულაციით მითითება, ნაგულისხმევი საგნის აღწერა ან მისი დანიშნულების აღნიშვნა) გამოყენება.
	<p>ფაზა: ზეპირი კომუნიკაციის შემდეგ</p> <p>რატომ ვერ გადავჭერი წარმატებით საკომუნიკაციო ამოცანა? როგორ სტრატეგიების გამოვიყენე? რამ შემაფერხა? როგორ გავაუმჯობესო ზეპირი მეტყველების უნარი? რამ შემიწყო წინსვლაში ხელი?</p>
	<p>ბიჯი 5. საკუთარი გამოსვლის შეფასება - წარმატებული ასპექტებისა და ხარვეზების ამოცნობა (Task 4);</p> <p>ბიჯი 6. მეტაკოგნიტური პაუზა: დაფიქრება გამოყენებულ სტრატეგიებზე, გაუმჯობესების სამოქმედო გეგმის შედგენა (Task 5).</p>
	<p>Task 4. Tell your classmates what you have learned about the Safety tips. What was hard to understand and why? What helped you understand the text? What helped you ask questions about the topic?</p> <p>Task 5. Think about the action plan and write 3 points you think will help to improve your speaking skills.</p>

წერა	
	<p>საკვანძო კითხვები: როგორ მოვიქცე იმისთვის, რომ შევძლო წერილობითი ტექსტების შექმნა ბუნებრივ კატასტროფებზე? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტური სტრატეგიები?</p>
	<p>Task 1 Write an article for your penpal for his school journey about local climate and natural disaster risks in your region.</p> <p>Task 2 Disaster survivors</p> <p>Look at the photo and write a (2 paragraph) story about a newborn disaster survivor, Hope by name.</p> <p>https://www.rd.com/culture/newborn-hurricane-harvey-photo-shoot/</p>
	<p>ბიჯები და სტრატეგიები</p> <p>მეთოდური რეკომენდაციები</p>
	<p>ფაზა: წერის წინა სამზადისი</p>

<p>წერის წინარე სტრატეგიები:</p> <p>საკომუნიკაციო სიტუაციის განსაზღვრა;</p> <p>იდეების გენერირება;</p> <p>ცოდნის მობილიზება</p> <p>იდეების დაჯგუფება</p> <p>ნამუშევრის გეგმა</p>	<p>საკვანძო: როგორ მოვემზადო წერითი ამოცანის გადასაჭრელად?</p> <p>ისევე როგორც სამეტყველო აქტივობების დროს წერით აქტივობებს ხანგრძლივი მოსამზადებელი პერიოდი უნდა უძღოდეს წინ. მოსწავლე უნდა ფლობდეს თემასთან დაკავშირებულ საკვანძო ლექსიკას, ენობრივ ფორმულებსა და სტრუქტურებს და დამატებით იცნობდეს წერის სტრატეგიებს, რომელთაგან კონკრეტული აქტივობისთვის საკუთარი შეხედულებით შეარჩევს ყველაზე შესაფერისს. (სტატია სასკოლო ჟურნალისთვის Task 1; ორი აზვაციისგან შედგენილი ამბის შექმნა სურათზე დაყრდნობით (Task 2))</p> <p>ბიჯი 1. წერის ჩანაფიქრის გამოკვეთა;</p> <p>წერის წინარე სტრატეგიები:</p> <ul style="list-style-type: none"> • საკომუნიკაციო სიტუაციის განსაზღვრა - წერის მიზნისა და ადრესატის განსაზღვრა, თემისა და ტექსტის სახეობის შერჩევა. • იდეების გენერირება - იდეების მოფიქრება-ჩამოყრა. • ცოდნის მობილიზება/თავმოყრა - საჭირო ცოდნის (ენობრივი, ტექსტობრივი, თემასთან დაკავშირებული და სხვ.) გონებაში მოძიება-გააქტიურება; საჭიროებისამებრ, დამატებითი ინფორმაციის მოძიება სათანადო რესურსებში. • იდეების დაჯგუფება - იდეების დახარისხება, ურთიერთდაკავშირება მაორგანიზებელი სქემების გამოყენებით. • დამხმარე რესურსების მობილიზება - სტრუქტურული მოდელი, საკვანძო სიტყვები, გრამატიკული ცნობარი, დახარისხებული ლექსიკური ერთეულები, ჩანიშვნები). <p>ბიჯი 2. გეგმის შედგენა დაჯგუფებულ იდეებზე დაყრდნობით.</p>
<p>წერის სტრატეგიები</p> <p>პირველადი ვარიანტი</p> <p>საბოლოო ვარიანტი</p>	<ul style="list-style-type: none"> • ფაზა: წერის დროს საკვანძო შეკითხვა: როგორ მოვიქცე წერითი ამოცანის წარმატებით გადასაჭრელად? <p>ბიჯი 3. პირველადი ვარიანტის შედგენა გეგმაზე დაყრდნობით.</p> <ul style="list-style-type: none"> • ფაზა: წერის შემდეგ რატომ ვერ გადავჭერი წარმატებით წერითი ამოცანა? როგორ სტრატეგიების გამოვიყენე? რამ შემაფერხა? რამ შემიწყო ხელი ამოცანის წარმატებით გადაჭრაში? როგორ გაიაუმჯობესო წერითი მეტყველების უნარი? <p>ბიჯი 4. პირველადი ვარიანტის გაუმჯობესება:</p> <ul style="list-style-type: none"> • ნაწერის პოტენციური მკითხველის თვალთახედვით შეფასება; • შინაარსობრივი, სტრუქტურული შესწორებების შეტანა; • გრამატიკული და ორთოგრაფიული შეცდომების გასწორება დამხმარე რესურსების და ისტ-ის გამოყენებით; <p>ბიჯი 5. საბოლოო ვარიანტის შემუშავება და გაფორმება.</p>

Project work - Make a PowerPoint presentation on some events of Natural disasters;

Oral Presentation Rubric

Category	Criteria	Points
Preparedness (4 points)	Student is completely prepared. Reads very seldom	0-1
	Student stands up straight, looks relaxed and confident, establishes eye contact with everyone	0-1
	Student speaks clearly and distinctly	0-1
	Time limit – presentation is about 5 minutes long	0-1
Content (6 points)	Quality of information show a full understanding of the topic	0-1
	Information is organized in a logical sequence	0-1
	Visual aids are well prepared, informative, effective	0-1
	Student uses appropriate vocabulary	0-1
	Student is able to accurately answer questions posted by classmates	0-1
	All sources are accurately documented in the desired format	0-1
Total points - 10		

Introduction to the Teacher

Right on! 3 is a modular course for learners studying British English at CEFR Level A2+. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

Right on! 3 consists of six modules. Each module consists of six lessons plus CLIL sections, Project Time, Presentation Skills & Values. The corresponding module in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book

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

Workbook

The **Workbook Student's Book** is in full colour and contains modules corresponding to those in the Student's Book containing practice in Vocabulary, Grammar, Everyday English & Reading. There is a Revision Section every two modules for students to revise vocabulary, grammar and functional language taught. There is also a **Skills Practice** section for students to have more practice on Reading, Listening & Writing. The book also contains **Grammar Bank** with theory and exercises. All the exercises in the Workbook and Grammar Bank sections are marked with graded level of difficulty (*, **, ***). The **Presentation Skills** section helps students develop their public speaking skills giving guidance on how students structure their presentations. There is also a **Fun Time** section with board games for students to revise vocabulary and grammar structures taught in the corresponding modules in a fun way.

Progress Check

This section appears at the end of each module in workbook, and reinforces students' understanding of the topics, vocabulary and structures that have been presented in the module. A *Competences marking scheme* at the end of every Progress Check section allows students to evaluate their own progress and identify their strengths and weaknesses.

The **Workbook Teacher's Book** contains overprinted answers to all the exercises and audioscripts for the listening tasks as well as suggested models for the writing tasks.

Teacher's Book

The **Teacher's Book** contains step-by-step lesson plans and suggestions on how to present the material. It also includes overprinted answers to the exercises in the Student's Book, the audioscripts of all the listening material, suggested speaking and writing models as well as evaluation sheets.

Class Audio Files

The **Class Audio Files** contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in the Listening and Reading sections as well as the Pronunciation/Intonation section and songs in the Student's Book, and the material for all listening tasks in the Workbook.

Grammar Book

The **Grammar Book** contains clear, simple presentation of all grammar structures that appear in the course with a variety of graded exercises and regular revision units & Exploring Grammar sections. The **Grammar Book Teacher's Book** contains overprinted answers to all the exercises.

ELEMENTS OF THE COURSEBOOK

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

Each module contains the following sections:

Vocabulary

Vocabulary is introduced in a functional and meaningful context. It is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly. Practice on nouns & adjectives with prepositions is also included.

Reading

Each module contains reading texts, such as: dialogues, articles, blog entries, postcards, emails etc. These allow skills, such as reading for gist and reading for specific information, to be systematically practised.

Grammar

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

Listening

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

Speaking

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

Everyday English

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

Pronunciation/Intonation

Pronunciation/Intonation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly or make their voice rise/fall to express feelings & emotions.

Writing

There are writing activities throughout the modules, based on realistic types and styles of writing, such as articles, diary entries, stories, forum entries, pros and cons essays, blog entries and emails. A separate **Writing Section** at the back of the book further reinforces Ss' writing skills.

CLIL/Culture Spot

Each unit is accompanied by a **CLIL/Culture Spot** section.

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

Songs

This section appears at the end of the book and contains songs that are connected to the themes of the modules. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Study Skills

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

Irregular Verbs

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

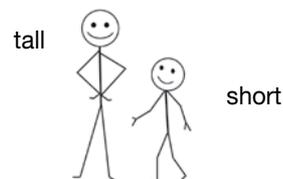
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

Much of the new vocabulary in *Right on! 3* is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 13, Ex. 4.*)

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** by giving its definition: 'very well-known (person or thing)'.
- **Example**. Use of examples places vocabulary into context and consequently makes 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:



- **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 a 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 a definition.

Note:  sections can be treated as follows: 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 & individual repetition

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

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

C Listening & Reading

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

- **Listening for detail.** Ss listen for specific information. (See *Student's Book, Module 1, p. 21, Ex. 6*)
- **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. 20, Ex. 1. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Reading for detail.** Ask Ss to read for specific information. (See *Student's Book, Module 1, p. 20, Ex. 2. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

Note: VIDEOS

Main texts in the Student's Book are accompanied by videos. The videos can be watched after Ss have read the text. Activities that accompany the videos can be done in class or assigned as HW.

D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (See *Student's Book, Module 2, p. 25, Ex. 3 where Ss use the same structures to act out short exchanges.*)
- Ss are led to free speaking activities. (See *Student's Book, Module 1, p. 17, Ex. 4 where Ss are provided with the necessary lexical items and structures and are asked to act out their dialogue.*)

E Writing

All writing tasks in *Right on! 3* have been carefully designed to closely guide Ss to produce a successful piece of writing. They are all further analysed in an extra **Writing Section** at the back of the book with model texts and exercises that aim to help students improve their writing skills.

- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book, Module 1, p. 21, Ex. 7. Ss are asked to write an article about a city.*)

- 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 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 ieBook, Ss practise at home in preparation for reading aloud in class;
- Writing** – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

G 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.

H 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. 3 on p. 25 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. 2 on p. 31 of the Student's Book*)

- **Stages of pairwork**
 - Put Ss in pairs.
 - Explain the task and set a time limit.
 - Rehearse the task in open pairs.
 - In closed pairs, get Ss to do the task.
 - Go around the class and help Ss.
 - Open pairs report back to the class.
- **Group work**
Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.
- **Rolling questions**
Ask Ss one after the other to ask and answer questions based on the texts.

I Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

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

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

Key to symbols used in the Student's/Teacher's Books



audio



pairwork



groupwork



words to be explained using the context each appears in



Note! grammar explanations or vocabulary items



research

Study skills suggestions to help Ss become autonomous learners



Think Think sections to develop Ss' critical thinking skills

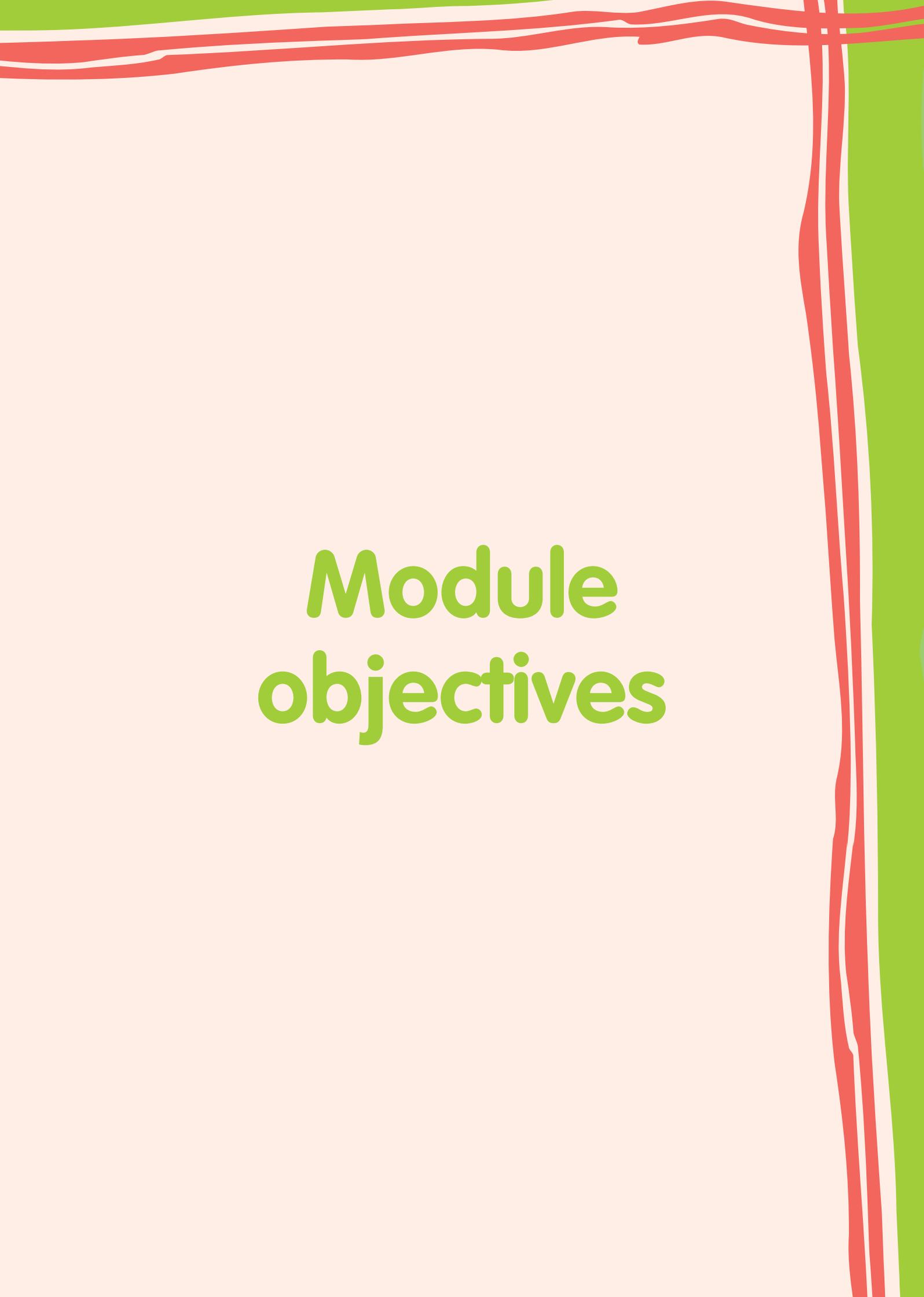


Culture Spot short texts to familiarise Ss with the culture of the English-speaking countries, and develop cross-cultural awareness



VALUES sections to help Ss develop critical thinking skills & values

CLIL Sections that link the themes of the unit to a subject from the school curriculum

The page features a decorative border consisting of thick, hand-drawn style lines. A red line runs horizontally across the top and vertically down the right side. A green line runs horizontally across the top and vertically down the right side, positioned slightly below the red line. The background is a light cream color.

Module objectives

Module 1 Our World

Module objectives: I ოცხ. საბ. 6,7,8,9,10,11,12.

Topic

In this module, Ss will explore the topics of geographical features, shapes, types of buildings, places to live and features of a city.

Module page

10-11

Lesson Objectives: To get an overview of the module, to learn vocabulary for geographical features, to talk about geographical features

Vocabulary: Geographical features (*river, beach, cave, lake, desert, valley*)

1a Reading

12-13

Lesson Objectives: To listen and read for gist, to read for specific information (multiple matching), to learn vocabulary for types of buildings, to form adjectives from nouns and verbs, to learn prepositional phrases, to talk and write about a famous building in your country

Vocabulary: Types of buildings (*lighthouse, palace, bank, factory, skyscraper, aquarium*); Verb (*experiment*); Nouns (*trunk, tusk, inspiration*)

1b Grammar

14-15

Lesson Objectives: To learn/practise the present simple, the present continuous, adverbs of frequency and stative verbs; to learn/practise the present perfect and the present perfect continuous

1c Vocabulary

16

Lesson Objectives: To learn vocabulary for places to live, to express an opinion about country life vs city life

Vocabulary: Countryside (*quiet & calm, beautiful scenery, lack of public transport, friendly people, clean air, not much entertainment, lack of jobs, fresh food, little traffic, not close to shops*); City (*lots of schools & universities, heavy traffic, good public transport, theatres & cinemas, lots of shops & malls, lots of job opportunities, pollution, crowds of people, tall buildings, lots of services & facilities*); Adjectives (*stressful, exciting, relaxing, convenient, boring, healthy, difficult*)

1d Everyday English

17

Lesson Objectives: To listen and read for specific information, to role play a dialogue making plans, to learn stress in three-syllable words

1e Grammar

18-19

Lesson Objectives: To learn/practise the (to-) infinitive/-ing form, to learn *had better/would rather*

1f Skills

20-21

Lesson Objectives: To listen and read for gist, to read for specific information (R/W/DS), to create/present an imaginary city/village, to learn vocabulary for features of a city, to learn phrasal verbs with *come*, to listen for specific information (gap fill), to write an article about a city; to write about a city in one's country that has appeared in a film

Vocabulary: Nouns (*bat, mainland, harbour, mansion, track, path, cart*); Adjective (*peaceful*)

1 CLIL (Citizenship)

22

Lesson Objectives: To listen and read for gist, to make a leaflet about Green Neighbourhood Day

Vocabulary: Verb (*breathe*); Phrases (*raise awareness, recyclable material, recycled art*)

Project 1

23

Lesson Objectives: To talk and write about an ideal neighbourhood, to give a presentation on an ideal neighbourhood, to learn/talk about the value of cooperation

Progress Check 1 in Workbook, p.14

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module; to listen for key information, to read for specific information, to match exchanges, to write a blog entry

Truth or legend? Module 2

Module objectives: I უცხ. საბ. 2,3,4,5,6,11.

Topic

In this module, Ss will explore the topics of landmarks & materials, natural disasters, accidents/disasters, feelings and the weather.

Module page

24-25

Lesson Objectives: To get an overview of the module, to learn vocabulary for landmarks & materials, to read for cohesion and coherence, to listen for specific information, to act out dialogues about landmarks & materials

Vocabulary: Landmarks & Materials (*stone, marble, metal, bricks, steel, concrete, blocks, designed, lead, store, carved, built*)

2a Reading

26-27

Lesson Objectives: To listen for gist, to read for specific information (multiple choice), to learn vocabulary for natural disasters, to learn phrasal verbs with *carry*, to learn prepositional phrases, to consolidate information in a text, to write about a natural disaster

Vocabulary: Natural disasters (*avalanche, volcanic eruption, hurricane, flood*); Verbs (*erupt, shake, bury*); Nouns (*eyewitness, rock, ash, lava, foot, lightning*)

2b Grammar

28-29

Lesson Objectives: To learn/practise the past simple and the past continuous, to learn/practise *used to – would*, to learn subject/object questions

2c Vocabulary

30

Lesson Objectives: To learn vocabulary for accidents/disasters & feelings, to talk about accidents/disasters & feelings, to talk/write about a disaster that has occurred in your country

Vocabulary: Accidents/Disasters (*car crash, train derailment, explosion, plane crash, shipwreck*); Feelings (*frightened, frustrated, anxious, amazed, exhausted, worried, shocked, angry, terrified, relieved*); Verbs (*rescue, sink, crash, injure, collapse*)

2d Everyday English

31

Lesson Objectives: To complete a dialogue, to role play a dialogue narrating an experience, to learn intonation when expressing shock/surprise

2e Grammar

32-33

Lesson Objectives: To learn/practise the past perfect and the past perfect continuous, to learn clauses of result

2f Skills

34-35

Lesson Objectives: To listen and read for specific information, to learn vocabulary for weather, to form adjectives (*-ing/-ed*), to listen for specific information (multiple choice), to write a story

Vocabulary: Weather (*pouring down, freeze, blowing, heatwave, shining, heavy showers, gentle breeze, thick fog*); Verbs (*direct, emit, affect*); Noun (*compass*); Adjective (*military*); Phrases (*go according to plan, lose contact, go missing*)

2 CLIL (History)

36

Lesson Objectives: To read and listen for key information (matching headings), to talk about the achievements of ancient Rome

Vocabulary: Verbs (*cover, set*); Nouns (*achievement, route, glory, millennium, concrete, lime*); Adjective (*eternal*)

Project 2

37

Lesson Objectives: To create a poster, to give a presentation on an achievement of the 20th century, to learn about/discuss the value of achievement

Progress Check 2 in Workbook, p. 22

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module; to practise everyday English, to read for specific information, to listen for specific information, to write a story

Module 3 What if ...?

Module objectives: I ႁႃႉ. ၆၁၁. 1,2,6,7, 10.

Topic

In this module, Ss will explore the topics of environmental problems, environmental jobs & qualities, endangered species and types of holidays.

Module page

38-39

Lesson objectives: To get an overview of the module, to learn vocabulary for environmental problems, to talk about environmental problems

Vocabulary: Environmental problems (*temperatures rise, rivers and lakes dry up, rainforests disappear, the seas become polluted, extreme weather becomes more common, ice caps melt*)

3a Reading

40-41

Lesson objectives: To listen and read for gist, to read for specific information (R/W/DS), to learn vocabulary for environmental jobs & qualities, to form people nouns from verbs and nouns, to learn prepositional phrases, to talk about jobs & qualities, to write a message

Vocabulary: Environmental jobs (*forest firefighter, landscape gardener, zookeeper, dog trainer, recycling sorter*); Qualities (*caring, brave, careful, patient, creative*); Verbs (*require, pet*); Nouns (*behaviour, data, safety procedures, animal nutritionist*)

3b Grammar

42-43

Lesson objectives: To learn/practise *will – be going to –* the present simple and the present continuous, to learn the future continuous

3c Vocabulary

44

Lesson objectives: To learn vocabulary for endangered species, to talk about endangered species

Vocabulary: Endangered species (*mountain gorilla, ringed seal, loggerhead sea turtle, macaw, lemur*)

3d Everyday English

45

Lesson objectives: To complete a dialogue, to role play a dialogue discussing future plans, to learn the pronunciation of silent letters

3e Grammar

46-47

Lesson objectives: To learn/practise conditionals types 0-3, to learn/revise wishes

3f Skills

48-49

Lesson objectives: To listen and read for gist, to read for specific information, to learn phrasal verbs with *look*, to learn vocabulary for types of holidays, to talk about types of holidays, to listen for specific information (multiple choice), to write a blog entry about your summer plans, to talk/write about a place where sb can look after wildlife on their holidays

Vocabulary: Types of holidays (*cruise, safari, beach holiday, volunteer holiday, camping holiday, city break, sightseeing holiday, adventure holiday*); Verbs (*include, return*); Nouns (*accommodation, savannah, ancestors*); Phrase (*stay tuned*)

3 CLIL (Science)

50

Lesson Objectives: To listen and read for specific information, to read for key information, to talk about parts of a plant

Vocabulary: Verbs (*convert, admire*); Nouns (*minerals, soil, role, substance*); Adjective (*upright*)

Project 3

51

Lesson Objectives: To create an advert, to give a presentation on a nature reserve in one's country, to learn about/discuss the value of learning from nature

Progress Check 3 in Workbook, p. 32

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module; to practise everyday English, to read for specific information, to listen for specific information, to write an email

Arts & Festivals Module 4

Module objectives: I ግርጌ. ከገጽ 1,2,6,8, 11,12.

Topic

In this module, Ss will explore the topics of festivals & events, recyclable materials, types of music, theatre, festival activities and types of novels.

Module page

52-53

Lesson Objectives: To get an overview of the module, to learn vocabulary for festivals & events, to talk about festivals & events

Vocabulary: Festivals & Events (*TV viewers, art lovers, comic book readers, music lovers, food fans*); Verbs (*organise, hold, prepare, transform, win*)

4a Reading

54-55

Lesson Objectives: To learn vocabulary for art forms, to read for gist, to read for cohesion & coherence (missing words), to learn vocabulary for recyclable materials, to talk about recycling, to learn phrasal verbs with *turn*, to talk about artworks, to write about strange forms of art

Vocabulary: Art forms (*painting, filmmaking, sculpture, photography, computer art, pottery*); Recyclable materials (*plastic bottles, aluminium cans, newspapers, crisp packets, glass jars, takeaway food boxes, plastic bottle caps, juice cartons*); Phrasal verb (*go on*); Nouns (*case, distance, coastline, warning*); Adjectives (*relaxing, interesting, creative, entertaining, educational, challenging, cruel, wasteful*); Adverb (*overnight*)

4b Grammar

56-57

Lesson Objectives: To learn the passive, to learn/practise *a/an – the – one/ones*

4c Vocabulary

58

Lesson Objectives: To learn vocabulary for types of music, to learn vocabulary for places in a theatre

Vocabulary: Types of music (*heavy metal, classical, hip hop, rap, reggae, pop, blues, R&B, indie, folk, jazz*); Parts of a theatre (*stage, row, aisle, box, curtain, balcony, stalls*)

4d Everyday English

59

Lesson Objectives: To read for specific information, to role play a dialogue booking tickets for a performance, to learn the pronunciation of /i:/, /ɪ/

4e Grammar

60-61

Lesson Objectives: To learn/practise relative clauses, to learn/practise the comparative - superlative

4f Skills

62-63

Lesson Objectives: To listen and read for gist, to read for specific information (R/W/DS), to talk about a festival, to present a music festival in your country, to learn vocabulary for festival activities, to learn prepositional phrases, to form nouns from verbs, to listen for key information (multiple matching), to write an article about a festival

Vocabulary: Festival activities (*take part in competitions; dress up in costumes; watch a parade, a fireworks display; dance to live music; eat street food, traditional dishes; attend a [theatre] performance, workshops*); Nouns (*gamer, convention, workshop*); Adjective (*multi-genre*)

4 CLIL (Literature)

64

Lesson Objectives: To learn vocabulary for types of novels, to listen and read for gist

Vocabulary: Verbs (*investigate, haunt*); Nouns (*mission, hound, legend*); Adjectives (*wicked, peace-loving, ghostly*); Phrase (*at risk*)

Project 4

65

Lesson Objectives: To give a presentation on a character from a film, to create a film character, to learn about/discuss the value of heroism

Progress Check 4 in Workbook, p.40

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module; to practise everyday English, to read for cohesion & coherence, to listen for key information, to write an article

Module 5 Health is wealth

Module objectives: I ႁᅇᅇ. ᅇᅇ. 2,4,5,7,8,9,10, 12.

Topic

In this module, Ss will explore the topics of exercise, sports, facilities & equipment, injuries & accidents, health problems & treatments and teen problems.

Module page

66-67

Lesson Objectives: To get an overview of the module, to learn vocabulary for exercise, to create and present a workout

Vocabulary: Exercise (*use energy, stretch, get fit, strengthen your body, burn calories*)

5a Reading

68-69

Lesson Objectives: To read for gist; to read for specific information (R/W/DS); to learn vocabulary for sports, facilities & equipment; to learn phrasal verbs with *put*; to learn prepositional phrases; to talk about and present the national sport of one's country; to present a popular sports event in your country

Vocabulary: Sports (*ice hockey, boxing, football, basketball, golf, water polo*); Facilities (*pitch/field, court, pool, ring, rink, course*); Equipment (*ball(s), puck, goggles, gloves, clubs, net, stick, racquet, bat, hoop, boots, headgear*); Noun (*reflex*); Verb (*live-stream*); Phrase (*sponsorship deal*)

5b Grammar

70-71

Lesson Objectives: To learn/practise modals, to learn/practise past modals

5c Vocabulary

72

Lesson Objectives: To learn vocabulary for injuries & accidents, to learn vocabulary for health problems & treatments

Vocabulary: Injuries & Accidents (*cut my finger, get a black eye, sprain my wrist, break my leg, hit my head, get a bruise, twist my ankle*); Health problems (*an earache, a cold/the flu, a fever/temperature, a headache, a stomach ache, a sore throat, a toothache*); Treatments (*see a dentist/doctor, take a(n) aspirin/painkiller, drink some tealots of water, stay in bed, get some rest, use ear drops, eat some honey*)

5d Everyday English

73

Lesson Objectives: To listen and read for specific information, to role play a dialogue talking to the doctor, to form negative adjectives, to learn the pronunciation of rhyming words

5e Grammar

74-75

Lesson Objectives: To learn the causative, to learn/practise reflexive pronouns, to learn/practise plural nouns

5f Skills

76-77

Lesson Objectives: To read for gist, to listen and read for specific information (multiple choice), to learn vocabulary for teen problems, to give advice for teen problems, to listen for specific information (multiple choice), to write an email giving advice

Vocabulary: Teen problems (*get stressed about exams, start at a new school, argue with family/friends, get bullied, be addicted to social media*); Verbs (*panic, suffer, limit*); Nouns (*peer pressure, social media, race, victim*); Adjectives (*tough, addicted*); Phrase (*make progress*)

5 CLIL (PSHE)

78

Lesson Objectives: To listen and read for gist, to read for detailed understanding, to give a presentation on fibre and fat

Vocabulary: Verb (*repair*); Nouns (*well-being, role, carbs, carbohydrates, glucose, fuel, nutrient, protein, source, mineral, function, calcium, joint, digestive system*)

Project 5

79

Lesson Objectives: To do a quiz, to make a leaflet of dos and don'ts for having a healthy lifestyle, to give a presentation on how to have a healthy lifestyle, to learn about/discuss the value of health

Progress Check 5 in Workbook, p.50

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module; to listen for specific information, to read for specific information, to practise everyday English, to write an email giving advice

In the news **Module 6**

Objectives: I ႏႃႈ. ၇, ၈, ၉, ၁၀.

Topic

In this module, Ss will explore the topics of modern technology, places in an airport, using social media, means of communication and education.

Module page

80-81

Lesson Objectives: To get an overview of the module, to learn vocabulary for modern technology, to listen for gist, to give a summary of an event

Vocabulary: Modern technology (*driverless bus, drone parcel delivery, robot receptionist, virtual reality gym equipment, flexible smartphone*); Verbs (*delivers, bends, interacts, transports, welcomes*)

6a Reading

82-83

Lesson Objectives: To listen and read for gist, to read for specific information (R/W/DS), to learn vocabulary for places in an airport, to learn prepositional phrases, to learn phrasal verbs with *take*, to talk about robots in the workplace, to talk about and present organisations in one's country which promote technology to teenagers, to design and present robots

Vocabulary: Places in an airport (*departure gate, passport control, check-in desk, duty-free shop, baggage reclaim, information desk*); Verbs (*interview, assist, monitor, access*); Noun (*development*); Adjectives (*minor, valuable, permanent*); Phrase (*real-life environment*)

6b Grammar

84-85

Lesson Objectives: To learn reported speech

6c Vocabulary

86

Lesson Objectives: To learn vocabulary for using social media, to learn vocabulary for means of communication

Vocabulary: Using social media (*upload a file/photo, add a photo to a post, send a friend request, like a post/photo, tweet/retweet a post, view a profile, send an instant message, share a link*); Verbs (*enter, update, accept, download, hack, post*); Means of communication (*send emails/letters/text messages, make phone calls, chat online, go on social media, use sign language, speak face-to-face*)

6d Everyday English

87

Lesson Objectives: To read for gist, to listen and read for cohesion & coherence, to role play a dialogue giving instructions, to learn the pronunciation of /t/, /aɪ/

6e Grammar

88-89

Lesson Objectives: To learn reported questions, to learn reported commands, to learn/practise questions tags

6f Skills

90-91

Lesson Objectives: To listen and read for gist, to read for specific information (multiple choice), to learn vocabulary relating to education, to form adjectives from nouns using suffixes, to listen for specific information (multiple matching), to write a for-and-against essay on robot teachers

Vocabulary: Education (*pay attention, have lessons, fail exams, do homework, enrol on an online course, get good marks*); Verb (*replace*); Noun (*shortage*); Phrases (*give feedback, emotional response*)

6 CLIL (History)

92

Lesson Objectives: To listen and read for specific information, to read for cohesion & coherence (missing words), to present the life of Louis Braille, to design a poster

Vocabulary: Verb (*represent*); Noun (*disability*); Adjectives (*infected, independent, frustrated*); Phrase (*raised dots*)

Project 6

93

Lesson Objectives: To rank 20th century inventions, to prepare a poster about a 20th century invention, to give a presentation on a 20th century invention, to learn about/discuss the value of innovation

Progress Check 6 in Workbook p 58

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module; to listen for specific information, to read for specific information, to practise everyday English, to write an essay discussing the pros and cons of social media accounts

Contents

Starter

1

2

3

4

5

6

MODULES

Vocabulary

Grammar

pp. 4-9	<ul style="list-style-type: none"> • Appearance & Clothes • Free-time activities • Daily routines • Shops & Services • Food/Drinks • Animals 	<ul style="list-style-type: none"> • Subject/Object pronouns – Possessive adjectives/pronouns • Possessive case • Question words • Prepositions of time • Prepositions of place/movement • C/U nouns – quantifiers • Plurals • <i>both/neither/either</i> • <i>some/any/no/every</i> & compounds • Order of adjectives
<p>Our world</p> <p>pp. 10-23 Progress Check 1 – Workbook p 14</p>	<ul style="list-style-type: none"> • Geographical features • Shapes • Types of buildings/cities • City life – Country life • Word Formation: suffixes to form adjectives (<i>-ous, -ive, -y</i>) • Phrasal verbs: <i>come</i> 	<ul style="list-style-type: none"> • Present simple – Present continuous – Adverbs of frequency – Stative verbs • Present perfect – Present perfect continuous • <i>have been/have gone</i> • infinitive/<i>-ing</i> form • <i>had better/would rather</i> • Prepositions
<p>Truth or legend?</p> <p>pp. 26-39 Progress Check 2 – Workbook p 22</p>	<ul style="list-style-type: none"> • Accidents & Disasters • Weather • Word Formation: <i>-ing/-ed</i> adjectives • Phrasal verbs: <i>carry</i> 	<ul style="list-style-type: none"> • Past simple – Past continuous • <i>used to – would</i> • Subject/object questions • Past perfect – Past perfect continuous • Clauses of result • Prepositions
<p>What if ...?</p> <p>pp. 42-55 Progress Check 3 – Workbook p 32</p>	<ul style="list-style-type: none"> • Environmental problems • Jobs • Endangered animals • Types of holidays • Word Formation: forming people nouns (<i>-er, -or, -ist</i>) • Phrasal verbs: <i>look</i> 	<ul style="list-style-type: none"> • <i>will – going to</i> – Present simple – Present continuous • Future continuous • Conditionals (0-3) • Wishes • Prepositions
<p>Arts & Festivals</p> <p>pp. 58-71 Progress Check 4 – Workbook p 40</p>	<ul style="list-style-type: none"> • Festivals • Recycled materials • Types of music • Theatre • Festivals & Celebrations • Word Formation: nouns from verbs (<i>-ance, -ition, -ment</i>) • Phrasal verbs: <i>turn</i> 	<ul style="list-style-type: none"> • The passive • <i>a/an – the – one/ones</i> • Relative pronouns – Relative clauses • Comparative – Superlative • <i>too – enough</i> • Prepositions
<p>Health is wealth</p> <p>pp. 74-87 Progress Check 5 – Workbook p 50</p>	<ul style="list-style-type: none"> • Sports & Exercise • Injuries/accidents • Health problems – treatments • Teen problems • Word Formation: forming negative adjectives (<i>im-/un-/in-</i>) • Phrasal verbs: <i>put</i> 	<ul style="list-style-type: none"> • Modals (present – past modals) • The causative • Reflexive pronouns • Singular/Plural nouns • Prepositions
<p>In the news</p> <p>pp. 90-103 Progress Check 6 – Workbook p 58</p>	<ul style="list-style-type: none"> • Technology/Inventions • Places in an airport • Means of communication & Social Media • Education • Word Formation: adjectives from nouns (<i>-ful, -less, -al</i>) • Phrasal verbs: <i>take</i> 	<ul style="list-style-type: none"> • Reported speech • <i>say – tell</i> • Question tags • Clauses of concession • Prepositions

Reading & Listening

Speaking

Writing

	<ul style="list-style-type: none"> • Describing a person • Expressing likes • Giving directions 	
<ul style="list-style-type: none"> • <i>Amazing buildings</i> • <i>Imaginary cities</i> • Listening: an advert (note-taking) • Culture: Hobbiton 	<ul style="list-style-type: none"> • Deciding where to go for the weekend • Discussing what you enjoy doing while on holiday • Intonation: 3-syllable word stress 	<ul style="list-style-type: none"> • An article about a city
<ul style="list-style-type: none"> • <i>Eyewitness to disaster</i> • <i>Lost without a trace</i> • Listening: a story • Culture: The Great Fire of London 	<ul style="list-style-type: none"> • A story • Intonation: expressing shock/ surprise 	<ul style="list-style-type: none"> • A story
<ul style="list-style-type: none"> • <i>Dolphin Doc for a day</i> • <i>Maasai Simba Camp</i> • Listening: a dialogue (multiple choice) • Culture: The Peace River Refuge and Ranch, Florida 	<ul style="list-style-type: none"> • Making predictions • Discussing future intentions • Pronunciation: silent letters 	<ul style="list-style-type: none"> • A blog entry about your summer plans
<ul style="list-style-type: none"> • <i>Trash Art</i> • <i>A festival for all tastes</i> • Listening: a dialogue (multiple matching) • Culture: music festival 	<ul style="list-style-type: none"> • Booking tickets for a performance • Pronunciation: /i:/, /ɪ/ 	<ul style="list-style-type: none"> • An article about a festival
<ul style="list-style-type: none"> • <i>Are e-sports the future?</i> • <i>Troubled teenagers</i> • Listening: a dialogue (multiple choice) • Culture: Superbowl 	<ul style="list-style-type: none"> • Giving advice • At the doctor's • Pronunciation: rhyming words 	<ul style="list-style-type: none"> • An email giving advice
<ul style="list-style-type: none"> • <i>A warm welcome from EMIEW3</i> • <i>Teen Tech Forum</i> • Listening: monologues (matching) • Culture: Robot academy 	<ul style="list-style-type: none"> • Talking about technology • Giving instructions • Pronunciation: /i/, /aɪ/ 	<ul style="list-style-type: none"> • A for-and-against essay

CLIL

- MODULE 1** (Citizenship): Green neighbourhood p. **22**
- MODULE 2** (History): Life in Ancient Rome p. **36**
- MODULE 3** (Science): Parts of a plant p. **50**
- MODULE 4** (Literature): book descriptions p. **64**
- MODULE 5** (PSHE): Food for Life p. **78**
- MODULE 6** (History): Louis Braille p. **92**

Projects

- MODULE 1** A map – Create an ideal neighbourhood p. **23**
- MODULE 2** A poster – Great events in history p. **37**
- MODULE 3** A leaflet – Nature reserves p. **51**
- MODULE 4** A table – Film characters p. **65**
- MODULE 5** A leaflet – Dos & Don'ts for a healthy lifestyle p. **79**
- MODULE 6** Inventions of the 20th century p. **93**

Presentation Skills

- MODULE 1** Ideal neighbourhood p. **23**
- MODULE 2** Events in history p. **37**
- MODULE 3** Nature reserves p. **51**
- MODULE 4** A book character p. **65**
- MODULE 5** How to lead a healthy lifestyle p. **79**
- MODULE 6** An invention of the 20th century p. **93**

Values

- MODULE 1** Cooperation p. **23**
- MODULE 2** Achievement p. **37**
- MODULE 3** Nature p. **51**
- MODULE 4** Heroism p. **65**
- MODULE 5** Health p. **79**
- MODULE 6** Innovation p. **93**

Daily routines & Prepositions of time

- 1 a) Copy Emma's timetable into your notebook and complete it with: *chat, get, take, do (x2), go, watch, have.*

SATURDAY TIMETABLE

9:30	1) <i>get</i> up
10:00	2) <i>do</i> the chores
11:00	3) <i>go</i> to the supermarket with Mum
13:00	4) <i>have</i> lunch
14:00	5) <i>do</i> my homework
16:00	6) <i>take</i> a short break
16:30	7) <i>chat</i> with friends
18:00	have dinner
19:30	8) <i>watch</i> TV
22:00	go to bed



Note!

Prepositions of time

- **at** + time, periods of time, festivities
- **in** + months, years, centuries, seasons, parts of days
- **on** + days, dates, specific periods of time/days

- b) Copy the sentences in your notebook and complete the gaps with *in, on, at.*

- Emma gets up **at** 9:30 on Saturdays.
- There's no school **on** Saturday mornings.
- Emma usually goes shopping **on** Saturdays.
- She usually watches TV online **in** the evening.
- Emma goes to bed at 10 o'clock **at** night.

Free-time activities

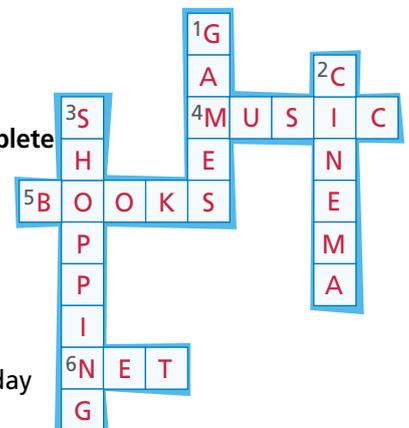
- 2 a) Copy the sentences in your notebook and complete them with the words from the crossword. Then read them out.

Down

- I play video _____ with my friends.
- We love going to the _____ to watch films.
- We often go _____ at the mall on Saturday mornings.

Across

- Tom listens to _____ on his MP3 player.
- Sally loves reading _____ in her free time.
- He always surfs the _____ in the evenings.



- b) What do you like doing in your free time? Tell your partner.

Lesson Objectives: To revise daily routines and prepositions of time; free time activities; pronouns – possessive case; question words; shops and services; food/drinks; countable/uncountable nouns – quantifiers – plurals; animals – *both/neither/either*; *some/any/no/every* & compounds; prepositions of place/movement; physical appearance – clothes & accessories; order of adjectives

- 1 a)  **To complete a timetable; practise vocabulary for daily routine activities**
- Ask Ss to copy the table and write the missing verbs from the list in the gaps.
 - Check Ss' answers.
- b)  **To practise prepositions of time**
- Read out the **Note!** box.
 - Explain the task and give Ss time to complete it.
 - Check Ss' answers.
- 2 a)  **To complete a crossword**
- Ask Ss to read the clues and complete the crossword.
 - Check Ss' answers.
- b)  **To talk about free-time activities**
- Ask Ss to discuss their free-time activities in pairs and then ask various Ss to tell the class. Ss can use their own ideas.

Suggested Answer Key

I like playing computer games, reading books and going to the cinema.

Starter

3  To practise pronouns and the possessive case

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

4  To practise questions words

- Ask Ss to read the text and then write questions for which the underlined parts are the answers.
- Check Ss' answers around the class.

5 a)  To practise vocabulary for shops & services

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

b)  To categorise vocabulary for shops & services

- Ask Ss to write the headings into their notebooks and then give them time to write the vocabulary from Ex. 5a under the correct headings.
- Check Ss' answers on the board and elicit further vocabulary.

Answer Key/Suggested Answer Key

shops: supermarket, clothes shop, florist's, newsagent's, baker's (butcher's, toyshop, bookshop)
services: library, post office, school, bank, hospital (police station, car park)

Game!

Have Ss play the game in teams with one point for each correct guess. After a fixed time, swap roles and then elicit the winner in each pair at the end.

Suggested Answer Key

I'd like a dozen bread rolls, please. – baker's
Please take a seat. The doctor will be with you in a moment. – hospital

Pronouns – Possessive case

- 3 Copy the dialogue in your notebook. Complete the gaps with the correct pronouns/adjectives and choose the correct item. Read the dialogue aloud.



- Sam** This is a lovely photo. Is this house 1) yours?
- Amy** No, it's not mine. That's 2) my 3) grandparent's/grandparents' house. 4) Their house is near a lake.
- Sam** Really? Do 5) you like visiting them?
- Amy** Yeah, 6) it is great spending time with my grandparents. I don't see 7) them a lot, though.
- Sam** Who stays in that room?
- Amy** That's 8) Tom's and Jake's/Tom and Jake's room. My room is at the back with a view of the garden!

Question words

- 4 Form questions for the underlined parts in the text. Write them in your notebook. Use: *when, where, what, how old, who, how often.*

This is my penfriend James. He is 15 years old and he lives in London. His best friend is Harry. They like going to the cinema at the weekend. James also likes playing basketball. He plays basketball twice a week after school.

- 1 How old is James?
- 2 Where does he live?
- 3 Who is the best friend?
- 4 When do they like going to the cinema?
- 5 What sport does James like playing?
- 6 How often does he play basketball?

Shops & Services

- 5 a) Match the shops & services to what people might say there. Write the matches in your notebook and read them out.

- | | | | |
|--------------|----|--------------|--|
| library | 1 | a | "Open your books on page 34, please." |
| post office | 2 | b | "Could I have half a kilo of cheese, please?" |
| supermarket | 3 | c | "I'd like to send this package to France, please." |
| clothes shop | 4 | d | "I'd like to withdraw £300, please." |
| school | 5 | e | "How long can I borrow this book for?" |
| bank | 6 | f | "Have you got this top in a medium?" |
| florist's | 7 | g | "Can I have <i>The Sunday News</i> , please?" |
| newsagent's | 8 | h | "I'd like a loaf of bread, please." |
| baker's | 9 | i | "Where is the emergency room?" |
| hospital | 10 | j | "I'd like some roses, please." |

- b) List the words 1-10 under the headings: *shops – services*. Can you add to the list?

Game!

WHERE AM I?

Say a sentence we can hear in various shops and services. Your partner says where you are.

Food/Drinks

6 List the words below under the headings: *fruit & vegetables* – *meat* – *drinks* – *desserts* – *other* in your notebook. Which ones can you see in the pictures? In two minutes, think of more words to add under each heading.

- orange juice • steak • carrot • cabbage • pizza • chicken • spinach • ice cream
- lemonade • hot chocolate • apple pie • pear • strawberry • potato
- mushroom • turkey • cornflakes • nuts



Note!

- We use *how many*, *a lot/lots of*, *(too/not) many*, *some*, *a few/few*, *no/not any* with countable nouns.
- We use *how much*, *(too/not) much*, *a lot of/lots of*, *some*, *a little/little*, *no/not any* with uncountable nouns.
- We can use both **countable and uncountable nouns** after **partitives** (phrases of quantity): *a piece*, *bowl*, *jar*, *cup*, *slice*, *loaf*, *glass*, *carton*, *bottle*.
a glass of water

Countable/Uncountable nouns – Quantifiers – Plurals

7 Write the words from Ex. 6 in your notebook. Which are countable and which are uncountable? Write *C* for countable and *U* for uncountable. Then write the plural forms for the countable nouns.

orange juice, U, –
carrot, C, carrots

8 Complete the dialogue in your notebook. Use: *some* (x2), *any*, *how many*, *too many*, *lots of*, *a little*, *a few*.

- A** Do you want 1) *some* coffee, Sally?
B Yes, please.
A 2) *How many* teaspoons of sugar do you want?
B One's enough for me.
A Milk?
B Just 3) *a little* please, thank you.
A I haven't got 4) *any* cake, but would you like 5) *some* biscuits? I've got 6) *lots of* them.
B OK, I'll have 7) *a few*, but not 8) *too many* – I'm not that hungry!

9 Read the odd word out.

- 1 a slice of: sugar – bread – cake – pizza
- 2 a carton of: milk – apple juice – orange juice – rice
- 3 a bowl of: cereal – soup – sugar – cheese
- 4 a jar of: jam – honey – olives – cola
- 5 a cup of: coffee – meat – tea – milk
- 6 a packet of: biscuits – water – crisps – spaghetti



6 To categorise vocabulary for food/drinks

- Explain the task and give Ss time to write the headings into their notebooks and then write the food/drinks under the correct headings.
- Check Ss' answers on the board.
- Elicit what the pictures show and then elicit more words to go under each heading from Ss around the class.

Answer Key/Suggested Answer Key

FRUIT & VEGETABLES: carrot, cabbage, spinach, pear, strawberry, potato, mushroom (tomato, apple, peach)

MEAT: steak, chicken, turkey (lamb, beef)

DRINKS: orange juice, lemonade, hot chocolate (tea, milk, water)

DESSERTS: ice cream, apple pie (cake, cheesecake, fruit salad)

OTHER: pizza, cornflakes, nuts (bread, pasta, rice)

1 steak 3 strawberry 5 ice cream
2 pear 4 cabbage

7 To practise countable/uncountable nouns and plurals

- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board and then elicit the plural forms from Ss around the class. Write on the board.

Answer Key

steak, U, –

cabbage, C, cabbages

pizza, U/C, pizzas

chicken, U, –

spinach, U, –

ice cream, U/C, ice creams

lemonade, U, –

hot chocolate, U, –

apple pie, U/C, apple pies

pear, C, pears

strawberry, C, strawberries

potato, C, potatoes

mushroom, C, mushrooms

turkey, U, –

cornflakes, U, –

nut, C, nuts

8 To practise quantifiers

- Read out the **Note!** box and then give Ss time to complete the dialogue with the missing quantifiers.
- Check Ss' answers.

9 To practise phrases of quantity

- Give Ss time to choose the odd word out.
- Check Ss' answers.

Starter

10  To practise vocabulary for animals

Give Ss time to match the pictures with the animal names in the list and then check their answers.

11  To practise *both/neither/either*

- Read out the **Note!** box and then give Ss time to choose the correct words.
- Ask various Ss to share their answers with the class.

12  To practise *some/any/no/every* & compounds

- Read out the **Note!** box and then give Ss time to study the table and then complete the exchanges.
- Check Ss' answers.

Animals – both/neither/either

10 Match the pictures (1-6) to the words: *crocodile, monkey, tiger, dolphin, reindeer, polar bear.*



Note!

- **both ... and:** not only one, but also the other
- **neither ... nor:** not one and not the other
- **either ... or:** this one or the other one

11 Choose the correct item.

- 1 **Both/Either** reindeer and monkeys are mammals.
- 2 Either polar bears **nor/or** tigers eat fish. I'm not sure.
- 3 **Neither/Both** monkeys nor polar bears lay eggs.
- 4 There are both crocodiles **nor/and** dolphins at my local zoo.

some/any/no/every & compounds

	Quantifier	People	Things	Place
Affirmative	some	someone/somebody	something	somewhere
Interrogative	any	anyone/anybody	anything	anywhere
Negative	no/not any	no one/not anyone nobody/not anybody	nothing/not anything	nowhere/ not anywhere
Affirmative/Negative/Interrogative	every	everyone/everybody	everything	everywhere

12 Read the table above. Then copy the exchanges in your notebook and complete the gaps with *some, any, no, every* and their compounds.

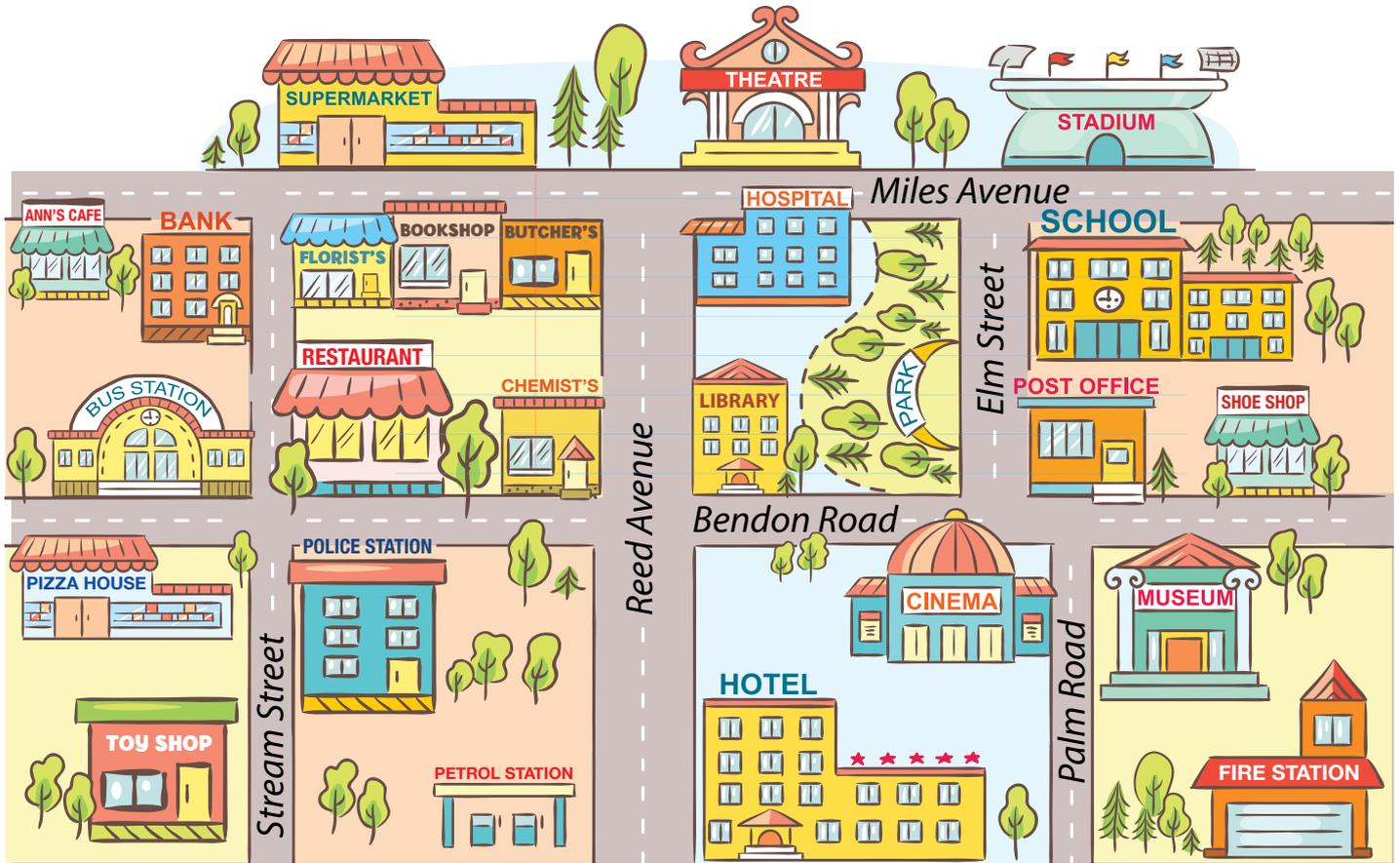
- 1 A: Are you going **anywhere** tonight?
B: Yes, Dad's taking us **somewhere** nice for a meal.
- 2 A: Where has **everyone/everybody** gone?
B: They said they had **something** to do for school.
- 3 A: Does **anyone/anybody** know where I can get a taxi?
B: Yes, there are usually **some** on Hall Street.
- 4 A: What's for dinner? There's **nothing** in the fridge!
B: Would you like to order **some** fish and chips?
- 5 A: We can go **nowhere** today – it's raining.
B: This happens **every** time we have a free day!

Note!

We can use **some** and its compounds in interrogative sentences to make an offer or a request.

Prepositions of place/movement

13 a) Look at the picture and complete the sentences in your notebook.



Note!

Prepositions of place: *in, on, behind, between, in front of, opposite, next to.*
Prepositions of movement: *across, along, over, through, towards, out of, into, onto.*

- 1 The library is **in front of** the hospital.
- 2 The bookshop is **between** the florist's and the butcher's.
- 3 The school is **behind** the post office.
- 4 The hospital is **next to** the park.
- 5 The restaurant is **opposite** the police station.
- 6 The toy shop is **on** Stream Street.

b)  Use prepositions of movement and the map to give directions from:

- the police station to the stadium
- the school to the supermarket
- the toy shop to the post office
- the butcher's to the fire station

A: Excuse me, where's the stadium?

B: Go up ... and turn



13 a)  **To practise prepositions of place**

- Read out the **Note!** box.
- Ask Ss to look at the picture and then complete the sentences.
- Check Ss' answers.

Extra Activity

Ss play in closed pairs or in teams. Say the location of a shop/service. The other S/team finds it. Swap roles and continue.

A: *It's opposite the petrol station.* B: *Hotel.*

b)  **To give directions; to practise prepositions of movement**

- Give Ss time to give directions from/to the places listed in closed pairs.
- Monitor the activity around the class and then ask some pairs to tell the class the directions.

Suggested Answer Key

A: *Excuse me, where's the stadium?*

B: *Go up Stream Street and turn right onto Bendon Road. Take the second left onto Elm Street and go past the park. Then turn right onto Miles Avenue. The stadium is on the left.*

A: *Thank you.*

A: *Excuse me, how can I get to the supermarket?*

B: *Go to the end of Elm Street. Turn left onto Miles Avenue and then go past the hospital. The supermarket is on the right opposite the florist's.*

A: *Thank you so much.*

A: *Excuse me, how can I get to the post office?*

B: *Go up Stream Street and turn right onto Bendon Road. Go past the police station and the cinema and then the post office is on the left opposite Palm Road.*

A: *Thank you.*

A: *Excuse me, where's the fire station?*

B: *Go down Reed Avenue and turn left onto Bendon Road. Go past the cinema and turn right onto Palm Road. The fire station is on the left after the museum.*

A: *Thank you.*

Starter

14 a) **Aim** To categorise vocabulary for physical appearance, clothes and accessories

- Ask Ss to look at the categories in the table and then give them time to copy the table in their notebooks and to write the words in the list in the correct category in the table.
- Check Ss' answers on the board.

b) **Aim** To describe people

- Ask Ss to look at the people in the pictures and use the words in Ex. 14a to help them describe each one.
- Elicit descriptions from various Ss around the class.

Suggested Answer Key

- 1 Sam is tall and slim with short, fair hair and a beard. He is wearing a suit, a tie and flat shoes.
- 2 Zoe is tall and slim with long, fair hair. She is in her mid-twenties. She is wearing a skirt and high heels.
- 3 Finn is short and young. He has got short, brown hair and is wearing glasses. He is wearing a shirt, shorts and trainers.
- 4 Will is tall and plump. He is middle-aged. He is wearing a blue shirt, trousers and flat black shoes.
- 5 Kate is elderly and short. She has got white hair. She is wearing a green dress and black flat shoes. She is also carrying a brown bag.

15 a) **Aim** To practise order of adjectives

- Read out the **Note!** Box
- Ask Ss to look at the pictures and the adjectives and give them time to put them into the correct order.
- Check Ss' answers.

Answer Key

- 1 an expensive, rectangular, green bag
- 2 a warm, striped, woollen scarf
- 3 a round, yellow, plastic owl purse
- 4 a pair of expensive, gold, Indian earrings

b) **Aim** To describe objects

- Ask Ss to bring in photos of their favourite things and then describe them to the class using adjectives in the correct order.
- Elicit descriptions from various Ss.

Suggested Answer Key

This is my favourite backpack. It's a blue, vegan leather backpack with brown straps and a brown handle.



Physical appearance – Clothes & Accessories

14 a)  Copy the table in your notebook and complete it with words from the list.

- young • tall • fair • mid-twenties • wavy • short • suit • slim • curly • old
- blue • plump • shorts • gloves • glasses • brown • straight • long • high heels
- shirt • trainers • scarf • baseball cap • blouse • trousers • middle-aged • bald

Age	young, mid-twenties, old, middle-aged
Height	tall, short
Weight	slim, plump
Hair	fair, wavy, short, curly, brown, straight, long, bald
Eyes	blue, brown
Clothes	suit, shorts, shirt, blouse, trousers
Shoes	high heels, trainers
Accessories	gloves, glasses, scarf, baseball cap

b) Look at the pictures. Describe the people to your partner.

Note!

If there are several adjectives in a sentence, they must be arranged in the following order: *opinion, size, shape, colour, origin, material, purpose*.
e.g. It was a *solid (opinion), little (size), square (shape), green (colour), French (origin), wooden (material), dining (purpose)* table.



1 Sam



2 Zoe



3 Finn



4 Will



5 Kate

Order of adjectives

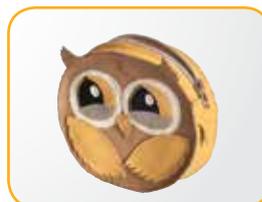
15 a) Put the adjectives in the correct order. Write in your notebook.



1 a(n) rectangular/
expensive/green bag



2 a striped/woollen/
warm scarf



3 a plastic/round/
yellow owl purse



4 a pair of gold/expensive/
Indian earrings

b) Bring photos of your favourite things. Describe them to the class.

1 • Our World



What's in this module?

• Vocabulary

- geographical features
- shapes
- types of buildings
- places to live
- features of a city

• Grammar

- present simple/ present continuous
- adverbs of frequency
- stative verbs
- present perfect simple/present perfect continuous
- (to-)infinitive/-ing form
- *had better/would rather*

• Speaking

- making plans

• Writing

- an article about a city

• CLIL (Citizenship):

Green Neighbourhood Saturday

• Culture: Hobbiton

• Values: Cooperation



Swim in the pink waters of **1) Lake Hillier** on the coast of Western Australia.



See sea lions on a red sandy **2) beach** on the Galápagos Islands.



Spend a night camping in the White **3) Desert** in Egypt - an area that looks like the surface of the Moon.

Vocabulary

Geographical features

1 Complete the sentences with words from the list. Write in your notebook.

- river • beach • cave • lake • desert • valley

Our World

What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

1 To present vocabulary for geographical features

- Direct Ss' attention to the pictures.
- Ask Ss to read the gapped sentences and then give them time to complete the gaps with the words in the list.
- Check Ss' answers.
- Play the video for Ss and elicit their comments.

2 To talk about geographical features

Ask various Ss around the class to tell the rest of the class about geographical features in their country.

Suggested Answer Key

In Spain, there are lakes, beaches, valleys, rivers and caves. We don't have any deserts. Sanabria Lake is in Zamora province in the northwest. You can see wildlife such as wild wolves around this lake. The Ordesa Valley is a valley in Aragon in northeast Spain. You can go rock climbing there. La Barceloneta is a beach in Barcelona. You can go sunbathing and do water sports there. The Ebro is a river which flows through the northeast of the country. You can sail a boat on it. The Cave of Altamira is in Cantabria in the north. You can see cave paintings from thousands of years ago there.

Background Information

Australia (the Commonwealth of Australia)

is a continent and a country in the southern hemisphere. The capital city is Canberra. It has got a population of over 24 million people. It has got a wide range of ecosystems and wildlife.

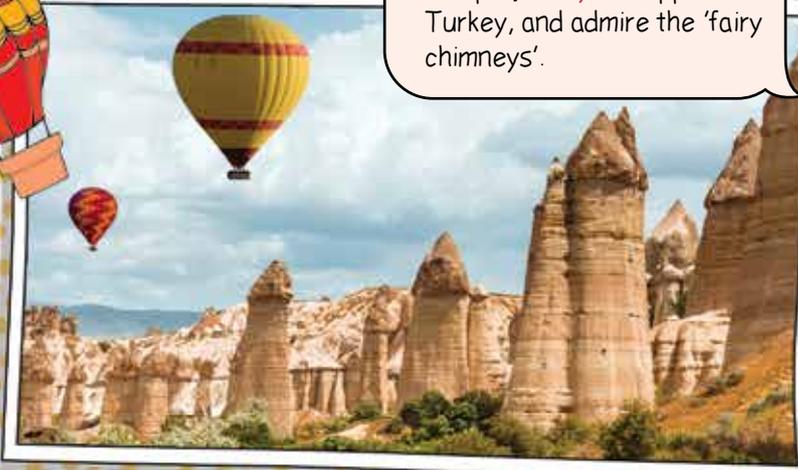
The Galàpagos Islands are an archipelago of volcanic islands around the Equator in the Pacific Ocean, 926 km west of Ecuador, to whom they belong. They are a national park and a biological marine reserve. The population is around 25,000 and the people speak Spanish.

Egypt is a country in North Africa with a long and influential history. The capital city is Cairo and the population is 96 million people. The language is Arabic and the currency is the Egyptian pound.

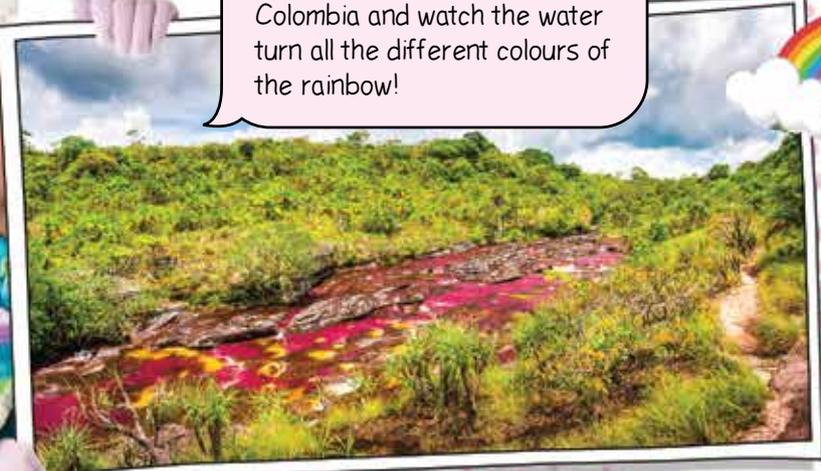
Turkey is a country in western Asia and southeastern Europe. 80 million people live there and the capital city is Ankara. The people speak Turkish.

Colombia is a large country in the northern part of South America. The capital city is Bogota and the population is around 49 million people. It is home to some of the Amazon Rainforest.

Greece (the Hellenic Republic) is a country in southeastern Europe with over 3,000 islands. The capital city is Athens and the population is around 11 million people.



Go hot-air ballooning over a steep **4) valley** in Cappadocia, Turkey, and admire the 'fairy chimneys'.



Explore the Caño Cristales (Crystal Channel) **5) river** in Colombia and watch the water turn all the different colours of the rainbow!



Go on a boat ride in the exciting underground **6) cave** of Diros in southern Greece.

2 Which of the geographical features in Ex. 1 are in your country? Where are they and what can you do there? Tell the class.



Note!

To talk about shapes of buildings we use:

- triangular (▲)
- circular/round (●)
- rectangular (▭)
- square (■)

BUILDING HIGH



Architects love to experiment with different shapes when they **design** buildings. Here are two buildings that are **definitely** more than just four walls and a roof!

The elephant is the national animal of Thailand so it's no **surprise** to find one in Bangkok. The strange thing about this elephant, though, is its size – it's 102m tall! Two towers **make up** this elephant-shaped building's legs while the other tower is its trunk. It also has ears, tusks and huge **circular** windows for eyes. Inside, there are 32 floors with offices, a shopping mall

and apartments. It's a jumbo sized building!

On the other side of Bangkok **stands** an 83m tall humanoid robot. The Robot Building is a skyscraper with 20 floors. Most of the building is a **bank** while the robot's eyes are a dining and meeting room. The building's architect got his **inspiration** from one of his son's toys. What a great example of a building to show the friendly face of technology!

- experiment
- trunk • tusk
- inspiration

Reading

1 01 Look at the buildings in the pictures. What do they look like? What shapes can you see in each? What is each building used for? Listen and read to find out.

2 Read the text again and answer the questions. Then explain the words in bold.

Which building:

- | | |
|----------------------------------|-----------------------------------|
| 1 is the tallest? | 3 looks like a machine? |
| 2 has a place for people to eat? | 4 has a place for people to shop? |

3 **Think** Which building is the most impressive to you? Why? Tell the class.

1 To listen and read for gist

- Ask Ss to look at the buildings in the pictures and elicit what they look like and what shapes Ss can see. Read out the **Note!** box to provide Ss with the relevant vocabulary (*circular, square, rectangular*). Then elicit Ss' guesses as to what they are used for.
- Play the recording. Ss listen and read to find out.
- Check Ss' answers around the class.

Suggested Answer Key

The building on the left looks like a robot. The building on the right looks like an elephant.

In the robot building, I can see two circular windows and lots of rectangular windows. There are also circular screws on the side of the building. In the elephant building I can see a circular window, lots of square windows, a rectangular 'ear' and a rectangular 'tusk'.

People use the elephant building as offices and it has a shopping mall and apartments. The robot building is a bank with a dining and meeting room.

2 To read for specific information

- Ask Ss to read the questions.
- Then give Ss time to read the text again and answer the questions.
- Check Ss' answers and then elicit explanations for the words in bold.

Suggested Answer Key

design: to create the plan of sth

definitely: certainly

surprise: shock

make up: to form the whole of sth

circular: round in shape

stand: to have an upright position

bank: a financial institution

inspiration: source of an idea

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments.

3 To express an opinion

Read out the question. Give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

The elephant building is the most impressive to me because I think it was far more difficult to build. Also, I'm impressed by the extra features it has, such as the tusks, which really make it look like an elephant.

Background Information

Bangkok is the capital and largest city in Thailand. It is the political, commercial, industrial and cultural centre. Over 8 million people live there. The city's vibrant street life and cultural landmarks have given it an exotic appeal.

4 **Aim** To present vocabulary for types of buildings

- Ask Ss to look at the pictures and then read the definitions (1-6).
- Give Ss time to match the buildings to their definitions and then check Ss' answers around the class.

Answer Key

- 2 A bank is a place where you can keep your money.
- 3 A lighthouse is a tall building near the coast that has a light to guide ships at sea.
- 4 A skyscraper is a tall building with lots of offices or flats in a city.
- 5 A factory is a place with machines used to make goods.
- 6 An aquarium is a building where you can see tropical fish.

5 **Aim** To form adjectives from nouns and verbs

- Ask Ss to read the theory box and then give them time to complete the task.
- Elicit answers from Ss around the class.
- Ask Ss to start a Word Formation section in their notebook and list words as follows.

Person noun	Abstract noun	Verb	Adjective	Adverb
–	courage	–	courageous	courageously
–	action	act	active	actively

- Ss can check in their dictionaries and add words formed from the same base route. Ss list them alphabetically. Ask Ss to revise regularly.

6 **Aim** To practise prepositional phrases

- Explain the task and give Ss time to complete it.
- Check Ss' answers.
- Ask Ss to start a Prepositions section in their notebook and list all words that go with prepositions in alphabetical order. Ss can also write an example sentence. Ss add items as they go through this book. Ask Ss to revise regularly.

7 **Aim** To give a presentation on a famous building in one's country

- Ask Ss to research online and collect information about a famous building in their country and make notes under the headings.
- Give Ss time to prepare a presentation using their notes.
- Then ask various Ss to present their building to the class.
- Alternatively, assign the task as HW and ask Ss to present their buildings in the next lesson.

Suggested Answer Key

A famous building in Italy is the Generali Tower. People also call it 'Lo Storto' which means 'The Twisted One'. It's a skyscraper in Milan which is the headquarters of an insurance company. This building is 185m tall and it's got 44 floors. The building has an unusual strange twisted shape, which makes it unique.

Design your own building

- Ask Ss to work in small groups and design a building following the examples in the text.
- Tell Ss to include all the points listed.
- Give Ss time to complete the task and ask Ss to present their building to the class.

Suggested Answer Key

Our building is in the centre of London. It is a tall skyscraper with the shape of a dog sitting up. It is made from steel and glass and the top part of the building looks like a dog's face with pointed ears. Inside, there are offices and shops. It is the headquarters of an animal charity.



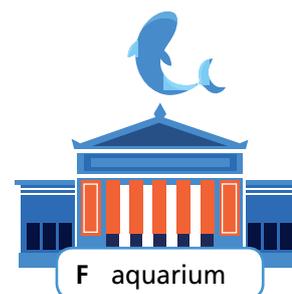
A lighthouse

Vocabulary

Types of buildings

- 4 Match the types of buildings (A-F) to what they are used for (1-6). Read out the matches to the class, as in the example.

- | | | |
|---|---|---|
| 1 | B | a large building where kings and queens live |
| 2 | C | a place where you can keep your money |
| 3 | A | a tall building near the coast that has a light to guide ships at sea |
| 4 | E | a tall building with lots of offices or flats in a city |
| 5 | D | a place with machines used to make goods |
| 6 | F | a building where you can see tropical fish |



F aquarium

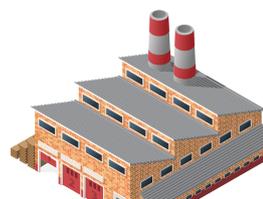


B palace

A palace is a large building where kings and queens live.



C bank



D factory



E skyscraper

- 5 Read the Word Formation box. Then, form adjectives from the words in brackets to complete the sentences in your notebook.

Word Formation

We can use these suffixes to form adjectives from nouns and verbs:

-ous (*courage-courageous*)

-ive (*act-active*)

-y (*dirt-dirty*)

- The architect who is designing the new museum is very **creative** (*create*).
- Be careful! It's **dangerous** (*danger*) to stand too close to the edge.
- Streets in big cities are often very **noisy** (*noise*) because of traffic.

Prepositions

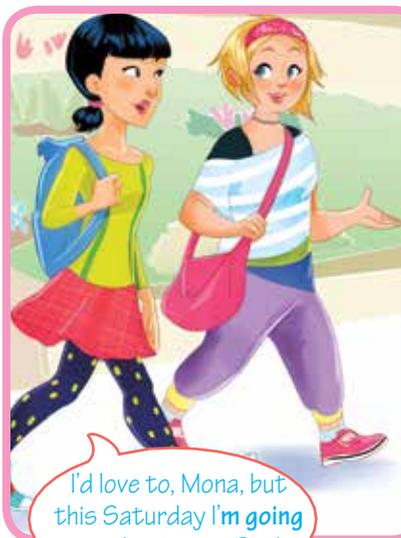
- 6 Choose the correct preposition. Check in your dictionary.

- The Empire State Building is a skyscraper **in/at** New York.
- The Eiffel Tower in Paris is made **at/of** iron.
- Camden Market is perfect **of/for** people who love shopping.
- Danny loves learning **with/about** photography.
- We're staying **on/at** a hotel **of/with** great views of the city.

Design your own building. Think about: location, shape, materials, what there is inside. Present it to the class.

- 7  Collect information about a famous building in your country. Make notes under the headings: *name – type of building – location – size – shape – unique features*. Use your notes to present the building to the class.

We're going to the movies this weekend. We **always** go there on Saturday mornings. Do you want to come with us, Jane?



I'd love to, Mona, but this Saturday I'm going on a day trip to Bath.

Present simple – Present continuous

We use the **present simple** for:

- habits/routines. **I leave my house early every morning.**
- permanent states or situations. **Does he work at the bank? Yes, he does.**
- programmes and timetables. **The gym doesn't open on Saturdays.**
- general truths and laws of nature. **In winter, it snows in the mountains.**

Time expressions: *every hour/day/week, etc, in the morning/afternoon, etc, at night/noon/the weekend/5:00, etc, on Monday, etc.*

We use the **present continuous** for:

- actions happening now or around the time of speaking. **Is Julie going to the police station now? He's exercising a lot these days.**
- fixed future arrangements. **I'm not visiting the aquarium tomorrow.**
- currently changing and developing situations. **My English is improving.**
- with *always, constantly*, etc to express annoyance. **You're always playing your music too loud!**

Time expressions: *now, at the moment, at present, these days, nowadays, etc.*

Adverbs of frequency (*always (100%), usually (75%), often (50%), sometimes (25%), occasionally (10%), seldom/rarely (5%), never (0%)*) go **before the main verb**, but **after auxiliary and modal verbs**.

Note!

Stative verbs describe a state, so they do not have continuous tenses (*want, love, like, prefer, believe, imagine, know*, etc) **Amy likes watching TV.** (NOT: ~~Amy is liking watching TV.~~) Some verbs can have continuous tenses when they describe actions, but there is a difference in meaning. **I think Italy is a beautiful country.** (= I believe) **I'm thinking about travelling to Italy.** (= I'm considering)

1 Read the theory. Copy the sentences in your notebook and put the verbs in brackets in the *present simple* or the *present continuous*. Give reasons.

- A: **Does your dad drive (your dad/drive)** to work every day?
B: Not always. This week, he **is taking (take)** the train into the city because the traffic is so bad.
- A: **Does Mia usually study (Mia/usually/study)** in the evening?
B: Oh yes. Actually, she **is doing (do)** her homework right now.
- A: **Is Jack playing (Jack/play)** basketball at the park today?
B: I think so. He **often plays (often/play)** there with his friends.
- A: Who **are you waiting (you/wait)** for?
B: John. He **is always coming (always/come)** late!
- A: I **am not going (not/go)** out tonight. I have to study.
B: That's a pity! We **are having (have)** dinner at Jasper's tonight.
- A: **Is the library (the library/be)** open on Saturdays?
B: Yes, but it **is never (never/be)** open on Sundays.

2 Copy the sentences in your notebook and put the verbs in brackets in the *present simple* or the *present continuous*. Explain how the verbs differ in meaning translating them into Georgian.

- a I **don't think (not/think)** John is coming with us. (**don't believe**)
b He **is thinking (think)** of going to York this weekend. (**is considering**)
- a Molly **has (have)** a spacious flat on the third floor. (**possesses**)
b Janice **is having (have)** her lunch at the moment. (**is eating**)
- a Tom **is smelling (smell)** the fish to see if it's fresh. (**is sniffing**)
b I **smell (smell)** something burning! (**can detect with my nose**)
- a Sam and Eva **are seeing (see)** some of their friends this evening. (**are meeting**)
b I **see (see)** what you mean. (**understand**)

1  To present/practise the present simple and the present continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses and uses. (*'re going*: fixed future arrangement – *go*: habit/routine – *Do you want*: stative verb, no continuous tense – *'m going*: fixed future arrangement.) Elicit the forms of each tense and other uses.
- Go through the theory with Ss. Ask Ss to give more examples using these tenses.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

Answer Key

- 1 *habit/routine, action happening around the time of speaking*
- 2 *habit/routine, action happening now*
- 3 *action happening around the time of speaking, habit/routine*
- 4 *action happening now, with 'always' to express annoyance*
- 5 *fixed future arrangements*
- 6 *programmes and timetables*

2  To practise stative verbs with the present simple and the present continuous

- Ask Ss to study the **Note!** box.
- Explain that stative verbs (*i.e. verbs that describe a state not an action*) don't usually have continuous forms (e.g. *I love ice cream*. NOT: ~~*I'm loving ice cream*~~).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

3 To present/practise the present perfect and the present perfect continuous

- Say then write on the board: *I have visited Paris*. Elicit what tense the verb is in (*present perfect*) and what the sentence expresses (*an experience*). Say, then write on the board: *I've been thinking of going again for a while*. Elicit what tense the verb is in (*present perfect continuous*) and what the sentence expresses (*the duration of an action that started in the past and continues to the present*).
- Explain that we form the present perfect in the affirmative with personal pronoun/noun + *have/has* + past participle; in the interrogative with *have/has* + personal pronoun/noun + past participle and in the negative with personal pronoun/noun + *have/has* + *not* + past participle.
- Explain that we form the present perfect continuous in the affirmative with personal pronoun/noun + *have/has* + *been* + *-ing* form of the main verb; in the interrogative with *have/has* + personal pronoun/noun + *been* + *-ing* form of the main verb; and in the negative with personal pronoun/noun + *have/has* + *not* + *been* + *-ing* form of the main verb.
- Ask Ss to read the table and the cartoon. Identify the tenses and uses (*'ve just finished/ haven't finished* – present perfect: action that started in the past and continues up to the present, *'ve been working* – present perfect continuous: action that started in the past, continues up to the present and will continue).
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

Answer Key

- 1 *experience, to say that someone went somewhere and they have come back*
- 2 *action which started in the past and continues up to the present, an action which started in the past and continues up to the present and will continue*
- 3 *an action which started in the past and continues up to the present and will continue, an action which happened at an unstated time in the past and whose results are visible in the present*
- 4 *an action which started in the past and continues up to the present and will continue, an action which happened at an unstated time in the past and whose results are visible in the present*
- 5 *an action which started in the past and continues up to the present, to say that someone went somewhere and is still there*

Game!

Have Ss take turns and play the game in teams using the time words provided. Each correct sentence gets a point. The team with the most points after a fixed time wins.

Suggested Answer Key

I've wanted to go to Spain for a while now.
I haven't seen a play since last year.
I've just finished my homework.
I've already taken the rubbish out.
I've never seen the Northern Lights.
Have you ever played ice hockey?
I haven't recovered from the flu yet.

4 To practise present tenses

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

Background Information

New York City is the most populated city in the USA with a population of over 8.5 million people. It is a major centre for commerce, entertainment, technology, politics, education and sport. Its nickname is 'the Big Apple'.

Present perfect – Present perfect continuous

Albert, I've just finished my Geography project.



I've been working on mine since 4:00 but I haven't finished it yet.

We use the **present perfect** for:

- an action which started in the past and continues up to the present. **I've known Anna since we were young children. I haven't seen Ann since Monday.**
- an action which happened at an unstated time in the past and whose results are visible in the present. **I've lost my smartphone, so I can't call anyone.**
- experiences. **Have you ever tried rock climbing? Yes, I have.**

Time expressions: *for, since, just, already, never/ever, yet, etc.*

We use the **present perfect continuous** for:

- an action which started in the past, continues up to the present and will continue. **She's been working here for five years.**
- for an action which started in the past and has finished, but its result is visible in the present. **So we're finally in Colombia! I've been dreaming about this moment for months.**
- to express anger or annoyance. **I've been waiting here for hours!**

Time expressions: *for, since, how long, all day/morning/month, etc, lately, recently, etc.*

have been/have gone

COMPARE: **She has been to Belgrade twice.** (She has visited Belgrade, but now she is not there.)
Mary has gone to the library. (She hasn't come back yet.)

Game!

Play in teams. Make sentences using: *for, since, just, already, never, ever, yet.*

3 Read the theory. Copy the text in your notebook and put the verbs in brackets in the *present perfect* or the *present perfect continuous*. Give reasons.

- A: **Have you ever visited (you/ever/visit)** Lisbon?
B: Yes, I **have been (be)** there twice.
- A: How long **have you owned (you/own)** this computer?
B: About 10 years. I **have been looking (look)** for a new one recently.
- A: Paul **has been travelling (travel)** around Asia for months.
B: Yes, he **has just left (just/leave)** Japan and he's going to Thailand next.
- A: How long **have you been saving (you/save)** money for your holiday?
B: Not long, but I **have already put (already/put)** aside £200.
- A: **Has anyone seen (anyone/see)** Kevin?
B: He **has gone (go)** to the supermarket.

4 Copy the text in your notebook and put the verbs in brackets in the correct present tense.

Hi Sam,
I know it **1) has been (be)** ages since I last emailed you, but I **2) have been having (have)** such a great time here in New York. Yesterday, we saw the Flatiron Building. It's an amazing triangular building in Manhattan. And tomorrow, we **3) are visiting (visit)** the Statue of Liberty. I can't wait! Also tomorrow, we **4) are meeting (meet)** my Uncle Alfie. He **5) works (work)** here in New York. In fact, he **6) has been living/has lived (live)** here for nearly three years. We **7) haven't seen (not/see)** all of the city yet, but he **8) knows (know)** some really nice places to visit. Anyway, how are you? **9) Have you arrived (you/arrive)** home yet or **10) are you still travelling (you/still/travel)** around Europe? Well, I've got to go. Write back soon.
Best wishes,
Mel



Search

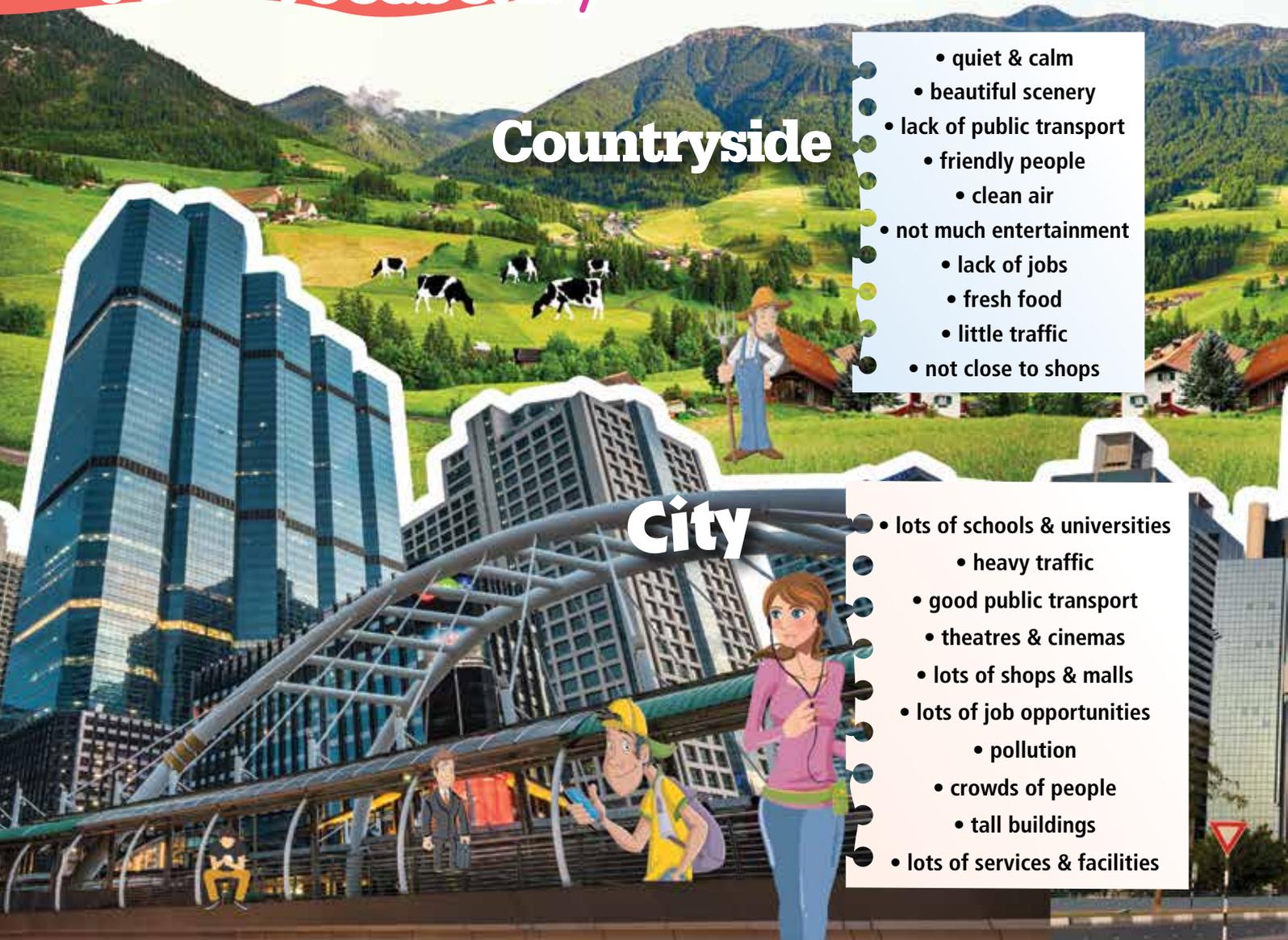


Compose

Inbox



Send



Countryside

- quiet & calm
- beautiful scenery
- lack of public transport
- friendly people
 - clean air
- not much entertainment
 - lack of jobs
 - fresh food
 - little traffic
- not close to shops

City

- lots of schools & universities
 - heavy traffic
- good public transport
- theatres & cinemas
- lots of shops & malls
- lots of job opportunities
 - pollution
- crowds of people
 - tall buildings
- lots of services & facilities

Places to live

- 1 Copy the table in your notebook and complete it with the items from the list above. Then read it out to the class.

	Life in the countryside	Life in the city
Positive		
Negative		

- 2 Use the adjectives from the list and the items from Ex. 1 to make sentences about life in the city and life in the countryside, as in the example.

• stressful • exciting • relaxing • convenient • boring • healthy • difficult

Life in the city can be stressful because there is heavy traffic.

- 3 **Think** Where is the best place for you to live? Why? Tell the class.

1 To present vocabulary for places to live

- Ask Ss to read through the vocabulary in the boxes and explain/ elicit the meanings of any unknown words.
- Then ask Ss to copy the table into their notebooks and complete it with the vocabulary in the boxes.
- Check Ss' answers on the board and elicit any further ideas from Ss around the class.

Suggested Answer Key

	<i>Life in the countryside</i>	<i>Life in the city</i>
Positive	<i>quiet & calm, beautiful scenery, friendly people, clean air, fresh food, little traffic (quiet streets)</i>	<i>lots of schools & universities, good public transport, theatres & cinemas, lots of shops & malls, lots of job opportunities, lots of services & facilities</i>
Negative	<i>lack of public transport, not much entertainment, lack of jobs, not close to shops (lack of facilities)</i>	<i>heavy traffic, pollution, crowds of people, tall buildings, (high crime rates)</i>

2 To practise new vocabulary and revise/ learn adjectives

- Explain the task and read out the example.
- Explain/Elicit the meanings of any unknown adjectives.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Suggested Answer Key

Life in the city can be exciting because there are theatres and cinemas.

Life in the countryside can be relaxing because there is little traffic.

Life in the city can be convenient because there are lots of services and facilities.

Life in the countryside can be boring because there isn't much entertainment.

Life in the countryside can be healthy because there is clean air.

Life in the city can be difficult because there are crowds of people.

3 To express an opinion

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

Suggested Answer Key

I think the countryside is the best place for me to live because of the quiet and calm. I would enjoy the beautiful scenery and the clean air, and it would be nice to live around friendly people, too.

1d

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

- Ask Ss to read the first two exchanges and elicit their guesses as to where the speakers decide to go.
- Play the recording. Ss listen and read to find out.

Answer Key

The friends decided to go to London and Bath at the weekend.

2 **Aim** To act out a dialogue

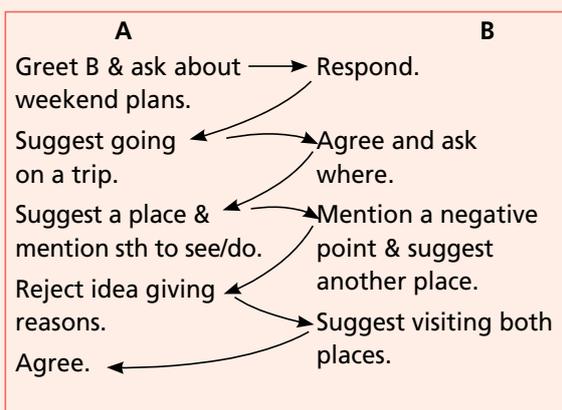
- Give Ss time to take roles and act out the dialogue in closed pairs.
- Pay attention to Ss' pronunciation and intonation.

3 **Aim** To practise making suggestions

- Read out the **Note!** box and tell Ss this is the useful language for making suggestions and it will help them complete the task.
- Give Ss time to complete the sentences referring to the **Note!** box as necessary.
- Check Ss' answers.

4 **Aim** To role play a dialogue making plans

- Explain the situation.
- Tell Ss that they can use the reviews and the accompanying vocabulary to complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Hey Andy, what are you doing this weekend?

B: Not a lot. Why?

A: We could go on a day trip somewhere.

B: That sounds good. Where do you want to go?

A: How about Manchester? It's got lots of entertainment like the Whitworth Art Gallery and the National Football Museum.

B: Mmm, Manchester has really heavy traffic, though. How about visiting Buxton? There are great parks there with beautiful scenery which are very relaxing.

A: That's true, but Buxton is too quiet for me. I'd prefer somewhere more exciting.

B: Why don't we go on a two-day trip? We can have one day in Manchester and one day in Buxton to relax.

A: Now that's a brilliant idea!

Intonation

Aim To practise 3-syllable word stress

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit the syllable with the main stress.

Making plans

- 1  02 Read the first two exchanges. Where do the friends decide to go at the weekend? Listen and read to find out.

Zara Hey, Phylis, what are you doing this weekend?
Phylis Not a lot. Why?
Zara We could go on a day trip somewhere.
Phylis That sounds good. Where do you want to go?
Zara How about Bath? It's got lots of museums and art galleries.
Phylis Mmm, Bath doesn't sound very exciting. How about going shopping in London? We haven't been there for ages!
Zara That's true, but London is always so busy and noisy. I'd prefer somewhere more relaxing.
Phylis Why don't we go on a two-day trip? We can have one day for shopping in London and one day in Bath to relax.
Zara Now that's a brilliant idea.

Note!

Making suggestions

- *Why don't we ...?*
- *We could/should + inf without to ...*
- *How about + noun/-ing ...?*
- *Let's + inf without to ...*
- *Do you fancy + noun/-ing ...?*

- 2  Take roles and read out the dialogue.

- 3 Complete the sentences with the verbs in brackets. Write in your notebook.

- 1 How about **going** to the countryside? (**go**)
- 2 We could **take** a walk in the park. (**take**)
- 3 Let's **eat** at a Chinese restaurant tonight. (**eat**)
- 4 Do you fancy **visiting** York this weekend? (**visit**)
- 5 Why don't we **do** something more exciting? (**do**)

- 4  Read the online reviews. Use the information to act out a dialogue like the one in Ex. 1.



Manchester, UK

★★★★★ a day ago

Dave_92 Lots of entertainment. Don't miss the Whitworth Art Gallery and the National Football Museum!



★ a month ago

Liz_97 Too much heavy traffic. Where's the fresh air?



Buxton, UK

★★★★★ 3 months ago

Matt_ZZ Lots of beautiful scenery. Great parks. Very relaxing.



★★★★★ 4 months ago

Anna_09 A bit quiet for me. Not so exciting.

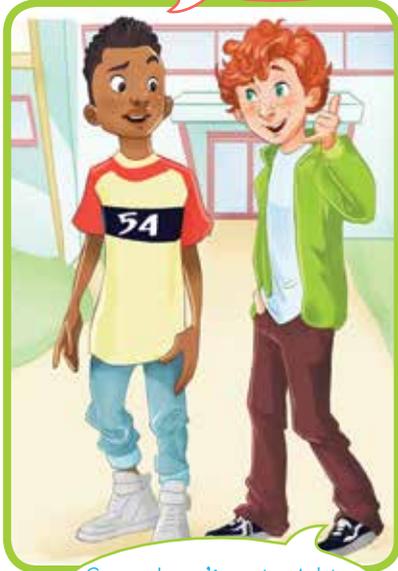
Intonation (3-syllable word stress)

-  03 Listen and repeat. Copy the words in your notebook and underling the syllable with the main stress.

- 1 museum 2 gallery 3 attraction 4 engineer 5 exciting 6 yesterday

infinitive/-ing form

What do you want to do tonight, Alan? I suggest going to the cinema.



Sorry, I can't go tonight. I promised to help James with his project.

We use the **to-infinitive**:

- after the verbs *advise, agree, decide, ask, expect, hope, manage, offer, promise, refuse, plan, seem, want*, etc. **Mary and Anna agreed to go** to London together.
- with *too/enough*. **It's too far to walk** to the train station from here.
- with *would love, would like* and *would prefer*. **I would like to visit** the museum.
- to express purpose. **Hello, I'm calling to book** a room for next weekend.

We use the **infinitive without to** after:

- modal verbs (*can, may, should*, etc.). **We should take** the train there; it's quicker.
- the verbs *let* and *make*. **They made us wait** a long time. (**BUT: He was made to wait**).

We use the **-ing form** after:

- the verbs *admit, appreciate, avoid, consider, continue, delay, deny, risk, suggest, imagine, postpone, forget*, etc. **She's considering taking** the bus instead of the car.
- the verbs *fancy, dislike, enjoy, hate, like, love, prefer* to express general preference. **I love visiting** new places.
- the expressions *be busy, it's no use, it's (not) worth, there's no point (in), can't stand, have difficulty (in), have trouble, look forward to*, etc. **She's looking forward to seeing** the sights.
- *go* when talking about activities. **Melissa wants to go swimming** in the sea.

1 Read the theory box. Choose the correct form. Give reasons.

- 1 Danny decided **to book/booking** the tickets online. (*decide + to-inf.*)
- 2 We should **find/to find** a hotel that allows dogs. (*modal verb + inf. without to*)
- 3 Rachel hates **stand/standing** in long queues. (*hate + -ing form*)
- 4 She promised **to meet/meeting** me outside the museum. (*promise + to-inf.*)
- 5 There's no point **to worry/worrying**. Everything's OK. (*there's no point + -ing form*)
- 6 We need to set off early **avoid/to avoid** the heavy traffic. (*expresses purpose*)
- 7 I'm considering **travel/travelling** to Morocco this summer. (*consider + -ing form*)
- 8 You can **wait/waiting** here if you want. (*modal verb + inf. without to*)

2 Copy the sentences in your notebook and put the verbs in brackets in the (to-) infinitive or the -ing form.

- 1 A: Do you want **to come (come)** to Hanoi with us?
B: Sure! I love **visiting (visit)** places I've never been to.
- 2 A: Harry offered **to show (show)** us around his new flat, too.
B: Really? Maybe we could all **go (go)** together then.
- 3 A: Cathy's gone **shopping (shop)**. She won't be long, though.
B: OK. I can **wait (wait)** until she comes back.
- 4 A: We should **leave (leave)** now. It's getting late.
B: OK. Let me **get (get)** my things first.
- 5 A: Do you fancy **trying (try)** this local dish?
B: No, thank you! It's far too hot for me **to eat (eat)**.
- 6 A: Do you want **to relax (relax)** by the pool today?
B: That's boring! I'd prefer **to swim (swim)** in the sea.



1  **To present/practise infinitive/-ing form**

- Ask two Ss to read the cartoon aloud. Elicit what we use after *want* (to-inf), *suggest* (-ing form), *can't* (inf without *to*: modal), *promise* (to-inf). Tell Ss various verbs. Ss say what we use after each verb (to)-inf or -ing form. Suggested list: *agree, may, avoid, enough, like, would love, can't stand*, etc.
- Go through the theory with Ss.
- Then give Ss time to complete the task in closed pairs.
- Check Ss' answers and elicit reasons from Ss around the class.

2  **To practise infinitive/-ing form**

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

3  **To practise infinitive/-ing form**

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

Suggested Answer Key

*I like visiting museums. I love trying local dishes.
I hate going sightseeing. I dislike buying souvenirs.
I avoid taking taxis. I'd love to take photographs
of the Eiffel Tower. I'd prefer to relax by the pool.
I want to go to Paris. I'm looking forward to going
on guided tours.*

4  **To practise infinitive/-ing form**

- Read out the **Note!** box and then give Ss time to complete the task.
- Check Ss' answers.

5  **To present/practise *had better/would rather***

- Ask two Ss to read the cartoon aloud. Elicit which form expresses strong advice (*had better*) or preference (*would rather*). Point out that both forms take an infinitive without *to*.
- Go through the theory with Ss.
- Explain the task and read out the example.
- Give Ss time to complete it and then check Ss' answers.

3 Use the words in the boxes to make true sentences about yourself.

• enjoy • like • love • hate • dislike • avoid • would love
• would prefer • want • look forward to

• take/photographs • visit/museums • try/local dishes • go/sightseeing
• buy/souvenirs • go on/guided tours • relax/by the pool • take/taxi

Note!

Certain verbs take the *-ing* form or *to*-infinitive, but their meaning changes.

He forgot to book the tickets. (= didn't remember) **He will never forget visiting Venice when he was a child.** (= will always remember)

I enjoy taking photographs.

4 Copy the sentences in your notebook and put the verbs in brackets in the *-ing* or the *to*-infinitive form. How do the pairs (a & b) differ in meaning? Translate the sentences into Georgian.

- a **Remember to take (take)** lots of pictures when you visit Sofia. (**don't forget**)

b I **remember putting (put)** the camera in my bag, but now I can't find it. (**recall**)
- a She **tried to use (use)** the lift, but it was broken. (**attempted**)

b She **tried skiing (ski)** for the first time and she liked it. (**experienced**)
- a **Stop talking (talk)**, please! (**finish doing sth**)

b Why don't you **stop to rest (rest)** for a while? You look tired. (**stop temporarily in order to do sth else**)

had better/would rather

- **had better (not)** – strong advice or a warning. **You'd better wear a jacket. It's cold outside.**
- **had better (not)** – suggest something that needs to be done. **I'd better hurry up or I'll be late for work.**
- **would rather (not)** – preference. **I'd rather not go to the theatre tonight.**

You'd better wear a scarf. It's very cold outside.



I'd rather not go out at all, to be honest.

5 Read the theory. Rewrite the sentences in your notebook using *had better*/*'d better* or *would rather*/*'d rather*, as in the example.

- I'd prefer to go skiing this weekend.
I'd rather go skiing this weekend.
- You should take the car to the city tomorrow.
You had/'d better take the car to the city tomorrow.
- I'd prefer not to go somewhere crowded.
I would/'d rather not go somewhere crowded.
- I want to go somewhere hot for my summer holiday.
I would/'d rather go somewhere hot for my summer holiday.
- Make sure not to lose your passport.
You had/'d better not lose your passport.

Places of the Imagination

There's no place like imaginary villages, towns and cities for action and adventure!

Gotham City

The shape of a bat lights up the night sky. It's a sign that the police need Batman. This is Gotham, a city on an island on the east coast of the USA. It's home to a **population** of over 8 million. Three road bridges and several underground train tunnels **connect** it to the mainland. Planes also **land** at the airport, or visitors can catch a ferry into the harbour. There are a lot of tall glass skyscrapers across the city, some older stone buildings, and the mansion of billionaire Bruce Wayne. There are fourteen neighbourhoods in Gotham. The most famous is The Narrows, an island in the Gotham River. You can come across a lot of strange people in The Narrows, and the streets are dark and dangerous. In fact, Gotham is quite a dangerous city, but Bruce Wayne has a **secret**. At night, he becomes Batman and **patrols** the dark alleys to make sure the **residents** of Gotham sleep safely in their beds.

Hobbiton

Not every imaginary place needs a superhero to **protect** its **citizens**. Hobbiton is a very peaceful place. This village, from the books *The Lord of the Rings* and *The Hobbit* by J.R.R. Tolkien, is in The Shire, a quiet area of Middle-earth with green fields, forests and friendly **locals**. Everyone in Hobbiton lives in underground houses with round doors and windows. They grow their own food and keep animals in their gardens.

Hobbiton looks a lot like England in the 18th century. There are tracks and paths instead of roads and there are no cars or buses. Some people ride ponies, or use ponies to pull wooden carts, but most of them travel on foot.

There are hundreds of hobbits* in Hobbiton and they all live very quiet lives. That is, until the wizard Gandalf arrives, and then their **adventures** begin!

*Hobbits are a race of small people that Tolkien imagined.

Reading

1 04 Look at the pictures and read the title. What do you know about these two places? Who lives in each? Listen and read to find out.

2 Read the texts again and decide if the statements (1-6) are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Then explain the words in bold.

1 The only way to get to Gotham City is by plane. W

2 There is a river which flows through Gotham City. T

3 Gotham City is a lot safer than most cities. W

4 Hobbiton is the smallest village in The Shire. DS

5 Hobbits keep animals in their underground houses. W

6 The people in Hobbiton don't drive. R

3 **Think** Create your own imaginary city or village. Give it a name. Draw pictures and prepare a presentation about it. Talk about: *location – transport – housing – lifestyle*.

- bat • mainland
- harbour • mansion
- peaceful • track
- path • cart

1 To listen and read for gist

- Ask Ss to read the title and look at the pictures.
- Elicit Ss' guesses about the places and who lives there.
- Play the recording. Ss listen and read to find out.

Suggested Answer Key

Gotham City is where Batman/Bruce Wayne lives. Batman is the superhero character from comics, TV shows and films. The city is dark and dangerous and full of lots of villains.

Hobbiton is a village in Middle-earth, the setting of J.R.R. Tolkien's fantasy books 'The Lord of the Rings' and 'The Hobbit'. The hobbits, a race of small people, live there.

2 To read for specific information

- Ask Ss to read the statements.
- Then give Ss time to read the texts again and mark the statements accordingly.
- Check Ss' answers and then elicit explanations for the words in bold.

Suggested Answer Key

population: *the number of people living in a country, city, etc*

connect: *to attach*

land: *to come down to the ground*

secret: *sth that is not known*

patrol: *to pass through an area to check that everything is OK*

residents: *people who live in an area*

protect: *to defend from attack*

citizens: *people who live in a village, town or city*

locals: *people who live in a particular area*

adventures: *exciting experiences*

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments.

3 To create an imaginary city/village

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

Suggested Answer Key

Stratton is a small town in the fantasy land of Jubilee. People there use horses and donkeys to get around. People live in houses made from mud and sticks. They aren't poor, but they have very simple lives.

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

- Explain the task and give Ss time to complete the sentences with the words in the list, using their dictionaries as necessary.
- Check Ss' answers.

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

- Read out the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

6 **Aim** To listen for specific information (gap fill)

- Explain the task and ask Ss to read the gapped text.
- Play the recording, twice if necessary. Ss listen and complete the task. Check Ss' answers.

7 **Aim** To write an article about a city

- Read out the task and the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Give Ss time to research online and collect information about a city in their country and make notes under the headings provided. Then give Ss time to use their notes to write a short travel article about it.
- Ask various Ss to read their articles to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Porto – Portugal's best destination!

Are you thinking about going on a city break? Then look no further! Porto is the second-largest city in Portugal after the capital city, Lisbon. It's on the coast in the northwest of the country and it's got a population of around 2.4 million people. In Porto, you can see a football game at Estádio do Dragão, the home of FC Porto. Also, you can visit the National Museum Soares dos Reis and see a huge selection of Portuguese art from the 16th to the 20th century. Porto is a dream holiday destination!

It has something for everyone. Don't miss the chance to visit this amazing city! Porto is a dream holiday destination!

Culture Spot (develop research skills)

Read out the box and then give Ss time to research online and find out information about a place in their country that has appeared in a film. Ask Ss to present the places to the class.

Suggested Answer Key

A lot of films have been set in Greece. In the film 'The Bourne Identity' starring Matt Damon, the final scene is set in Little Venice on the Greek island of Mykonos. In the scene, you can see the island's famous windmills. Some people have visited this place because they were fans of the film. Also, the musical 'Mamma Mia!' was filmed on the island of Skopelos and in the village of Damouchari in Pelion in Greece. A lot of people liked the look of these places in the films so much that they are now more popular than ever as tourist destinations.

Vocabulary

Features of a city

- 4 Copy the sentences in your notebook and complete the gaps with: *friendly, busy, historic, sandy, open-air, local, lively, trendy*.
- 1 You can buy designer label clothes in the **trendy** shops.
 - 2 Relax on the **sandy** beach in the mornings.
 - 3 Try the food in the **local** restaurants.
 - 4 Tenerife is famous for its **lively** nightlife.
 - 5 Visit **historic** buildings for free with the London Pass.
 - 6 Get to know the **friendly** locals.
 - 7 Buy fresh fruit and vegetables at the **open-air** market.
 - 8 The **busy** streets of Manhattan are always crowded with people.

- 5 Read the Phrasal Verbs box, then copy the sentences in your notebook and complete the gaps with the correct particles.

- 1 Sarah always comes **up with** great ideas for day trips.
- 2 Away from the crowds, you come **across** lovely little shops.
- 3 The cost of the museum tickets came **to** £38.

Phrasal Verbs

come across = discover by chance
 come to = reach (an amount)
 come up with = suggest, create

Listening

- 6  05 Listen to someone talking about Mexico City and complete the missing information (1-5) in your notebook.

MEXICO CITY

Location: 1) **centre** of Mexico

Population: 2) **8.5 million/8 ½ million** people

Nickname: The City 3) **of Palaces**

Sights: Angel of Independence, 4) **Palace of Fine Arts**

Activities: visit art galleries and 5) **museums**, visit traditional markets, watch live entertainment



Culture Spot

Matamata in New Zealand is home to the Hobbiton movie set. Visitors can take tours of Hobbiton to see the famous Hobbit houses.



Is there a place in your country that has appeared in a film? Find information and write a short paragraph about it.

Study skills

Brainstorming

Before you start writing your article, think of the information you can include. List your ideas under headings.

Writing (an article about a city)

- 7  Collect information about a city in your country. Make notes under these headings: *name – where it is – population – what visitors can see and do*. Use your notes to write an article about it for a travel magazine (100-120 words). First, do the tasks on p. 98.

1  06 Look at the advert. What does it advertise? What events are taking place? Listen and read to find out.



BE PART OF

GREEN

NEIGHBOURHOOD

SATURDAY

on 28th June



Hambley Town Council is organising events all over the town to raise awareness about the environmental problems in our neighbourhoods. There're lots to see and do, so get involved, and help make your neighbourhood green!

- **Check out** the exhibition of recycled art at the art gallery. Artists will be there to show you how to create your own works of art out of recyclable materials.
- Help plant trees for a new 'green space' behind the town library. Let's create a relaxing place where everyone can enjoy Mother Nature!

Other ways to help

- **Drop off** all your old electrical items at the town hall.
- Organise a neighbourhood clean-up day and **pick up** litter on your street.
- **Cut down on** air pollution by leaving your car at home and walking or cycling. Let the neighbourhoods breathe easy for a day!



And don't forget that going green isn't just for a day, it's a way of life.



For more information, visit the council's website.



- raise awareness
- recycled art
- recyclable material
- breathe

2 Think of another title for the advert.

3 Match the phrasal verbs in bold to their synonyms in the list.

- collect • look at • take something somewhere and leave it there • reduce

4  **Think** Think of one more environmental thing to do during this event.

5  Imagine that it is Green Neighbourhood Saturday. Research online for other suggestions about what people can do to make their neighbourhood green. Think about: *using less electricity – saving water – avoiding food with packaging*. Make a leaflet with your ideas and display it in the classroom.

1  **To predict the content of a text, to listen and read for gist**

- Ask Ss to look at the advert and elicit Ss' guesses in answer to the questions.
- Play the recording. Ss listen and read to find out if their guesses were correct.

Suggested Answer Key

The advert is for an environmental awareness day. Events include an exhibition of recycled art and tree planting.

2  **To provide an alternative title**

Elicit Ss' suggestions from around the class.

Suggested Answer Key

GET READY TO GO GREEN on 28th June

3  **To consolidate phrasal verbs**

- Ask Ss to read the phrasal verbs in bold.
- Give Ss time to match them to the synonyms in the list.
- Check Ss' answers.

Answer Key

check out – look at

drop off – take something somewhere and leave it there

pick up – collect

cut down on – reduce

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments.

4   **To expand the topic**

- Read out the rubric and give Ss time to consider their answers.
- Then ask various Ss to share their answers with the rest of the class.

Suggested Answer Key

I think there could be a bike ride to encourage people to get around without their cars.

5  **To make a leaflet**

- Explain the task and ask Ss to work in small groups and research online for suggestions about what people can do to make their neighbourhood green.
- Then give Ss time to prepare a leaflet covering all the points mentioned.
- Alternatively, assign the task as HW.
- Display the leaflets around the classroom.

Suggested Answer Key

Green Neighbourhood Saturday

There are lots of ways to make our neighbourhood green!

- *Using electricity means burning fossil fuels so we should all try to cut down. Turn off the lights when you're not in a room and don't leave your computer on all night.*
- *We often don't think about it, but there are water shortages around the world, so we should be careful about the amount we use. Don't use a hosepipe to clean your balcony or yard, turn off the tap when you're brushing your teeth, and have showers instead of baths.*
- *Most of what ends up in our bins is the packaging that our food comes in. But if you make smart choices you can cut down on the amount of food packaging that you put in the rubbish. For example, you could shop at farmers' markets and choose supermarket items that have as little packaging as possible.*

1  **To draw a map of one's ideal neighbourhood**

- Ask Ss to work in small groups and research online about great neighbourhoods and collect ideas about their ideal neighbourhood for each of the aspects listed.
- Have Ss draw a map and tell their ideas to the rest of the class.

Suggested Answer Key

My ideal neighbourhood is a place where the streets have wide pavements and bicycle lanes. There is a park with a playground for kids, too. People say hello to each other and they feel safe. It has a good public transport system, too. It's a place where there are lots of other facilities. There is a supermarket, a post office, a cinema and a gym. There are some nice cafés, too.

2  **To listen for specific information**

Play the recording. Ss listen and make notes. Then elicit which of the ideas in the recording were the same as their ideas.

Suggested Answer Key

The recording mentions wide streets and people talking to each other and feeling safe. These are also some of the features of my ideal neighbourhood.

3  **To give a presentation on one's ideal neighbourhood**

Give Ss time to prepare their presentation and then ask various Ss to present their ideal neighbourhoods to the class.

Suggested Answer Key

Good morning everyone!

What does your neighbourhood look like? Is it in a busy city or in a quiet village?

My ideal neighbourhood is a place in the city where people feel comfortable and safe. There are wide streets, beautiful buildings and a good public transport system. There are lots of facilities such as a supermarket, a post office, a cinema and a gym. Children play in the park while older people enjoy walking or reading their favourite book there in the mornings. Police officers patrol my neighbourhood so everyone feels safe.

Would you like to live in my ideal neighbourhood? I would. Thanks for listening.

4 a)  **To discuss the value of cooperation**

- Ask Ss to read the statements and discuss which ones they agree/disagree with in pairs.
- Then ask various Ss to tell the class.

Suggested Answer Key

I agree that working together is fun, it brings people together, it gives people more confidence, it encourages people to talk, it means everyone makes decisions, and it makes the work easier. I disagree that it leads to more mistakes or that it takes more time.

b)   **To express an opinion**

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

Suggested Answer Key

I think people should work together because more people means more ideas and less work because it is shared.

Project Time 1

- 1   What is your ideal neighbourhood like? Think about: *streets – buildings – parks – transport – facilities*. Draw a map of the area and tell the class.

My ideal neighbourhood is a place ...



- where everyone talks to each other
- where people feel safe on the streets
- with good schools and libraries

- 2  07 Listen to two people presenting their ideal neighbourhoods and make notes. Were the features of their neighbourhoods the same as yours?

Presentation skills

- 3 Use your ideas in Ex. 1 to present your ideal neighbourhood to the class.

VALUES

Cooperation

- 4 a) Read the statements. Which do you agree with? Which do you disagree with? Talk with your partner.

Working together ...

- | | |
|---------------------------------|-----------------------------------|
| 1 is fun. | 5 takes more time. |
| 2 brings people together. | 6 encourages people to talk. |
| 3 leads to more mistakes. | 7 means everyone makes decisions. |
| 4 gives people more confidence. | 8 makes the work easier. |

- b)  **Think** Why should people work together? Tell the class.



See Song Section p. 94

2 • Truth or legend?



What's in this module?

• Vocabulary

- landmarks & materials
- natural disasters
- accidents/disasters
- feelings
- weather

• Grammar

- past simple – past continuous
- *used to* – *would*
- subject/object questions
- past perfect – past perfect continuous
- clauses of result

• Speaking

- narrating an experience

• Writing

- a story

• CLIL (History):

The Achievements of Ancient Rome

• Culture: The Great Fire of London

• Values: Achievement

A

The Moai, Easter Island, Polynesia



The Moai are 887 **1) stone/marble** statues. Islanders **2) carved** them between 1250 and 1500 AD. On average, each Moai weighs 14 tons!

B

The Parthenon, Athens, Greece

The ancient Greeks constructed this beautiful **3) metal/marble** temple in the mid-5th century BCE. An architect called Phidias **4) designed** it.



Vocabulary

Landmarks & Materials

- 1** For items 1-10, choose the correct word in bold or fill in a verb from the list while reading out the completed texts. Write in your notebook.

• designed • lead • store • carved • built

Truth or legend?

What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

1  **To present/practise vocabulary for landmarks & materials; to read for cohesion & coherence**

- Ask Ss to look at the pictures and read the list of verbs.
- Give Ss time to read the texts and choose the correct words in bold and fill in the verbs from the list.
- Check Ss' answers.
- Play the video for Ss and elicit their comments at the end.

2 To listen for specific information

- Ask Ss to read the texts again and guess which statements are true/false.
- Play the recording. Ss listen and check.

Answer Key

Trajan's Market was not the world's first shopping mall. They first used the space for offices.

The Mayans didn't use metal tools to build the Temple of Kukulkan. They used wooden and stone tools.

3 To act out dialogues

- Explain the task and ask two Ss to model the example.
- Then ask Ss to act out dialogues about the landmarks' materials in pairs following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

B: They're made of stone.

A: What is the Parthenon made of?

B: It's made of marble.

A: What are the Yakhchāl made of?

B: They're made of mud bricks.

A: What is Trajan's Market made of?

B: It's made of brick and concrete.

A: What's the Temple of Kukulkan made of?

B: It's made of stone blocks.

Background Information

Easter Island is a Chilean island in the middle of the Pacific Ocean. It is famous for its 887 monumental statues, called moai. They were created by the Rapa Nui people. In 1995, UNESCO named Easter Island a World Heritage Site and much of the island is protected.

Polynesia is a region in Oceania of more than 1,000 islands in the Pacific Ocean. The indigenous people who inhabit the islands are called Polynesians.

Athens is the capital and the largest city in Greece. It is one of the world's oldest cities and has got lots of ancient monuments and two World Heritage Sites as well as many other monuments. Over 3 million people live there.

Greece (the Hellenic Republic) is a country in Southern Europe at the southern tip of the Balkan Peninsula. The capital city is Athens and the population is around 11 million people.

Yazd is a historical city which is the capital of Yazd Province in Iran. The population is around 530,000 and it is a UNESCO World Heritage Site.

Iran is a country in Western Asia with a population of more than 81 million people. The capital and largest city is Tehran.

Rome is the capital city of Italy. It was founded in 753 BC and it is an ancient city with a rich history. It has a population of 4.2 million people. It is a popular tourist destination and it is home to the Colosseum, the Castel Sant'Angelo, St Peter's Basilica, the Trevi Fountain and the Roman Forum.

Italy is a country in southern Europe. 60 million people live there and the capital city is Rome. The people speak Italian and they have a president and a prime minister.

Yucatán is a state in Mexico. It has 106 municipalities and its capital city is Mérida. It is located on the north part of the Yucatán Peninsula, south of the Gulf of Mexico.

Mexico is a country in North America. 118 million people live there and the capital city is Mexico City. The people speak Spanish and they have a president. The country is known for its oil and silver production.

Yakhchāl, Yazd, Iran

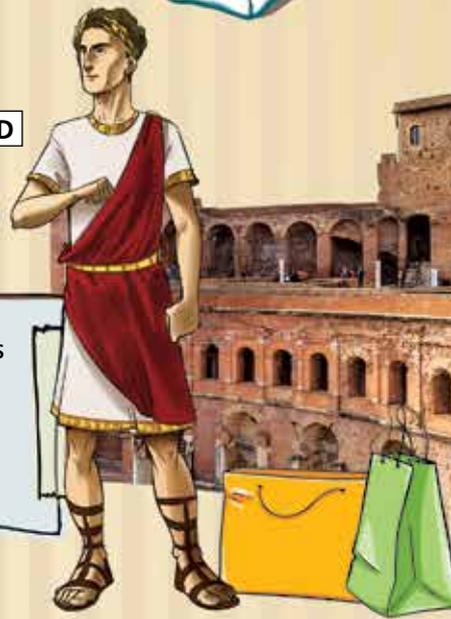
The ancient Persians made Yakhchāl with mud **5) bricks/stones**. They used these buildings to **6) store** ice. They even kept ice frozen in the middle of summer.



Trajan's Market, Rome, Italy

The Roman Emperor Trajan **7) built** Trajan's Market with brick and **8) steel/concrete** around 100 AD. It was the world's first shopping mall.

D



E

The Temple of Kukulcan, Yucatán, Mexico

The Maya used metal tools to build this temple from large stone **9) bricks/blocks**. Each side has 91 steps that **10) lead** up to one large step at the top. That's 365 steps – one for each day of the year!

2  08  Some of the statements in Ex. 1 are incorrect. Which are *True* and which are *False*? Decide in pairs. Listen to a radio quiz and check if your guesses were correct.

3  Act out dialogues about the landmarks' materials, as in the example.

A: What are the Moai of Easter Island made of?

B: They're made of ...

Study skills

Predicting content

Key words can help you predict the content of the text.

Listening & Reading

1  09 Listen to the music and the sounds. Look at the picture and read the words/phrases below. What do you think happened? Tell your partner.

- rivers of lava • dark cloud • room was shaking • flashes of fire • screams
- buried under ash and mud

2  10 Listen and read to find out.



Eyewitness to DISASTER

On 24th August, 79 AD, Mount Vesuvius, a volcano in Italy, erupted. It threw rock, ash and lava hundreds of metres into the air. Rivers of lava flowed down the mountain, but residents around the Bay of Naples did not seem to worry. Eighteen hours later, there was another eruption, much bigger than the first. Pliny the Younger, a Roman writer who was staying with his uncle, Pliny the Elder, on the other side of the bay, was an eyewitness to the eruption. Some years later, he wrote to a friend about the events of that terrible day.

It was around one o'clock in the afternoon. My uncle was working on his books when my mother interrupted him. She told him about a dark cloud above Mount Vesuvius. My uncle was curious to find out more, so he decided to take a closer look.

At that moment, he received a message from a friend whose house was at the foot of the mountain. In the note, she asked my uncle for urgent help. My uncle decided to leave immediately as he knew there were a lot of people living in the area. He never came back.

During those hours, I continued studying and then I slept. Suddenly, I woke up. The room was shaking! There had been tremors in the days and hours before, but this was something different. It was stronger and more violent. My mother and I headed outside and waited until morning. Then, we decided to leave.

Behind us we could see a black cloud with flashes of fire which looked like lightning. As I watched, I realised that the cloud was getting closer. The cloud soon caught up with us and hot ash started to fall on us. It was like night. Everyone was terrified. I could hear the screams of men, women and children. Luckily, we managed to find shelter. On 26th August, the cloud disappeared and daylight returned. We were alive, but the cities of Pompeii and Herculaneum were completely buried under ash and mud from the eruption.

3 Read the text and, for questions 1-3, write the correct answers in your notebook.

- 1 When the volcano erupted for the first time, people
 - A began to panic.
 - B weren't concerned about it.
 - C didn't understand what had happened.
- 2 Pliny the Elder
 - A didn't survive the eruption.
 - B lived next to Mount Vesuvius.
 - C wasn't interested in the black cloud.
- 3 When the black cloud arrived
 - A people remained calm.
 - B it dropped ash on people.
 - C the writer continued walking.



- eyewitness • erupt
- rock • ash • lava
- foot • shake
- lightning • buried

1 To listen for gist

- Read out the **Study skills** box and tell Ss this tip will help them to complete the task successfully.
- Play the recording. Ss listen to the music and the sounds. Ask Ss to look at the pictures and then read the words/phrases in the list.
- Then ask Ss to guess what happened and tell their partner.
- Ask some Ss to tell the class.

Suggested Answer Key

I think that a volcano erupted and buried a place under ash and mud.

2 To listen and read for comprehension

Play the recording. Ss listen and read the text to find out if their guesses in Ex. 1 are correct.

3 To read for specific information (multiple choice)

- Ask Ss to read the questions and the answer choices and then give them time to read the text again and answer them.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

Background Information

Mount Vesuvius is an active volcano close to the Bay of Naples in Southern Italy. It is less than 200,000 years old and is more than 1,200 metres tall. The height of the volcano changes every time there is an eruption.

The Bay of Naples is a bay southwest of the city of Naples in southern Italy. It is around 16km wide and stretches 32km south eastwards. It is surrounded by volcanic hills and is well-known for its scenic beauty.

Pliny the Younger was a Roman author born in 61/62 AD in Italy to a wealthy family. He was later adopted by his uncle, Pliny the Elder.

Pliny the Elder was a Roman scholar born in 23 AD in Italy. He was the uncle of Pliny the Younger and adopted him. He later died as a result of fumes from the eruption of Mount Vesuvius in 79 AD.

Pompeii is an ancient Italian city close to the base of Mount Vesuvius. It is 23km southeast of Naples. The city was destroyed by the eruption of Mount Vesuvius in 79 AD and is now a UNESCO World Heritage Site.

Herculaneum is an ancient Italian city close to the base of Mount Vesuvius. It is 8km southeast of Naples and was destroyed by the eruption of Mount Vesuvius in 79 AD and is now a UNESCO World Heritage Site.

2a

4 To present vocabulary for natural disasters

- Ask Ss to look at the photos and play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation and then elicit which disasters Ss have heard in the news lately.

Suggested Answer Key

In the news recently, I've heard of a hurricane which hit Florida in the USA. I've also heard of a flood which affected the coastal areas of Bangladesh.

5 To present/practise topic-related vocabulary

- Explain the task and ask Ss to look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the sentences and then check Ss' answers.

6 To present and practise phrasal verbs with carry

- Read out the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

7 To learn prepositional phrases

- Ask Ss to read the sentences and choose the correct prepositions.
- Check Ss' answers.

8 To consolidate information in a text

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs and ask and answer questions based on the text on p. 28 following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

Suggested Answer Key

A: Which volcano erupted?

B: Mount Vesuvius erupted.

A: How did residents react after the first eruption?

B: They didn't seem to worry.

A: Who wrote an eyewitness account of the eruption?

B: Pliny the Younger.

A: Why did Pliny the Elder leave?

B: He got a message from a friend which asked for help.

A: When did the ash cloud disappear?

B: It disappeared on 26th August. etc

9 To write a paragraph giving an eyewitness account

- Give Ss time to consider their answers using their imagination and the information in the text.
- Then ask Ss to write a paragraph describing the eruption of Mount Vesuvius including all the points listed.
- Ask various Ss to read their piece of writing to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

When the volcano erupted for the first time, I wasn't really worried and continued to do my work. When I heard the volcano erupting a second time, though, I realised it was serious. I saw a black cloud above the volcano and lava was flowing down its sides. I felt terrified. I told my family to run as fast as they could away from the mountain. In the end, we escaped, but some people who lived closer to the volcano weren't so lucky.



1 avalanche



2 volcanic eruption



3 hurricane



4 flood

Vocabulary

Natural disasters

4 11 Listen and repeat. Which disasters have you heard of in the news recently?

5 Use the words in the correct form to complete the sentences. Write in your notebook. Which disaster in Ex. 4 does each sentence match?

• river/overflow • wind/blow • lava/erupt • snow/fall

- The **wind blew** so hard that some trees fell down. (**hurricane**)
- The **river overflowed** and covered the entire town in water. (**flood**)
- Suddenly, **snow fell** down the mountain and trapped them inside the chalet. (**avalanche**)
- Lava erupted** from the top of the volcano and flowed down its sides. (**volcanic eruption**)

6 Read the Phrasal Verbs box, then complete the sentences with the correct particle. Write in your notebook.

- Despite the difficult weather conditions, the team carried **off** the rescue mission.
- Dr Jenkins carried **out** research into the causes of extreme weather.
- The fire carried **on** burning throughout the night.

Phrasal Verbs

carry on = continue doing sth

carry off = succeed in doing sth difficult

carry out = perform (a task)

Prepositions

7 Choose the correct preposition. Check in your dictionary and write the sentences in your notebook.

- The earthquake caused a lot of damage **to/on** buildings.
- We saved five skiers **from/of** the avalanche.
- Have you heard **about/for** James? He had an accident.
- The rescue team depends **at/on** dogs to find trapped victims.

Speaking & Writing

8 Ask and answer questions based on the text, as in the example.

A: When was the volcanic eruption?

B: It was on 24th August, 79 AD.

9 **Think** Imagine you were living near Mt Vesuvius when it erupted. Write a paragraph describing *what you did, what you saw and heard, how you felt, and how you survived.*

Past simple – Past continuous

What **were you doing** last night when the storm **started**?



I **was watching TV**.

We use the **past simple** for:

- an action that happened at a definite past time (stated or implied).
*When did the volcano erupt? The volcano **erupted** at 1:17 pm.*
- past habits and states.
*Rachel **didn't study** in Milan. She **studied** in Naples.*
- actions that happened one after the other in the past. *I **left** the house, **walked** to the bus stop and **waited** for the bus.*

Time expressions: *yesterday, last week/month etc, two hours/days/weeks etc. ago, How long ago ...?, in 2017, etc.*

We use the **past continuous** for:

- an action in progress at a specific time in the past.
*Sally **was walking** home at 8 pm last night. **Was Bob working** at 8 pm last night? No, he **wasn't**. Steve **wasn't watching** the news when I came back home.*
- two or more actions in progress at the same time in the past.
*Jake **was washing** the car while Robby **was cleaning** the windows.*
- a past action in progress (past continuous) when another action interrupted it (past simple). *Max **was watching** TV when the phone **rang**.*
- background information in a story. *The sun **was shining** and a cool wind **was blowing**.*

Time expressions: *while, when, as, all day/night/morning etc, at 10 o'clock yesterday morning/night, etc.*

1 Read the theory. Then, read the sentences and choose the correct item. Give reasons. Write the sentences in your notebook.

- 1 When she was young, Kate lived/was living near the sea.
- 2 At 8:15 am, an earthquake hit/was hitting the east coast of the country.
- 3 At 10 am this morning, Alan walked/was walking to school.
- 4 Kate put on a life jacket and jumped/was jumping from the sinking ship.
- 5 Jane slept/was sleeping when she suddenly felt the ground moving.

2 a) Put the verbs in brackets in the *past simple* or the *past continuous*. Write in your notebook.

Ben's BLOG

Hey, everyone!

Guess what **1** **happened** (**happen**) to me yesterday evening! I **2** **was studying** (**study**) in my room when I **3** **heard** (**hear**) a noise in the corridor outside our flat. I **4** **opened** (**open**) the door and saw that smoke **5** **was coming** (**come**) out of the flat at the end of the corridor! Old Mrs Galton, who lives there, **6** **was standing** (**stand**) outside and she **7** **was screaming** (**scream**) "Fire! Fire!" I **8** **grabbed** (**grab**) our fire extinguisher, **9** **ran** (**run**) to the door and **10** **looked** (**look**) inside. The fire was in the kitchen and the flames **11** **were spreading** (**spread**) quickly. Luckily, I **12** **put out** (**put out**) the fire quite easily. Now, I'm the hero of the block!

1  To present/practise the past simple and the past continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses and their uses. (*were you doing, was watching* – past continuous: actions in progress at a specific time in the past; *started*: past simple – action that happened at a definite past time). Elicit forms in affirmative/negative/interrogative.
- Go through the theory with Ss.
- Give Ss time to complete the task.
- Check Ss' answers around the class. Ss justify their answers.

Answer Key

- 1 a past state
- 2 an action that happened at a definite time in the past
- 3 an action in progress at a specific time in the past
- 4 an action that happened after another in the past
- 5 a past action in progress that was interrupted by another action

2 a)  To practise the past simple and the past continuous

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

b)  To practise the past simple and the past continuous; to ask and answer questions about a past event

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs and ask and answer questions based on the blog entry following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

Suggested Answer Key

B: He was studying in his room.

A: What did he see when opened the door?

B: He saw smoke coming out of the flat at the end of the corridor.

A: Who did Ben see outside the flat?

B: He saw Mrs Galton, the woman who lives there.

A: Where was the fire in Mrs Galton's flat?

B: It was in the kitchen but it was spreading quickly.

A: How did Ben put out the fire?

B: He used a fire extinguisher.

A: Why is Ben the hero of the block?

B: Because he put out the fire in Mrs Galton's flat before it spread everywhere.

3  To present/practise used to/would

- Present *used to* – *would*. Explain that we use *used to/would* + bare infinitive for actions that happened in the past, but don't happen anymore.
- Ask Ss to read the theory then the cartoon. Ask Ss if they could replace *used to* with *would*. (Yes, because *play* expresses an action not a state.)
- Give Ss time to complete the sentences and then check their answers.

4  To practise used to/would

- Explain the task and read out the example.
- Ask Ss to work in closed pairs and tell each other about their grandparents' past habits using the prompts and following the example.
- Monitor the activity around the class and then ask some pairs to tell the rest of the class.

Suggested Answer Key

When my grandparents were young, they didn't use to play computer games. Also, they didn't use to stay up late on school nights, watch cartoons in the evening or use a smartphone. My grandparents used to go shopping with their parents, though, and they used to drink milk for breakfast.

5  To present/practise subject/object questions

- Write/Show the examples in the theory box on the board. Explain that in the first example the question refers to the subject of the statement whereas in the second example it refers to the object of the statement. Ask Ss to compare the two questions. (Subject questions: verb in affirmative form. – Object questions: verb in question form.)
- Explain the task and read out the example.
- Ask Ss to complete the task.
- Allow Ss some time to do the task in closed pairs.
- Check Ss' answers.

Game!

Play the recording and read out the list of verbs. Elicit sentences from Ss around the class to continue the story. Ss can play in teams with each correct sentence getting a point. The team with the most points at the end of the game wins.

Suggested Answer Key

Marco looked out of the window. The wind was blowing hard and rain was falling heavily. Then, suddenly, Marco heard the screeching of tires and then a loud 'crash'. He immediately left his building and ran into the street to help. Two cars had crashed into each other. It didn't look serious, but Marco called for an ambulance on his mobile phone. After a few minutes, an ambulance came. Thankfully, everyone was OK.



b)  Ask and answer questions about Ben's blog entry, as in the example. Use these question words: *when, what, who, why, where, how.*

A: When did the fire happen?

B: It happened yesterday evening.

A: What was Ben doing when he heard the noise? etc

used to – would

We use **used to/would** to talk about actions that happened regularly in the past, but don't happen anymore. He **used to/would stay up late in the evening**. **Did you use to stay up late in the evening?** Yes, I did./No, I didn't. **Would you stay up late in the evening?** Yes, I would./No, I wouldn't.

We use **used to** or the past simple for past states that are no longer true. He **used to live/lived in Naples**. (NOT: ~~He would live in Naples.~~)

3 Read the theory, then complete the sentences with *used to* or *would* and the verb in brackets. Write in your notebook and say in which sentence(s) can you use both?

- 1 My dad **used to work** (work) as a firefighter in Rome.
- 2 **Did you use to live** (you/live) in the same street as us?
- 3 Clare **didn't use to/wouldn't wake up** (not/wake up) early when she was young.
- 4 This **used to be** (be) my grandparent's favourite restaurant.

4 What did/didn't your grandparents use to do when they were young? Use the prompts below as well as your own ideas to tell your partner.

- play computer games • stay up late on school nights
- go shopping with their parents • watch cartoons in the evening
- drink milk for breakfast • use a smartphone

My grandparents used to/didn't use to ...

Subject/Object questions

Subject questions ask about the subject of the sentence. The word order is the same as in statements.

Peter called Anna.

↓
Who called Anna?

Object questions ask about the object of the sentence. The verb is in question form.

Peter called Anna.

↙
Who did Peter call?

Game!

 **12** Listen to the sounds. Use the verbs and your own ideas to continue the story.

- look out • blow
- rain • hear • run
- call • come

Marco looked out of the window.

End the story with:
Thankfully,
everyone was OK.

5 Read the theory, write questions to which the underlined words are the answers in your notebook.

- 1 They took Luke to hospital. Who did they take to hospital?
- 2 The fire destroyed the historic building. What did the fire destroy?
- 3 Tom called the fire brigade. Who called the fire brigade?
- 4 Sofia watched the weather forecast in the morning. What did Sofia watch in the morning?
- 5 Harry's house collapsed in the earthquake. Whose house collapsed in the earthquake?
- 6 Paul met Elaine. Who did Paul meet?

2C • Vocabulary

Accidents/Disasters

1  Use the verbs to complete the newspaper headlines. Write in your notebook.

• rescued • sank • crashed • injured • collapsed

A Train Comes off Tracks
17 Passengers **injured**

B 20 Survivors
rescued from
Burning Aircraft

C Six cars **crashed** into
each other in
M6 pile-up

D Building **collapsed**
after Fuel Tank
Blew up

New Evidence Reveals Why
Ship **sank**
In The Ocean **E**

2 Match the headlines (A-E) in Ex. 1 to the accidents/disasters below (1-5). Which words helped you decide?

1 C car crash



2 A train derailment



3 D explosion



4 B plane crash



5 E shipwreck





Culture Spot

The Great Fire of London was a major fire in London in 1666. It started in a bakery in Pudding Lane and over three days it destroyed around 13,200 houses.



 Describe a disaster that has occurred in your country.

Feelings

3 Choose the correct word. Check in your dictionary and write the sentences in your notebook. Make a sentence using the other word.

- 1 I was frightened/frustrated when I saw the hurricane approaching.
- 2 Max was anxious/amazed by the speed of the rescue team.
- 3 By the time we got to the top of the volcano, we were exhausted/worried.
- 4 Oliver was shocked/angry when the volcano suddenly erupted.
- 5 When he heard the explosion, Paul was terrified/relieved.

4  **Think** Imagine you witnessed a car crash. What happened? How did you feel? Tell the class.

1 To complete headlines

- Ask Ss to look at the headlines and then use the verbs to complete them.
- Check Ss' answers. Elicit the meaning of the verbs.

2 To present vocabulary for accidents/disasters

- Explain the task. Ask a S to read out the accidents/disasters.
- Give Ss time to complete it.
- Elicit answers from Ss around the class and then ask various Ss to say which words helped them decide.

Answer Key

- 1 cars, crashed
- 2 train, tracks
- 3 building, collapsed, fuel tank, blew up
- 4 burning aircraft
- 5 ship, sank, ocean

3 To present/practise vocabulary for feelings

- Explain the task and ask Ss to look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the task and check their answers.
- Then ask various Ss around the class to make a sentence using the other word.

Suggested Answer Key

- 1 The little girl felt frustrated as she couldn't play outside because of the rain.
- 2 Tom was anxious when the train was delayed.
- 3 Carla was very worried when Jane was two hours late for dinner.
- 4 He's angry at me for using his computer.
- 5 We were relieved to get home safely.

4 To practise vocabulary for feelings; to describe a car crash

Explain the task and give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

I saw a car crash into another car one day on the way to school. There was a loud crash and I was terrified by the sound. I was anxious that the drivers were injured but they were OK. I was relieved in the end.

Culture Spot (*develop research skills*)

Read out the information in the box and then give Ss time to research online and find out about a disaster in their country. Ask Ss to present the disaster to the class.

Background Information

The M6 (Motorway) is the longest motorway in the UK. It was constructed in 1958 and is around 373.7km long.

London is the capital city of England in the UK. The city of London has a population of around 8.8 million and is the financial district of the UK and home to Big Ben, the Houses of Parliament and Buckingham Palace.

Pudding Lane is a minor road in London close to the London Bridge. It is famous as the location of the bakery where the Great Fire of London began in 1666.

Suggested Answer Key

One of the worst disasters in Italy in recent years was the Rigopiano avalanche. It happened on 18th January, 2017. The avalanche happened because of heavy snowfall and small earthquakes. A huge mass of snow fell from one of the mountains above Rigopiano in the north of the country and hit a hotel there. Sadly, it killed 29 people and 11 others were injured.

2d

1 a) **Aim** To predict the content of a dialogue

Ask Ss to read the phrases and then guess what type of accident happened in the dialogue.

b) **Aim** To complete a dialogue

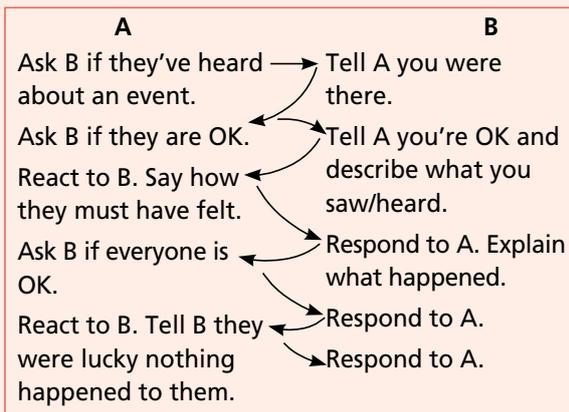
- Ask Ss to read the dialogue and copy it into their notebooks completing the gaps with the sentences A-E.
- Remind Ss that there is one extra sentence.

c) **Aim** To listen for confirmation

Play the recording for Ss to listen and check their answers to Ex. 1b.

2 **Aim** To role play a dialogue narrating an experience

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



- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

Suggested Answer Key

A: Hey, Ken. Did you hear about the car crash in Henry Street?

B: Well, I didn't just hear about it, I was there.

A: Really? Are you OK?

B: I'm OK now, but it was awful. I was walking down the street when I heard a screeching noise.

A: Seriously? I bet you were scared.

B: I was terrified! A car crashed into a toyshop window!

A: How terrible! Was everyone OK?

B: No, the driver was badly injured.

A: How awful! You were very lucky nothing happened to you.

B: I know. it was such a terrible experience!

Intonation

Aim To learn intonation when expressing shock/surprise

- Play the recording and ask Ss to listen and underline the stressed syllables.
- Check Ss' answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

Everyday English • 2d

Narrating an experience

1 a) The phrases below come from a dialogue about an accident. What type of accident was it? **It was a car accident.**

- driving me to school
- traffic lights
- loud noise
- crashed into one another

b) Complete the dialogue in your notebook. Use the sentences in the list (A-E). One sentence is extra.

c)  13 Listen and check. Was your guess from Ex. 1a correct?

Penny Hi, John. 1) **E**

John You won't believe it, but I was there.

Penny Really? Are you alright?

John I'm OK now, but it was awful. My dad was driving me to school. We were waiting at the traffic lights when we heard a loud noise.

Penny Oh dear! 2) **A**

John I was terrified! Three cars crashed into one another!

Penny 3) **C**

John Luckily, no one was hurt, but the crash completely destroyed the cars.

Penny How awful! 4) **B**

John I know. It was such a terrible experience!

A I bet you were frightened.

B You were very lucky nothing happened to you.

C Was everyone OK?

D The ambulance took them to hospital.

E Did you hear about the car crash in Hall Street?

2  Act out a similar dialogue. Use the news headline. Follow the diagram.

Car Crashes into Toyshop Window

Hey ... Did you hear ...?

You'll never guess but ... /Well, I didn't just hear about it, I was ...

Really? Are you ...?

I'm OK now, but ... I was ... when ...

Seriously? I bet you ...

I was ...!

How terrible! Was everyone ...? /Was anyone hurt?

No, the driver was ...

Intonation Expressing shock/surprise

 14 Copy the sentences in your notebook, then listen and underline the stressed syllables. Listen again and repeat.

1 That's awful!

3 Oh dear!

5 How awful!

2 What a terrible crash!

4 No way!

6 Oh no!

I **had been working** on my school project for two hours when the lights went out.



I **had finished** mine by that time.

Past perfect (*had + past participle*)

affirmative	I/You/He/She/It/We/They had finished .
negative	I/You/He/She/It/We/They hadn't finished .
interrogative	Had I/you/he/she/it/we/they finished ?
short answers	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

We use the **past perfect** for:

- an action that happened **before** another action in the past. **I had gone to bed before the storm hit.**
- an action which **finished in the past** and whose **result was visible** in the past. **He had missed his bus, so he was really late.**

Time expressions: *before, already, after, for, since, just, till/until, by, by the time, never, etc.*

1 Read the theory. Then do the task. Last year, a fire destroyed the town library and the mayor decided to rebuild it. Write what the builders had already done and what they hadn't done yet when the mayor visited yesterday.

- | | |
|--|----------------------|
| 1 build walls (✓) They had built the walls. | 4 put up shelves (✗) |
| 2 install the windows (✗) | 5 tile the roof (✓) |
| 3 paint the doors (✓) | 6 plant flowers (✗) |

2  Ask and answer questions using the prompts in Ex. 1.

A: Had they built the walls?

B: Yes, they had.

Past perfect continuous (*had been + verb -ing*)

affirmative	I/You/He/She/It/We/They had been working .
negative	I/You/He/She/It/We/They hadn't been working .
interrogative	Had I/you/he/she/it/we/they been working ?
short answers	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

We use the **past perfect continuous**:

- to put emphasis on the **duration** of an action that happened **before** another past action or before a stated time in the past. **Anna had been waiting for an hour before the bus arrived.**
- for an action which **lasted for some time** in the past and whose **result was visible** in the past. **He was out of breath because he had been running up the stairs.**

Time expressions: *for, since, how long, before, until, etc.*

3 Read the theory. Then use the phrases in brackets to make sentences, as in the example.

- The rescuers were exhausted. (**looking for survivors all night**)
The rescuers were exhausted because they had been looking for survivors all night.
- Matt's clothes were dirty. (**work in the garden all morning**)
- Kate was sunburnt. (**stand in the sun all afternoon**)
- Tim had a headache. (**work on his computer all day**)
- Lily was bored. (**wait for the train for two hours**)

1 To present/practise/revise the past perfect

- Present the past perfect. Say, then write on the board: *I had seen the accident*. Underline *had seen* and explain that this verb is in the past perfect. Point to a S and say: *You had seen the accident*. Then write it on the board. Point to a male S and say: *He had seen the accident*. Then write it on the board. Present the other persons in the same way.
- Explain that we form the past perfect in the affirmative with *had* and the past participle of the main verb, we form the negative by putting *not* after *had* and we form questions by putting *had* before the subject.
- Explain that we use this tense to talk about an action which happened in the past before another past action and for an action which happened in the past with a visible result in the past.
- Explain/Elicit that past participles of regular verbs are usually formed by adding **-ed** (*work – worked*), verbs ending in **-e** add **-d** (*love – loved*), verbs ending in **consonant + -y** lose **-y** and add **-ied** (*study – studied*), verbs ending in a **vowel + -y** add **-ed** (*play – played*), verbs ending in a vowel + **l, p, k, b**, etc double the consonant and add **-ed** (*travel – travelled*).
- Ask Ss to read the theory box and the cartoon and find the past perfect tense. Elicit use (action that happened before another action in the past).
- Explain the task. Read out the example and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 2 *They hadn't installed the windows.*
- 3 *They had painted the doors.*
- 4 *They hadn't put up shelves.*
- 5 *They had tiled the roof.*
- 6 *They hadn't planted flowers.*

2 To practise the past perfect

- Ask Ss to work in closed pairs and ask and answer questions using the prompts in Ex. 1 following the example.
- Monitor the activity around the class and then ask some pairs to act out their exchanges.

Suggested Answer Key

- 2 A: *Had they installed the windows?*
B: *No, they hadn't.*
- 3 A: *Had they painted the doors?*
B: *Yes, they had.*
- 4 A: *Had they put up shelves?*
B: *No, they hadn't.*
- 5 A: *Had they tiled the roof?*
B: *Yes, they had.*
- 6 A: *Had they planted flowers?*
B: *No, they hadn't.*

3 To present/practise the past perfect continuous

- Present the past perfect continuous. Say, then write on the board: *I had been waiting for an hour*. Underline *had been waiting* and explain that this verb is in the past perfect continuous. Explain that we form the past perfect continuous with *had been* and the main verb with *-ing*. Explain that we form negatives by putting *not* after *had* and questions by putting *had* before the subject.
- Ask Ss to find the past perfect continuous form in the cartoon. Elicit use (emphasise the duration of an action which happened before another past action or before a stated time in the past and for an action which lasted for some time in the past and had a visible result in the past). Go through the theory with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 2 *Matt's clothes were dirty because he had been working in the garden all morning.*
- 3 *Kate was sunburnt because she had been standing in the sun all afternoon.*
- 4 *Tim had a headache because he had been working on his computer all day.*
- 5 *Lily was bored because she had been waiting for the train for two hours.*

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

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

5 **Aim** To practise past tenses

- Give Ss time to read the text and complete the gaps with the correct past forms of the verbs in brackets.
- Check Ss' answers.

6 **Aim** To present/practise clauses of result

- Ask two Ss to read the cartoon aloud. Focus Ss' attention on the words in bold. Explain that **so** introduces a clause of result. Explain that we use clauses of result to describe the result of an action.
- Go through the theory with Ss. Ask Ss to provide more examples.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

7 **Aim** To practise clauses of result

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

Answer Key

- 1 *Fran was so tired that she couldn't walk another step.*
- 2 *It was such a beautiful day that I decided to go hiking in the mountains.*
- 3 *There was such heavy rain that we were worried about flooding.*

4 Copy the sentences in your notebook and put the verbs in brackets in the *past perfect* or the *past perfect continuous*.

- 1 The forest fire **had been burning** (burn) for hours before the firefighters arrived.
- 2 Luckily, Anna **had returned** (return) to the hotel when the avalanche struck.
- 3 The roof **had already collapsed** (already/collapse) by the time they called the emergency services.
- 4 We **had never seen** (never/see) a volcanic eruption before.
- 5 The pilot **had been flying** (fly) for an hour before he noticed the problem.

5 Put the verbs in brackets in the correct past tense. Write in your notebook.

18-YEAR-OLD SURVIVES NIGHT ON A MOUNTAIN

Yesterday, a rescue team 1) **found** (find) Janie Daniels, an 18-year-old skier, alive and well. Janie 2) **was skiing** (ski) on Pike Mountain when there was an avalanche. She 3) **had been missing** (miss) for over 18 hours before a helicopter spotted her. Her



family 4) **contacted** (contact) the emergency services when she didn't call home at the

end of the day. The rescue teams 5) **had been looking** (look) for Janie all through the night, but they 6) **didn't find** (not/find) her until the next day. The unfortunate skier 7) **had been trying/was trying** (try) to get away from the avalanche when she 8) **hit** (hit) a tree. She 9) **broke** (break) her leg and couldn't contact anyone because she 10) **had lost** (lose) her smartphone. Janie is recovering in the local hospital where she will stay for a few days.

Clauses of result

We use clauses of result to show the result of an action:

- **so + adjective/adverb + that ...** . The wind was **so strong that it blew down several trees**. He drove **so carelessly that he almost had an accident**.
- **such a/an + adjective + singular countable noun + that ...** . It was **such a powerful earthquake that lots of buildings collapsed**.
- **such + adjective + plural countable/uncountable noun + that ...** . There was **such terrible weather that the school closed for a week**.

6 Read the theory, then complete the sentences with *so*, *such* or *such a/an*. Write in your notebook.

- 1 The avalanche happened **so** quickly that it caught everyone by surprise.
- 2 There was **such an** awful snowstorm that we couldn't leave the house.
- 3 It was **such** bad weather that the roads were closed.
- 4 The rescuers were **so** fast that they managed to save all the people.

7 Join the sentences using the words in brackets.

- 1 Fran was tired. She couldn't walk another step. (so)
- 2 It was a beautiful day. I decided to go hiking in the mountains. (such)
- 3 There was heavy rain. We were worried about flooding. (such)

Did you hear about the car crash last night?



Yes! The driver was going **so fast that he couldn't stop at the traffic lights and crashed into a wall**.

Lost Without a Trace

On 5th December, 1945, a group of five military aeroplanes left Florida in the USA. Called 'Flight 19', the planes were heading east over the Atlantic Ocean to do some training. Unfortunately, though, they never returned ...

When the planes took off, the sun was shining and a light breeze was blowing. The leader of the flight was Charles Taylor, an **experienced** pilot who had fought in World War 2. The other 13 crew members were students. At first, everything went according to plan. The planes reached a remote **destination** over the ocean and were ready to return home, but then the pilots noticed that their compasses weren't working. By that time, dark clouds had formed in the sky, so they couldn't direct themselves using the sun. Then, the army airport lost radio **contact** with the planes. Immediately, they sent two flying boats to search for them. Soon after they departed, though, one plane lost contact with the airport, too. They never heard from it again. Even today, the army has never found any of the six planes.

The story of Flight 19 is one of many mysterious events which have happened in the Bermuda Triangle, an area in the Atlantic Ocean close to Florida. In 1918, a huge ship, the USS Cyclops, went missing there. In 1937, Amelia Earhart, the famous pilot, **disappeared** while flying over the area.

Many people have tried to explain these events. Some think that the area is around Atlantis, the **mythical** underwater city. They say that somehow Atlantis emits energy beams that affect compasses! Others say that aliens are responsible for the missing ships and planes! Whatever the truth, the Bermuda Triangle continues to **fascinate** us. It might be one mystery that we will never solve.



Reading

- 1 15 What do you know about the Bermuda Triangle? What do you think happens there? Listen and read the text to find out.
- 2 Read again and choose the correct item. Then explain the words in bold in the text.
 - 1 The crew members on Flight 19 were **going into battle/doing an exercise/travelling abroad**.
 - 2 A flying boat disappeared **before/at the same time as/after** Flight 19.
 - 3 Amelia Earhart **travelled through/sailed around/flew over** the Bermuda Triangle.

- military
- go according to plan
- compass • direct
- lose contact
- go missing • emit
- affect

- 3 **Think** Which of the theories about the Bermuda Triangle seems possible to you?

Speaking

- 4 **Think** Imagine you were working at the army airport in Florida from where the planes of Flight 19 took off. Use the information in the text to narrate your experience.

On 5th December 1945, I was working at an army airport in Florida in the USA. That day ...

1 To listen and read for specific information

- Ask Ss to look at the picture and read the title.
- Elicit what Ss know about the Bermuda Triangle as well as various opinions about what they think happened there.
- Play the recording. Ss listen to and read the text to find out.

Suggested Answer Key

I think that ships and planes go missing there. I don't think anyone knows what exactly happens to them, though.

2 To read for specific information

- Ask Ss to read the text again, read the sentences and choose their answers according to what they read.
- Check Ss' answers.
- Then elicit explanations for the words in bold from Ss around the class using their dictionaries if necessary.

Suggested Answer Key

training – exercise to learn sth

experienced – skilful and knowledgeable because you have done sth many times

destination – the place you are going to

contact – the state of being able to communicate with sb

disappeared – went somewhere where you can't be found

mythical – existing in a myth (an unreal story from the past)

fascinate – to make sb very interested in sth

solve – to find the explanation/answer to sth

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3 To express an opinion

Elicit opinions from Ss around the class.

Suggested Answer Key

I think that either of the theories about the Bermuda triangle are possible. I hope that one day, scientists can find out exactly what has happened to all the missing boats and planes.

4 To narrate an experience

Explain the situation and give Ss time to consider their answers and then ask various Ss around the class to narrate the experience of Flight 19 from the point of view of a person working at the army airport in Florida at the time. Remind Ss to use the beginning provided.

Suggested Answer Key

On 5th December 1945, I was working at an army airport in Florida in the USA. That day, a group of five planes had to go on a training exercise over the Atlantic Ocean. It was called 'Flight 19' and I had to stay in contact with the planes from the airport. Everything started as planned, but when the planes were due to head back, the pilots told me that their compasses weren't working. At that time, the weather had worsened so they couldn't use the sun to direct themselves home either. I tried to stay calm, but then something awful happened – I lost radio contact with them. We sent two flying boats to try to find them, but we lost contact with one of them, too. I still don't know what happened that day. It's a mystery that I think we will never be able to solve.

Background Information

Florida is a US state. It has a population of over 20 million and is a popular tourist destination. It has lots of beaches, warm weather and is famous for its oranges.

The USA or United States of America is a republic made up of 50 states. It has a population of over 325 million people. The capital is Washington D.C.

The Bermuda Triangle is a region of the Atlantic Ocean in the shape of a triangle where ships and planes have disappeared in strange circumstances.

The Atlantic Ocean is the second largest ocean in the world. It covers approximately 20% of the Earth's surface and is more than 8,000 metres deep in some places.

Amelia Earhart was born on 24th July 1897 in Kansas, USA. She is most famous as being the first woman to fly solo across the Atlantic Ocean in August 1932. Amelia disappeared when trying to fly her plane around the world in 1937 and was never seen again.

Atlantis is a legendary island in the Atlantic Ocean that is thought to have been destroyed by an earthquake. We still aren't sure today if Atlantis really existed and if it is somewhere beneath the surface of the ocean.

5 a)  **To present vocabulary for weather**

- Ask Ss to read the words in the list.
- Explain/Elicit the meanings of any unknown words and then give them time to use them to complete the sentences.
- Check Ss' answers.

b)  **To talk about the weather**

Elicit answers to the question from Ss around the class.

6  **To practise word formation (-ing/-ed adjectives)**

- Ask Ss to read the theory box and then give them time to complete the task.
- Check Ss' answers.

7  **To listen for specific information**

- Ask Ss to read the questions and answer choices.
- Then play the recording, twice if necessary, and have Ss listen and choose their answers.
- Check Ss' answers.

8  **To write a story**

- Read out the **Study skills** box and tell Ss the tip will help them to complete the task successfully.
- Play the recording from Ex. 7 again and ask Ss to make notes. Then explain the task and give Ss time to use their notes to narrate their experience using the beginning provided.
- Ask various Ss to read their narration to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Last year, I won a radio competition and the prize was a trip to Namibia, a country in Africa. My family came with me and on our second day there we went on safari. It was amazing. We all felt excited. Our most memorable experience, though, was trekking through the desert from Damaraland to the Skeleton Coast. We started well and took some amazing photos, but as we were approaching the coast we ran into a sandstorm! Luckily, we found a shipwreck, and from there we could see the ocean. It was a scary experience and one that I'll never forget.



Vocabulary

Weather

- 5 a) Copy the sentences in your notebook and fill the gaps with: *blowing, thick, gentle, heatwave, pouring, heavy, freeze, shining.*

- 1 Take your umbrella. It's **pouring** down outside!
- 2 It's very cold; I think it will **freeze** during the night.
- 3 The wind was **blowing** so hard that I lost my hat.
- 4 Be careful not to get sunburn during the **heatwave**.
- 5 The sun is **shining** and it's a beautiful day.
- 6 The forecast says we'll have **heavy** showers all day.
- 7 The clothes I washed dried quickly in the **gentle** breeze.
- 8 We couldn't see anything in the **thick** fog.

- b) What was the weather like in your area last weekend? Tell the class. *It was pouring rain where I live last weekend.*



Word Formation

We can use *-ing/-ed* to form adjectives:

- **-ing** adjectives describe what something/someone is like. *The story was exciting.* (What was it like? Exciting.)
- **-ed** adjectives describe someone's feelings. *Sam was terrified.* (How did he feel? Terrified.)

- 6 Read the Word Formation box, choose the correct item and write in your notebook.

- 1 What's wrong? You look **worrying/worried** about something.
- 2 The earthquake was very **frightening/frightened**!
- 3 Sally was **disappointing/disappointed** when she missed the school trip.
- 4 Are you **exciting/excited** about your holiday?
- 5 Yesterday was such a **tiring/tired** day!

Listening

- 7 16 Listen to a radio interview and for questions 1-4 choose the correct answer (A, B or C).

- 1 Namibia has got

A the most wildlife in Africa.	B the biggest desert in Africa.
<input checked="" type="radio"/> C the oldest desert in the world.	
- 2 When Cassie started the trek in Damaraland, she was

A with her brother.	<input checked="" type="radio"/> B with her family.
C alone.	
- 3 The sandstorm hit as they were

<input checked="" type="radio"/> A approaching the Skeleton Coast.	B trekking along a dry river.
C walking over mountains.	
- 4 Where did they see the *Eduard Bohlen*?

A in the sea	<input checked="" type="radio"/> B in the desert
C on the coast	

Writing (a story)

- 8 16 Listen to the recording from Ex. 7 again and make notes. Imagine you are Cassie Dyer. Write about your experience in Namibia (100-120 words). Start like this: *Last year, I won a radio competition and the prize was a trip to Namibia, a country in Africa. First, do the tasks on p. 99*

Study skills

Setting the scene

Start a story by setting the scene. Describe the *place (where)*, the *time (when)*, the *weather*, the *characters (who)*, their *activities* and their *feelings*.

Reading & Listening

1 Read through the text and find at least one achievement of the ancient Romans.

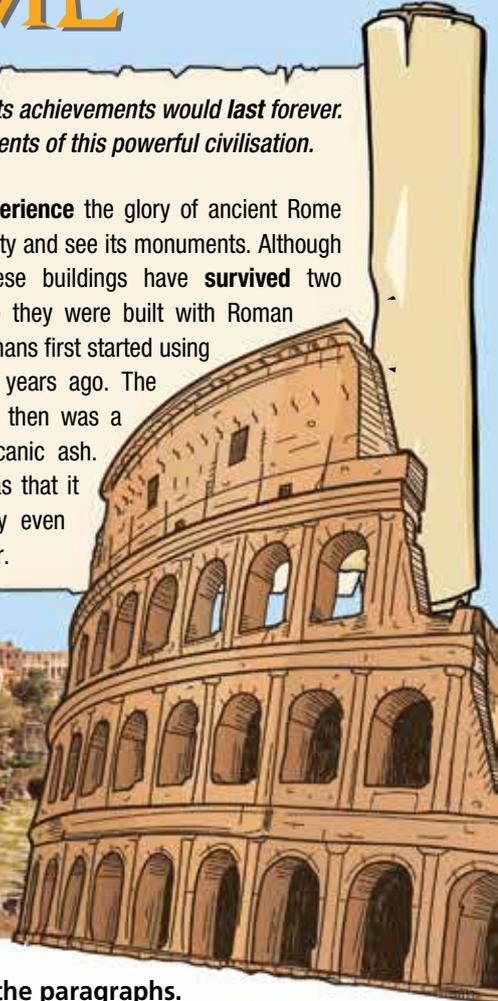
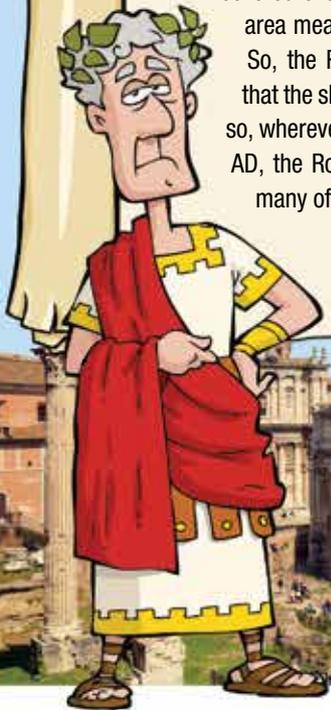


THE ACHIEVEMENTS OF ANCIENT ROME

The ancient Romans called Rome the 'Eternal City'. They thought that the Roman Empire and its achievements would last forever. In the late 4th century, the empire fell, but today we can still admire the amazing achievements of this powerful civilisation.

1 C The Roman Empire was **huge**. At its greatest, it covered over one million square miles. Ruling such a large area meant that its armies needed to get around quickly. So, the Romans built high-quality roads. They **realised** that the shortest route between two points is a straight line so, wherever possible, they built their roads like this. By 200 AD, the Romans had built over 50,000 miles of road and many of these still exist today.

2 A We can still **experience** the glory of ancient Rome today when we visit the city and see its monuments. Although some are damaged, these buildings have **survived** two millennia mostly because they were built with Roman concrete. The ancient Romans first started using this material over 2,100 years ago. The concrete they used back then was a mixture of lime and volcanic ash. One of its advantages was that it set very quickly, so they even used it to build underwater.



- achievement
- eternal • cover
- route • glory
- millennium
- concrete
- lime • set

2 a) 17 Read again and match the headings to the paragraphs. There is one heading that you do not need to use. Listen to check.

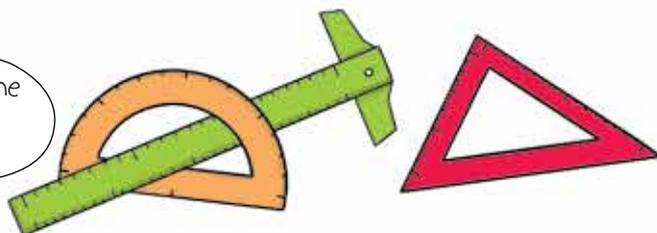
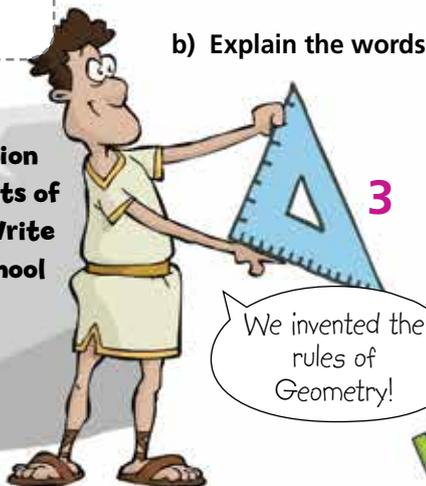
- A How to build an Eternal City
- B Rome wasn't built in a day
- C All roads lead to Rome

b) Explain the words in bold. You can use your dictionary.

Speaking & Writing

3 Think What impressed you from the text? Why?

Collect information about achievements of ancient Greece. Write a text for the school magazine.



1 To introduce the topic

Ask Ss to read through the text and then elicit an achievement of the ancient Romans from various Ss around the class.

Suggested Answer Key

The Roman Empire was huge and stretched across Europe. That is why the Romans built high-quality roads which allowed their armies to get around quickly. Also, they used Roman concrete to build monuments, many of which still exist today.

2 a) To read and listen for key information (matching headings)

- Ask Ss to read the text again and match the headings to the paragraphs. Remind Ss that one heading is extra.
- Then play the recording and Ss listen and check their answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

b) To consolidate new vocabulary

- Ask Ss to explain the words in bold using their dictionaries as necessary.
- Check Ss' answers around the class.

Suggested Answer Key

last – to continue existing

admire – to think highly of sth

huge – large

realised – understood

experience – to have a personal encounter

survived – continued to exist

3 To consolidate information in a text and express an opinion

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

Suggested Answer Key

I'm impressed that the buildings which the ancient Romans built are still standing today. The ancient Romans knew a lot about architecture, and they invented Roman concrete, which even let them build underwater.

Collect information about achievements of ancient Greece. Write a text for the school magazine.

- Give Ss time to research online and collect information about ancient Greece and the achievements of this time.
- Then ask Ss to use the information to write a text for the school magazine.
- Ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and have Ss present their texts in the next lesson.

Suggested Answer Key

The Achievements of Ancient Greece

Ancient Greece was a civilisation which lasted from around the 12th century BCE to 600 AD. The ancient Greeks achieved a lot in politics, culture, science and sport.

In the first place, democracy started there. This is a political idea which states that everyone can vote, and the state must accept the decision of the majority of voters. Democracy is the political system which most countries in the world follow today.

The ancient Greeks also developed philosophy. They thought deeply about life and its meaning – and these ideas are still important today. Also, the ancient Greeks wrote books and plays which people still read today. Greek words are used in a lot of languages.

In addition, the ancient Greeks invented geometry and a lot of mathematical principles. The principles and theories of the famous ancient Greek mathematicians Pythagoras, Euclid and Archimedes are still used today. The ancient Greeks also developed astronomy and made the first 3D models of the planets. They made huge advancements in medicine, too. Hippocrates is known to this day as the 'father of medicine'.

Furthermore, they gave us the Olympics. They thought that sports could bring people together in peace, and this is the reason we continue to organise the Olympics today.

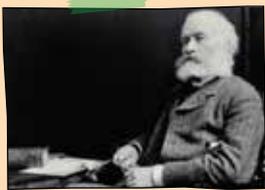
These are just some of the achievements of ancient Greece that changed the world.

1 **Aim** To create a poster

- Give Ss time to research online for information about six achievements of the 20th century and prepare a poster.
- Then, tell Ss to write a few words under each picture, as in the examples.

Suggested Answer Key

Achievements of the 20th Century



In 1928, Alexander Fleming discovered penicillin. It fights bacterial infections and has saved millions of people's lives.



In 1927, Henry Ford invented the Model T. It was the first car that ordinary people could afford.



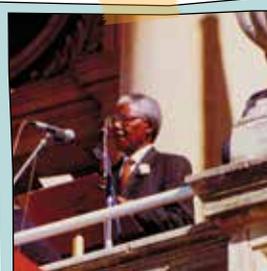
In 1990, Tim Berners-Lee introduced the World Wide Web to the public. It allowed people to connect to the Internet.



In 1932, Amelia Earhart became the first woman to fly solo across the Atlantic Ocean.



In 1994, the UK and French governments opened the Channel Tunnel. It connected England and France through a tunnel under the sea.



In 1994, Nelson Mandela helped end apartheid in South Africa and the country had its first elections in which black people could vote.

2 **Aim** To give a presentation on a 20th-century achievement

- Explain the task and ask Ss to choose one of their achievements from Ex. 1 and collect more information about it. Ss then prepare a presentation to give to the class.
- Ask various Ss to present their chosen achievement to the class adding slides if they wish.

Suggested Answer Key

Good morning/afternoon everyone. Every century has its firsts, doesn't it? Well, one of the greatest achievements of the 20th century was when Amelia Earhart became the first woman to fly solo across the Atlantic Ocean. Before the flight, Earhart was a well-known pilot, but no one thought it was possible for her to fly on her own across the Atlantic. She set off on her journey from Harbour Grace in Newfoundland in Canada. She had been flying for 14 hours and 56 minutes when she landed in a field in Northern Ireland. It was an amazing achievement and Earhart became a celebrity around the world. Her achievement was especially important in the fight for women's rights, especially in the USA. Are there any questions? Thank you for listening.

3 **Aim** To explain quotations and discuss the value of achievement

- Give Ss time to read the quotations and discuss them in small groups.
- Elicit answers from Ss around the class.

Suggested Answer Key

The first quote means that having a good idea is not enough – you also need to put in a lot of effort to achieve something.

The second quote means that you have to take risks to achieve something big.

4 **Think Aim** To express an opinion on the value of achievement

- Explain the meanings of any unknown words in the list and then give Ss time to consider their answers and discuss in pairs.
- Elicit answers from various Ss around the class.

Suggested Answer Key

A: I believe that to achieve great things you need to have a lot of different qualities.

B: I agree. You need to have the courage to risk wasting a lot of time and effort if you fail.

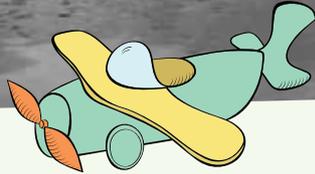
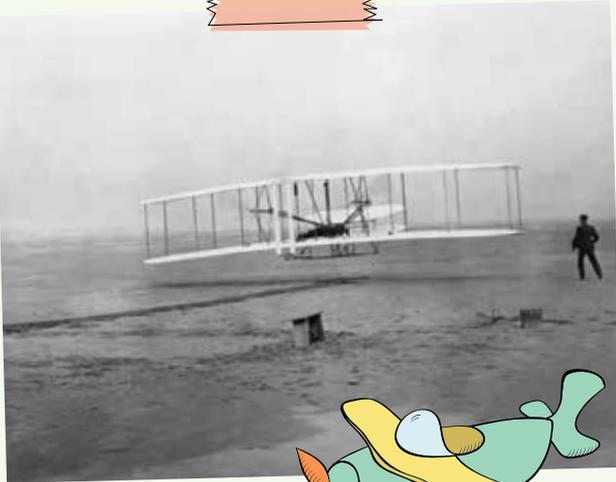
A: Yes. Also, you need patience, because your achievement might need a lot of time.

B: That's true and you also need determination to continue on your path despite problems.

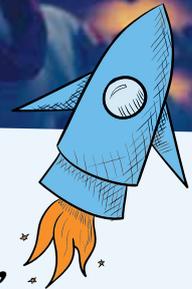
A: Also, you need intelligence so that you can find the quickest and easiest path towards your goal.

Project Time 2

- 1   Collect information about six achievements of the 20th century. Create a poster. Find pictures and write a few words about each achievement, as in the examples.



In 1903,
Orville and Wilbur Wright
made the first flight ever
in an aircraft.



In 1969,
Neil Armstrong became
the first person to walk
on the Moon.

Presentation Skills

- 2 Choose one of the achievements from Ex. 1 and present it to the class. Talk about: *who – where – when – what happened – what they achieved*. You can prepare a presentation with slides.

VALUES

Achievement

- 3  Read the quotations. What do you think they mean?

"Genius is 1% inspiration, 99% perspiration."
Thomas Edison

- 4   **Think** What qualities does it take to achieve great things? Discuss. Use the ideas below as well as your own.

"Only those who dare to fail greatly can ever achieve greatly."

Robert F. Kennedy

- courage • skill • patience • passion • optimism • self-confidence • honesty
- determination • intelligence

See Song Section p. 94

3 • What if...?



What's in this module?

• Vocabulary

- environmental problems
- environmental jobs & qualities
- endangered species
- types of holidays

• Grammar

- *will – be going to* – present simple – present continuous
- future continuous
- conditionals (0-3)
- wishes

• Speaking

- discussing future plans

• Writing

- a blog entry about your summer plans

• CLIL (Science):

Plant Life

- **Culture:** The Peace River Refuge and Ranch, Florida, USA

- **Values:** Learning from nature

Vocabulary

Environmental problems

- 1 Which of these problems (A-F) can you see in the pictures (1-5)? Which are caused by nature? by humans?

A temperatures rise

B rivers and lakes dry up

C rainforests disappear

D the seas become polluted

E extreme weather becomes more common

F ice caps melt

What if...?

What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

1 To present/practise vocabulary for environmental problems

- Ask Ss to look at the pictures and read the list of problems.
- Give Ss time to match the problems to the pictures and then elicit which problems are caused by nature and which by humans from Ss around the class.

Answer Key

1 D 2 C 3 B 4 E 5 F

Suggested Answer Key

I believe all of these problems are caused by humans, as they are related to global warming.

2  **To talk about environmental problems**

- Ask Ss to read the list of ideas and read out the example.
- Then elicit sentences from Ss around the class.

Suggested Answer Key

If extreme weather becomes more common, there will be more hurricanes and heatwaves.

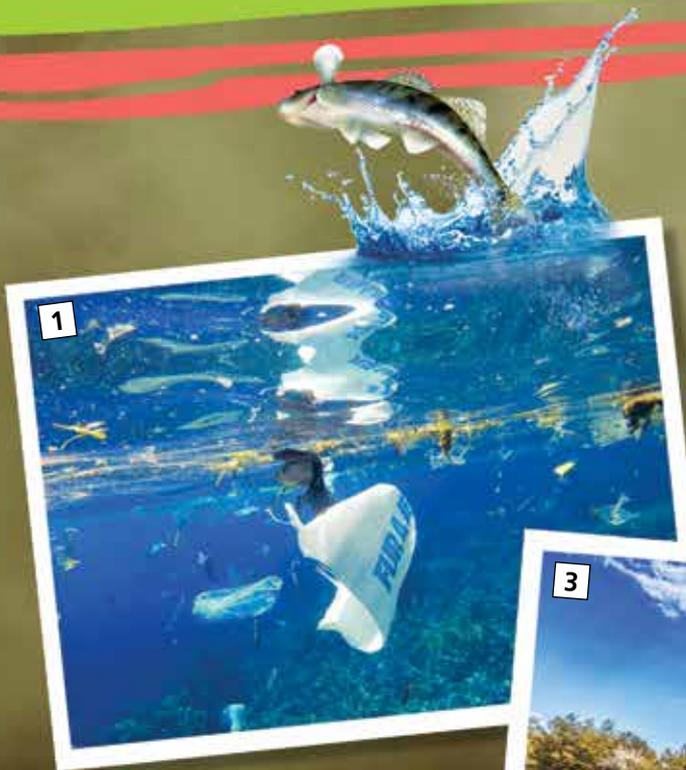
If rainforests continue to disappear, wildlife will have nowhere to live.

If ice caps continue to melt, sea levels will rise and coastal towns will disappear.

If temperatures continue to rise, crops will fail, and animals and people will starve.

If the seas continue to become polluted, sea creatures will die.

- Play the video for Ss and elicit their comments at the end.



2 What will happen if these problems continue? Use the ideas to make sentences.
If rivers and lakes continue to dry up, there will be no clean drinking water.

- there will be more hurricanes and heatwaves
- wildlife will have nowhere to live
- sea levels will rise and coastal towns will disappear
- crops will fail, and animals and people will starve
- sea creatures will die
- no clean drinking water



Home

Ads

Photos

Contact

Fancy working with one of the most **intelligent** animals on the planet? Well that's exactly what you can do on the 'Dolphin Doc for a Day' programme at Dolphins Plus, a sea life centre in Florida, USA.

Our experts here don't just **look after** dolphins; they also carry out valuable research into these fascinating creatures. So, the first thing you do when you arrive at Dolphins Plus is learn about dolphin behaviour and how scientists **collect** data. We'll also tell you about our safety procedures. Generally, dolphins are friendly animals, but you must **behave** carefully around them, too. After all this, you'll get to put your new skills into practice with the latest member of our family – a baby dolphin!

Feeding the dolphins requires a lot of work. We need to make sure that they get the right vitamins and minerals to stay healthy. Our animal **nutritionists** make tasty

meals for the dolphins. They'll show you some of the dolphins' favourite recipes and then you'll get the chance to feed them. The dolphins love the food we prepare for them, so they always get excited around feeding time!

Volunteering at Dolphins Plus isn't all hard work, though. The best part of your day will probably be swimming with the dolphins. They're such friendly creatures that you can even pet them. At Dolphins Plus, you'll take away unforgettable **memories** and you'll be able to **share** the things you've learnt with your family and friends! We can't wait to show you around. So, what are you waiting for? Sign up today!

- behaviour • data
- safety procedures
- require
- animal nutritionist
- pet

1 **18** Read the title of the text. Which of these activities do you think a 'Dolphin Doc for a Day' can participate in? Listen and read to find out.

- look after sick dolphins • feed dolphins • give tours of the centre
- sell dolphin souvenirs • swim with dolphins • teach tricks to dolphins

2 Read the text again and decide if the statements (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Then explain the words in bold.

- 1 The 'Dolphin Doc for a Day' programme is free. DS
- 2 A lot of thought goes into preparing the dolphins' food. R
- 3 The dolphins behave differently around mealtimes. R
- 4 Visitors aren't allowed to touch the dolphins. W
- 5 Dolphins Plus has other sea creatures. DS

3 **Think** What would you enjoy most about this programme? Why?

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

- Ask Ss to read the title of the text and elicit their guesses as to which of the activities in the list a 'Dolphin Doc for a Day' can participate in.
- Play the recording. Ss listen and read the text to find out.

Answer Key

A 'Dolphin Doc for a Day' can feed dolphins and swim with dolphins.

2 **Aim** To read for specific information (R/W/DS)

- Ask Ss to read the sentences and then give them time to decide whether they are right, wrong or doesn't say. Ss should justify their answers.
- Check Ss' answers.
- Then elicit explanations for the words in bold from Ss around the class using their dictionaries if necessary.

Suggested Answer Key

intelligent – clever

look after – take care of

collect – to gather

behave – to act

nutritionists – experts on how food affects our health

memories – moments or events you remember

share – to show or tell to others

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3 **Think Aim** To express an opinion

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I would most enjoy swimming with the dolphins.

I think it would be amazing to get up close with these friendly and cheerful creatures.

Background Information

Florida is a US state. It has a population of over 20 million and is a popular tourist destination. It has lots of beaches, warm weather and is famous for its oranges.

The USA or United States of America is a republic made up of 50 states. It has a population of over 325 million people. The capital is Washington, D.C.

3a

4 To present vocabulary for environmental jobs & qualities

- Ask Ss to look at the pictures and read the descriptions.
- Allow them some time to match the descriptions to the jobs.
- Check Ss' answers.

5 a) To expand the topic; to talk about environmental jobs & qualities

- Explain the task and explain/ elicit the meanings of any unknown words.
- Read out the example and then elicit answers from Ss around the class.

Suggested Answer Key

Landscape gardeners work outdoors. They usually work full-time. They don't wear a uniform, but they wear special clothing such as gloves and boots. They earn an average salary.

Zookeepers work outdoors. They usually work shifts. They wear a uniform and earn an average salary.

Dog trainers work outdoors and indoors. They usually work part-time. They don't wear a uniform or special clothing, and earn a low salary.

Recycling sorters work indoors. They usually work shifts. They wear a uniform and earn a high salary.

b) To expand the topic and practise vocabulary for job qualities

Elicit two other jobs from the text and then elicit what qualities best describe them.

Suggested Answer Key

A dolphin doc is caring because they look after dolphins, and careful because they can't make mistakes in their research.

An animal nutritionist is caring because they work with animals and careful because they can't make mistakes with animals' diets.

6 To form people nouns from verbs and nouns

- Read out the **Word Formation** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

7 To learn prepositional phrases

Ask Ss to read the sentences and choose the correct prepositions. Check Ss' answers.

8 To talk about jobs and qualities

- Explain the task and ask Ss to work in pairs and write down as many jobs as they can think of in one minute.
- Then have Ss take turns to describe one of the jobs and what it involves, including what qualities someone must have to do it, without saying the job so their partner can guess.
- Monitor the activity around the class.

Suggested Answer Key

A: In this job, you protect citizens and find criminals. You need to be brave.

B: It's a policeman! In this job, you prepare meals for people. You need to be creative and hard-working.

A: It's a chef! etc

9 To write a message

- Explain the task and give Ss time to write their messages including all the points mentioned.
- Ask various Ss to read their piece of writing to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

*Hi Billy,
There's a volunteer programme in a sea life centre here in Florida. I thought you might be interested. It's called 'Dolphin Doc for a Day' and it's at Dolphins Plus. You can feed dolphins and swim with them. Sounds like fun, right? Fancy going with me in early August? Let me know and I'll book!
Nathan*



A forest firefighter



B landscape gardener

Vocabulary

Environmental Jobs & Qualities

4 Match the descriptions (1-5) to the jobs (A-E).

- These people need to be ...
- 1 **C** caring because they look after animals.
 - 2 **A** brave because they face danger.
 - 3 **E** careful because they often work with toxic materials.
 - 4 **D** patient because they teach animals how to behave.
 - 5 **B** creative because they design attractive outdoor areas.



C zookeeper



D dog trainer



E recycling sorter

5 a) Look at the pictures in Ex. 4. Who works: outdoors/indoors? part-time/full-time/shifts/9-5? wears a uniform/special clothing? earns a(n) high/average/low salary?

Forest firefighters work outdoors. They usually work shifts. They wear special clothing and earn an average salary.

b) Find two other jobs in the text in Ex. 1. Which of the qualities in Ex. 4 best describe them? *dolphin doc, animal nutritionist*

6 Read the Word Formation box, then copy the sentences in your notebook and complete them with the correct noun.

- 1 Margaret Hamilton is a computer **programmer** (PROGRAM).
- 2 George Clooney is an award-winning **actor** (ACT).
- 3 Leonardo da Vinci was a famous **artist** (ART).

Word Formation

We use these suffixes to form people nouns from verbs and nouns:

- er (*drive-driver*)
- or (*sail-sailor*)
- ist (*reception-receptionist*)

Prepositions

7 Choose the correct preposition. Check in your dictionary and write the sentences in your notebook

- 1 He is waiting in/for the gates to open.
- 2 She loves sharing her stories for/with us.
- 3 Danny always arrives at/on work early.
- 4 Sarah has been working here for in/at least three years.
- 5 I can't wait to put my skills into/onto practice in my new job.

Speaking & Writing

8 In a minute write down as many jobs as possible. Choose one job and talk about *what duties the job involves* and *what qualities it requires*. Your partner guesses what the job is.

9 You have just read the text about Dolphins Plus. Send a message to your friend (50-60 words) inviting him/her to go with you to the programme. Include information about the programme, when you can go and what you can do there.

Study skills

Learn English words with the prepositions they go with.

3b • Grammar



will – be going to – Present simple – Present continuous

We use **will** for:

- **on-the-spot decisions.** *It's cold. I'll close the window.*
- **predictions based on what we think with the verbs *think, believe, hope, expect* and the expressions *be sure, be afraid*.** *I think you'll have a great time at the aquarium.*
- **promises, warnings, hopes and offers.** *I promise I won't be late.*

We use **be going to** for:

- **future plans and intentions.** *Tom's going to study Biology at university this September.*
- **predictions based on what we see or know.** *Be careful! You're going to fall off the ladder.*

We use the **present simple** for timetables and schedules. *The train leaves at 9:00 am.*

We use the **present continuous** for fixed arrangements in the near future. *Tom is catching a plane to Italy tomorrow morning.*

Time expressions: *tomorrow, next week/month/year, in a week/month/year, soon, tonight, etc.*

1 Read the theory. Then, copy the sentences in your notebook and use *will* or *be going to* and the verbs in the brackets to complete the gaps.

- A: What are Mary's plans for Sunday?
B: She **is going to help** (help) clean up the beach.
- A: What does Ben want to do when he finishes school?
B: I think he **will get** (get) a job as a zookeeper.
- A: We're going to a science museum this weekend.
B: I'm sure you **will have** (have) a great time.
- A: How long will you be at the animal shelter?
B: I promise I **will be** (be) back before dinner.
- A: Is John coming with us?
B: No, he's really busy so he **is going to work** (work) late tonight.

2 Read Sam's notes, then copy the sentences in your notebook and complete them with the verbs in brackets in the *present simple* or the *present continuous*.



Jerry & Bob -
theatre/Friday evening/outside
theatre - 8:30

Kate & Laura -
shopping/London -
Saturday/bus - 9:20

- This Friday, Sam **is flying** (fly) to Rome. His plane **leaves** (leave) at 9:30.
- Jerry and Bob **are going** (go) to the theatre this Friday evening. They **are meeting** (meet) outside the theatre at 8:30.
- Kate and Laura **are visiting** (visit) London this Saturday. The bus **arrives** (arrive) there at 9:20.

1  To present/practise *will, be going to*, the present simple and the present continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses (*'s going to rain* – going to: prediction based on what we see, *'ll ask* – will: on-the-spot decision, *is driving* – present continuous: fixed arrangement for near future). Elicit that these tenses refer to future actions.
- Go through the theory box with Ss. Ss provide more examples.
- Give Ss time to complete the task.
- Check Ss' answers.

2  To practise the present simple and the present continuous with future meaning

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

Background Information

Rome is the capital city of Italy. It was founded in 753 BC and it is an ancient city with a rich history. It has a population of 4.2 million people. It is a popular tourist destination and it is home to the Colosseum, the Castel Sant' Angelo, St Peter's Basilica, the Trevi Fountain and the Roman Forum.

London is the capital city of the United Kingdom. It is one of the oldest cities in the world and has a population of approximately 8.8 million people. It is known as one of the most important business, cultural and financial centres in the world.

3b

3 **Aim** To practise future tenses

Give Ss time to complete the sentences and then check their answers.

4 **Aim** To present/practise the future continuous

- Ask two Ss to read the cartoon aloud. Focus Ss' attention on the tense in bold. Elicit when it is used (action that will be in progress at a definite time in the future).
- Explain/Elicit that we form the future continuous with *personal pronoun + will/won't + be + verb + -ing*.
- Go through the theory box with Ss.
- Give Ss time to complete the task and then check their answers.

5 **Aim** To practise the future continuous

- Explain the task and read out the example.
- Ask Ss to use the ideas as well as ideas of their own to ask and answer questions in pairs using the future continuous.
- Monitor the activity around the class.

Suggested Answer Key

A: *Will you be playing football at 4 pm tomorrow?*

B: *No, I won't./Yes, I will.*

A: *Will you be cooking dinner at 4 pm tomorrow?*

B: *No, I won't./Yes, I will.*

A: *Will you be chatting online at 4 pm tomorrow?*

B: *No, I won't./Yes, I will.*

A: *Will you be doing the shopping at 4 pm tomorrow?*

B: *No, I won't./Yes, I will.*

6 **Aim** To practise future tenses

- Ask Ss to work in pairs and complete the task.
- Monitor the activity around the class.

Suggested Answer Key

I think that students will attend online schools in the future. I think that people will drive flying cars in the future. I think that people will live much longer in the future.

Tomorrow, I'm going to visit my grandparents.

Next week, I'm going to visit London. This year, I'm going to take up violin.

I'm watching a DVD with my brother this evening.

I'm meeting my friend for a coffee tomorrow. I'm cooking dinner for my parents on Friday.

This time next Saturday, I'll be playing football in the park.

Game!

- Read out the **Game!** box.
- Explain the game to Ss: in pairs they make predictions about each other. Each correct prediction gets a point. The S with the most points at the end of a fixed time limit wins.

Suggested Answer Key

You will be sleeping at 11 pm tonight.

You will be playing football at 5 pm tomorrow afternoon. etc

Background Information

Hawaii is the 50th state of the United States of America. It is made up of a group of volcanic islands in the Central Pacific Ocean. It has a population of about 1.43 million people and its capital city is Honolulu.

Spain is officially known as the Kingdom of Spain. It is located in southwestern Europe with a population of over 46 million people. It occupies most of the Iberian Peninsula with Castilian Spanish, Basque, Catalan, and Galician recognised as the official languages.

Madrid is the capital city of Spain. The city has a population of over 3.2 million people. It is home to the Spanish monarch and the political, economic and cultural centre of the country.

3 Copy the sentences in your notebook. Use *will*, *be going to*, the *present continuous* or the *present simple* of the verbs in brackets to complete the gaps.

- A: I think technology **will solve** (solve) a lot of problems in the future.
B: Maybe, but I believe it **will create** (create) lots of new ones, too.
- A: **Are you going to go/Are you going** (you/go) shopping this afternoon?
B: Yes. John **is picking/is going to pick** (pick) me up at 4:00. We talked earlier.
- A: What are your plans after you finish school?
B: We **are going to spend** (spend) a week in Hawaii.
- A: Do you want to listen to the weather report?
B: There's no need. Look at the sky! It **is going to be** (be) a lovely day.
- A: What time **does the animal shelter open** (animal shelter/open) tomorrow?
B: At 9 o'clock, but I **am going to arrive** (arrive) there earlier. I want to make a good impression on my first day!

Finally - the last day of school! What **will you be doing** this time next week?



I'll **be sunbathing** on a sandy beach in Malta.

Future continuous

affirmative	I/You/He etc will/'ll be working .
negative	I/You/He etc will not/won't be working .
interrogative	Will I/you/he etc be working?
short answers	Yes, I/you/he etc will. No, I/you/he etc won't.

We use the **future continuous** for:

- an action which **will be in progress** at a **definite time in the future**.
*Harry **will be flying** to Spain **this time tomorrow**.*
- an action which will definitely happen in the future, as a result of routine or an arrangement. *I'll **be doing** research into dolphins **this summer**.*

Time expressions: *this time tomorrow, at one o'clock tomorrow, three hours from now, later, etc.*

4 Read the theory. Then, copy the sentences in your notebook and put the verbs in brackets in the *future continuous*.

- At 4 pm tomorrow, Sam **will be training** (train) our new dog.
- We **won't be working** (not/work) at the recycling centre at 5 pm tomorrow.
- I **will be driving** (drive) to the animal shelter this time tomorrow.
- Mike **will be making** (make) a presentation at the science fair two hours from now.
- You **will be travelling** (travel) to Madrid at this time next week.
- Matt and Steve **won't be visiting** (not/visit) the aquarium at 7 pm tomorrow.

5 What will your partner be doing at 4 pm tomorrow? Ask questions to find out. Use these ideas as well as your own.

- do homework
- play football
- cook dinner
- chat online
- do the shopping

A: **Will you be doing your homework at 4 pm tomorrow?**

B: **No, I won't./Yes, I will.**

6 Tell your partner: *three things you think will happen in the future, three future plans or intentions, three fixed arrangements for the near future, one thing you will be doing this time next Saturday.*

Game!

Make predictions about your partner.

You will be going to school at 8 am tomorrow morning.

3C Vocabulary

Endangered species

1 19 Listen to a radio show. Why is each animal (1-5) endangered? Choose from the list.

- habitat loss • illegal hunting • climate change
- pollution • illegal pet trade

There won't be anywhere for me to live soon!

1 mountain gorilla

These plastic bags look just like my favourite food, jellyfish!

3 loggerhead sea turtle

Get me a lawyer! You can't stick me in a cage to sell!

4 macaw

We need ice caves to protect our babies.

2 ringed seal

I need this fur coat much more than you do!

5 lemur

Collect information about the tree-kangaroo. Find out about:

where it lives

why it is endangered

how to protect it

Present the tree-kangaroo to the class

2



Ask and answer, as in the example.

A: Why is the mountain gorilla endangered?

B: The mountain gorilla is endangered because of habitat loss.

3

Choose the correct preposition. Check in your dictionary and write the sentences in your notebook.

- 1 Orangutans are under/at threat because of deforestation.
- 2 Polar bears are at/in danger from melting ice caps.
- 3 Hedgehogs are under/at risk due to warm winters.
- 4 The best place to see these species is in/into the wild.

1 **Aim** To present vocabulary for endangered species; to listen for specific information

- Ask Ss to look at the pictures and read the reasons in the list.
- Play the recording. Ss listen and match the animals to the reasons they are endangered.
- Check Ss' answers.

Answer Key

The mountain gorilla is endangered because of habitat loss.

The ringed seal is endangered because of climate change.

The loggerhead sea turtle is endangered because of pollution.

The macaw is endangered because of the illegal pet trade.

The lemur is endangered because of illegal hunting.

2 **Aim** To talk about endangered species; to consolidate new vocabulary

- Explain the task and ask two Ss to model the example.
- Ask Ss to ask and answer about the endangered species in Ex. 1, following the example.
- Monitor the activity around the class.

Suggested Answer Key

A: Why is the ringed seal endangered?

B: The ringed seal is endangered because of climate change.

A: Why is the loggerhead sea turtle endangered?

B: The loggerhead sea turtle is endangered because of pollution.

A: Why is the macaw endangered?

B: The macaw is endangered because of the illegal pet trade.

A: Why is the lemur endangered?

B: The lemur is endangered because of illegal hunting.

3 **Aim** To practise prepositional phrases

- Explain the task and ask Ss to look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the task and then check their answers.

Collect information about the tree-kangaroo

- Give Ss time to research online and find out about the tree-kangaroo and include all the points mentioned.
- Then ask various Ss to present the tree-kangaroo to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Look at this picture. Do you know what animal this is? It's the tree-kangaroo.

Tree-kangaroos live in the tropical rainforests of New Guinea, a large island in Oceania, and in Queensland, a state in the northeast of Australia. There are various types of tree-kangaroos, but nearly all of them are endangered. Native tribes hunt them for food, and people destroy their habitat for logging or to grow crops like coffee and rice. The best way to protect these animals is to have stricter laws which prevent habitat loss. Also, we can educate the local population about the importance of protecting these beautiful animals.

Are there any questions? ... Thank you for listening.



3d

1 **Aim** To complete a dialogue

- Ask Ss to read the dialogue and then complete the gaps with the sentences A-E.
- Remind Ss that there is one extra sentence.

2 **Aim** To listen for confirmation

Play the recording for Ss to listen and check their answers to Ex. 1. Then elicit answers to the questions.

Answer Key

Emma is going to volunteer in a nature reserve in Thailand.

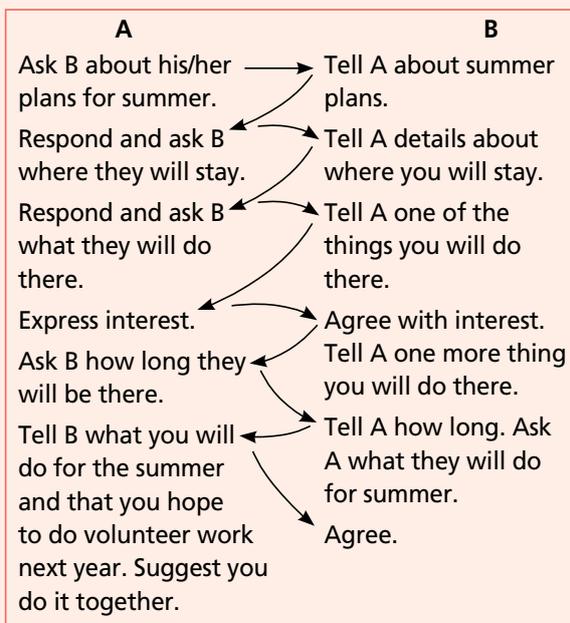
Logan is going to help out in his dad's shop.

3 **Aim** To act out a dialogue

- Give Ss time to take roles and read out the dialogue in closed pairs.
- Monitor the activity around the class. Pay attention to Ss' pronunciation and intonation.

4 **Aim** To role play a dialogue discussing future plans

- Explain the task and tell Ss to use the advert to help them complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Ss complete the task in closed pairs.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

Suggested Answer Key

A: *What are your plans for the summer, Alan?*

B: *I'm going to volunteer in Costa Rica.*

A: *Really? Where are you going to stay?*

B: *I'll be part of a volunteer team in a nature reserve there. It's called the Sloth Sanctuary.*

A: *Wow! What are you going to do there?*

B: *We'll be taking care of sloths there. We'll prepare food for them.*

A: *Sounds interesting.*

B: *Yes, it does. We'll also collect data on sloth behaviour.*

A: *How long will you be there?*

B: *I'll be there for the whole of July. I can't wait! What are you doing this summer?*

A: *I'll be helping my mum in her bakery. I hope I can do some volunteer work next year, though. Maybe we can volunteer together.*

B: *Why not!*

Pronunciation

Aim To learn the pronunciation of words with silent letters

- Play the recording and ask Ss to listen and underline the silent letters.
- Check Ss' answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

Background Information

Thailand is officially known as the Kingdom of Thailand. It is located in Southeast Asia and has a population of approximately 69.2 million people. The capital of Thailand is Bangkok. It is a popular holiday destination.

The Republic of Costa Rica is located in central America, bordered by Nicaragua to the north and Panama to the southeast. Its capital city is San Jose. It has a population of over 4.9 million people. It is well-known for its UNESCO World Heritage Sites: La Amistad National Park, Cocos Island National Park and Area de Conservación Guanacaste.

Discussing future plans

- 1 Read the dialogue. Copy it in your notebook and complete the gaps with the sentences (A-E). There is one sentence you do not need.



Logan What are your plans for the summer, Emma?

Emma I'm going to volunteer in Thailand.

Logan Really? 1) **B**

Emma I'll be part of a volunteer team in a nature reserve in the north of the country.

Logan Wow! 2) **D**

Emma We'll be taking care of orphan elephants there. We'll walk them for a few hours every morning and we'll bathe them regularly, too.

Logan 3) **E**

Emma Yes, it does. We'll also give them food and water, and show tourists around the reserve.

Logan 4) **A**

Emma I'll be there for the whole of August. I can't wait! What are you doing this summer?

Logan I'll be helping out in my dad's shop. I hope I can do some volunteer work next year, though. Maybe we can volunteer together.

Emma Why not!

- A How long will you be there?
- B Where are you going to stay?
- C How will you get there?
- D What are you going to do there?
- E Sounds interesting.

- 2 20 Listen and check your answers. What are Emma's and Logan's plans for the summer?

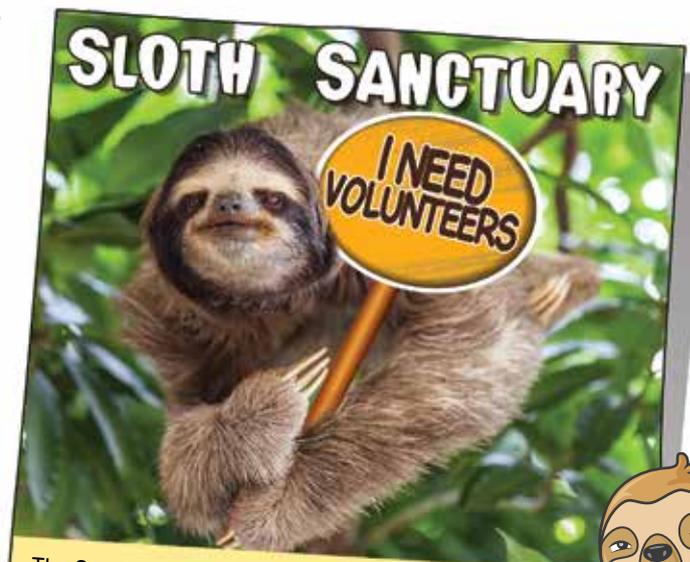
- 3 Take roles and read the dialogue in Ex. 1 aloud.

- 4 Act out a similar dialogue. Use the dialogue in Ex. 1 as a model and the information in the advert.

Pronunciation silent letters

- 21 Copy the words in your notebook. Then listen and underline the silent letter(s). Listen again and repeat.

- | | |
|-----------------------|----------------------|
| 1 <u>inter</u> esting | 4 whole |
| 2 autum <u>n</u> | 5 fore <u>ign</u> |
| 3 saf <u>e</u> ty | 6 Wed <u>nes</u> day |

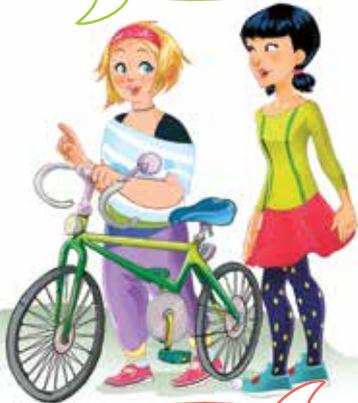


The **Sloth Sanctuary** invites you to join our volunteer team this July!
 Help protect the sloths in the rainforests of Costa Rica!
 Work involves preparing food for the sloths and collecting data on sloth behaviour.
 Register online at www.sloth-sanctuary.com.



Conditionals (Types 0-3)

When we **move** into our new house, I'll **adopt** an animal from the local animal shelter.



That's great! They do excellent work. If I **had** some free time, I'd **volunteer** there.

Type 0

We use **if/when** + present simple, present simple for general truths and laws of nature.
If we **heat** ice, it **melts**.

Type 1

We use **if/when** + present simple, **will/can/may/might** + infinitive without **to** for situations that are possible in the present/future. If you **buy** an electric car, you **will save** a lot of petrol money.

Type 2

We use **if** + past simple, **would** + infinitive without **to** for situations that are not real in the present/future, and advice. If we **recycled** more, we **would have** cleaner neighbourhoods.

Type 3

We use **if** + past perfect, **would have** + past participle for situations that were not real in the past. If you **had taken** the bus, you **wouldn't have been** late for school.

Notes:

- We don't use a comma when the if-clause follows the main clause.
We **will save** many endangered species if we **stop** global warming.
- unless** = **if not** Unless we stop illegal hunting, black rhinos will become extinct.
(If we don't stop illegal hunting.)

1 Read the theory, then copy the sentences in your notebook and put the verbs in brackets in the correct tense. Identify the type of conditional. Add commas where necessary.

- If I were you I **would volunteer** (volunteer) abroad. 2
- When plants **don't get** (not/get) enough water, they die. 0
- I **will stay** (stay) in a resort when I go to Africa. 1
- Sam **wouldn't have been** late if he **had got up** (get up) earlier. 3
- The desert gets cold when the sun **goes** (go) down. 0
- Polar bears **won't have** (not/have) their natural habitat if the ice caps melt. 1
- If I had seen them cut down the tree, I **would have stopped** (stop) them. 3
- I would build an animal shelter if I **won** (win) £10,000. 2

2 Copy the sentences in your notebook and complete the gaps with *unless* or *if*.

- Unless** we stop cutting down trees, pandas will lose their habitat.
- The charity will help more animals **if** we donate more money.
- If** we all use public transport, there'll be less traffic.
- I would have helped **if** I had known there was a problem.
- Unless** the government does something, global warming will continue.

3  Use the prompts to ask and answer questions, as in the example.

- have a week off?
A: What would you do if you had a week off?
B: If I had a week off, I'd go on safari.
- find a lost pet in the street?
- be the mayor of your city?
- see someone cutting down trees?



1 To present/practise conditionals (Types 0-3)

- Read the cartoon aloud. Elicit the types of conditionals (*move, 'll adopt*: type 1; *had, 'd volunteer*: type 2).
- Explain/Elicit that we form type 0 conditionals with *if/when* + present simple → present simple. Elicit use.
- Explain/Elicit that we form type 1 conditionals with *if/when* + present simple → *will/can/may/might* + infinitive without *to*. Elicit use.
- Explain/Elicit that we form type 2 conditionals with *if* + past simple → *would* + infinitive without *to*. Elicit use.
- Explain that we form type 3 conditionals with *if* + past perfect → *would have* + past participle.
- Go through the table and explain any points Ss are unsure of.
- Ss can make sentences for each type of conditional.
- Give Ss time to complete the sentences with the correct forms of the verbs in brackets, adding commas where necessary and identifying the type of conditional.
- Check Ss' answers.

2 To practise conditionals with *unless/if*

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

3 To practise conditionals

- Explain the task and ask two Ss to model the example.
- Give Ss time to complete the task in closed pairs.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *What would you do if you found a lost pet in the street?*

B: *If I found a lost pet in the street, I'd try to find its owner.*

A: *What would you do if you were the mayor of your city?*

B: *If I was the mayor of my city, I'd build more parks.*

A: *What would you do if you saw someone cutting down trees?*

B: *If I saw someone cutting down trees, I'd call the police immediately.*

Background Information

Africa is the second largest and second most-populous continent in the world. It has a population of over 1.2 billion people. It is home to the Nile, the world's longest river and to the Sahara, the world's largest desert.

4 To practise conditionals

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

Suggested Answer Key

- 1 *When I have free time, I play computer games.*
- 2 *If it rains tomorrow, I won't go to football practice.*
- 3 *If I felt cold, I would put on a jumper.*
- 4 *If I had woken up earlier today, I would have arrived at school on time.*

5 To present/practise wishes

- Ask two Ss to read the cartoon aloud. Elicit/ Explain that we use *I wish/If only* to express a wish or regret. Read the first speech bubble. Elicit that it refers to the present. Ask Ss to identify the tense (past simple). Repeat with the second speech bubble.
- Explain that we use *I wish/If only* + past simple to talk about sth we wish was true in the present and *I wish/If only* + past perfect to talk about sth we regret/wish was different in the past.
- Go through the theory box with Ss.
- Then give Ss time to complete the sentences.
- Check Ss' answers.

6 To practise wishes

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

7 To practise wishes

- Explain the task and read out the example.
- Ask Ss to complete the task in open pairs.

Suggested Answer Key

- I wish people drove more carefully.*
I wish I wasn't so short.
I wish I had studied more for my History test.
I wish I hadn't eaten so much for lunch.

Game!

- Read out the **Game!** box.
- Explain the game to Ss: in pairs, one S says sth they wish for. The other S then forms a conditional sentence from this. Every correct sentence gets a point. The S with the most points at the end of 10 sentences wins.

Suggested Answer Key

- A: *I wish I played the guitar.*
 B: *If you played the guitar, you would be able to join a band.*
 A: *I wish I lived in Brazil.*
 B: *If you lived in Brazil, you would have nice weather every day. etc*

4 Think Complete the sentences with your own ideas in your notebook. Tell your partner.

- 1 When I have free time, I ...
- 2 If it rains tomorrow, I ...
- 3 If I felt cold, I ...
- 4 If I had woken up earlier today, I ...

Wishes

- I **wish/If only** + past simple to express what we would like to be different in the present. I **wish I had enough money to buy an electric car.** (but I don't)
- I **wish/If only** + past perfect to express regret about something that happened or didn't happen in the past. **If only I had left earlier.** (but I didn't)



5 Read the theory. Then, copy the sentences in your notebook and put the verbs in brackets in the correct tense.

- 1 If only the town **had (have)** a recycling centre.
- 2 I wish I **had gone (go)** to Africa with my friends last summer.
- 3 If only I **had joined (join)** last weekend's clean-up day.
- 4 I wish I **hadn't lost (not/lose)** my phone yesterday.
- 5 If only people **used (use)** public transport more.
- 6 I wish factories **didn't pollute (not/pollute)** the air.

6 Write in your notebook what each person wishes using *wish* or *If only*, as in the example.

- 1 He doesn't know how to ride a bike.
He **wishes/If only he knew how to ride a bike.**
- 2 It's a pity I missed the bus.
I **wish/If only I hadn't missed the bus.**
- 3 Tom never learnt how to swim.
Tom **wishes/If only he/Tom had learnt to swim.**
- 4 It's raining.
I **wish/If only it wasn't raining.**
- 5 Sally didn't volunteer at the animal shelter.
Sally **wishes/If only she/Sally had volunteered at the animal shelter.**



7 Think What do you wish for? What do you regret? Tell your partner, as in the example.

I wish I owned a game console. I wish I hadn't stayed up so late last night.

Game!

Say something you wish for. Your partner forms a conditional sentence.

A: I wish I were a bird.

B: If you were a bird, you would be able to fly in the sky!



Dan's daily Blog

Hello bloggers! I've got some great news! My parents have just booked our summer holiday. Next week, we're travelling to Kenya in East Africa for a week! I wish we could stay for longer, but my dad has to return to work. Anyway, I think it'll be an amazing experience! Our flight arrives in Nairobi on Monday morning, and then we're going to take a two-hour bus ride to Maasai Simba Camp in the south. The camp is at the **foot** of Mount Kilimanjaro and there are breathtaking views of the savannah around it. We're staying there for our **entire** trip and each day we're going to visit a Maasai village nearby. The Maasai have the same traditional lifestyle that their **ancestors** did hundreds of years ago, so it'll be **fascinating** to spend time with them and look into their lifestyle. But that's not all! A group of Maasai warriors are going to guide us on a safari in Amboseli National Park. The camp has Wi-Fi so stay tuned for updates when I get there!

Subscribe

Maasai Simba Camp Amboseli National Park, Kenya

6 nights:
£1,200
per person

Experience the wonders of Africa!

Package includes:

- accommodation in a guest cottage
- three meals a day
- safari trip to Amboseli National Park
- daily visits to a Maasai village

Book now!



- include
- accommodation
- return
- savannah
- ancestors
- stay tuned



Reading

- 22 Read the advert quickly. What is it about? What can someone do there? Listen to and read the blog post to find out.
- Read the text and for questions 1-3 write the correct answers in your notebook. Then, explain the words in bold in the text.

 - The main purpose of the blog entry is to
 - share news about future plans.
 - give information about the Maasai.
 - ask for advice about a holiday destination.
 - The camp where Dan will stay is
 - on top of a mountain.
 - only open in the summer.
 - in the middle of the savannah.
 - While in Kenya, Dan plans to
 - start a new blog.
 - continue writing his blog.
 - avoid using the Internet.
- Think** What do you think will be special on Dan's holiday?
- Read the Phrasal Verbs box, then copy the sentences in your notebook and complete them with the correct particle.

Phrasal Verbs

- look after = to take care of
- look out = to be careful
- look into = to examine, to investigate

- Look **out**! You're going to fall!
- The government has promised to look **into** the problem of endangered species.
- Tammy often looks **after** her baby brother.

1 To listen and read for gist

- Ask Ss to read the advert.
- Elicit what it is about and what people can do at the camp.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

The advert is about the Maasai Simba Camp in Kenya. You can visit a Maasai village and go on a safari in Amboseli National Park.

2 To read for specific information

- Ask Ss to read the text again, the questions and answer choices and choose their answers according to what they read.
- Check Ss' answers.
- Then elicit explanations for the words in bold from Ss around the class using their dictionaries if necessary.

Suggested Answer Key

foot: base

entire: the whole of sth

ancestors: the people related to sb who lived a long time ago

fascinating: very interesting

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3 To express an opinion

Elicit opinions from Ss around the class.

Suggested Answer Key

Seeing amazing scenery, experiencing nature and learning about a traditional tribe will be some of the special parts of Dan's holiday.

4 To present and practise phrasal verbs with look

- Read out the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Background Information

The Republic of Kenya is a country located in east Africa on the equator. It has a population of over 50.5 million people. The capital city is Nairobi. The country is famous for its national parks and wildlife reserves where visitors can go on safaris.

Maasai Simba Camp is a historical site which was used by Maasai warriors for training. It is located on a private ranch on the outskirts of Amboseli National Park.

Mount Kilimanjaro is located in Tanzania, east Africa. It is a dormant volcano with three cones: Kibo, Mawenzi and Shira. It rises 5,895 metres above sea level. It is a major tourist attraction and a lot of people try to climb it every year.

The Maasai people are a tribe of people living in southern Kenya and northern Tanzania. It is estimated that there are about 1 million Maasai people. They live traditional lives and are well-known for their long and preserved culture.

Amboseli National Park is located in Kenya at the foot of Mount Kilimanjaro. The park is well-known for being a great place to see elephants and other wildlife up-close. At the park, visitors also have the chance to meet the Maasai people.

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

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

6 **Aim** To talk about types of holidays; to express preference

- Ask two Ss to model the example dialogue. Then go through the list of words/phrases and explain/ elicit the meanings of any unknown words.
- Ask Ss to discuss the types of holidays in pairs and express preference.
- Monitor the activity around the class and then ask some pairs to share their answers with the class.

Suggested Answer Key

A: *I'm keen on cruises. I think they're relaxing and a great way to explore new places. What about you?*

B: *I'd rather go on a sightseeing holiday. I think they're interesting because you can visit art galleries and museums. etc*

7 a) **Aim** To predict the content of a dialogue

- Read out the **Study skills** box and tell Ss this tip will help them to complete this type of listening task successfully.
- Ask Ss to read the questions and answer choices.
- Elicit what the dialogue will be about.

Suggested Answer Key

The dialogue will be about a boy named James who will work somewhere during the summer.

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

- Play the recording, twice if necessary, and have Ss listen and choose their answers.
- Check Ss' answers.

8 **Aim** To write a blog entry about your summer plans

- Explain the task and give Ss time to write a blog entry about their summer plans including all the points listed.
- Ask various Ss to read their blog entries to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi everyone!

This summer, I'm going to work at my uncle's restaurant in Bristol. I'm going to stay with my uncle and aunt and work there four evenings a week. I'm leaving tomorrow and I can't wait to get started.

My sister Lisa is coming, too, and my uncle said there will be enough work for both of us. Our duties will be to take customers' orders and serve them their food. We'll also have to clear the tables after the customers have left. Our uncle promised to pay us a fair wage, so I hope I'll earn enough money to buy a new games console!

What are your plans for the summer?

Culture Spot (develop research skills)

Read out the information in the box and then give Ss time to research online and find out about a place where people can spend their holidays and look after wildlife in or near their country. Ask Ss to present them to the class.

Suggested Answer Key

In Greece, on the island of Zakynthos, people can volunteer to help look after the loggerhead turtles whose nesting grounds are on the beaches on the southwest coast of the island. Volunteers from two organisations – Earth Sea and Sky, and Archelon, patrol the beaches, counting and marking nests and keeping night-time vigils as the turtles come in to lay their eggs.

Background Information

Mexico is a country in North America. Over 130 million people live there and the capital city is Mexico City. The people speak Spanish and they have a president. The country is known for its oil and silver production.

New York City is located in northwestern USA. It has a population of over 8 million people. It is one of the most visited cities in the world and home to the famous Statue of Liberty, Empire State Building and Times Square.

The Peace River Refuge and Ranch is an animal sanctuary founded in 1998 in Florida. It is made up of volunteers who help rescue wild animals throughout the United States. These volunteers also play an important role in providing these animals with care.

Vocabulary

Types of holidays

5 23 Listen and repeat.



A cruise



B safari



C beach holiday



D volunteer holiday



E camping holiday



F city break



G sightseeing holiday



H adventure holiday



Culture Spot

The Peace River Refuge and Ranch in Florida has a wide variety of animals. You can go on holiday there and help care for the animals.



Is there a place in your country or near your country where people can spend their holidays and look after wildlife? Find out where it is and what people can do there.

Speaking

6 Which type of holiday in Ex. 5 do you like most? Why? Use the ideas to discuss.

- cheap • exciting • relaxing • interesting • sunbathe on golden sands
- close to nature • experience local culture • great way to meet people
- visit art galleries and museums • help animals at risk • explore new places

A: Volunteer holidays really appeal to me. I think they're interesting and a good way to help animals at risk. What about you?

B: I guess you are right. They are also cheap. But I prefer adventure holidays. They're exciting and a great way to meet people.

Listening

7 a) You are going to hear a conversation between two friends. Read the statements and possible answers. What will the dialogue be about?

- James will spend his summer
 - A helping animals in trouble.
 - B sightseeing in Mexico.
 - C relaxing on the beach.
- What will be the most difficult part of James's job?
 - A cleaning the beaches
 - B working at night
 - C stopping tourists from entering beaches
- Alice says that she
 - A wants to go with James.
 - B might not go on holiday.
 - C doesn't want to go to New York.

b) 24 Now, listen and for questions 1-3, choose the correct answer (A, B or C).

Writing (a blog entry about your summer plans)

8 Write a blog entry about your summer plans (100-120 words). Write: *where/when you are planning to go* – *who you are going with* – *what you will do there*. First, do the tasks on p. 100.

Study skills

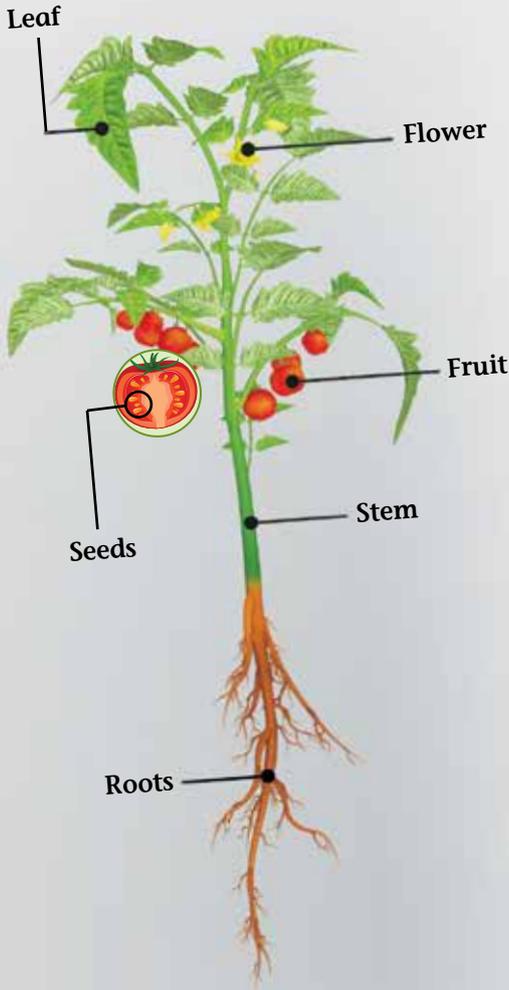
Predict content

Before you listen to the recording, read the rubric, then the statements and possible answers. Focus on the key words and predict who the speakers are and what topic they are discussing. This will help you complete the task.

Listening & Reading



- 1 25 What are the different parts of a plant? What are their functions? What is the process that makes the plants grow called? Listen, read and check.



Plant Life

Plants play an important role in our world. They feed insects, birds and animals and even provide medicines for humans. But what are the different parts which make up a plant?

ROOTS

A plant's roots are **underground** and they hold it in the ground so that it doesn't blow away. Roots have very small hairs that take in water and minerals from the soil. Then, the roots transport these up to the stem.

STEM

The stem is the **central** part of the plant and it has a similar role to the roots. It holds the plant **steady** and upright, and carries water and minerals to every part of the plant, including the leaves.

LEAVES

The leaves **contain** a special substance called chlorophyll. Chlorophyll gives leaves their green colour and it absorbs sunlight. Then, the plant uses the sunlight's energy to convert carbon dioxide from the air, and water from the roots, into food. This is called photosynthesis.

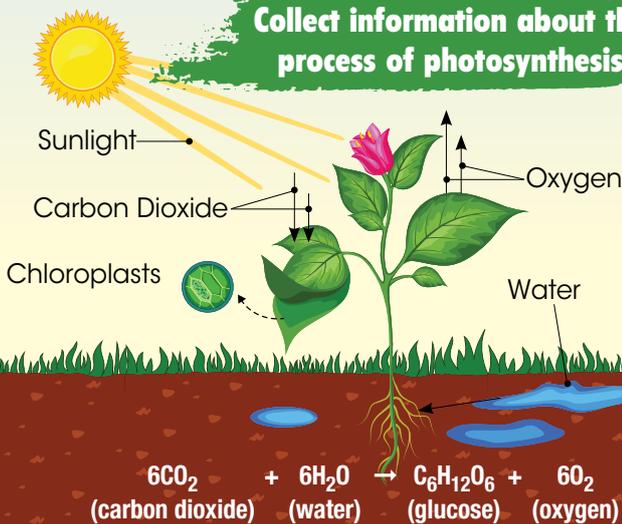
FLOWERS

The flower is the top part of a plant – the part we usually admire. It is made of several petals. They are usually brightly coloured to **attract** insects like bees. The flower makes seeds which insects and the wind help to spread. Then, the seeds grow into new plants.



- minerals • soil • role • upright
- substance • convert • admire

Collect information about the process of photosynthesis



- 2 Replace the words in **bold** in the sentences (1-4) with words from the text. Write in your notebook. Then explain the words in **bold** in the text.

- | | |
|--|---|
| 1 Water enters the plant through them . | 3 Plants absorb it to make food. |
| 2 It makes leaves green. | 4 They are often colourful to attract insects. |

Speaking

- 3 Use the picture to describe the different parts of a plant and what they do to the rest of the class.

1 To introduce the topic; to listen and read for specific information

- Read out the questions in the rubric and elicit Ss' guesses in answer to them.
- Play the recording. Ss listen, read and check.

Suggested Answer Key

The different parts of a plant include the roots, the stem, the leaves and the flowers. The roots hold the plant in the ground and supply it with water and minerals. The stem holds the plant upright and carries water and minerals to every part of the plant. The leaves contain chlorophyll which helps the plant make food. The flowers attract insects so that the plant's seeds can spread. The process that makes plants grow through food production is photosynthesis.

2 To read for key information

- Ask Ss to read the sentences and pay attention to the words in bold. Then ask Ss to read the text again and replace the words in bold with words from the text.
- Check Ss' answers and then give Ss time to explain the words in bold in the text using their dictionaries if necessary.

Answer Key

- | | |
|---------------|------------------|
| 1 (the) roots | 3 sunlight |
| 2 Chlorophyll | 4 Flowers/Petals |

Suggested Answer Key

underground: under the surface

central: middle part

steady: stable, not moving

contain: have got

attract: to pull towards sth

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3 To consolidate information in a text

Give Ss time to consider their answers and then ask various Ss to describe the different parts of a plant using the picture to help them.

Suggested Answer Key

A plant consists of a number of different parts. In the first place, the roots hold the plant in the ground and supply it with water and minerals. Secondly, the stem holds the plant upright and carries water and minerals to every part of the plant. Another part of a plant is the leaves. These contain chlorophyll which helps the plant make food. Also, the flowers attract insects so that the plant's seeds can spread.

Collect information about the process of photosynthesis

- Ss, in groups, research online and collect information about photosynthesis. Ask Ss to present the information to the class.
- Alternatively, assign the task as HW and have Ss present their information in the next lesson.

Suggested Answer Key

Photosynthesis is the process by which plants make their own food. Photosynthesis takes place in the leaves of plants. The leaves are made up of very small cells. Inside these cells, are tiny structures called chloroplasts. Each chloroplast contains a green chemical called chlorophyll which gives leaves their green colour. Chlorophyll absorbs the sun's energy. This energy is used to split water molecules into hydrogen and oxygen. Oxygen is released from the leaves into the atmosphere. Hydrogen and carbon dioxide are used to form glucose or food for plants. Some of the glucose is used to provide energy for the growth and development of plants while the rest is stored in leaves, roots or fruit for later use.

1 **Aim** To create an advert

- Give Ss time to research online for information about a nature reserve in their country and make notes under the headings provided.
- Then give Ss time to use their information to create an advert.

Suggested Answer Key

Visit one of Spain's most beautiful nature reserves:

Doñana National Park

Doñana National Park is in Andalusia in southern Spain. It's a huge area with a range of landscapes from marshes to sand dunes. You can see a wide range of wildlife here including birds, deer, badgers, the Iberian lynx and herds of Andalusian horses. Visitors can also visit Doñana Biological Station and find out about how the ecology of the area is protected. It's a trip to remember!



2 **Aim** To give a presentation on a nature reserve

- Explain the task and ask Ss to use their research from Ex.1 to prepare a presentation to give to the class.
- Ask various Ss to present their nature reserve to the class adding slides if they wish.

Suggested Answer Key

Good morning/afternoon everyone and welcome to Spain. I'm sure there are a lot of places which you'd like to visit during your time here, but I highly recommend that you visit Doñana National Park.

This nature reserve is in Andalusia in southern Spain and it's a beautiful place of unspoilt nature. There, you can see a huge variety of landscapes from marshes to sand dunes, and you can spot a wide range of wildlife. Doñana National Park is great for bird-watching with countless European and African birds, while there are also deer, badgers and, of course, the famous Iberian lynx, which is one of Europe's few big cats! There are also herds of beautiful Andalusian horses. In addition, you can visit Doñana Biological Station and find out about how the ecology of the area is protected.

All in all, a trip to Doñana National Park is an unforgettable experience. You'll learn a lot about ecology and experience nature at its most beautiful! Are there any questions? Thank you for listening.

3 **Aim** To present the value of learning from nature

- Ask Ss to read the two lists of sentences. Explain/Elicit the meanings of any unknown words and then give Ss time to match the sentences.
- Check Ss' answers.

4 **Think Aim** To discuss the value of learning from nature

- Give Ss time to read the quotation and discuss it in small groups.
- Elicit answers from Ss around the class.

Suggested Answer Key

A: *I think nature teaches us that we shouldn't rush. We should take everything at a slow and steady pace and we will get everything done.*

B: *Yes, I agree. I also think that nature shows us that our pace of life should be slower and simpler so we can enjoy it more.*

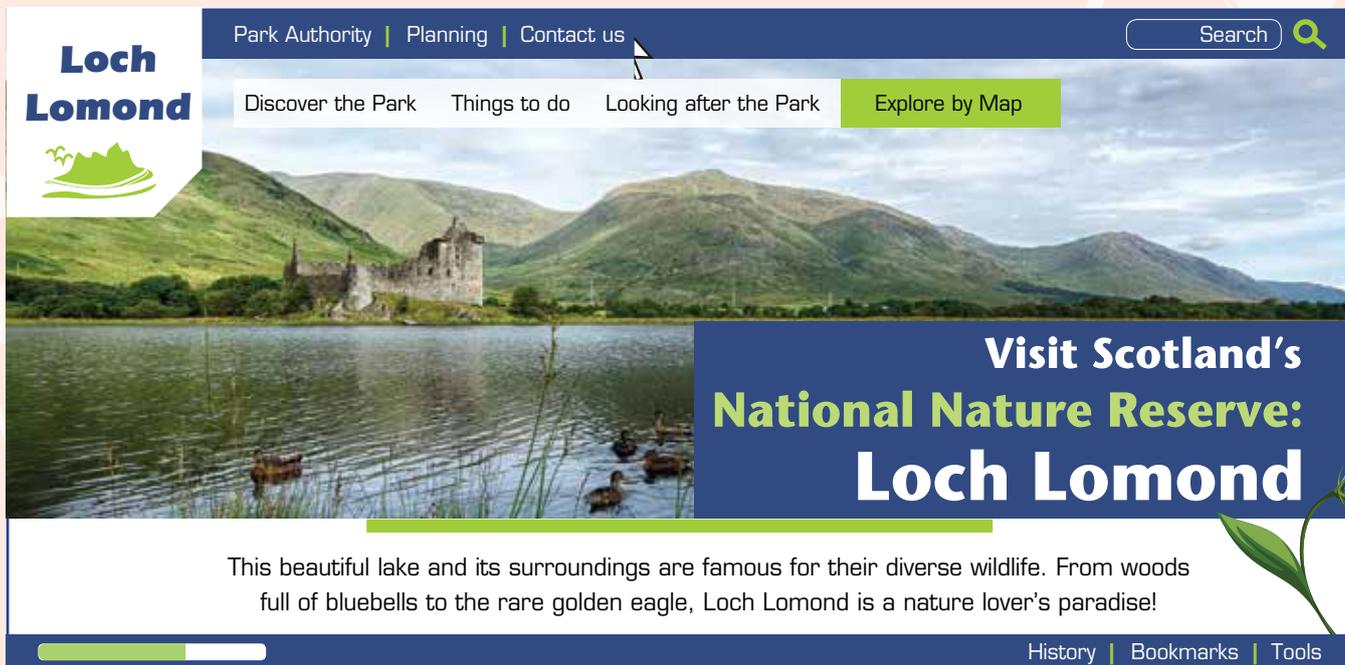
Background Information

Scotland is located in the United Kingdom. It occupies the northern third of Great Britain and shares its border with England. It is home to 800 small islands and is well-known for its landscapes. It has a population of approximately 5.4 million people.

Loch Lomond is the largest freshwater lake in Scotland. It measures about 39 kilometres long. It is part of the Loch Lomond and The Trossachs National Park.

Project Time 3

- 1  Collect information about a nature reserve in your country that tourists can visit. Use the headings: *name – where it is – what you can see/do there*. Create an advert.



Loch Lomond

Park Authority | Planning | Contact us

Search

Discover the Park | Things to do | Looking after the Park | Explore by Map

Visit Scotland's National Nature Reserve: Loch Lomond

This beautiful lake and its surroundings are famous for their diverse wildlife. From woods full of bluebells to the rare golden eagle, Loch Lomond is a nature lover's paradise!

History | Bookmarks | Tools

Presentation Skills

- 2 Imagine a group of exchange students are visiting your school. Use your research in Ex. 1 to prepare and give a presentation about a nature reserve in your country which you think they should visit.

VALUES

Learning from nature

- 3 Match the sentences (1-4) to what they teach us (a-d).

- 1 **b** Leaves are green in the summer, turn yellow in the autumn, then fall off in the winter, but they grow again in the spring.
- 2 **d** Everything in nature has a role to play, whatever its size: bees, flowers, forests, elephants, etc.
- 3 **a** Nature can be unpredictable and destructive. There are storms, volcanic eruptions and earthquakes.
- 4 **c** Nature is not complicated, but it is still beautiful.

- a We can't have control over everything.
- b What seems like an end can be a new beginning.
- c We should keep things simple.
- d Even the smallest things can be important.

4

 **Think** Read the quotation.

What does nature teach us about our own lives? Discuss.

*"Nature does not hurry,
yet everything is accomplished."*

Lao Tzu

See Song Section p. 95

4 • Arts & Festivals



What's in this module?

• **Vocabulary**

- festivals & events
- recyclable materials
- types of music
- theatre
- festival activities
- types of novels

• **Grammar**

- the passive
- *alan – the – one/ones*
- relative clauses
- comparative – superlative

• **Speaking**

- booking tickets for a performance

• **Writing**

- an article about a festival

• **CLIL (Literature):**

The Lord of the Rings
& *The Hound of the Baskervilles*

• **Culture:** Reading Festival

• **Values:** Heroism



Watch as sand is 1) transformed into life-sized sculptures by professional sand sculptors in Surfers Paradise, Australia.



The world's most famous music festival is 2) held every year near Pilton, England.



Vocabulary

Festivals & Events

- 1 Look at the tickets. Which of these festivals are for: TV viewers? art lovers? comic book readers? music lovers? food fans?
- 2 Look at the tickets and fill in the gaps with:
 - organised • held • prepared
 - transformed • won

Write in your notebook.

Arts & Festivals

What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

1 To present/practise vocabulary relating to festivals & events

- Ask Ss to look at the tickets.
- Explain/Elicit the meanings of any unknown words and then elicit which type of person would like to go to which festival event from Ss around the class.

Answer Key

TV viewers: Sherlocked

art lovers: Sand Sculpting Championships

comic book readers: Comic-Con International

music lovers: Glastonbury Festival

food fans: QIFF – Qatar International Food Festival

2 To read for cohesion & coherence

- Explain the meanings of any unknown words in the list and then give Ss time to read the tickets and complete the gaps.
- Check Ss' answers.
- Play the video for Ss and elicit their comments at the end.

3 To talk about festivals & events

- Ask two Ss to model the example and then ask Ss to ask and answer in pairs using the festivals & events in the tickets, following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

Suggested Answer Key

A: *Where is Glastonbury Festival held?*

B: *It's held near Pilton, England.*

A: *When does it take place?*

B: *It takes place from 23rd to 27th June.*

A: *What can visitors do there?*

B: *Visitors can listen to live music there.*

A: *Where is Comic-Con International held?*

B: *It's held in San Diego, USA.*

A: *When does it take place?*

B: *It takes place from 19th to 22nd July.*

A: *What can visitors do there?*

B: *Visitors can win prizes for the best display of costumes.*

A: *Where is QIFF held?*

B: *It's held in locations around Doha, Qatar.*

A: *When does it take place?*

B: *It takes place from 28th March to 8th April.*

A: *What can visitors do there?*

B: *Visitors can see famous chefs prepare traditional Qatari and international dishes.*

A: *Where is Sherlocked held?*

B: *It's held in Birmingham, England.*

A: *When does it take place?*

B: *It takes place from 27th to 29th May.*

A: *What can visitors do there?*

B: *Visitors can meet actors and see genuine props from the TV show Sherlock.*

4 To express a preference

Give Ss time to consider their answers and then elicit a variety of answers from Ss around the class.

Suggested Answer Key

I'd like to visit Glastonbury Festival because I love listening to live music.

Background Information

Australia is an island country in the Southern Hemisphere between the Indian Ocean and the Pacific Ocean. It is over 7.6 million square kilometres in size and has a population of over 24 million. Its capital city is Canberra, but the largest city is Sydney with a population of over 4 million.

Surfers Paradise is a resort town located on the eastern coast of Australia in the state of Queensland. It has a population of around 20,000 people and it's famous for its beautiful sandy beaches.

The Australian Sand Sculpting Championships are a yearly event held in Surfers Paradise in February, where sand sculptors from around the world compete. Visitors can watch the contestants work and attend sand sculpting workshops.

England is one of the four countries that make up the United Kingdom (UK). London is the capital city of England and the UK. The population of England is around 54 million people.

Pilton is a village in the county of Somerset in England, UK. It has a population of around 1,000 people.

Glastonbury Festival is a three-day music festival that began in 1971. It's held at Worthy Farm near Pilton, England, and over 130,000 guests attend each year.

California is a state in the United States of America (USA). It has the highest population of all the states with over 39 million people. It became a state in 1850. The capital city is Sacramento, but the largest city is Los Angeles.

San Diego is a large port city on the Pacific coast in California, USA, close to the Mexico border. It has a population of around 1.5 million people, making it the second most populated city in California. It has a mild climate and is known for its beautiful beaches, which make it a popular tourist destination.

Comic-Con International is an annual convention celebrating not just comic books but also science fiction films, video games, TV series and other related forms of art. It's held for four days in July and more than 130,000 people attend each year.

Qatar is a small country in the Middle East. It's a peninsula in the Persian Gulf and shares a border with Saudi Arabia. It has a population of around 2.6 million people. The country is a monarchy and the royal family is the House of Thani.

Doha is the capital city of Qatar and has a population of 1.3 million people. It is located on the eastern coast of the country. Doha is also one of the most important centres of business, finance and education in the world. It is also a popular tourist destination.

The Qatar International Food Festival (QIFF) is held every year in Doha, Qatar. Visitors can enjoy cooking classes, watch street performers and sample a variety of dishes from all over the world.

Birmingham is located in the Midlands of England. It has a population of around 1 million people, making it the second most populated city in the UK.

Sherlocked is a convention held in Birmingham, UK, every year where fans of the television series Sherlock can get together and meet people involved in the production of the show, from producers and writers to actors.



The best in sci-fi, comics and gaming! Prizes to be **3) won** for the best display of costumes.

Traditional Qatari and international dishes are **4) prepared** by famous chefs at locations around the capital city, Doha.



The only convention that is **5) organised** especially for fans of the hit TV series *Sherlock*. Meet actors and see genuine props from the show!

3  Ask and answer questions, as in the example.

A: Where is the Sand Sculpting Championships held?

B: It's held in Surfers Paradise, Australia.

A: When does it take place?

B: It takes place from 9th to 25th February.

A: What can visitors do there? etc

4  **Think** Which festival/event would you most like to visit? Why? Tell the class.

I'd like to visit Comic-Con International because ...

Reading



painting



filmmaking

sculpture



photography

computer art



pottery



1 Which of the art forms below do you like doing? Why? Choose from the adjectives.

- relaxing
- interesting
- creative
- entertaining
- educational
- challenging



2 Look at the picture. What is strange about these works of art? Read to find out.

THAT'S RUBBISH!

Usually, it's quite cruel to describe an artwork as 'complete rubbish', but in some cases it's 100% true!

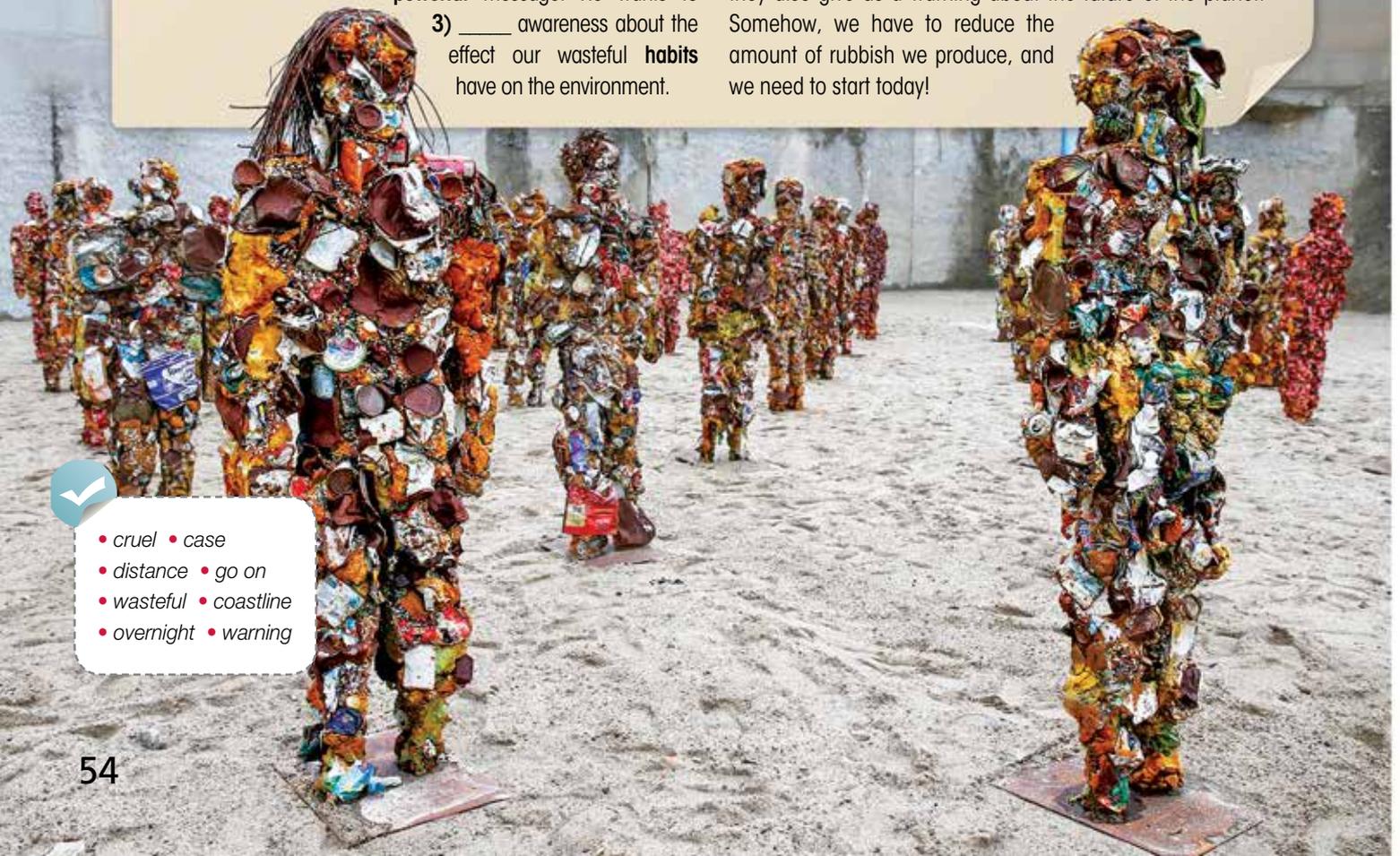
From a distance, it seems like something very strange is going on in the town square. Usually, this area is full of **activity**, but today around a thousand people are standing still without making a noise. 1) _____ a closer look, though, and you'll realise that they're not **actual** people – they're statues made out of rubbish!

This is *Trash People* – 1,000 human-sized **figures** made out of aluminium cans, plastic bottles and electronic waste. This artwork was designed by HA Schult, a German artist, and first appeared in Germany in 1996. 2) _____ then, it has travelled around the world, appearing in Rome, Barcelona, New York, the Pyramids of Giza and even the Arctic! Schult's artwork sends a **powerful** message. He wants to

3) _____ awareness about the effect our wasteful **habits** have on the environment.

Trash People is not the only piece of 'rubbish art' that Schult has created. In 2010, he designed the *Save the Beach Hotel*. It was built **entirely** from 12 tons of rubbish that was found on various beaches in Europe. With this work, Schult wanted to bring people's attention to the huge amount of waste which 4) _____ up in our seas and coastline. It was **exhibited** in 2010 in Rome and in 2011 in Madrid, and included five rooms and a reception. And yes, it was possible to book a room and stay in it overnight!

Many of Schult's other works focus 5) _____ the environment and they are on display in museums and art galleries around the world. His works are very interesting and **amusing**, but they also give us a warning about the future of the planet. Somehow, we have to reduce the amount of rubbish we produce, and we need to start today!



- cruel
- case
- distance
- go on
- wasteful
- coastline
- overnight
- warning

1  To learn vocabulary for art forms; to express likes

- Read out the art forms and the adjectives and explain/ elicit the meanings of any unknown words.
- Ask various Ss to tell the class which ones they like by using the adjectives in the list.

Suggested Answer Key

I like photography. I find it very relaxing to take photographs of nature. Also, it's very challenging because you have to be ready to capture something special when it happens!

2  To read for gist

- Ask Ss to look at the works of art in the picture and elicit what is strange about them.
- Give Ss time to read the text and find out.

Answer Key

These works of art are different because they are made with rubbish.

4a

3 **Aim** To read for cohesion & coherence, to listen for confirmation and consolidate new vocabulary (multiple choice cloze)

- Read out the **Study skills** box and tell Ss this tip will help them to complete the task successfully.
- Ask Ss to read the text again and choose the most appropriate word for each gap from the options.
- Play the recording for Ss to listen and check their answers.
- Then elicit the meaning of the words in bold from Ss around the class, using their dictionaries if necessary.

Suggested Answer Key

activity: action, movement

actual: real

figures: representations of humans

powerful: strong

habits: the things we do regularly

entirely: completely

exhibited: displayed

amusing: fun

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

4 **Think Aim** To express an opinion

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I think that Trash People is a very effective way to teach people about the environment. It's quite a strange work of art, so it grabs people's attention and makes them think about what its message is.

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

- Ask Ss to read the **Phrasal Verbs** box and then give them time to complete the sentences.
- Check Ss' answers.

7 **Aim** To consolidate information in a text; to express a preference

Elicit answers from Ss around the class.

Suggested Answer Key

I would like to see the Save the Beach Hotel because I think it would be incredible to see a hotel made entirely out of rubbish. I think the artist is trying to tell us that we should all try harder to protect our seas and coastlines.

8 **Aim** To write an article

- Explain the task and give Ss time to research online and find out about another strange form of art to write an article about it including all the points mentioned.
- Ask various Ss to read their articles to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

John Dahlsen is an Australian artist who has collected rubbish from the beaches in Australia and used it to make art. He has made amazing sculptures out of rubber, plastic bottles, flip-flops, foam and driftwood. One of these was called Thong Totems and it won the Wynne Prize from the Art Gallery of New South Wales, as well as many other awards. It looked like a huge bottle but it was made completely out of flip-flops. You can see it on the coast near Bondi Beach in Sydney, Australia.



Background Information

Germany is a country in western-central Europe. The capital city is Berlin and the population is over 82 million people. It is the country with the biggest population in the European Union.

Rome is the capital city of Italy. It was founded in 753 BCE and it is an ancient city with a rich history. It has a population of 4.2 million people. It is a popular tourist destination and it is home to the Colosseum, the Castel Sant'Angelo, St Peter's Basilica, the Trevi Fountain and the Roman Forum.

Barcelona is the capital city of the region of Catalonia in Spain. It has got a population of over 1.6 million people and it is home to the Sagrada Família, Casa Milá, Park Güell and Casa Batlló. It is a popular tourist destination.

New York is the most populated city in the USA with a population of 8.5 million people. It is a major centre for commerce, entertainment, technology, politics, education and sport. Its nickname is 'the Big Apple'.

Giza, Egypt, is a large city on the west bank of the River Nile and it is home to impressive monuments and statues from the ancient world. The Great Sphinx, the Great Pyramid and many other temples and pyramids are here. Millions of tourists visit it every year.

The Arctic is a polar region at the most northerly part of the Earth. It consists of parts of Alaska, Canada, Finland, Greenland, Iceland, Norway, Russia and Sweden as well as the Arctic Ocean.

Study skills

Completing a cloze text

Read the text once to get the general idea. Read again paying attention to the words before and after the gap. They will help you do the task. Read the completed text to see if it makes sense.

3  26 Read again and choose the word (A, B or C) that best fits each gap (1-5). Write in your notebook. Listen and check. Then, explain the words in bold.

- | | | |
|------------------|----------------|---------------|
| 1 A Make | B Do | C Take |
| 2 A For | B Since | C By |
| 3 A raise | B get | C grow |
| 4 A finishes | B ends | C closes |
| 5 A on | B in | C at |

4  **Think** Do you think *Trash People* is an effective way to teach people about the environment? Why?

Vocabulary

Recyclable materials

5 a)  27 Look at the pictures. Which of these items can be recycled? Listen and check. **Recyclable: 1, 2, 3, 5, 7** **Non-recyclable: 4, 6, 8**



1 plastic bottles



2 aluminium cans



3 newspapers



4 crisp packets



5 glass jars



6 takeaway food boxes



7 plastic bottle caps



8 juice cartons

Phrasal Verbs

turn down = to refuse

turn out = to attend an event and take part in it

turn into = to change (sth) into sth else

6 Read the Phrasal Verbs box, then copy the sentences in your notebook and complete them with the correct particle.

- Hundreds of people turned **out** to watch the fireworks display.
- We turned our old table **into** some very nice bookshelves.
- I offered to take Jake to the concert, but he turned me **down**.

Speaking & Writing

7  Which of the two artworks from the text in Ex. 2 would you like to see? Why? What is the artist trying to tell us with this art?

8  Collect information about another strange form of art and write a short article for the school magazine (80-100 words). Write about: *the designer – what he/she has made – why it is strange – where and when it has been displayed.*

The passive



We form the passive with the verb **to be** and the past participle of the main verb.

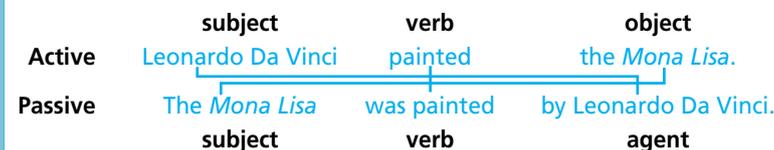
	active	passive
Present simple	Tourists visit the museum.	The museum is visited by tourists.
Present continuous	Tourists are visiting the museum.	The museum is being visited by tourists.
Past simple	Tourists visited the museum.	The museum was visited by tourists.
Past continuous	Tourists were visiting the museum.	The museum was being visited by tourists.
Future simple	Tourists will visit the museum.	The museum will be visited by tourists.
Present perfect	Tourists have visited the museum.	The museum has been visited by tourists.
Past perfect	Tourists had visited the museum.	The museum had been visited by tourists.
Modal verbs	Tourists should visit the museum.	The museum should be visited by tourists.

We use **the passive** when:

- the action is more important than the person who does it. **The paintings are displayed in the main hall.** (It's not important who put them on display.)
- the person who does the action is unknown, unimportant or obvious. **The festival is held every summer.** (= by the organisers, it is obvious)

Changing the active to the passive

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active **verb** changes into a **passive form (to be + past participle of main verb)**.
- The **subject** of the active sentence becomes the **agent**.
- The **agent** is introduced with **by** (person) or **with** (instrument, material, ingredient) or it is **omitted** because it is unimportant or easily understood.



1 Read the theory. Then, copy the the sentences in your notebook and complete the gaps with: *is, can, was, will, have* or *had*. Give reasons.

- John's new book **was** released last Monday.
- The gallery **is** visited by over 100,000 people each year.
- All their songs **have** been written by the lead guitarist so far.
- These comic books **can** be read by both teens and adults.
- The paintings **will** be returned to the museum next month.
- The lights **had** been installed before the director arrived.

2 Copy the text in your notebook and complete the gaps with the verbs in brackets in the correct *passive form*.

Big Rig Jig is a work of art that needs to **1) be seen (see)** to be believed! It **2) is made (make)** out of two 18-wheel trucks. The two trucks **3) are connected (connect)** to each other in an 'S' shape. This 4-storey tall artwork **4) was sculpted (sculpt)** by Mike Ross for a festival in Nevada in 2007. It **5) was considered (consider)** one of the highlights of the event. Since then, Big Rig Jig **6) has been installed (install)** in a busy street in Las Vegas where thousands of people admire it each day.



1 To present/practise the passive

- Ask two Ss to read out the cartoon. Focus Ss' attention on the verb forms in bold. Elicit/ Explain that these forms are in the passive. Elicit form (*to be* + past participle of the main verb).
- Explain/Elicit that we use the passive to talk about an action when we don't know who performed it, when it is obvious who performed it from the context or when the action is more important than the person who performed it.
- Go through the table with Ss. Ask them to form the active forms of the verbs in bold in the cartoon (*are exhibiting, have painted*). Then, elicit why in the first speech bubble we don't use agent (*by*) (omitted because it is unimportant or easily understood).
- Give Ss time to complete the task.
- Check Ss' answers.

2 To practise the passive

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

Background Information

Leonardo Da Vinci was an Italian Renaissance painter, sculptor, architect, musician, mathematician, engineer, inventor, anatomist and more, but he is best known as a painter. He lived from 1452-1519 and his most famous works include the *Mona Lisa*, *The Last Supper* and *Vitruvian Man*.

The Mona Lisa is a painting by Leonardo Da Vinci. It was painted between 1503 and 1506 and it is believed to be of a noblewoman called Lisa Gheradini. It is in the Louvre Museum in Paris and it is said to be the most famous painting in the world.

Mike Ross is an artist from the USA. He is well-known for creating large scale public art projects. His most famous works are *Big Rig Jig* and *Jet Kiss*.

Nevada is a state in the USA and it shares borders with Oregon, Idaho, California, Arizona and Utah. It has a population of around 3 million people and the capital city is Carson City.

Las Vegas is the largest city in Nevada, USA, with a population of over 600,000 people. It is located in the Mojave Desert and has a very hot, dry climate. It is a popular tourist destination.

4b

Game!

Split the class into teams and have Ss from each team take turns to form sentences in the passive using the verbs in the list. Each correct sentence gets a point. The team with the most points after a fixed time wins.

Suggested Answer Key

Team A S1: *Great Expectations* was written by Charles Dickens.

T: Correct! One point.

Team B S1: Men were sent to the moon by NASA in 1969.

T: Correct!

Team A S2: *The Mona Lisa* was created by Leonardo da Vinci. etc

3 To practise the passive with *by/with*

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

4 To practise the passive

- Explain that to change an active sentence to a passive sentence the object of the active verb becomes the subject of the passive verb and the active form changes to a passive form while the subject becomes the agent.
- Give Ss time to complete the task and then check their answers.

Answer Key

- 1 *The festival has been held since 1970. (omit agent: unimportant and unknown)*
- 2 *The first festival was headlined by a band called T. Rex.*
- 3 *Most of the stages are built every year. (omit agent: unimportant and unknown)*
- 4 *Free tickets are given to local people. (omit agent: unimportant and unknown)*
- 5 *Festival highlights can be seen on TV or online. (omit agent: obvious)*
- 6 *Tickets should be booked well in advance. (omit agent: obvious)*

5 To present/practise *a/an – the – one/ones*

- Ask two Ss to read the cartoon aloud. Elicit when we use *a/an* (first time we mention sth), *the* (before names of cinemas), *the one* (refers to sth mentioned before to avoid repetition).
- Go through the theory with Ss.
- Explain any points Ss are unclear of.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Background Information

Starry Night is a painting by Vincent van Gogh. It was painted in 1889 and it is an example of post-impressionist art. It is in the Museum of Modern Art in New York City and it is said to be one of the most famous paintings in the world. **Vincent van Gogh** was a Dutch painter. He lived from 1853 to 1890 and his most famous works include *Starry Night* and *Sunflowers*.

T. Rex were a rock band from England that formed in 1967. The band was extremely popular in the 1970s until the death of lead singer and guitarist Mark Bolan in 1977. Their music was very influential to many musicians.

Game!

In teams form sentences in the passive. Use: *write, send, create, sing, paint, invent, speak, buy, design* in various tenses.

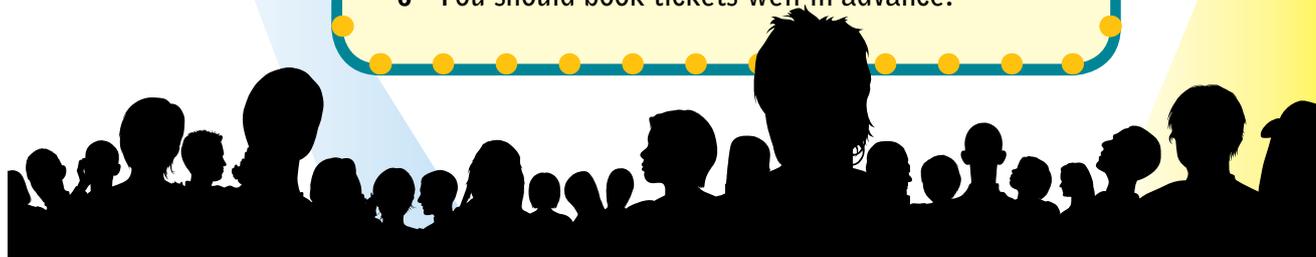
3 Copy in your notebook and complete the gaps with *by* or *with*.

- 1 *Starry Night* was painted **by** Vincent van Gogh.
- 2 My boots were covered **with** mud after the festival.
- 3 The new concert hall is decorated **with** modern art.
- 4 The exhibition was attended **by** thousands of people.

4 Rewrite the active sentences in the passive in your notebook. In which sentences can we omit the agent? Why?

Glastonbury Festival

- 1 They have held the festival since 1970.
- 2 A band called T. Rex headlined the first festival.
- 3 They have to build most of the stages every year.
- 4 They give free tickets to local people.
- 5 You can see festival highlights on TV or online.
- 6 You should book tickets well in advance.



There's a new Star Wars film on at the Odeon.



Awesome! **The** last **one** was excellent.

alan – the – ones

- We use **the** with the names of: rivers (**the** Seine), seas (**the** Red Sea), oceans (**the** Pacific), mountain ranges (**the** Alps), deserts (**the** Sahara), groups of islands (**the** Dodecanese), museums/art galleries (**the** Louvre), unique places (**the** Acropolis), cinemas/theatres (**the** Plaza), musical instruments (**the** guitar), dances (**the** flamenco) and families (**the** Beckhams).
- We don't use **the** with the names of: countries (**Italy**), cities (**Madrid**), parks (**Hyde Park**), mountains (**Mount Everest**), individual islands (**Cyprus**), lakes (**Lake Victoria**), continents (**Africa**), streets (**Oxford Street**), months (**February**), celebrations (**New Year's Day**) and meals (**dinner**).
- We use **one** in the singular and **ones** in the plural to avoid repeating a noun when it is clear what we mean. **Do you like the white shirt or the one with the floral patterns?**

5 Read the theory, then copy the sentences in your notebook and complete the gaps with *a, an, the, one* or *ones* where necessary.

- 1 This hotel is more comfortable than the **one** we stayed at in – Oak Street.
- 2 **The** Smiths saw the new James Bond film at **the** Ritz Cinema.
- 3 George is **a** tour guide who shows people around **the** National Museum.
- 4 **The** attractions here are as interesting as the **ones** we visited in – Rome.
- 5 Izzy's favourite dance is **the** tango from – Argentina.
- 6 Tom visited **the** Eiffel Tower when he was in – Paris.
- 7 There is **an** arts festival on **the** Aran Islands every – September.

Note!

We use **a/an**:

- when we mention sth for the first time. **I went to a festival.**
- for jobs. **He's an actor.**

4C • Vocabulary



Types of music

1 28 Listen to the five musical extracts. Which types of music below can you hear?

- heavy metal • classical • hip hop • rap • reggae • pop • blues • R&B • indie
- folk • jazz

2 **Think** Which is your favourite/least favourite type of music? Why? Tell your partner using the adjectives below.

- fast • slow • exciting • boring • relaxing • happy • sad

I like ... because it's

I don't like ... because it's

3 Complete the gaps with the words in the list. Write in your notebook.

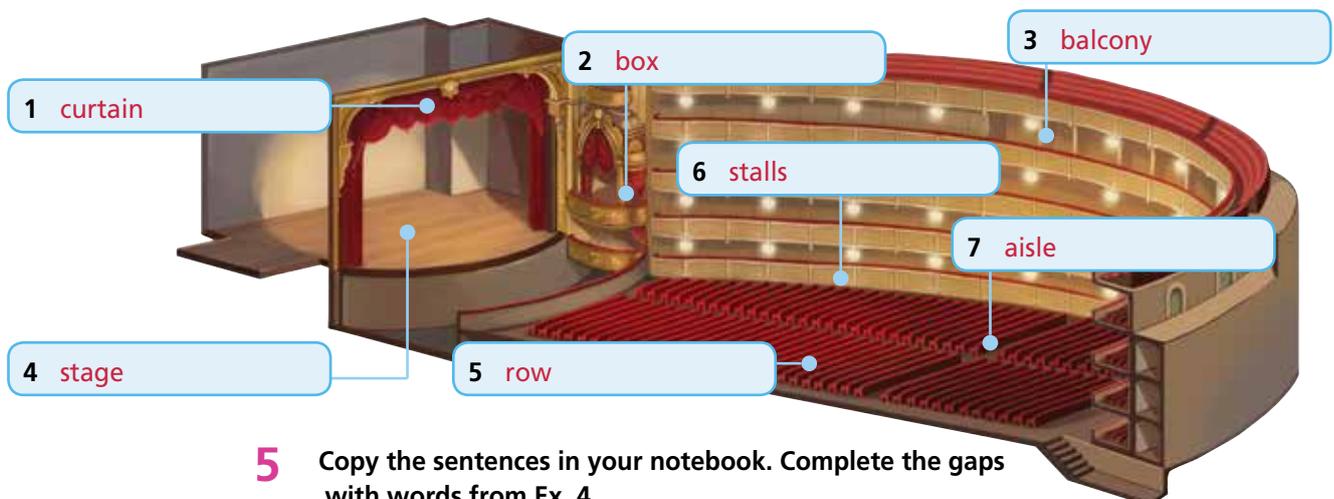
- pop • singer • bass • concert • lead • opera • live • drum

- 1 Tina wants to be a(n) **pop** star when she grows up.
- 2 We are going to see *La Boheme* at the **opera** house next week.
- 3 Adam Levine is the **lead** singer of Maroon 5.
- 4 John is learning to play the **bass** guitar.
- 5 My cousin is a backing **singer** in a rock band.
- 6 I love going to concerts and listening to **live** music.
- 7 James got a brand new **drum** kit for his birthday.
- 8 They are building a new **concert** hall in my town.

Theatre

4 29 Label the places in a theatre (1-7) with the words in the list. Listen and check, then repeat.

- stage • row • aisle • box • curtain • balcony • stalls



5 Copy the sentences in your notebook. Complete the gaps with words from Ex. 4.

- 1 The **curtain** came down at the end of the play.
- 2 Our seats are in **row** D.
- 3 The Queen watched the play from the royal **box**.
- 4 The actors walked out onto the **stage**.
- 5 There weren't enough seats so people were standing in the **aisle**.

1  **To present vocabulary for types of music**

- Ask Ss to read the types of music in the list.
- Play the recording. Ss listen and identify the types of music they hear.
- Check Ss' answers.

Answer Key

Extract 1: jazz

Extract 2: heavy metal

Extract 3: classical

Extract 4: pop

Extract 5: hip-hop

2   **To talk about music taste**

- Explain the task and read out the list of adjectives. Explain/Elicit the meanings of any unknown words.
- Ask Ss to talk in pairs about their favourite/least favourite type of music following the example.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

I like pop music because it's happy. I don't like classical music because it's boring.

3  **To present/practise collocations relating to music**

- Explain the task and ask Ss to look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the task and then check their answers.

4  **To present vocabulary relating to the theatre**

- Ask Ss to look at the diagram of the theatre.
- Read out the words in the list and give Ss time to use them to complete the labels.
- Play the recording for Ss to listen and check their answers.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.

5  **To practise vocabulary relating to the theatre**

Give Ss time to complete the sentences using the words from Ex. 4 and then check their answers.

4d

1 **Aim** To present situational language for booking tickets for a performance

- Ask Ss to read the sentences and guess who says each one.
- Play the recording. Ss listen and check their answers.

Answer Key

Ticket clerk: How can I help you? Is that for the 2:30 pm performance or the 7:30 pm? They're £45 each, so that's £90, please. Enjoy the show!

Customer: What about the one at 2:30 pm, then? Can I have the ones next to the aisle, please?

2 **Aim** To read for specific information

Give Ss time to read the dialogue again and then elicit answers to the questions.

Answer Key

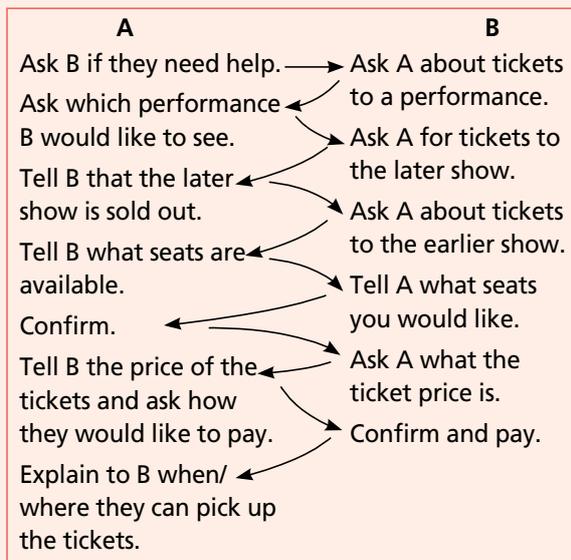
Alice is going to watch 'The Phantom of the Opera'. She's got tickets for the 2:30 pm performance with seats in the middle next to the aisle.

3 **Aim** To act out a dialogue

- Give Ss time to take roles and read out the dialogue in closed pairs.
- Monitor the activity around the class. Pay attention to Ss' pronunciation and intonation.

4 **Aim** To role play a dialogue booking tickets for a performance

- Explain the task and tell Ss to use the poster to help them complete the task.
- Write this diagram on the board for Ss to follow.



- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Ss complete the task in closed pairs.

- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

Suggested Answer Key

A: Good morning. How can I help you?

B: I'd like two tickets for this Saturday for 'School of Rock', please.

A: Is that for the 2:30 pm performance or the 7:30 pm?

B: The later show, please.

A: I'm sorry, but it's sold out.

B: I see. What about the one at 2:30 pm, then?

A: Let me check. Yes, there are just four seats left; two at the front and two in the middle next to the aisle.

B: Can I have the ones at the front, please?

A: Certainly.

B: How much are the tickets?

A: They're £50 each, so that's £100, please. Will you be paying in cash or by card?

B: By card, please.

A: OK, show this receipt to collect your tickets at the box office half an hour before the show starts. Enjoy the show!

Pronunciation

Aim To learn the pronunciation of /i:/, /ɪ/

- Play the recording and ask Ss to listen and arrange the words under the sounds they hear.
- Check Ss' answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then elicit more words with these sounds.

Suggested Answer Key

cream, seem; itch, stitch

Background Information

The Phantom of the Opera is a musical play based on the novel by the same name written by Gaston Leroux in 1910. The musical was written by Andrew Lloyd Webber and it was first performed in 1986. It has won a lot of awards and to this day it is one of the most popular musicals in the world.

School of Rock: The Musical is a musical play by Andrew Lloyd Webber based on the 2003 film School of Rock. It was first performed in 2015. It has been nominated for many awards and won the Outstanding Achievement in Music award at the Laurence Olivier Awards in 2017.

Everyday English • 4d

Booking tickets for a performance

1 30 The sentences below are from a dialogue between a ticket clerk and a customer. Who says each sentence? Listen and read to check.

- How can I help you? • Is that for the 2:30 pm performance or the 7:30 pm?
- What about the one at 2:30 pm, then? • Can I have the ones next to the aisle, please?
- They're £45 each, so that's £90, please. • Enjoy the show!

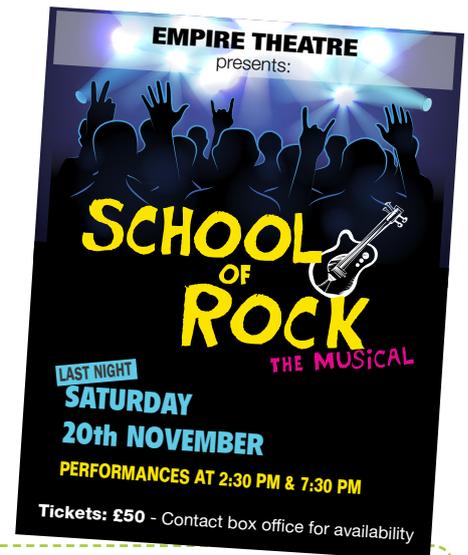


- Clerk** Good morning. How can I help you?
- Alice** I'd like two tickets for this Friday for *The Phantom of the Opera*, please.
- Clerk** Is that for the 2:30 pm performance or the 7:30 pm?
- Alice** The later show, please.
- Clerk** I'm sorry, but it's sold out.
- Alice** I see. What about the one at 2:30 pm, then?
- Clerk** Let me check. Yes, there are just four seats left; two at the back and two in the middle next to the aisle, row M.
- Alice** Can I have the ones next to the aisle, please?
- Clerk** Certainly.
- Alice** How much are the tickets?
- Clerk** They're £45 each, so that's £90, please. Will you be paying in cash or by card?
- Alice** Cash, please.
- Clerk** Ok, show this receipt to collect your tickets at the box office half an hour before the show starts. Enjoy the show!

2 Read the dialogue again. What is Alice going to watch? Which performance and seats does she get tickets for?

3 Take roles and read the dialogue aloud.

4 Imagine you want to attend the performance in the poster. Act out a dialogue similar to the one in Ex. 1.



Pronunciation /i:/, /ɪ/

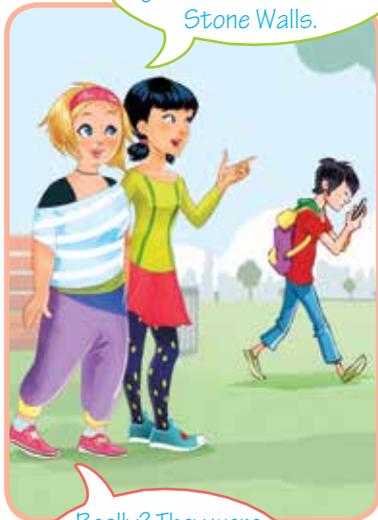
31 Listen and repeat. Then, in your notebook, arrange the words under the headings /i:/ and /ɪ/.

	/i:/	/ɪ/
seat	✓	
ticket		✓

	/i:/	/ɪ/
enjoy		✓
critic		✓

	/i:/	/ɪ/
feel	✓	
team	✓	

That's the boy **whose** father is the lead singer in the rock band The Stone Walls.



Really? They were playing at a concert **that** my brother went to last weekend!

Relative clauses

We use **relative clauses** to identify/describe the person/place/thing in the main clause. Relative clauses are introduced by **relative pronouns/adverbs**:

- **who/that** for people. *That's the singer **who/that** appeared in the talent contest.*
- **which/that** for objects/animals/ideas. *Is that the ticket (**which/that**) you bought for the festival?*
- **where** for places. *The gallery (**where**) Emma is exhibiting her art is near the library.*
- **whose** to show possession. *The artist **whose** work is on display has won lots of awards.*

Defining relative clauses give information that is **essential** to the meaning of the main clause. We do not put defining relative clauses in commas. *That's the statue **which/that** Michelangelo sculpted.*

Non-defining relative clauses give extra information that is **not essential** to the meaning of the main clause. We put non-defining relative clauses in commas. *The festival, **which** is held every year in the central square, starts on Friday.* (NOT: ~~that~~ is held)

- 1** Read the theory. Then, copy the sentences in your notebook and complete the gaps with the correct relative pronoun/adverb. Which of the relative clauses are defining? non-defining? Add commas where necessary. Where can we omit the relative pronoun/adverb?

- 1 That's the band **which/that** (can be omitted) we saw at the festival. **defining**
- 2 Oliver's uncle, **who** lives in Canada, is a famous writer. **non-defining**
- 3 He's the artist **whose** painting I bought at the art gallery. **defining**
- 4 That's the museum **where** the sculptures are going to be exhibited. **defining**
- 5 Concert tickets, **which** cost £20, go on sale this morning. **non-defining**
- 6 This statue, **which** is from the 15th century, is the museum's most famous exhibit. **non-defining**
- 7 This is Dan **whose** sister we met at the concert last week. **defining**

- 2** Join the sentences using the relative pronouns/adverbs in brackets. Add commas where necessary. Write in your notebook.

- 1 This is Anya. Her father is an artist. (**whose**)
- 2 I haven't read that book. You were talking about it. (**which**)
- 3 Glastonbury Festival is a popular event. It is held every year. (**that**)
- 4 Beth has a statue in her garden. She is my neighbour. (**who**)
- 5 That's the concert hall. Beyoncé performed there. (**where**)
- 6 Henry works at an art gallery. He lives in London. (**who**)
- 7 Boryeong Mud Festival attracts over a million visitors. It is held in South Korea. (**which**)

- 3** **Think** Complete the sentences about yourself.

- 1 I don't like books **which/that** _____
- 2 I'd never go to a place **where** _____
- 3 I like actors **who/that** _____
- 4 I can't stand music **which/that** _____



Game!

Who's who?

Use a relative pronoun/adverb to give a definition. Your partner guesses the answer.

A: This is the person who painted the *Mona Lisa*.

B: It's Leonardo da Vinci!

1 To present/practise relative clauses

- Go through the grammar theory aloud and explain how we form relative clauses.
- Ask two Ss to read the cartoon aloud. Elicit what *whose*, *that* show/refer to: *whose* (possession), *that* (for things). Elicit which relative pronoun could replace *that* (*which*).
- Explain that we do not use a relative pronoun with another pronoun (*I, you, he*, etc) and that *who/which/that* can be omitted when it is the object of the relative clause; that is, when there is a noun or subject pronoun between the relative pronoun and the verb. Explain that *who/which/that* cannot be omitted if it is the subject of the relative clause; that is, when there isn't a noun or a subject pronoun between the relative pronoun and the verb.
- Explain that a defining relative clause gives necessary information and is essential to the meaning of the main sentence. We do not put the clause in commas. e.g. *The man who fixed my car was very tall.* (Which man is tall? The one who fixed my car.)
- Explain that a non-defining relative clause gives extra information and is not essential to the meaning of the main sentence. The clause is put in commas. We cannot use *that* instead of *who/which*. e.g. *Ben, who is my neighbour, is noisy.* (Ben is noisy – the meaning of the sentence is clear; who is my neighbour – gives extra information.)
- Ask Ss to read the cartoon and identify the types of clauses (defining – not omitted, defining – not omitted).
- Give Ss time to complete the sentences with the correct relative pronoun/adverb, adding commas where necessary and identifying the defining/non-defining clauses.
- Check Ss' answers.

2 To practise relative clauses

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

Answer Key

- 1 *This is Anya whose father is an artist.*
- 2 *I haven't read that book (which) you were talking about.*
- 3 *Glastonbury Festival is a popular event that is held every year.*
- 4 *Beth, who is my neighbour, has a statue in her garden. / Beth, who has a statue in her garden, is my neighbour.*
- 5 *That's the concert hall where Beyoncé performed.*
- 6 *Henry, who works at an art gallery, lives in London. / Henry, who lives in London, works at an art gallery.*

- 7 *Boryeong Mud Festival, which attracts over a million visitors, is held in South Korea. / Boryeong Mud Festival, which is held in South Korea, attracts over a million visitors.*

3 To practise relative clauses with personal examples

- Explain the task and give Ss time to complete it.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

- 1 *I don't like books which/that are very boring.*
- 2 *I'd never go to a place where there isn't Internet access.*
- 3 *I like actors who/that are funny.*
- 4 *I can't stand music which/that doesn't have lyrics.*

Game!

Have Ss play the game in pairs. Ss take turns to form sentences with relative clauses. Each correct answer gets a point. The S with the most points after a fixed time wins.

Suggested Answer Key

- A: *This is a recyclable material which we often drink soda from.*
 B: *Aluminium can!*
 A: *This is the country where HA Schult is from.*
 B: *It's Germany!*
 A: *This is a film about a famous ship which stars Leonardo DiCaprio and Kate Winslet.*
 B: *It's Titanic! etc*

Background Information

Michelangelo was an Italian sculptor, painter and architect. He lived from 1475 to 1564 and his art is considered to be among the most famous in the world. His most popular works include the statue *David* and the paintings on the ceiling of the Sistine Chapel in Rome.

Boryeong Mud Festival is an annual festival held in the town of Boryeong, South Korea, where visitors can enjoy a variety of activities in the mineral-rich mud, which is believed to be very good for the skin.

South Korea is an Asian country in the Korean Peninsula which is located in between the Yellow Sea and the Sea of Japan. It shares a border with North Korea. It has a population of approximately 51 million and the capital city is Seoul.

4 To present/practise comparative – superlative forms

- Ask two Ss to read out the cartoon. Ask Ss to identify which of the adjectives in bold are in the comparative (*more realistic*) and which are in the superlative (*the best, least favourite*). Elicit how we form the comparative/superlative forms of adjectives and when we use them.
- Go through the theory with Ss. Explain that we use the comparative form to compare two people, things, places, etc. We usually use *than* with comparative adjectives (e.g. *Janet is taller than Paul.*). We use the superlative form to compare one person/thing, etc with the entire group (e.g. *David is the tallest boy in the class.*).
- Explain that with one-syllable and two-syllable adjectives, we form the comparative by adding *-er* and the superlative by adding *-est* (e.g. *tall – taller – tallest*).
- Explain that with adjectives of more than two syllables, we form the comparative with *more* and the superlative with *the most* (e.g. *expensive – more expensive – the most expensive*).
- Explain that with some two-syllable adjectives, such as *clever, narrow, gentle, friendly*, etc, we form the comparative and superlative either with *-er/-est* or with *more/most* (e.g. *friendly – friendlier – friendliest* or *friendly – more friendly – most friendly*).
- Explain that with one-syllable adjectives ending in *-e*, we add *-r* in the comparative and *-st* in the superlative form (e.g. *simple – simpler – simplest*).
- Explain that with one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add *-er/-est* (e.g. *fat – fatter – fattest*).
- Explain that with two-syllable adjectives ending in *-ly* or *-y*, we change the *-y* to *-i* and add *-er/-est* (e.g. *happy – happier – happiest*).
- NOTE: We use (not) *as + adjective + as* to show that two people, things, etc are (not) the same (e.g. *The black bag is not as expensive as the brown one.*).
- Go through the types of comparisons. Ask Ss to make sentences using the structures.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

5 To practise comparatives with *too/enough*

- Read out the **Note!** box and the examples. Explain that we use *too + adjective* to show that there is more than enough of a quality, we use *enough + adjective* to show there is the right amount of a quality and we use *not + adjective + enough* to show that there is less than enough of a quality.
- Then give Ss time to complete the task.
- Check Ss' answers.

Background Information

Scotland is a country in the UK. It is located in the north of Great Britain and has a population of around 5.4 million people. Its capital city is Edinburgh, but the largest city is Glasgow with a population of over 600,000 people.

Edinburgh is the capital city of Scotland and it is located in the southeastern part of the country at the Firth of Forth which is an estuary between the North Sea and the River Forth. It has a population of around 495,000 people.

The Edinburgh Festival, or the Edinburgh Fringe Festival, is a popular theatre festival that takes place in Edinburgh every year. It was first established in 1947 and has become the largest fringe festival in the world with thousands of performances and over 1 million visitors.

Comparative – Superlative



- We use the **comparative** form of an adjective to compare two people or things.
- We use the **superlative** form of an adjective to compare one person or thing with two or more other people or things.

adjective	comparative	superlative
tall	taller (than)	the tallest (of/in)
big	bigger (than)	the biggest (of/in)
busy	busier (than)	the busiest (of/in)
popular	more popular (than)	the most popular (of/in)

Irregular forms: *good – better – the best, bad – worse – the worst, much/many – more – the most, little – less – the least*

Types of comparisons

- **as + adjective + as:** for two people or things that are the same. *This painting is as expensive as the other one we liked.*
- **not as/so + adjective + as:** for two things that aren't the same. *Emma is not as artistic as Lucy.*
- **less + adjective + than:** to express the difference between two people or things. *This year's book fair was less crowded than last year's.*
- **the least + adjective + of/in:** to compare one person or thing with two or more people or things of the same group. *It was the least interesting exhibition of all the ones I've seen.*
- **much/a lot/a little/a bit + comparative:** to express the degree of difference between two people or things. *The band's new songs are a lot better than their old ones.*

4 Read the theory. Then, put the adjectives in brackets into the correct form. Write in your notebook.

Hi, Finn,

Greetings from Scotland! We're here for **1) the biggest (big)** arts festival in the UK – the Edinburgh Festival! We're staying at a hotel in the city centre. My brother and I are in one room and my parents are in another. Our room isn't as **2) large (large)** as theirs, but it's got a **3) better (good)** view of the city - Edinburgh is one of **4) the most beautiful (beautiful)** cities I've ever visited! The streets are much **5) more crowded (crowded)** than usual, though, so it's difficult to get around. Yesterday, we saw a comedy show with Scotland's **6) most popular (popular)** comedian. He was really funny. Also, I've tried haggis – the traditional Scottish dish. It was a lot **7) tastier (tasty)** than I expected!

Bye for now,
Dylan

Send

Note!

too – enough

- **too + adjective:** for something that is more than we want/need. *The tickets were too expensive, so we didn't buy them.*
- **adjective + enough:** for something that is as much as we want/need. *Was the food hot enough for you?*

5 Choose the correct item. Give reasons.

- 1 This year's festival was much/less better than last year's.
- 2 The service was fast enough/too.
- 3 Tom's sandcastle was more/much impressive than Ben's.
- 4 Sally is enough/too young to go to the music festival.
- 5 Carrie was a little/less excited about the band than I was.
- 6 The tickets were enough/too expensive for us to buy.
- 7 The theatre was big enough/too to host 200 people.
- 8 This exhibition isn't as interesting so/as the one we visited last year.



Study skills

Prior knowledge

Think of what you know about the topic. This will help you understand the text better.

Reading

- 1 32 Read the first sentence in each paragraph. Think of three things you would like to know about Dragon Con. Write questions, then listen and read to check whether the text answers them.



In the USA, in the 1970s, it became popular for large groups of people to gather for a few days each year and celebrate their love of a particular hobby. These conventions were especially popular with video gamers, comic book fans and fans of sci-fi novels and films. Then, in 1987, a group of friends came up with a **bright** idea. They wondered why each of these three groups needed to gather **separately**. After all, it was common to find people who were interested in all three hobbies! So, Dragon Con was born – one huge **gathering** for everyone!

Dragon Con is one of the largest multi-genre conventions in the world. This five-day festival is held every September in Atlanta, USA. When it began in 1987, just 1,200 fans **attended**, but now it attracts more than 80,000 people and it's getting more popular every year. Get a selfie with Darth Vader, chat to Super Mario or discover how Batman is drawn. It's a place where fans can meet all their favourite actors, artists, writers and video game designers face-to-face.

But Dragon Con isn't just about meeting people. There are lots of exciting competitions and workshops, and the highlight of the festival is the cosplay parade down Peachtree Street. This parade gives fans a **chance** to dress up as their comic book, sci-fi, fantasy or video game heroes. Some cosplayers spend all year preparing their costumes, and the **results**, like the convention, are out of this world!

'Cosplay' comes from the words 'costume' and 'play'.

- gamer • multi-genre
- convention • workshop

Culture Spot

Reading Festival lasts three days and is held every August. It started in 1961 as the National Jazz Festival, but is now known for rock, metal and indie music.



Find information about a music festival in your country. Present it to the class.

- 2 Read the text again and decide if the statements are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Correct the wrong statements.

- 1 A comic book fan got the idea for Dragon Con. DS
- 2 Dragon Con takes place in different cities each year. W
- 3 Fewer people attend Dragon Con now than in the late 80s. W
- 4 You can meet people who create video games at Dragon Con. R
- 5 There are prizes for the best costumes in the cosplay parade. DS

- 3 Match the words in bold in the text to their synonyms below.

- opportunity • clever • independently • meeting • effects • visited

- 4 **Think** Would you like to attend this festival? Why (not)? In three minutes, write a few sentences. Read them to your partner.

1 To listen and read for gist

- Read out the **Study skills** box and point out that this tip will help Ss with tasks like this.
- Ask Ss to read the first sentence in each paragraph and then think of questions about Dragon Con. Write three of them on the board.
- Play the recording. Ss listen and read the text to see if their questions are answered.

Suggested Answer Key

- 1 *When did the first Dragon Con take place? (in 1987)*
- 2 *Where does Dragon Con take place? (in Atlanta, USA)*
- 3 *Why is it called Dragon Con? (not answered)*

2 To read for specific information

- Ask Ss to read the text again and decide whether the statements are right, wrong or doesn't say.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

Answer Key

- 2 *Dragon Con takes place in Atlanta, USA, each year.*
- 3 *More people attend Dragon Con now than in the late 80s.*

3 To consolidate new vocabulary

- Ask Ss to look at the words in bold in the text and the words in the list and match them using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

bright – clever
separately – independently
gathering – meeting
attended – visited
chance – opportunity
results – effects

4 To express a preference

- Give Ss time to consider their answers and write a few sentences and then read them to their partner.
- Ask various Ss around the class to share their answers with the class.

Suggested Answer Key

I would definitely like to attend Dragon Con. I'm a big comic book fan so it would be wonderful to meet the artists and writers of my favourite

comic books. Also, I'd be interested in buying rare editions of my favourite comic books. I'd love to watch the cosplay parade too! I think it would be really entertaining.

Culture Spot (develop research skills)

Read out the information in the box and then give Ss time to research online and find out about a music festival in their country. Ask Ss to present them to the class.

Suggested Answer Key

In Poland, a popular music festival is the National Festival of Polish Song. This festival started in 1963 and it still continues today. It takes place for two days in June and attracts thousands of visitors. During the festival, there are performances by famous Polish musicians and there are also competitions for up-and-coming Polish musical acts.

Background Information

Atlanta is the capital city of the state of Georgia in the USA. It has a population of around 472,000 people. It's located in a hilly, forested region in the north part of the state. It's an important city in the world economy and it is a popular tourist destination.

Darth Vader is a character in the Star Wars films created by George Lucas. He is the evil villain in the first three films of the series. The fourth, fifth and sixth films explore his origin story and how he became evil.

Super Mario is a character in a popular video game series by the same name. Mario is a plumber who goes on adventures with his brother Luigi in order to save Princess Peach from the evil Bowser.

Batman is a popular superhero in comic books, video games, TV series and films. The character was created in 1939 by artist Bob Kane and writer Bill Finger. The character's real name is Bruce Wayne and he doesn't have any superpowers. Batman uses his strength and gadgets to fight crime.

4f

5 To present/practise vocabulary for festival activities

- Read out the list of words and then give Ss time to use them to complete the phrases.
- Check Ss' answers and then elicit which activities people can do at Dragon Con.

Answer Key

At Dragon Con, you can take part in competitions, dress up in costumes, watch a parade and attend workshops.

6 To present/practise prepositional phrases

- Ask Ss to read the sentences and choose the correct prepositions.
- Check Ss' answers around the class.

7 To form nouns from verbs

- Read out the box and give Ss time to complete the sentences.
- Check Ss' answers.

8 To listen for key information (multiple matching)

- Ask Ss to read the lists and then play the recording, twice if necessary, and have Ss listen and choose their answers.
- Check Ss' answers with pauses if necessary.

9 To write an article about a festival

- Read out the **Study skills** box and have Ss use this tip to help them complete the task successfully.
- Explain the task and give Ss time to write an article about a festival in their country including all the points listed.
- Ask various Ss to read their articles to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Perfect Festival for Chocolate-Lovers

The Bruges Chocolate Festival, or Choco-Laté, is a very popular food festival in Bruges, a large city in the northwest of Belgium.

The festival takes place every April in locations around the city and it lasts for four days. This festival attracts chocolate lovers from around the world.

During the festival, you can taste hundreds of different types of chocolate and you can also watch chocolate makers make their products in workshops. You can even get the chance to create your own chocolate flavours!

The Bruges Chocolate Festival is definitely an event that you won't want to miss!

Vocabulary

Festival activities



5 Copy the phrases (1-6) in your notebook. Complete the gaps with *watch, take part, attend, dress up, dance, eat*. Which of these can you do at Dragon Con?

- | | |
|--|--|
| 1 take part in competitions | 4 dance to live music |
| 2 dress up in costumes | 5 eat street food, traditional dishes |
| 3 watch a parade, a fireworks display | 6 attend a (theatre) performance, workshops |

Prepositions

6 Choose the correct preposition. Check in your dictionary.

- This year's Dragon Con lasted **with/for** five days.
- There is a display of comic book art **on/in** the ground floor.
- The film had its world premiere **at/by** the festival.
- Comic books are **on/at** sale in the main hall.
- A local drama club was involved **on/in** organising the event.

Word Formation

Forming nouns from verbs

We use these suffixes to form nouns from verbs:

- ance** (*annoy-annoyance*)
- ition** (*compose-composition*)
- ment** (*entertain-entertainment*)

7 Read the Word Formation box, then complete the sentences with a word formed from the word in bold. Write in your notebook.

- Max's **performance** was the highlight of the play. (**PERFORM**)
- We could see the **enjoyment** on the children's faces. (**ENJOY**)
- Lily won the **competition** for best costume. (**COMPETE**)

Listening

8 33 Listen to Emily and Peter talking about a festival they attended with their families. Which feature of the festival (a-h) did each person like the most?

- | | |
|----------|-----------------------|
| Emily ① | Ⓐ competitions |
| Peter ② | Ⓑ fireworks display |
| Becky ③ | Ⓒ parade |
| Darren ④ | Ⓓ workshops |
| Thomas ⑤ | Ⓔ music |
| Sue ⑥ | Ⓕ ballet performances |
| | Ⓖ food |
| | Ⓗ magic show(s) |

Study skills

Writing titles

A catchy title attracts the reader's attention. Titles need to be short, simple and direct. You can use interesting adjectives, numbers or the imperative.

Writing (an article about a festival)

9 Think of a festival in your country. Collect information and write an article about it for the school English magazine. Write: *name – when/where it happens – how long it lasts – what people can see and do* (100-120 words). First, do the tasks on p. 101.

4 • CLIL (Literature)

Vocabulary

Types of novels

1 Look at the types of novels. Which type do you enjoy reading the most? Tell the class.



1 classic

2 science fiction

3 horror

4 action & adventure

5 mystery & suspense

6 fantasy



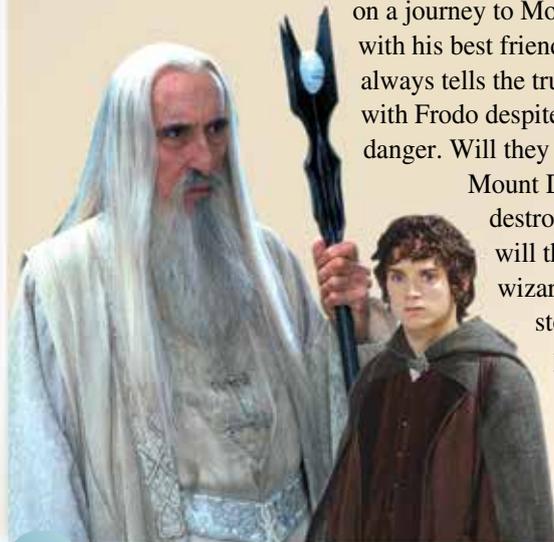
2 34 Look at the pictures and read the titles of the books below. What type of novel is each? Listen and read to find out.

The Lord of the Rings

by J.R.R. Tolkien

Frodo Baggins is a Hobbit who is not afraid to put his life at risk in this fantasy classic. He's got an important mission – to destroy a magic ring and stop Sauron, the Dark Lord of Mordor, from ruling the world. Frodo goes on a journey to Mount Doom with his best friend Sam who always tells the truth and stays with Frodo despite constant danger. Will they reach

Mount Doom and destroy the ring or will the wicked wizard Saruman stop these peace-loving Hobbits?



The Hound of the Baskervilles

by Sir Arthur Conan Doyle

The genius detective Sherlock Holmes tries to find out the truth about a ghostly hound in this well-known mystery novel. When he goes to investigate the strange death of Sir Charles Baskerville, he hears about the legend of a huge dog that haunts the Baskerville family. He and his trusty friend, Dr Watson, must solve the mystery before the hound can strike again!



- at risk • mission
- wicked
- peace-loving
- ghostly • hound
- investigate
- legend • haunt

3 **Think** Which of the characters in the descriptions in Ex. 2 are: heroes? villains? supporting characters? Which of these character qualities best describe them? Give reasons.

- honest • intelligent • curious • loyal • brave • evil

4 **Think** Which of the novels in Ex. 2 would you like to read? Why? Tell your partner.

1 To introduce vocabulary for types of novels

- Read out the types of novels and elicit which ones Ss enjoy reading the most from various Ss around the class.

Suggested Answer Key

I enjoy reading science fiction novels. I think they're really interesting.

2 To listen and read for gist

- Ask Ss to look at the pictures and read the titles of the books. Elicit what type of novel they think each one is.
- Play the recording. Ss listen and read to find out.

Answer Key

The Lord of the Rings is a fantasy novel.

The Hound of the Baskervilles is a mystery and suspense novel.

- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3 To develop critical thinking skills, to understand types of characters in a story

- Read out the adjectives in the list and explain/ elicit the meanings of any unknown words.
- Give Ss time to consider their answers and then ask various Ss to describe the characters using the adjectives.

Suggested Answer Key

Frodo Baggins is a hero. He is brave because he isn't afraid to put his life at risk.

Sauron is a villain. He is evil because he wants to rule the world.

Sam is a supporting character. He is honest because he always tells the truth. Also, he is loyal because he stays with Frodo despite danger.

Saruman is a villain. He is evil because he wants to stop the peace-loving Hobbits.

Sherlock Holmes is a hero. He is intelligent and can solve crimes. Also, he is curious because he wants to solve the mystery of the hound that haunts the Baskerville family.

Dr Watson is a supporting character. He is loyal to Sherlock; he is his trusted friend and he never leaves him alone.

4 To express a preference

- Give Ss time to consider their answers and then tell their partner giving reasons.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

I would most like to read 'The Hound of the Baskervilles'. Firstly, I've seen some films based on Sherlock Holmes stories, but I've never read any of the novels, so that would be interesting. Also, I like mystery and suspense novels, so I think this novel would be very enjoyable for me.

Background Information

Jane Eyre is a novel by Charlotte Brontë. It was published in 1847. It tells the story of a governess who falls in love with her employer, Mr Rochester.

The Time Machine is a novel by H.G. Wells. It was published in 1895. It tells the story of an inventor who travels back and forth through time with his invention, the time machine.

Frankenstein is a novel by Mary Shelley. It is also known as *The Modern Prometheus*. It was published in 1818. It's about a man named Victor Frankenstein who creates a monster with his scientific experiments.

Treasure Island is a novel by Robert Louis Stevenson. It was published in 1883. It's about a group of pirates who want to find a secret treasure.

Murder on the Orient Express is a novel written by Agatha Christie. It was published in 1934. It tells the story of a detective called Hercule Poirot who wants to solve the murder of Samuel Ratchett, a fellow passenger on his train journey.

J.R.R. Tolkien was an English writer and professor. He lived from 1892 to 1973. His most famous books were *The Hobbit* and *The Lord of the Rings*.

Sir Arthur Conan Doyle was a British writer. He lived from 1859 to 1930. He is most famous for his short stories and novels about Sherlock Holmes.

1  **To research and write about film characters**

- Give Ss time to research online for information about the film characters in the pictures.
- Then give Ss time to use the information to complete the task.

See Suggested Answer Section

2  **To give a presentation on a film character**

- Explain the task and ask Ss to use their research from Ex. 1 to prepare a presentation to give to the class.
- Ask various Ss to present their film characters to the class.

See Suggested Answer Section

3  **To create a film character**

- Give Ss time to consider their answers and create a film character taking all the points listed into consideration.
- Ask various Ss to present their film characters to the class.

Suggested Answer Key

Good afternoon. When you hear the word 'comedy', what comes to mind? Laughter, yes! Well, the character I created is one that would make all of us laugh. What's his name? Oscar Loco!

Oscar Loco is a character in a comedy film. He's tall with long fair hair and a moustache. He's really nice and innocent, but he's also very clumsy. He's always getting himself into awkward situations, but everything ends up all right in the end!

I think my character would be very popular and people would enjoy his comedy film. Having a laugh can cheer anyone up. After all, as the old saying goes, "Laughter is the best medicine!" Do you have any questions for me? ... Thank you very much.

4 a)  **To present the value of heroism**

- Give Ss time to read the quotation and discuss it in small groups.
- Elicit answers from Ss around the class.

Suggested Answer Key

I think that the quotation means that a real hero is someone who has devoted their life to an important cause, such as the environment or human rights. It's difficult to devote so much of your time and energy to improving the world, but that's what makes heroes so special.

b)  **To discuss the value of heroism**

Ask Ss to discuss the question in pairs and then ask various Ss to share their answers with the class.

Suggested Answer Key

We can be heroes in daily life by doing small things to help the people around us. I don't think that you have to do amazing things to change the world. Instead, I think that if you help your friends and family, or even strangers around you, you can make a difference in the world and become a hero.

Background Information

Harry Potter is the main character in the Harry Potter series of seven novels written by J.K. Rowling. Harry discovers that he's a wizard and goes to a special school to learn how to use magic. Over his years at the school he fights the evil wizard Voldemort with the help of his friends. A series of eight films star Daniel Radcliffe as Harry Potter.

The White Witch is one of the villains in the Chronicles of Narnia novels written by C.S. Lewis between 1949 and 1954. In the novels, she froze the land of Narnia for 100 years in snow and ice. She ruled the land of Narnia as an evil queen until the heroes come to defeat her. The character has also appeared in film and television adaptations of the novels.

James Bond is a character from a series of novels by Ian Fleming. He was created in 1953 and appeared in 12 novels and two short stories. He is a British Secret Service Agent and he has appeared in a total of 26 films as well as television, radio comic strips and video game formats.

Katniss Everdeen is the main character in the Hunger Games series of three novels written by Suzanne Collins. When Katniss's sister is chosen to fight in the Hunger Games, she offers to take her sister's place. Throughout the series, Katniss becomes a symbol of the resistance of the poor against the rich. A series of four films star Jennifer Lawrence as Katniss Everdeen.

Project Time 4

1



Collect information about the film characters below. Copy the table into your notebook and complete it.

1 Harry Potter



2 James Bond



3 The White Witch



4 Katniss Everdeen



Character	Actor	Appearance/ Personal qualities	Name of film(s)	Types of film(s)

Presentation Skills

- 2 Present one of the characters from Ex. 1 to the rest of the class. What do you think makes him/her so memorable? Give reasons.
- 3 **Think** Create your own film character. Think about: *type of film – name – appearance – personal qualities*. Present your character to the class.

VALUES

Heroism

- 4 a) Read the quotation. What does it mean? Discuss.

"A hero is someone who has given his or her life to something bigger than oneself."

Joseph Campbell

- b) **Think** How can we be heroes in daily life? Talk with your partner. Tell the class.

See Song Section p. 95

5 • Health is wealth



What's in this module?

• Vocabulary

- exercise
- sports, facilities & equipment
- injuries & accidents
- health problems & treatments
- teen problems

• Grammar

- modals & past modals
- the causative
- reflexive pronouns
- plural nouns

• Speaking

- talking to the doctor

• Writing

- an email giving advice

• CLIL (PSHE):

Food for Life

• Culture: The Super Bowl

• Values: Health

WACKY WORKOUTS



A You won't learn any fighting techniques, but taking part in a Fight Klub class is a great way to **1) get** fit. Basically, this fitness craze involves punching and kicking a punch bag to the beat of the music. So, you can hit with the hits!

B Capoeira is an Afro-Brazilian martial art which combines dance moves and fighting techniques. It's a fun workout and a great way to **2) strengthen** your body while learning self-defence.

Vocabulary

Exercise

1 **35** Complete the texts with the words in the list. Listen and check.

- use • stretch • get • strengthen • burn

Health is wealth

What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

1 To present/practise vocabulary relating to exercise

- Ask Ss to look at the pictures and read the gapped texts.
- Read out the list of words and explain/elicit the meanings of any unknown words. Then give Ss time to use them to complete the gaps in the texts.
- Play the recording for Ss to check their answers.

2  **To read for specific information**

- Explain the task and give Ss time to read the texts again and complete the task.
- Check Ss' answers.
- Play the video for Ss and elicit their comments at the end.

3   **To express a preference**

- Explain the task and read out the example.
- Give Ss time to consider their answers and then elicit various answers from Ss around the class.

Suggested Answer Key

I'd like to try Capoeira because I want to learn self-defence and get fit at the same time.

4   **To create a workout**

Ask Ss to work in pairs and create a workout considering all the points mentioned. Then ask various pairs to present their workout to the class.

Suggested Answer Key

The name of the workout is Box It. Basically, it involves moving heavy square boxes of different weights from place to place. The only equipment you need is a box and you can do it indoors or outdoors. The workout involves different challenges which force you to use different parts of your body. For example, you could lift a box up a flight of stairs to strengthen your leg muscles, or you could lift a box from the floor to a table continuously to strengthen your arms.



C It's yoga, but with your dog! It's doga! Both owners and their dogs bend and **3) stretch** in this relaxing workout. It's great for injured dogs that can't go for walks, and it helps owners to bond with their four-legged friends!



D You might get a few strange looks, but running backwards is well worth it. Backwards running is a very challenging activity which forces you to **4) use** 30% more energy than running forwards, and it improves your balance, too.



E Kangoo Jumps look more like a toy than a piece of exercise equipment, but bouncing around on these shoes with springs is a great way to **5) burn** calories and tone muscles in your legs.



2 Which of the workouts (A-E) would be suitable for someone who wants:

- 1** **D** to get better at balancing?
- 2** **B** to learn how to protect themselves?
- 3** **E** to build muscles in a certain part of their body?
- 4** **C** to exercise with their pet?
- 5** **A** to exercise with music?

3 **Think** Which of the workouts in Ex. 1 would you like to try/not like to try? Give reasons.

I'd like to try kangoo jumping because it looks like fun.

4 **Think** In pairs, create your own workout. Think about: *name – equipment – place – how to do it – health benefits*. Present your workout to the class.

Reading

-  In pairs, make a list of as many sports as you can think of in two minutes. Which are: *individual sports*? *team sports*? Compare with another pair.
-  **36** Look at the picture and read the title of the article. What do you think the article is about? Listen and read to find out.



The Future of Sport?

Kieran Brown is one of Manchester City's most **talented** young players – but you'll never see him on the pitch at the City of Manchester Stadium. In fact, Kieran doesn't even train with the team! Instead, he practises at home on his own – often in his pyjamas! How is this possible? Well, Kieran represents the team in e-sports competitions.

E-sports is professional video gaming and today it's the world's fastest-**growing** sport. Gamers compete individually or as part of a team, and there are e-sports tournaments for a variety of games – from platform games to real-time strategy games. Thousands of fans turn up to these events to follow the action on large screens, and games are also live-streamed on e-sports websites. It's a **huge** business and the best players

can make a good living from prize money and sponsorship deals. But is e-sports really a sport?

Well, it certainly isn't easy. Just because you **enjoy** playing video games doesn't mean that you can become a successful gamer. For example, most professional gamers have very fast reflexes – when they're playing, they often make up to 300 movements a minute! They also need **excellent** decision-making skills and a good knowledge of strategy. To improve their skills, professional gamers often train 14 hours a day!

The future looks bright for e-sports and one day some gamers predict that it will become an official Olympic sport! So, in the 2040 Olympics, you might not need to run fast, jump high or throw far to win a gold medal – you could just need two very skilful thumbs!



- 3** Read the article again and decide if the sentences below are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- Kieran Brown has attended games at the City of Manchester Stadium. DS
- You must be a member of a team to compete in e-sports competitions. W
- It's possible to watch e-sports competitions while they happen online. R
- Most professional gamers practise playing one game. DS
- E-sports has already been added as an official sport for the 2040 Olympics. W

- 4** Match the highlighted words to their synonyms in the list.

• like • amazing • skilled • developing • big

- 5** Match the highlighted words to their opposites in the list.

• poor • unskilled • dislike • tiny • shrinking

1 **Aim** To generate vocabulary relating to sports

- Ask Ss to work in pairs and think of as many sports as they can in two minutes. Ask Ss to list them under the headings provided.
- Ask Ss to compare with another pair and then elicit answers from Ss around the class and write them on the board.

Suggested Answer Key

individual sports: table tennis, archery, snooker, tennis, fencing, badminton

team sports: hockey, football, basketball, rugby, volleyball, ice hockey

2 **Aim** To read for gist

- Ask Ss to look at the picture, read the title and guess what the article is about.
- Then play the recording and have Ss listen and read to find out.

Suggested Answer Key

I think that the article is about the growing popularity of e-sports.

3 **Aim** To read for specific information

- Ask Ss to read the statements and then read the text again. Allow Ss some time to decide whether the statements are right, wrong or doesn't say.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

4 **Aim** To consolidate new vocabulary through synonyms

- Explain the task and ask Ss to read the words in the list. Then give Ss time to match them to the highlighted words in the text.
- Check Ss' answers.

Answer Key

talented – skilled

growing – developing

huge – big

enjoy – like

excellent – amazing

5 **Aim** To consolidate new vocabulary through antonyms

- Explain the task and ask Ss to read the words in the list. Then give Ss time to match them to the highlighted words in the text.
- Check Ss' answers.

Answer Key

talented – unskilled

growing – shrinking

huge – tiny

enjoy – dislike

excellent – poor

Should e-sports be part of the Olympic Games? Why/Why not?

Give Ss time to consider their answers and then ask various Ss to share their opinions with the class.

Suggested Answer Key

I think e-sports should be part of the Olympic Games because they require mental skills and good reflexes and lots of young people play them these days. / I think e-sports should not be part of the Olympic Games because there is no real physical skill involved except in the thumbs and it doesn't really fit with the philosophy of the Games.

Background Information

Manchester City (Football Club) is a football team based in the city of Manchester in the northwest of England, founded in 1880. It is in the Premier League and its home ground is the City of Manchester Stadium. The home colours are light blue and white.

5a

6 **Aim** To present vocabulary for sports & facilities

- Ask Ss to read the sports 1-6 and match them to the places where they are played in the pictures (A-F).
- Play the recording for Ss to check their answers.

7 **Aim** To present vocabulary for sports equipment

- Explain the task and read out the example.
- Read out the words in the list and give Ss time to match them to the sports in Ex. 6. Tell Ss they can use their dictionaries to help them.
- Then give Ss time to use the words in sentences following the example.
- Elicit answers from Ss around the class.

Suggested Answer Key

You need a puck, gloves, a stick, headgear and a net to play ice hockey.

You need gloves and headgear to box.

You need a ball and a hoop to play basketball.

You need balls and clubs to play golf.

You need a ball, goggles, headgear and a net to play water polo.

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

- Ask Ss to read the sentences and choose the correct prepositions.
- Check Ss' answers around the class.
- Then elicit answers to the questions from Ss around the class.

Suggested Answer Key

1 Yes, I am. / No, I'm not.

2 I enjoy taking part in football games.

3 I'm interested in trying ice hockey in the future.

4 The key to getting in shape is to stay active.

5 Professional athletes are at risk of pulling or straining a muscle.

9 **Aim** To present/practise phrasal verbs with **put**

- Ask Ss to read the **Phrasal Verbs** box and then give them time to complete the sentences.
- Check Ss' answers.

10 **Aim** To present the national sport of your country

- Explain the task and give Ss time to research online and find out about the national sport in their country and then make notes under the headings.
- Give Ss time to use their notes to present the national sport of their country to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

name of sport: archery

place: field, on horseback

equipment: bow, arrows, target

rules: you get points for hitting the target, more points for hitting the centre

why it's popular: goes back 1000s of years

In my country, Bhutan, the national sport is archery. Most people do archery outdoors in fields.

You need a bow, arrows and targets to do archery.

In Bhutan, many people do archery on horseback.

The rules of archery vary, but usually you get points by hitting the target and you get more points for hitting the centre.

Archery is popular in Bhutan because it has deep roots that go back thousands of years.

of years.

Culture Spot (develop research skills)

Read out the information in the box and then give Ss time to research online and find out about a popular sports event in their country. Ask Ss to present it to the class.

Suggested Answer Key

A popular sports event in my country is El Clásico. It's when the country's two biggest football teams, Real Madrid and Barcelona, play against each other. This can happen on a number of occasions each year, since they can meet each other in league and cup competitions. It's very difficult to get tickets for these games and millions of people around the world watch them on TV.

Background Information

Lady Gaga is an American pop singer and actor. Her real name is Stefani Germanotta and she was born 28th March 1986. Her most famous songs include *Just Dance* and *Poker Face*.

Justin Timberlake is an American pop singer and actor. He was born 31st January 1981. His most famous songs include *Bye Bye Bye* which he performed with the boy band NSYNC and *Mirrors*.

Vocabulary

Sports, Facilities & Equipment

- 6 37 Match the sports (1-6) to the places (A-F) where they are played. Listen and check.



1 E ice hockey

2 D boxing

3 A football

4 B basketball

5 F

golf

6 C

water polo

- 7 Which of the following do you need to play the sports in Ex. 6? Use your dictionaries. Make sentences, as in the example.

- ball(s) • puck • goggles • gloves • clubs • net • stick • racquet • bat • hoop
- boots • headgear

You need a ball and boots to play football.

Prepositions

- 8 Choose the correct preposition. Then, answer the questions.

- 1 Are you keen on/at sports?
- 2 Which sport do you enjoy taking part in/to the most?
- 3 Which sport are you interested with/in trying in the future?
- 4 In your opinion, what is the key for/to getting in shape?
- 5 What injuries are professional athletes under/at risk of?

- 9 Read the Phrasal Verbs box, then copy the sentences in your notebook and complete the gaps with the correct particles.

- 1 I can't put **up with** your rude behaviour any longer – you're off the team!
- 2 Sam has put **on** a lot of weight over the summer.
- 3 The match was put **off** until Saturday because of the snow.
- 4 Mark put **on** his football jersey and walked out onto the pitch.

Speaking & Writing

- 10 What is the national sport of your country? Collect information about it under the following headings: *name of sport* – *place* – *equipment* – *rules* – *why it's popular*. Present it to the class.



Culture Spot

The Super Bowl is the final match in the American football season. Around 120 million people watch the event on TV, and there is a half-time show with popular music acts like Lady Gaga and Justin Timberlake.



What is a popular sports event in your country? Collect information about it. Present it to the class.

Phrasal Verbs

put off = arrange for sth to take place at a later time

put on = gain (weight); get dressed in (jeans, a shirt, etc)

put up with = accept sth bad without complaining

5b Grammar

Modals



No, we **can't** because that sign says ball games are not allowed.

Permission (*can/could/may*)

Can I use your tennis racket? (Is it OK? – informal)

Could/May we use the tennis court, please? (Would you mind if ...? – formal/polite)

You **can/may** use the football pitch on Saturday. (You have permission.)

Requests (*can/could/would you ...?*)

Can/Could/Would you help me move the table tennis table? (Are you willing to do something?)

Possibility (*could/may/might*)

Emma **could/may/might** start yoga this summer. (It's a possibility.)

Obligation (*must/have to*)

You **must/have to** wear a helmet when you ride a motorbike. (People are obliged to. It's a rule/the law.)

Prohibition (*mustn't/can't*)

You **mustn't/can't** ride your bike on the pavement. (It's prohibited. You are not allowed.)

Necessity/Lack of necessity (*have to/need to – don't have to/don't need to/needn't*)

You **have to/need to** present your membership card to enter the gym. (It's necessary.)

You **don't have to/don't need to/needn't** exercise every single day. (It's not necessary.)

Advice/Recommendation (*should/ought to*)

You **should/ought to** eat more fruit and vegetables. (I advise you to.)

Offers (*shall/can*)

Shall/Can I give you a lift to the golf course? (Do you want me to ...?)

Ability/Lack of ability (*can/be able to – can't/not be able to*)

He **can/is able to** run very fast. (He has the ability.)

He **can't/isn't able to** swim. (He doesn't have the ability.)

1 Read the theory. Then, choose the correct item.

- A: **Must/Shall** I help you carry those boxes?
B: It's OK. You **ought to/could** take care of your back!
- A: Do you know where John is?
B: I'm not sure, but he **can/might** be at the gym. He goes there twice a week.
- A: **Can/Shall** we play video games now, Dad?
B: You know the rule, boys! You **have to/ought to** do your homework first.
- A: You **shall/should** exercise more, Alan. Why don't you start cycling?
B: Thanks for the advice, but I **needn't/can't** ride a bike. I never learnt how!
- A: **Can/May** you tell me where the yoga class is, please?
B: Sure, come with me.
- A: Dad, **could/might** you give me some money? I'm going to my first Capoeira class later.
B: You **mustn't/don't have to** pay for those classes. They're completely free.
- A: Let's play tennis at the sports centre tomorrow. You **don't need to/mustn't** be a member to play there.
B: I know, but we **can/ought to** book a court before we go.
- A: **Would/Should** you give me a lift to the swimming pool?
B: Why **needn't/can't** you walk there? It's just down the road!



1 To present modals

- Read out the theory and explain the meanings of the words (*permission = to be allowed to do sth*, *request = sth that is asked for*, *ability = having the skills to do something*, *possibility = sth that may happen*, *obligation = to have a duty to do something*, *prohibition = to not be allowed to do something*, *necessity = sth that is required*, *advice/recommendation = guidance*, *offer = sth put forward for consideration*, *ability/lack of ability = being able/unable to do sth*). Ask Ss to give examples using the modal verbs.
- Ask Ss to read the table and the cartoon. Elicit what *could* (possibility), *can't* (prohibition) express. Give Ss time to complete the task.
- Check Ss' answers.

Find signs. Explain what they mean.

Assign the task as HW and ask Ss to find signs and present them and their meanings in the next lesson.

Suggested Answer Key



You *must*/have to stop here.



You *mustn't*/*can't* walk here.

5b

2 To present/practise past modals

- Go through the theory with Ss. Choose two Ss to read out the cartoon. Elicit that the modals in bold refer to the past. Focus Ss' attention on how we use *could/was able to*.
- Explain the task.
- Give Ss time to complete it and then check Ss' answers.

3 To practise modals

- Explain the task and give Ss time to complete it.
- Check Ss' answers.
- Then elicit which of the sentences refer to the past.

Answer Key

Sentences 3, 5 and 6 refer to the past.

4 To practise modals

Give Ss time to complete the task and then elicit answers from Ss around the class.

Suggested Answer Key

- 2 *When I was five I could ride a bike, but I couldn't read.*
- 3 *At my school, we must wear a uniform. We mustn't eat in classrooms.*
- 4 *I should exercise regularly to improve my health. I shouldn't eat a lot of fast food.*

We **had to** train for three hours at football practice yesterday.



Really? I **didn't need/have to** go to basketball practice because the coach was sick.

Past modals

Obligation (*had to*)

We **had to** collect all the balls after tennis practice. (We were obliged to.)

Necessity/Lack of necessity (*had to/needed to – didn't have to/didn't need to*)

She **had to/needed to** come to every practice to get on the team. (It was necessary.)

Joe **didn't have to/didn't need to** bring his own golf clubs to the golf course. (It wasn't necessary.)

Ability/Lack of ability (*could/was able to – couldn't/wasn't able to*)

Fiona **could/couldn't** swim well when she was five. (general ability in the past – repeatedly)

I **was/wasn't able to** finish the marathon yesterday. (specific ability in the past – in a particular situation – I managed to.)

2 Read the theory. Then, copy the sentences in your notebook and complete the gaps with the correct past modal from the list below.

• was able to • could • had to • didn't have to

- A: Did you cancel your yoga class this evening?
B: No, I **didn't have to**. Emma volunteered to teach it for me.
- A: I heard that Jack had an injury during the basketball game.
B: Yes, but it wasn't serious. He **was able to** finish the game.
- A: Did you play any sports when you were young, Grandpa?
B: Yes, I did athletics. I **could** run very fast when I was younger!
- A: My car broke down after football practice yesterday evening.
I **had to** walk home in the rain.
B: I'm sorry to hear that. Why didn't you call me?

3 Complete the sentences with *may, should, needn't, had to, couldn't* or *was able to* to match the meaning in brackets. Write in your notebook. Which of the sentences refer to the past?

- You **should** see the dentist about that toothache. (I advise you to.)
- Sam says he **may** become a vegetarian. (It's possible.)
- The goalkeeper **was able to** save the shot. (He managed to.)
- You **needn't** bring your ball – I'll bring my new one. (It isn't necessary.)
- We **had to** buy a uniform for the karate class. (We were obliged to.)
- Lisa **couldn't** play sports well when she was young. (She didn't have the ability to.)

4 Think Tell your partner something you ...

- had to/didn't have to do yesterday.
 - could/couldn't do when you were five.
 - must/mustn't do at your school.
 - should/shouldn't do to improve your health.
- 1 I **had to** do the washing-up yesterday. I **didn't have to** walk to school.



5C • Vocabulary

Injuries & Accidents

1  38 Listen and repeat.



2 Have you ever had any of the injuries/accidents in the pictures in Ex. 1? What happened? Tell your partner.

A: Have you ever cut your finger?

B: Yes, I have.

A: What happened?

B: I cut it while I was chopping vegetables.

Health problems & Treatments

3 Check the health problems in the list in your dictionary. Then, read the people's symptoms. Which health problem is each suffering from?

- an earache • a cold/the flu • a fever/temperature • a headache
- a stomach ache • a sore throat • a toothache

1 Ann: "I'm sneezing a lot and I have a runny nose."

2 Ben: "It hurts when I chew food."

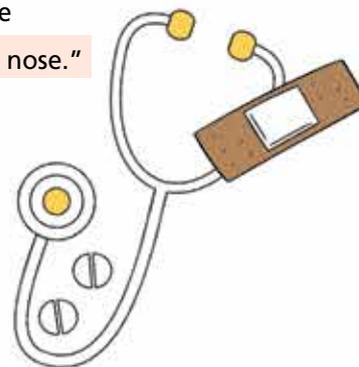
3 Pat: "I ate too much and now I feel sick."

4 Sue: "I feel a pain behind my eyes."

5 Jess: "The inside of my ear hurts."

6 Max: "It hurts when I swallow."

7 Amy: "I feel really cold and I'm shivering."



4  Use the prompts and/or your own ideas to give advice to the people in Ex. 3. Act out dialogues, as in the example.

- see a dentist/doctor • take a(n) aspirin/painkiller • drink some tea/lots of water
- stay in bed • get some rest • use ear drops • eat some honey

A: I'm sneezing a lot and I have a runny nose.

B: I think you've got a cold.

A: What should I do about it?

B: If I were you, I'd stay in bed.

1 To present vocabulary for injuries & accidents

- Ask Ss to read the types of injuries and accidents in the cartoon.
- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

2 To talk about injuries & accidents

- Explain the task and ask two Ss to model the example.
- Give Ss time to talk about any of the injuries & accidents in Ex. 1 they have had.
- Monitor the activity around the class and then ask various Ss to tell the class.

Suggested Answer Key

A: Have you ever had a black eye?

B: Yes, I have.

A: What happened?

B: I got it when a cricket ball hit me.

A: Have you ever sprained your wrist?

B: Yes, I have.

A: What happened?

B: I sprained it while I was playing volleyball.

A: Have you ever broken your leg?

B: Yes, I have.

A: What happened?

B: I broke it while I was mountain climbing.

A: Have you ever hit your head?

B: Yes, I have.

A: What happened?

B: I hit it when I was getting out of a car.

A: Have you ever had a bruise?

B: Yes, I have.

A: What happened?

B: I got it when I bumped into a pole last week.

A: Have you ever twisted your ankle?

B: Yes, I have.

A: What happened?

B: I twisted it while I was playing basketball.

3 To present/practise vocabulary for health problems & treatments

- Explain the task and ask Ss to look up the meanings of the health problems in their dictionaries.
- Give Ss time to complete the task and then check their answers.

Answer Key

1 a cold/the flu

5 an earache

2 a toothache

6 a sore throat

3 a stomach ache

7 a fever/temperature

4 a headache

4 To act out dialogues describing health problems and giving advice

- Ask two Ss to model the example dialogue.
- Then give Ss time to work in pairs and give advice to the people in Ex. 3 using the prompts.
- Monitor the activity around the class.

Suggested Answer Key

A: It hurts when I chew food.

B: I think you've got a toothache.

A: What should I do about it?

B: If I were you, I'd see a dentist.

A: I ate too much and now I feel sick.

B: I think you've got a stomach ache.

A: What should I do about it?

B: If I were you, I'd drink some tea.

A: I feel a pain behind my eyes.

B: I think you've got a headache.

A: What should I do about it?

B: If I were you, I'd take an aspirin.

A: The inside of my ear hurts.

B: I think you've got an earache.

A: What should I do about it?

B: If I were you, I'd use ear drops and take a painkiller.

A: It hurts when I swallow.

B: I think you've got a sore throat.

A: What should I do about it?

B: If I were you, I'd eat some honey and take a painkiller.

A: I feel really cold and I'm shivering.

B: I think you've got a fever.

A: What should I do about it?

B: If I were you, I'd stay in bed and drink lots of water.

5d

1 Aim To present situational language for talking to a doctor

Ask Ss to read the sentences in pairs and say who says each one.

2 Aim To listen and read for specific information

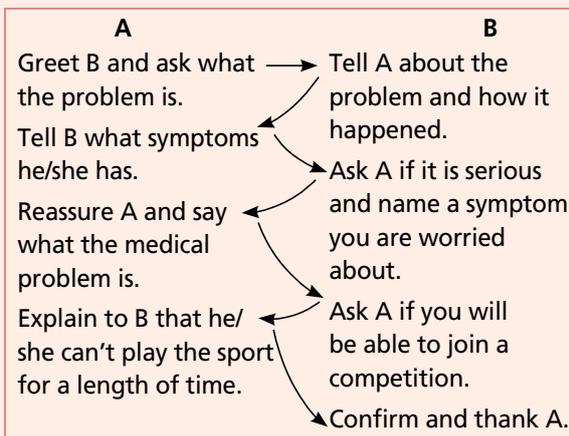
Play the recording. Ss listen and check their answers to Ex. 1.

3 Aim To act out a dialogue

- Give Ss time to take roles and read out the dialogue in closed pairs.
- Pay attention to Ss' pronunciation and intonation.

4 Aim To role play a dialogue talking to a doctor

- Explain the task and the situation.
- Write this diagram on the board for Ss to follow.



- Remind Ss that they can use the dialogue in Ex. 2 as a model.
- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

Suggested Answer Key

A: *Come in Sally, and sit down. What seems to be the problem?*

B: *It's my wrist, Doctor. I sprained it during my Fight Klub class yesterday. It hurts when I move it.*

A: *OK, let's take a look. Well, there's some swelling, but it's not broken.*

B: *Are you sure it's not serious? It's really sore.*

A: *Yes, it's nothing to worry about. It's just a sprain. I'll put a bandage on it.*

B: *Do you think I'll be able to go to Fight Klub again this Friday? There's a competition.*

A: *No, I'm afraid not, Sally. You need to rest it for at least two weeks. If you're still in pain then, come back and I'll take another look.*

B: *OK, I will. Thanks, Doctor.*

5 Aim To practise forming negative adjectives

- Read out the theory box and explain any points that Ss are unsure of and/or give more examples if necessary.
- Then explain the task and give Ss time to complete it.
- Check Ss' answers around the class

Pronunciation

Aim To learn rhyming words and their pronunciation

- Ask Ss to read the lists and say which word doesn't rhyme with the word in bold.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

Everyday English • 5d

Talking to the doctor

1 The sentences below are from a dialogue between a doctor and a patient. Read out the dialogue in pairs saying what - a doctor or a patient.

- 1 What seems to be the problem? **D**
- 2 It hurts when I stand on it. **P**
- 3 OK, let's take a look. **D**
- 4 It's really sore. **P**
- 5 I'll put a bandage on it. **D**
- 6 You need to rest it. **D**



2 39 Listen, read and check.



- Doctor** Come in Sally, and sit down. What seems to be the problem?
- Sally** It's my ankle, Doctor. I tripped while running in the yard at school yesterday. It hurts when I stand on it.
- Doctor** OK, let's take a look. Well, there's some swelling, but it's not broken.
- Sally** Are you sure it's not serious? It's really sore.
- Doctor** Yes, it's nothing to worry about. You've just twisted your ankle. I'll put a bandage on it.
- Sally** Do you think I'll be able to play football this Saturday? My team's in the cup final.
- Doctor** No, I'm afraid not, Sally. You need to rest it for at least two weeks. If you're still in pain then, come back and I'll take another look.
- Sally** OK, I will. Thanks, Doctor.

Word Formation

Forming negative adjectives

We use *im-*, *un-*, *in-* or *il-* prefixes to show that sth has the opposite quality: *helpful* - *unhelpful*, *polite* - *impolite* (before adjectives that start with *m* or *p*), *appropriate* - *inappropriate* (before adjectives that start with *a*, *o*, *e* or a consonant), *logical* - *illogical* (before adjectives that start with *l*).

3 Take roles and read the dialogue in Ex. 2 aloud.

4 Imagine you sprained your wrist during your Fight Klub class. Act out a dialogue similar to the one in Ex. 2.

5 Read the Word Formation box, then complete the sentences with negative adjectives formed from the adjectives in bold. Write in your notebook.

- 1 It's very **unhealthy** to eat fast food every day. (**HEALTHY**)
- 2 Alfie is very shy; he always feels **insecure** around new people. (**SECURE**)
- 3 It was **impossible** for Dan to sleep on the night before the exam. (**POSSIBLE**)
- 4 It is **illegal** to drive without insurance. (**LEGAL**)

Pronunciation Rhyming words

40 Read and say which word doesn't rhyme with the word in bold. Listen and check. Then repeat.

- 1 **bruise**: cruise - whose - **disguise** - shoes
- 2 **flu**: nephew - flew - **sew** - queue
- 3 **sprain**: pain - complain - lane - **mountain**
- 4 **sore**: pour - more - war - **sour**



The causative (have + object + past participle of main verb)

	active	causative
Present simple	She repairs the bicycle.	She has the bicycle repaired .
Present continuous	She is repairing the bicycle.	She is having the bicycle repaired .
Past simple	She repaired the bicycle.	She had the bicycle repaired .
Past continuous	She was repairing the bicycle.	She was having the bicycle repaired .
Future simple	She will repair the bicycle.	She will have the bicycle repaired .
Present perfect	She has repaired the bicycle.	She has had the bicycle repaired .
Present perfect continuous	She has been repairing the bicycle.	She has been having the bicycle repaired .
Past perfect	She had repaired the bicycle.	She had had the bicycle repaired .
Past perfect continuous	She had been repairing the bicycle.	She had been having the bicycle repaired .
'be going to'	She is going to repair the bicycle.	She is going to have the bicycle repaired .
Modal verbs	She should repair the bicycle.	She should have the bicycle repaired .

We use **the causative** to say:

- that we have arranged for someone to do something for us. **Tom had his teeth checked by the dentist.** (Tom didn't check his teeth himself. The dentist checked his teeth for him.)
- that something unfortunate happened to somebody. **Lisa had her purse stolen while she was on the train.**

We can use the verb **get** instead of the verb **have** in informal conversation.

I got my car repaired at a local garage.

1 Read the theory. Then, use the words in brackets to complete the sentences. Use the causative form. Write in your notebook.

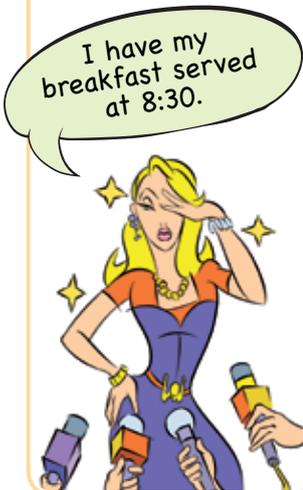
- John **had his eyes tested** (his eyes/test) at the optician's last week.
- Our school **is having a new sports hall built** (a new sports hall/build) at the moment.
- The zoo **should have more bins installed** (should/more bins/install). There's litter everywhere.
- The married couple **were having their photo taken** (their photo/take) when it started raining.
- Luckily, the restaurant **had had its oven fixed** (its oven/fix) by the time the first guests arrived.
- Ann booked an appointment at the dentist's, so she **is having her tooth removed** (her tooth/remove) tomorrow.

2 Rewrite the sentences using the causative. Write in your notebook.

- A specialist doctor checked Frank's leg.
Frank **had his leg checked by a specialist doctor.**
- A chef will prepare a healthy meal for the team this evening.
The team **will have a healthy meal prepared by a chef this evening.**
- Someone mows the football club pitch every Monday.
The football club **has its pitch mowed every Monday.**
- We should fix the goalposts.
We should **have the goalposts fixed.**
- The cyclist's bicycle was stolen from outside a café.
The cyclist **had his/her bicycle stolen from outside a café.**

Game!

Imagine you are a famous person. Describe your daily routine. Use the causative.



1 To present/practise the causative

- Go through the grammar theory with Ss. Ask two Ss to read out the cartoon. Ask Ss to identify the tenses of the verbs in bold (past continuous, future simple). Elicit who does the action (not the person who says the action but sb else for him). Elicit/Explain that this grammar structure is the causative.
- Explain that we use the causative to talk about actions that we do not do ourselves but we have them done for us by somebody else, or for something unfortunate that has happened to somebody. Explain that we form the causative with *have* + object (person) + past participle of the main verb.
- Explain the task.
- Give Ss time to complete the sentences with the correct causative form.
- Check Ss' answers.

2 To practise the causative

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

Game!

To practise the causative

Split the class into teams and have Ss from each team take turns to form a causative sentences according to the scenario. Each correct sentence gets a point. The team with the most points after a fixed time wins.

Suggested Answer Key

Team A S1: I have my hair done by the top stylists.

T: Correct! One point for Team A.

Team B S1: I have my house cleaned every day. etc

5e

3 To present/practise reflexive pronouns

- Ask two Ss to read the cartoon aloud. Elicit that the words in bold are reflexive pronouns.
- Go through the theory box and the **Note!** box with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

4 To present/practise plural nouns

- Go through the theory box with Ss and explain any points that Ss are unsure of.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

John hurt **himself**, so he can't go jogging today.



That's a pity! I guess I'll go jogging **by myself** then.

Don't worry. I'll join you if you like.

Reflexive pronouns

singular	myself	yourself	himself/herself/itself
plural	ourselves	yourselves	themselves

We use reflexive pronouns:

- with the verbs *burn, cut, hurt, look at, teach*, etc when the subject and the object of the verb are the same. **Sally hurt herself while playing hockey.** (Sally hurt Sally.)
- with or without **by** to show that someone did something **on their own** or **without any help**. **Chris installed the exercise machine (by) himself.**
- in the phrases: *enjoy yourself, behave yourself, help yourself, be yourself, do it yourself*. **Help yourself to some fruit!**

3

Read the theory and complete the gaps with a reflexive pronoun where necessary. Write in your notebook.

- 1 Harry is teaching **himself** how to play the guitar.
- 2 Katie played golf yesterday by **herself**.
- 3 Jake likes to relax – after a hard workout at the gym.
- 4 Sally and Mark prepared the salad **themselves**.
- 5 Enjoy **yourself** at the football match, Alan!
- 6 Ben's in hospital. He hurt **himself** while playing rugby.
- 7 I didn't help Beth with her homework. She did it all by **herself**.
- 8 Can you help me? I can't carry everything by **myself**.

Plural nouns

- Some nouns have the same singular and plural forms: *fish → fish, sheep → sheep, etc.*
- Some nouns are in a plural form (ending in -s), but take a singular verb: *athletics, billiards, darts, news, an amount of money (£87), a distance (five kilometres), etc.* **Athletics is my favourite sport. The news was very shocking. £1,000 is a lot of money.**
- Some nouns always appear in the plural form and take a plural verb: *congratulations, belongings, stairs, clothes, etc.* **Be careful. The stairs are wet.**
- With objects which consist of two parts (*trousers, shorts, shoes, gloves, glasses, scissors, etc*) we can use a plural verb or add **a pair of** and use a singular verb. **There are gloves on the table.** OR **There is a pair of gloves on the table.**
- Some nouns can have both countable and uncountable forms, but with a different meaning. *paper – papers, hair – hairs, chocolate – chocolates, glass – glasses.* **The glass from the broken window is on the floor.** (material – no plural) **There are glasses of water on the table.** (containers – singular and plural) **Paper comes from trees.** (material – no plural). **Take these papers to the manager.** (documents – singular and plural)

Note!

We do not use reflexive pronouns with the verbs *meet, relax, concentrate* and *feel*. **You should try to relax.** (NOT: ~~You should try to relax yourself.~~)

4

Read the theory. Then, choose the correct item.

- 1 Do you know where my jeans **is/are**?
- 2 Let's take a taxi. Five kilometres **is/are** too far to walk.
- 3 The scissors **is/are** in the top drawer.
- 4 £65 **is/are** a lot of money for a concert ticket.
- 5 What time **is/are** the news on TV?
- 6 Billiards **is/are** Logan's favourite sport.



About
Teen
Psychology
with Jane Smith, PhD.

Let's be honest – it's tough being a teenager. But don't worry – here are a few tips to help you survive your teenage years.

1 Keep calm and pass exams

A little bit of exam stress is a good thing. After all, it would be worrying if you didn't care at all about your exams! But too much stress is very bad for your health. A good **tip** is to make a study plan with regular breaks. Then, you can make progress and still have some time to relax.

2 But everyone else is doing it ...

"Forget about your homework! Let's go to the mall!" If this sounds **familiar**, then maybe you've experienced peer pressure. Generally, teens try to fit in, but you should never do things which you know are bad – even if everyone else is! Be yourself – not one of the group. After all, that's who your **real** friends want you to be!

3 Where's my phone?! Where's my phone?!

Do you **panic** when you can't find your smartphone or when the Wi-Fi goes down? Then, maybe you're addicted to social media. A lot of teens waste huge amounts of time on social media – and their schoolwork and real relationships suffer. The **solution** isn't to throw out your smartphone, though. Instead, take control of your addiction by limiting the amount of time you spend on your devices.

4 No one deserves to be picked on

Often bullies pick on people who are 'different' – maybe because of their weight, race or interests. The thing is, we're all different in some way, so we should look out for each other. If you're a victim or if you know someone who is, it's **vital** to tell a teacher or parent today.

- tough
- make progress
- peer pressure
- panic • addicted
- social media • suffer
- limit • race • victim

Reading

1 Read the text quickly. Which paragraph talks about: *peer pressure?* *bullying?* What is the text about?

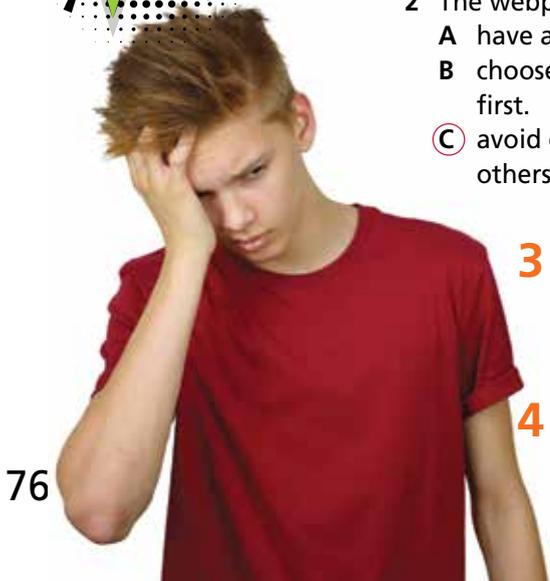
2 **41** Listen to or read the webpage again and for questions 1-4 choose the correct answer (A, B or C).

- | | |
|---|--|
| <p>1 The writer thinks that</p> <p><input type="radio"/> A some exam stress is normal.</p> <p><input type="radio"/> B stress doesn't lead to health problems.</p> <p><input type="radio"/> C teens shouldn't worry at all about exams.</p> <p>2 The webpage advises teens to</p> <p><input type="radio"/> A have a small number of close friends.</p> <p><input type="radio"/> B choose friends who put schoolwork first.</p> <p><input type="radio"/> C avoid copying the bad behaviour of others.</p> | <p>3 Teens who are addicted to social media should</p> <p><input type="radio"/> A get rid of their phone.</p> <p><input checked="" type="radio"/> B spend less time online.</p> <p><input type="radio"/> C turn off their Wi-Fi connection.</p> <p>4 According to the writer, the victims of bullying</p> <p><input type="radio"/> A are often bullies themselves.</p> <p><input type="radio"/> B shouldn't tell adults about their problem.</p> <p><input type="radio"/> C often have qualities which make them seem different.</p> |
|---|--|

3 Match the words in bold in the text to the words/phrases in the list.

- important • actual • become anxious • piece of advice
- recognisable • answer

4 **Think** What is the purpose of the webpage? Do you think it will help teens who read it? How?



1 To read for gist

Ask Ss to read the text quickly and then elicit answers to the questions from Ss around the class.

Answer Key

Paragraph 2 talks about peer pressure. Paragraph 4 talks about bullying.

I think the text is about how to overcome certain problems such as exam stress, peer pressure, social media addiction and bullying.

2 To listen and read for specific information

- Ask Ss to read the questions and the answer choices.
- Play the recording. Ss listen and read the text and choose their answers to the questions.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3 To consolidate new vocabulary

- Ask Ss to look at the words in bold in the text and the words in the list and match them using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

tip – piece of advice

familiar – recognisable

real – actual

panic – become anxious

solution – answer

vital – important

4 To identify author's purpose and express an opinion

- Give Ss time to consider their answers, write a few sentences and then read them to their partner.
- Ask various Ss around the class to share their answers with the class.

Suggested Answer Key

The purpose of the webpage is to give advice to teens who are experiencing certain problems. I think it will help teens who read it because it offers practical solutions.

5  **To present/practise vocabulary for teen problems**

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

6  **To practise giving advice for teen problems**

- Ask two Ss to model the example dialogue and read the **Note!** box.
- Then ask Ss to read the prompts and act out similar dialogues using the prompts, the useful language in the **Note!** box and their own ideas giving advice to the problems in Ex. 5.
- Monitor the activity around the class.

Suggested Answer Key

A: *I'm stressed about starting at a new school.*

B: *You could join an after-school club to make new friends.*

A: *I'm always arguing with my family/friends.*

B: *How about talking to them and telling them how you feel?*

A: *I'm getting bullied.*

B: *You should stand up to people who make you feel bad.*

A: *I'm addicted to social media.*

B: *Why don't you put your smartphone away for a few hours each day?*

7  **To listen for specific information (multiple choice)**

- Ask Ss to read the questions and answer choices. Then play the recording, twice if necessary, and have Ss listen and choose their answers.
- Check Ss' answers.

8  **To write an email giving advice**

- Read out the **Note!** box and tell Ss these opening/closing remarks will help them to complete the task successfully.
- Explain the task and give Ss time to write an email giving advice including all the points listed.
- Ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Fiona,

I'm sorry to hear that you're suffering from exam stress. I understand how you feel because I've been stressed about exams too, but I have some advice for you that I think will help.

First, I think you should make a study timetable which includes regular breaks. By doing this, you will make progress, but still have some free time.

Also, I think you should study with your friends from time to time. This will make studying more fun, and you'll be able to help each other with things you don't understand.

I hope that my advice helps. Let me know how everything turns out.

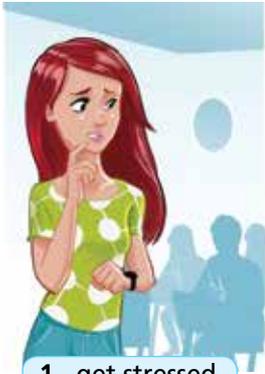
Best wishes,

Frank

Vocabulary

Teen problems

5  42 Listen and repeat.



1 get stressed about exams



2 start at a new school



3 argue with family/friends



4 get bullied



5 be addicted to social media

Note!

Giving advice

- You should/could/can ...
- Why don't you ...?
- How about ...?
- If I were you, I'd ...

6  Use the prompts below or your own ideas to give advice to people suffering from the teen problems in Ex. 5. Act out dialogues, as in the example.

- join an after-school club
- stand up to people who make you feel bad
- talk to them and tell them how you feel
- put your smartphone away for a few hours each day
- make a study timetable

A: I'm stressed about exams.

B: If I were you, I'd make a study timetable.

Listening

7  43 You will hear a dialogue between Susie and Amy discussing a problem which Susie has. Listen and choose the correct answer (A, B or C).

- Susie is describing a problem that she's having with her
A sister. B friends. C parents.
- Susie says that it's difficult for her to
A concentrate in class. B finish her homework. C get home from the mall.
- When Susie tries to leave her friends, they
A ask her to stay. B make jokes about her. C pretend they don't care.
- How does Susie describe her personality?
A shy B sociable C brave
- Amy advises Susie to
A play a sport. B join an art club. C exercise at a gym.

Note!

Opening remarks

- I'm really sorry to ...
- I just got your email and I think I can help.

Closing remarks

- I hope my advice helps.
- Tell me how things are going.

Writing (an email giving advice)

8 You have received an email from your English-speaking friend who has exam stress. Reply to their email giving them advice (100-120 words). In your email:

- sympathise with their problem. (I'm sorry to hear that ...)
- give them two pieces of advice.
- express hope that they can solve their problem. (I hope that ...)

First, do the tasks on p. 102.

- 1  44 Read the title of the text and its introduction. Is the text: *discussing pros and cons? giving advice? making an announcement? advertising something?* Listen and read to find out. The text is giving advice.



FOOD FOR LIFE



“The food you eat plays a huge role in your well-being. Read on to find out which foods you need to stay healthy.”

• Feeling tired and weak? Then get some carbs! Our bodies turn carbohydrates into glucose, a type of sugar, and this is the fuel that gives us energy. You can find carbs in foods such as bread, pasta and potatoes, but we shouldn't eat too many. The glucose that we don't use turns into fat - and this can lead to weight problems.



• Another important nutrient is protein. Our bodies mainly use protein to build and repair bones and muscles - so it's especially important for growing children and athletes. A great source of protein is meat, but vegetarians can find protein in beans, nuts and grains.

• Vitamins and minerals help our bodies work properly. There is a huge variety of them, and they have different functions. For example, vitamin A is good for eyesight while calcium strengthens our bones. Fruit contains vitamins, while we can find minerals in green vegetables. Our bodies cannot store some vitamins and minerals (such as vitamin C, certain B vitamins and zinc), so it's important to include them in our daily diet.



• The average adult is 57-60% water, so it's easy to see why water is so important for our health. All of our organs need water, and it's also vital for our joints and digestive system. We're constantly losing water through sweat, urine and even breathing, so it's important to drink water throughout the day. And always drink water instead of soft drinks, which contain a lot of sugar.

- 2 Read the text again, then rewrite the sentences in your notebook replacing the words in bold in sentences 1-4 with the words in the list.

- glucose • protein • vitamins and minerals • water

- 1 This is the body's main source of energy. glucose
- 2 The body can store some of these, but not others. vitamins and minerals
- 3 We are always losing this throughout the day. water
- 4 This is necessary to grow bones and muscles. protein

- 3  **Think** What did you learn from the text? How can this information help teenagers? Tell the class.

- 4 Two important nutrients not mentioned in the text are *fibre* and *fat*. Do some research on these nutrients and prepare a presentation about them. Use the following headings: *their function in the body - which foods they are in - how much of them you should eat and how often.*

- 

 - role • well-being
 - carbs
 - carbohydrates
 - glucose • fuel
 - nutrient • protein
 - repair • source
 - mineral • function
 - calcium • joint
 - digestive system

1  **To identify the purpose of a text; to listen and read for gist**

- Ask Ss to read the title and the introduction of the text and elicit the purpose of the text from the options presented.
- Play the recording. Ss listen and read to find out.

2  **To read for detailed understanding**

- Ss read the text and the sentences again. Ask Ss to replace the words in bold in the sentences with the words in the list.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3   **To develop critical thinking skills; to consolidate information in a text and express an opinion**

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

Suggested Answer Key

I learnt about the importance of following a balanced diet that contains all the nutrients my body needs.

I think this information can help teenagers because they are at a stage in life when they are growing, and this means it's especially important to eat healthily.

4  **To prepare a presentation on fibre and fat**

- Explain the task and tell Ss they may work alone or in pairs or small groups and give them time to research online and collect information about fibre and fat under the headings. Then give Ss time to use their information to prepare a presentation.
- Ask various Ss to give their presentations to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Fibre

Function in the body: helps the digestive system process food

Which foods it is in: wholegrains, fruit, vegetables, beans

How much you should eat and how often: an average amount every day

Fat

Function in the body: provides energy, helps the body absorb other nutrients

Which foods it is in: oil, nuts, salmon, animal products

How much you should eat and how often: a very small amount every day but avoid trans fats and saturated fat

Good morning, everyone. My name is Sandra Quirk. What comes to mind when you hear the word 'fibre'? How about 'fat'? Food and nutrition, yes! Today I'm going to talk to you about how important it is to have both fibre and fat in your diet.

Firstly, fibre is very important for your digestive system. It helps the body process food. You can find fibre in fruits like apples and bananas, vegetables like spinach and broccoli, as well as cereals, nuts and beans. You should try to eat some fibre daily so that you don't have any digestive problems. Secondly, fat is also important for good health. It provides energy, helps your body absorb other nutrients and helps it maintain a healthy temperature. You can find fat in nuts, fish such as salmon, oils such as vegetable oil as well as in animal products. You should eat a very small amount of fat every day, although you should avoid saturated fat and trans fats which can cause heart disease and high cholesterol.

To sum up, both fat and fibre help your body do what it needs to do every day, so you need to make sure you eat enough of them every day. After all, health is important to all of us, isn't it? Now, are there any questions for me? ... Thank you for listening.

1 a) **Aim** To practise vocabulary for being healthy

- Give Ss time to read the words in the list and look up the meanings of any unknown words.
- Then give Ss time to read the quiz and complete the gaps.
- Check Ss' answers.

b) **Aim** To do a quiz

- Give Ss time to read the quiz again and say which statements are true for them.
- Ask various Ss around the class to tell the rest of the class how healthy they are.

(Ss' own answers)

2 **Aim** To create a leaflet of dos and don'ts for having a healthy lifestyle

- Ask Ss to work in small groups and give them time to research online and find out more information about having a healthy lifestyle and prepare a leaflet of dos and don'ts.
- Tell Ss to add drawings or photos to illustrate their leaflet and then ask various groups to present their leaflet to the class.

Suggested Answer Key

The Dos and Don'ts of a Healthy lifestyle

DO

- eat at least five portions of fruit and vegetables each day
- meditate to relax the mind and combat stress
- spend some time outdoors every day
- have good posture and sit up straight



DON'T

- eat too much processed food
- eat if you are not hungry
- eat a lot of sweets
- have negative thoughts



3 **Aim** To give a presentation on healthy lifestyle

- Explain the task and ask Ss to use the quiz from Ex. 1 and their research from Ex. 2 to prepare a presentation to give to the class.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

Good afternoon. Today it's World Health Day and that reminds me of what someone once

said: "Being healthy and fit isn't a fad or a trend. Instead, it's a lifestyle." So let's talk about how we can really live more healthily day by day.

Firstly, we should aim to eat at least five portions of fruit and vegetables every day so that we consume the nutrients our bodies need. Equally important is regular exercise. Experts say we should try and do some form of exercise for half an hour daily. We also need to drink plenty of water. Mental health is important too so we should avoid getting stressed about unimportant matters. So, eating at least five portions of fruit and vegetables every day, drinking plenty of water and exercising help us have a healthy lifestyle.

And what about the don'ts of staying healthy? Do try to avoid eating anything processed like processed meat. Scientists connect them with dangerous diseases such as cancer. Also, don't eat if you're not hungry or you may put on weight! Next, don't keep late hours! Our bodies need at least 8 hours' sleep a night. And finally, don't forget to visit your dentist and doctor regularly for check-ups. After all prevention is better than cure! It seems that we should avoid eating anything processed, or eating when we are not hungry. Going to bed late or not having regular medical check-ups don't help us maintain a healthy lifestyle, either.

As we can see, there are a number of things we can do to stay healthy, as well as things to avoid! It's up to each one of us to take care of ourselves, isn't it? Are there any questions? Thank you all very much.

4 **Aim** To present the value of health

- Give Ss time to read the quotation and discuss it in small groups.
- Elicit answers from Ss around the class.

Suggested Answer Key

I think the quotation means that there is a connection between mental health and physical health. If you can avoid stress and have a positive outlook, then you can see positive effects on your physical health.

5 **Think Aim** To discuss the importance of regular exercise for health

Ask Ss to discuss the question in pairs using the prompts and their own ideas and then ask various Ss to share their answers with the class.

Suggested Answer Key

It's important to do regular exercise because it improves your sleep. If you tire yourself out through exercise, then it will be easier for you to fall asleep. Also, regular exercise can help maintain a healthy weight. Exercise helps burn calories, so you can lose fat. etc

Project Time 5

- 1 a) Complete the sentences in the quiz with: *maintain, brush, go, avoid, do, follow, drink, get*. Write in your notebook.

Find out **HOW** healthy you are!

Say which statements are true for you.

- 1 I **follow** a balanced diet.
- 2 I **go** for regular medical check-ups.
- 3 I **do** some form of exercise five days a week for at least ½ hour.
- 4 I **maintain** a healthy weight.
- 5 I **avoid** getting stressed about unimportant matters.
- 6 I **get** at least eight hours of sleep each night.
- 7 I **drink** plenty of water.
- 8 I **brush** my teeth twice a day.

How well did you do? Give yourself one mark for every statement you ticked.

0 – 4: Oh dear! You need to make some changes to your lifestyle today.

5 – 6: OK, but you'll feel healthier if you do more.

7 – 8: Excellent! You'll go far with your healthy lifestyle.



- b) Do the quiz. How healthy are you? Compare with your partner.

- 2  Collect more information and create a leaflet with some other *Dos* and *Don'ts* for having a healthy lifestyle. Use photos or drawings to illustrate your leaflet. Present it to the class.

Presentation skills

- 3 You are celebrating World Health Day at your school. Use the information in Ex. 1 and your ideas from Ex. 2 to prepare a presentation explaining how we can have a healthy lifestyle.

VALUES

Health

- 4 Explain the quotation.

"A healthy mind in a healthy body."
Juvenal

- 5  **Think** Why is it important to do regular exercise? Use the prompts below and your own ideas to discuss with your partner.

- helps reduce stress
- improves concentration
- boosts energy
- improves sleep
- helps maintain a healthy weight
- improves confidence

It's important to exercise because it helps reduce stress.

See Song Section p. 96

6 In the news



What's in this module?

• Vocabulary

- modern technology
- places in an airport
- using social media
- means of communication
- education

• Grammar

- reported speech
- reported questions & commands
- question tags
- clauses of concession

• Speaking

- giving instructions

• Writing

- a for-and-against essay

• CLIL (History):

Louis Braille: Reading with your fingers

• Culture: Robot Academy

• Values: Innovation

ws WebSite f t in x

HIGH TECH WORLD

NO ONE AT THE WHEEL!

DRIVERLESS BUS 1) TRANSPORTS PASSENGERS AROUND CITY

ws WebSite f t in x

HIGH TECH WORLD

THE MAIL'S LANDED! DRONE 2) DELIVERS

PARCELS TO HAPPY CUSTOMERS

Vocabulary

Modern technology

- 1 Complete the headlines (1-5). Use: *delivers, bends, interacts, transports, welcomes.*

Write in your notebook.



In the news

What's in this module?

Go through the *What's in this module?* box and tell Ss that these are the topics, skills and activities this module will cover.

1  **To present/practise vocabulary relating to modern technology**

- Ask Ss to look at the pictures and read the headlines.
- Read out the list of words and explain/elicit the meanings of any unknown words. Then give Ss time to use them to complete the gaps in the headlines.
- Check Ss' answers around the class.

2  **To listen for gist**

- Explain the task and play the recording.
- Ss listen and say which example of modern technology it is about.
- Play the video for Ss and elicit their comments at the end.

3  **To give a summary of an event**

Explain the task and ask various Ss to give a summary of the event to the rest of the class.

Suggested Answer Key

A driverless bus crashed into a taxi in Hereford city centre yesterday. Some people say this accident showed that the technology is not ready yet, but the city council said that the taxi was badly parked and that the buses are 100% safe.

4   **To express an opinion**

Give Ss time to consider their answers to the questions and then ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I think that in general technology makes our lives better in lots of ways. For a start, there are a lot of amazing medical breakthroughs that save lives. Also, we can communicate more easily and travel faster thanks to technology. I think the Internet has improved our lives in some ways, but it has also made our lives worse in other ways. The Internet helps us by giving us access to lots of information, but it also helps criminals to commit crimes more easily and has created new types of crimes. In addition, lots of people are addicted to using the Internet for certain things such as social media and online gambling.



HIGH TECH WORLD

ROBOT RECEPTIONIST 3) **WELCOMES** GUESTS TO DEPARTMENT STORE

HIGH TECH WORLD

**ATHLETE 4) INTERACTS WITH VIRTUAL
WORLD USING VIRTUAL REALITY
GYM EQUIPMENT**


HIGH TECH WORLD

FLEXIBLE SMARTPHONE 5) **BENDS
AROUND YOUR WRIST LIKE A WATCH**


2 45 Listen to a news report. Which of the examples of modern technology in Ex. 1 is it about? **A driverless bus.**

3 Tell the class a summary of the event in Ex. 2.

4 **Think** How does technology make our lives better? Do you think that any recent technology has made our lives worse?

Reading

- 1  46 Read the definition and look at the picture. What do you think this robot can do? Listen and read the interview to find out.



AI (artificial intelligence)
/eɪˈɜː ɪ/ (n) the ability of a machine to think, learn and solve problems like a human



Airports can be stressful places, so it's always nice to meet a friendly face who can point you in the right direction. Last December, at Haneda Airport in Tokyo, Japan that friendly face was a robot called EMIEW3! Here, we interview Koki Hiruna, one of its inventors.

Why did you install EMIEW3 in the airport?

Basically, it was part of EMIEW3's development. We wanted to take EMIEW3 out of the laboratory and into a real-life environment. So, EMIEW3 got a job welcoming and assisting passengers in the airport, and we monitored its performance.

What does EMIEW3 look like?

It's not very big - it's only 90 cms tall and weighs just 15 kgs - but it's very noticeable because of its red and white body. It can move around on wheels at speeds of up to 6 km/h, but it can avoid obstacles, so it doesn't bump into people.

What can EMIEW3 do?

EMIEW3 is a very clever robot. It can understand and speak both Japanese and English, and it can access huge amounts of information to answer people's questions. What's amazing about this robot, though, is that it can ask people questions so that it can learn more information itself!

For how long did the project last?

EMIEW3 was at the airport for two weeks, and while there were a few minor problems, overall, it performed very well. Most passengers loved chatting to it - whether they needed help or not - and if they had questions, EMIEW3 usually knew the answer. It was a very valuable member of staff!

What does the future hold for EMIEW3?

Well, right now we're still improving EMIEW3 so that it can be 100% ready to be a permanent worker in airports, train stations, malls, and other public places where visitors need help. We're getting close, so don't be surprised to meet EMIEW3 on your travels soon!

- 2 Read the interview and decide if the sentences are **R (right)**, **W (wrong)** or **DS (doesn't say)**.



- interview
- development
- real-life environment
- assist • monitor
- access • minor
- valuable
- permanent

1 EMIEW3 was created in 2016.

DS

2 EMIEW3 is easy to spot because of its colours.

R

3 EMIEW3 can only know information which was installed in it.

W

4 Most people were comfortable communicating with EMIEW3.

R

5 Koki thinks that EMIEW3 is now a completely finished robot.

W

- 3  **Think** Would you prefer to ask for help in an airport from a robot or a human worker? Give reasons for your answer.

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

- Ask Ss to look at the picture and read the definition and guess what the robot can do.
- Then play the recording and have Ss listen and read to find out.

Suggested Answer Key

I think that the robot welcomes people and answers their questions.

2  **To read for specific information**

- Ask Ss to read the statements and then read the text to decide which statements are right, wrong or doesn't say.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3   **To express a preference**

- Read out the question.
- Give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

I would prefer to ask for help in an airport from a human because I think talking to a robot would be strange.

Background Information

Tokyo is the capital city of Japan. It is in the south of the country and has a population of over 13 million people. It is a global economic power and has a good reputation for nightlife, shopping, transportation and cleanliness as well as helpfulness of locals.

Japan is an island country which is located off the east coast of Asia. It is made up of thousands of islands with the main ones being Hokkaido, Honshu, Kyushu and Shikoku. It has a population of over 127 million people. The country is a very popular tourist destination with millions of visitors each year.

6a

4 **Aim** To present vocabulary for places in an airport

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

5 **Aim** To practise vocabulary for places in an airport

- Explain the task and read out the example.
- Read out the phrases in the list and explain/ elicit any unknown words.
- Give Ss time to make sentences using the phrases following the example.
- Elicit answers from Ss around the class.

Suggested Answer Key

You can get your passport/ID checked at passport control.

You can drop off your luggage at a check-in desk.

You can buy gifts without paying tax at a duty-free shop.

You can collect your luggage at baggage reclaim.

You can ask questions at an information desk.

6 **Aim** To present/practise prepositional phrases

- Ask Ss to read the sentences and choose the correct prepositions.
- Check Ss' answers around the class.

7 **Aim** To present/practise phrasal verbs with **take**

- Ask Ss to read the **Phrasal Verbs** box and then give them time to complete the sentences.
- Check Ss' answers.

8 **Aim** To talk about robots in the workplace

- Explain the task and ask Ss to talk in pairs about what jobs robots can do and any problems they can think of regarding robots in the workplace.
- Then ask various Ss to share their answers with the class.

Suggested Answer Key

A: I think robots can work in hospitals. They can greet people and sometimes they can help surgeons operate.

B: Yeah, you could be right. I think they can work in restaurants and other service industries, too.

A: They can work in banks and hotels.

B: Maybe. I think one of the negatives of having robots in the workplace is that they take away jobs from people.

A: That's true. Also, they make life less social because robots cannot interact with people in the same way as people do.

9 **Aim** To design and present robots

- Ask Ss to work in small groups and think of a design for robots for a high-tech hotel covering all the points mentioned.
- Then have various groups present their robots to the class.

Suggested Answer Key

Our robots are called HotelM8. They are black and white with a human-like face and two arms. They move around on wheels. The first one looks like it is wearing a suit and a tie. It can check in guests, give information and answer questions. The second one can carry luggage on a special trolley attached to its front. The trolley can move up and down and around the back so the robot can lift the luggage in and out of a vehicle and a lift.

Culture Spot (develop research skills)

Read out the information in the box and then give Ss time to research online and find out about an organisation that promotes technology to teenagers in their country. Ask Ss to present it to the class.

Suggested Answer Key

The Youth for Technology Foundation is an organisation that works with young people in Colombia, Kenya, Nigeria, Uganda and the USA helping youth realise their potential through opportunities made possible with technology. They have four programmes divided into age groups. The TechTeens groups is for teenagers aged 13-19. They learn about technology applications for education and employment purposes.

Background Information

Paris is the capital city of France. It has a population of over 2 million people. The city is known for art, fashion, food and culture. It is home to the Eiffel Tower, the Notre-Dame Cathedral and the River Seine.

The United Kingdom (UK) is an island country located off the northwestern coast of mainland Europe. It is made up of the whole of Great Britain (England, Wales and Scotland) and the northern part of Ireland. The capital city of the UK is London. The UK has a population of over 66 million people.



Vocabulary

Places in an airport

4 47 Listen and repeat.



1 departure gate



2 passport control



3 check-in desk



4 duty-free shop



5 baggage reclaim



6 information desk



Culture Spot

Robot Academy is an organisation which aims to get British teenagers interested in the world of robotics. It runs robotics courses around the UK and gives teens the chance to build their own machines!



Are there any organisations in your country which promote technology to teenagers? Write a short paragraph about it.

5 What can you do at the places in Ex. 4? Use the prompts below to make sentences, as in the example.

- get your passport/ID checked
- collect your luggage
- drop off your luggage
- board a plane
- buy gifts without paying tax
- ask questions

You can board a plane at a departure gate.

Prepositions

6 Choose the correct preposition.

- 1 Most people travel long distances by/in plane nowadays.
- 2 Our boarding passes were checked before we got on/at the plane.
- 3 The restaurant was near the hotel, so we went there on/by foot.
- 4 Can you show me the way to/for the information desk?
- 5 The robot moves around on/in wheels.

7 Read the Phrasal Verbs box, then complete the sentences with the correct particle. Write in your notebook.

- 1 Steve takes **after** his dad – they both love gadgets!
- 2 Ann is thinking of buying a camera and taking **up** photography.
- 3 Our plane to Paris takes **off** at 9:45 am.

Speaking

8 What other jobs do you think robots can do? Do you think there are any negatives to using robots in the workplace? Discuss with your partner. Tell the class.

Writing

9 Design your own robots for a high-tech hotel. What will your robots look like? What will they do? Think about: *checking in guests* – *answering questions* – *carrying luggage*, etc. Give your robots a name and present them to the class.

Phrasal Verbs

- take up = to begin a job, activity, hobby
 take off = to remove; to leave the ground
 take after = to look/act like a member of your family

Reported speech



Note!

We do not change the verb tenses in reported speech when the introductory verb is in a present or future tense.

Direct speech is the exact words someone said. We put direct speech in quotation marks.

Alice said, "I want a new smartphone."

Reported speech is the exact meaning of what someone said, but not their exact words.

We don't use quotation marks in reported speech. Alice said (that) she wanted a new smartphone.

Verb tenses change in reported speech when the introductory verb (*say, tell, ask, etc*) is in a past tense.

present simple → past simple

"I like gadgets," she said. → She said (that) she liked gadgets.

present continuous → past continuous

"I'm surfing the Net," he said. → He said (that) he was surfing the Net.

past simple → past perfect

"I bought a new tablet," she said. → She said (that) she had bought a new tablet.

past continuous → past perfect continuous

"I was chatting online at 8 o'clock," he said. → He said (that) he had been chatting online at 8 o'clock.

will → would

"I will write a comment," she said. → She said (that) she would write a comment.

present perfect → past perfect

"I've never used a virtual reality headset before," he said. → He said (that) he had never used a virtual reality headset before.

present perfect continuous → past perfect continuous

"I've been studying all day," she said. → She said (that) she had been studying all day.

Note: the past perfect does not change in the reported speech.

Personal/Possessive pronouns and **possessive adjectives** change according to the meaning. "I'm going shopping with my best friend", Tom said. → Tom said (that) he was going shopping with his best friend.

Time words and other expressions: *now* → *then*, *today/tonight* → *that day/night*, *yesterday* → *the day before*, *this week* → *that week*, *last week/night* → *the week/night before*, *the previous week/night*, *tomorrow* → *the next/following day*, *next week* → *the week after*, *here* → *there*, *come* → *go*, *this, these* → *that, those*, etc.

say – tell

We can use the verbs *say* or *tell* both in direct and reported speech.

- **say** without an object pronoun (*me, her, etc*) / **proper noun** (*Alan, Mary, etc*) (+ *that*)
Amy said (that) her tablet wasn't working.
- **say + to + object pronoun/proper noun (+ that)** Amy said to us (that) her tablet wasn't working.
- **tell + object pronoun/proper noun (+ that)** Amy told us (that) her tablet wasn't working.

1

Read the theory. Then, complete the reported statements with *said* or *told*. Write in your notebook.

- 1 Max **said** to us that he was an experienced gamer.
- 2 I **told** Jake that I needed a new external hard drive.
- 3 Our teacher **said** to us that we could work in groups.
- 4 Janet **said** she had downloaded a new exercise app.
- 5 The shop assistant **told** them that the laptop was on sale.

1 To present reported speech

- Say then write on the board: *"I'm very tired," John said.* Explain that direct speech is the exact words someone says and they are written in quotation marks. Say then write on the board: *John said (that) he was very tired.* Explain that reported speech is the exact meaning of what someone says but not the exact words and we do not use quotation marks. Explain that we can use the word *that* to introduce the reported speech or we can omit it.
- Explain that when we report statements, we use *say* or *tell*. We use *say* in direct and reported speech without *to* when it is not followed by the person being spoken to (e.g. *Tom said "I need help."* → *Tom said [that] he needed help.*) and with *to* when it is followed by the person being spoken to as well (e.g. *Tom said to me, "I need help."* → *Tom said to me [that] he needed help.*).
- Explain that the pronouns, possessive adjectives and tenses change according to the meaning (*"I'm hungry," she said.* → *She said [that] she was hungry.*).
- Explain that certain words and time expressions change, too (e.g. *tonight* → *that night*, *today* → *that day*, *last night* → *the night before/the previous night*, *yesterday* → *the day before*, *this*, *that* → *these*, *those*, etc).
- Ask Ss to read the table and the cartoon. Ask Ss to say the reported sentence in bold in direct speech. (*"I'm going to the library," she said.*).
- Give Ss time to complete the task.
- Check Ss' answers.

2 **Aim** To practise possessive pronouns and adjectives in reported speech

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

3 **Aim** To practise reported speech

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

Answer Key

- 2 Jack said (that) I/we didn't know his new password.
- 3 Kevin said (that) he would come to the science fair the next/following day.
- 4 They said (that) they hadn't played those computer games yet.
- 5 Tom said to me (that) he had downloaded that app the night before/the previous night.
- 6 She said (that) she had never been there before.

4 **Aim** To practise reported speech with modals

- Read out the **Note!** box and then give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 John said (that) they might go to the exhibition the next/following day.
- 2 Ann said to us (that) we must/had to be there by 10.
- 3 She said (that) she could wait there for Mr Smith.
- 4 Tom said (that) they might come back later.
- 5 Pam said to Jim (that) he should see Jane that day.

5 **Aim** To practise reported speech

- Explain the task and give Ss time to rewrite the dialogue in reported speech in their notebooks.
- Check Ss' answers around the class by asking various Ss to read out each sentence of the dialogue in reported speech.

Answer Key

She said that she was thinking of buying an exercise bike.

Paul told her that she could get a better price on the Net. He said that he had bought a really good smartphone online for just £50 the week before/ the previous week.

Sally said that she hadn't thought of shopping online. Paul said that she might find something really cheap. He said that he had been shopping online for a long time and he loved it.

Sally said that she would check some online shops that night.

6 **Aim** To act out a dialogue

- Have students work in groups of three. Two Ss act out a dialogue similar to the one in Ex. 5. Then the third student in the group reports the dialogue to another group.
- Ask Ss to swap roles until every student in the group has reported a dialogue.
- Monitor the activity around the class.

Suggested Answer Key

A: I'm going to the mall this weekend. I'm thinking of buying a new smartphone.

B: You can get a better price on the Net. I bought a really good smartphone for just £150 last week.

A: I hadn't thought of shopping online.

B: You may find something really cheap. I've been shopping online for a long time, I love it.

A: Ok. I'll check some online shops tonight.

C: Jane said that she was going to go to the mall that weekend. She said that she was thinking of buying a new smartphone.

Liam told her that she could get a better price on the Net. He said that he had bought a really good smartphone online for just £150 the week before.

Jane said that she hadn't thought of shopping online.

Liam said that she might find something really cheap. He said that he had been shopping online for a long time and he loved it.

Jane said that she would check some online shops that night.

2 Copy the sentences in your notebook and complete the gaps with the correct *personal possessive pronoun* or *possessive adjective*, as in the example.

- 1 "I want you to turn down your music," Lisa said to me.
Lisa said that **she** wanted **me** to turn down **my** music.
- 2 "We can't find your files," they said to us.
They said that **they** couldn't find **our** files.
- 3 "We have the same screensaver on our phones," Luke said to Tyler.
Luke said to Tyler that **they** had the same screensaver on **their** phones."
- 4 "I'm checking my emails now," Sally said.
Sally said **she** was checking **her** emails then.
- 5 "We visited your website yesterday," we said to Tim.
We said to Tim that **we** had visited **his** website the day before.

3 Rewrite the sentences in reported speech, as in the example. Write in your notebook.

- 1 "My dad is flying to the USA tonight," Kate said.
Kate said (that) her dad was flying to the USA that night.
- 2 "You don't know my new password," Jack said.
- 3 "I'll come to the science fair tomorrow," Kevin said.
- 4 "We haven't played these computer games yet," they said.
- 5 "I downloaded this app last night," Tom said to me.
- 6 "I had never been there before," she said.

Note!

Modal verbs:

can → *could*
must → *must/had to*
shall → *would/should*
 (in reported questions)
may → *might*
 (possibility)
may/could (permission)
 remain the same.
could, would, should, ought to, needn't
 remain the same.

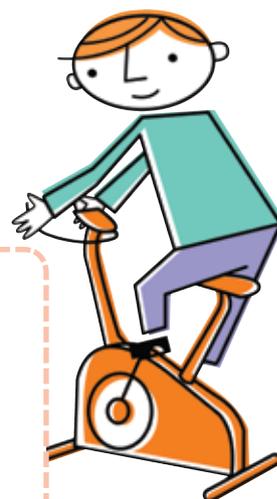
"I **can** go to the science fair," said Dave. → Dave said (that) he **could** go to the science fair.

4 Rewrite the sentences in reported speech. Mind the modals. Write in your notebook.

- 1 "We may go to the exhibition tomorrow," John said.
- 2 "You must be here by 10," Ann said to us.
- 3 "I could wait here for Mr Smith," she said.
- 4 "They may come back later," Tom said.
- 5 "You should see Jane today," Pam said to Jim.

5 Rewrite the dialogue in reported speech in your notebook.

- Sally** I'm going to go to the mall this weekend. I'm thinking of buying an exercise bike.
- Paul** You can get a better price on the Net. I bought a really good smartphone online for just £50 last week.
- Sally** I hadn't thought of shopping online.
- Paul** You may find something really cheap. I've been shopping online for a long time. I love it!
- Sally** OK. I'll check some online shops tonight.



Sally said (that) she was going to go to the mall that weekend. etc

6  Act out a similar dialogue in pairs. Then a third student reports your dialogue to another group.

6C • Vocabulary

Using social media

1 Match the social media icons (1-8) to their functions (A-H).



- | | |
|-------------------------|---------------------------|
| A upload a file/photo | E tweet/retweet a post |
| B add a photo to a post | F view a profile |
| C send a friend request | G send an instant message |
| D like a post/photo | H share a link |

2 Copy the sentences in your notebook and complete the gaps with *enter, update, accept, download, hack, post*. Check in your dictionary.

- You can **download** the messaging app to your phone.
- It's illegal to **hack** into someone else's email account.
- Never **accept** a friend request from someone you don't know.
- You should **update** your profile – it still says you're a college student!
- You need to **enter** your username and password to access your account.
- Trolls are people who **post** nasty comments online.

Means of communication

3 a) Match the columns to make phrases. Write in your notebook.

send	1	g	social media
make	2	b	face-to-face
chat	3	c	online
go on	4	d	emails/letters/text messages
use	5	e	phone calls
speak	6	f	sign language

b)  How do you prefer to communicate with your friends and family? Discuss with your partner using the phrases in Ex. 3a.

I prefer to send text messages to my friends.

1  **To present vocabulary for using social media**

- Ask Ss to look at the social media icons (1-8) and then read the functions (A-H) and match them to each other.
- Check Ss' answers.

Answer Key

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

2  **To present/practise topic-related vocabulary**

- Explain the task and give Ss time to complete it. Allow Ss to use their dictionaries as necessary.
- Check Ss' answers around the class.

3 a)  **To present/practise vocabulary for means of communication**

- Explain the task and ask Ss to match the words/phrases in the columns to make phrases.
- Check Ss' answers.

b)  **To practise vocabulary for means of communication; to talk about means of communication**

- Ask Ss to discuss which means of communication they use in pairs following the example.
- Ask various Ss to tell the class.

Suggested Answer Key

*I prefer to go on social media to chat to my friends.
I prefer to speak face-to-face with my family.*

6d

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

Ask Ss to read the dialogue and elicit an answer to the question.

Answer Key

Steve's mum wants a social media account to get in touch with some old school friends.

b) **Aim** To listen and read for cohesion & coherence (missing sentences)

- Ask Ss to read the sentences and then read the dialogue again and complete the gaps.
- Play the recording. Ss listen and check their answers.

2 **Aim** To act out a dialogue

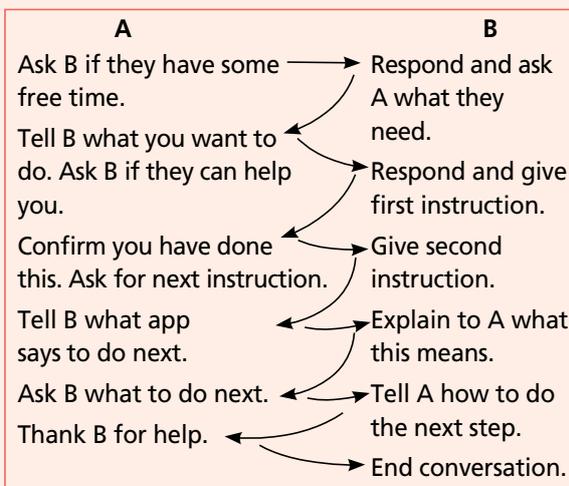
- Give Ss time to take roles and read out the dialogue in closed pairs.
- Pay attention to Ss' pronunciation and intonation.

3 a) **Aim** To present topic-related vocabulary

- Explain the task and ask Ss to match the words/phrases in the columns to make phrases.
- Check Ss' answers.

b) **Aim** To role play a dialogue giving instructions

- Explain the task and the situation.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Ask Ss to work in closed pairs.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

Suggested Answer Key

A: Holly, do you have a minute?

B: Of course, Auntie. What do you need?

A: I want to send a photo to my friend's phone. Can you help me?

B: OK, that's easy. First of all, go to your apps. Then click on the gallery icon.

A: Alright, I've done that. What's next?

B: Now, you need to select the photo you want to send.

A: OK, got it. It says to choose how to share the photo.

B: Yes, exactly. Once you do that you're ready to send it.

A: How do I do that?

B: Just type in your friend's number. It's as easy as that.

A: Thanks for your help, Holly!

B: No problem, Auntie.

Pronunciation

Aim To learn the pronunciation of /ɪ/, /aɪ/

- Model the sounds.
- Play the recording. Ss listen and arrange the words under the correct sound.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

Everyday English • 6d

Giving instructions

1 a) Read the dialogue. Why does Steve's mum want a social media account?

- Mum** Steve, do you have a minute?
Steve Of course, Mum. 1) C
Mum I want to get in touch with some old school friends. Can you help me create a social media account?
Steve OK, that's easy. First of all, go to the website of the social networking service that you want to join. 2) E
Mum Alright, I've done that. 3) A
Steve Now, you need to enter the information it asks for and choose a username.
Mum OK, got it. It says that I need to create a password, too.
Steve Yes, exactly. Once you do that you're ready to search for your school friends and send them friend requests.
Mum 4) D
Steve Just click on the 'find a friend' button and type in their names. 5) F
Mum Thanks for your help, Steve!
Steve No problem, Mum.

- A What's next?
 B Is that all?
 C What do you need?
 D How do I do that?
 E Then, click on 'sign up for a new account'.
 F It's as easy as that!



b) 48 Complete the dialogue with the sentences (A-F) in the list. One sentence is extra. Write in your notebook. Listen and check.

2 Take roles and read the dialogue aloud.

3 a) Join the columns to complete the phrases.

- | | | | |
|----------|---|--------------|----------------------------|
| go | 1 | a | the photo you want to send |
| click on | 2 | b | to your apps |
| select | 3 | c | the gallery icon |
| choose | 4 | d | your friends' number |
| type in | 5 | e | how to share the photo |

b) An older relative of yours wants to send a picture to their friend's phone. Use the phrases from Ex. 3a to act out a dialogue similar to the one in Ex. 1.

Pronunciation /i/, /aɪ/

49 Listen and arrange the words under the headings /i/ and /aɪ/. Write in your notebook.

	/i/	/aɪ/
icon		✓
public	✓	

	/i/	/aɪ/
website		✓
physics	✓	

	/i/	/aɪ/
reply		✓
busy	✓	



Reported questions

Reported questions are usually introduced with the verbs *ask*, *inquire*, *wonder* or the expression *want to know*.

- In **reported questions**, the verb tenses, pronouns and time words/phrases change as in statements.
- When the direct question begins with a question word (*who*, *where*, *how old*, *how long*, *why*, *when*, *what*, etc), the reported question is introduced with the same question word.
- When the direct question begins with an auxiliary verb (*be*, *do*, *have*) or modal verb (*can*, *may*, etc), the reported question is introduced with *if* or *whether*.

REPORTED QUESTIONS

Direct speech	Reported speech
"Who used my smartphone?" he asked.	He asked who had used his smartphone.
"Have you bought a new laptop?" she asked me.	She asked me if/whether I had bought a new laptop.

1 Read the theory. Rewrite the questions in reported speech. Write in your notebook.

- 1 "Did you charge the tablet?" Zack asked him.
Zack asked him **if/whether** he charged the tablet.
- 2 "Have you seen my holiday photos?" asked Olivia.
Olivia asked **if/whether** I/we had seen her holiday photos.
- 3 "Can I use your laptop tonight?" Dylan asked me.
Dylan asked me **if/whether** he could use my laptop that night.
- 4 "Where's my digital camera?" Finn asked me.
Finn asked me **where** his digital camera was.
- 5 "When will the file finish downloading?" Emma wondered.
Emma wondered **when** the file would finish downloading.
- 6 "Does this smartphone have a big memory?" I asked him.
I asked him **if/whether** that smartphone had a big memory.

2 A famous inventor named Jane Slade was interviewed by a teen magazine. Write in your notebook what the interviewer asked her, as in the example.



- 1 "When did you design your first invention?" he asked.
The interviewer asked Jane when she had designed her first invention.
- 2 "Are you working on something new?" he asked.
The interviewer asked Jane if she was working on something new.
- 3 "Can you predict the future of technology?" he asked.
The interviewer asked Jane if she could predict the future of technology.
- 4 "Which invention are you most proud of?" he asked.
The interviewer asked Jane which invention she was most proud of.
- 5 "Do you allow your children to use social media?" he asked.
The interviewer asked Jane if she allowed her children to use social media.
- 6 "Will you release a new product this year?" he asked.
The interviewer asked Jane whether she would release a new product that year.

1 To present/practise reported questions

- Explain that we usually introduce reported questions with *ask, inquire, wonder* or the expression *want to know* and we do not use a question mark. The verb is in the affirmative and the tenses, pronouns and time expressions change as in reported statements.
- Explain that when the direct question begins with a question word (e.g. *who, where, what, why, when, etc*) then we use the same question word in the reported question, but when the direct question begins with an auxiliary verb (*be, do, have, etc*) or a modal verb (*can, may, etc*) then we use *if/whether* in the reported question.
- Ask Ss to read the theory, then the cartoon. Ask Ss to say the reported question in bold in direct speech ("***Do you want to come with us to football practice?***" I asked him.)
- Then give Ss time to rewrite the direct questions as reported questions.
- Check Ss' answers.

2 To practise reported questions

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

3 To present/practise reported commands

- Explain that we usually use the verb *tell* + sb + (not) *to*-infinitive in reported commands.
- Go through the theory box with Ss. Focus Ss' attention on how we form reported affirmative/negative commands.
- Ask Ss to read the cartoon and say the reported question in bold in direct speech (*Be home early," my mum said to me.*)
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 *He told me to click on the download icon.*
- 2 *Mary told them to turn down their music.*
- 3 *Mum told me not to leave my tablet on the sofa.*
- 4 *He told her to change the batteries in that remote control.*
- 5 *Frank told Alice not to delete that file.*
- 6 *She told me to call her on her mobile the next/ following day.*

4 a) To present/practise question tags

- Ask Ss to find a question tag in the cartoon on p. 99 (... , *won't you?*).
- Explain/Elicit that we use question tags at the end of sentences to ask for/confirm information. We form them with the auxiliary/modal verb from the sentence and an appropriate subject pronoun.
- Explain that when the sentence is positive the question tag is negative and when the statement is negative the question tag is positive.
- Explain that when we know the answer to the question we use a falling intonation in the question tag and when we don't know the answer to the question we use a rising intonation in the question tag.
- Go through the theory box and the **Note!** box and explain any points that Ss are unsure of.
- Then explain the task and give Ss time to complete it.
- Check Ss' answers.

b) To understand rising/falling intonation in question tags

- Play the recording. Ss listen and indicate the intonation of each sentence with the corresponding arrow.
- Check Ss' answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

You'll come to the cinema, won't you?



I can't. My mum told me to be home early.

Reported commands

To report commands with **tell** we use the **to**-infinitive.

REPORTED COMMANDS	
Direct speech	Reported speech
"Turn off the computer," he said to me.	He told me to turn off the computer.
"Don't open junk emails," she said to him.	She told him not to open junk emails.

3 Read the theory. Report the following commands. Write in your notebook.

- "Click on the download icon," he told me.
- "Turn down your music!" Mary told them.
- "Don't leave your tablet on the sofa!" Mum told me.
- "Change the batteries in this remote control," he told her.
- "Don't delete this file," Frank told Alice.
- "Call me on my mobile tomorrow," she told me.

Note!

Some verbs/phrases form question tags differently.

- I am → aren't I?
I'm on the 9 o'clock flight, aren't I?
- Let's → shall we?
Let's go to the mall, shall we?
- I have (got) (possession) → haven't I?
I've got a great username, haven't I?
- I have (idiomatically) → **He had a bath this morning, didn't he?**
- This/That is → isn't it?
This/That is a good website, isn't it?
- Don't → will you?
Don't use my laptop again, will you?
- Someone/Anyone/Everyone/No one → don't/didn't they?
Someone took my digital camera, didn't they?

Question tags

Question tags are short questions at the end of statements used to confirm something or to find out if something is true or not. We form them with the **auxiliary** or **modal verb** of the **main sentence** and the appropriate **subject pronoun**.

- A positive statement takes a negative question tag. **It's a great app, isn't it?**
 - A negative statement takes a positive question tag. **You don't have a website, do you?**
- When the verb is in the **present simple** we form the question tag with **do/does** (**Tom likes video games, doesn't he?**). When the verb is in the **past simple**, we use **did** (**You bought a new TV, didn't you?**).

Intonation: When we are sure of the answer (**confirming**), the intonation falls in the question tag. **It's a fantastic game, isn't it?** (↘)

When we aren't sure of the answer (**questioning**), the intonation rises in the question tag. **You sent a message to Finn, didn't you?** (↗)

4 a) Complete the sentences with appropriate question tags. Write in your notebook.

- Dan works in a mobile phone shop, **doesn't he?**
- The app hasn't downloaded yet, **has it?**
- Let's video chat tonight, **shall we?**
- I'm on the e-sports team, **aren't I?**
- Paul is working late tonight, **isn't he?**
- They bought a new laptop last week, **didn't they?**
- This isn't a very reliable site, **is it?**
- Don't share your personal information online, **will you?**

↘	↗
✓	
	✓
	✓
	✓
	✓
✓	
✓	
	✓

b) 50 Listen and indicate the sentences in Ex. 4a with the arrows according to whether the intonation rises or falls. Then listen again and repeat.



Reading & Speaking

- 1 51 What are the advantages and disadvantages of having a robot teacher? Listen and read the forum thread. Are any of your ideas mentioned in it?

TeenTechForum

Thread: Robot teachers



Posted by **Annie_Star04**

04 January 17:27

Hi, everybody. I've just seen a video online about a robot teacher in Japan. Its name is Saya and it looks like a female human teacher. It can teach a variety of subjects and it's programmed to show happiness, sadness, anger, fear, surprise and disgust. The video explained that these types of robots could be **useful** where there are teacher shortages. It sounds really **weird** to me. What do you think? Can robots replace human teachers in the classroom?

REPLIES

Reply by **Luke_64**

04 January 20:07

Definitely! Think about it; teens these days are really keen on technology, so having a robot teacher would be more **interesting** for them. Also, a robot teacher would be programmed with lots of information so they would be able to answer any questions within seconds. I think that having a robot teacher would really bring the classroom to life!



Reply by **Bella_49**

05 January 08:32

I'm not so sure about this. Robot teachers might use their database to answer questions, comment on students' papers and give feedback. But robot teachers can't understand what a student is thinking or feeling or give an **emotional** response. So, I don't think that they will ever replace human teachers. Plus, I'd much prefer a human teacher.



- *shortage* • *replace*
- *give feedback*
- *emotional response*

- 2 Read the forum thread again and, for questions 1-3, choose the correct answer (A, B or C). Give reasons.

- 1 Saya is able to

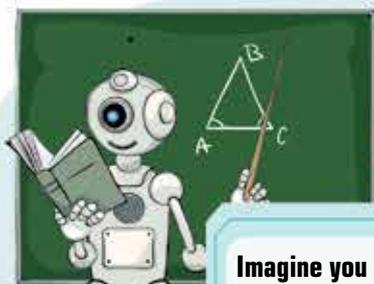
A teach one subject only.	B change the way it looks.
C display some emotions.	
- 2 Luke says that robot teachers would

A make lessons more exciting.	B make lots of mistakes.
C have a limited knowledge.	
- 3 Bella believes that robot teachers wouldn't

A be able to help students.	B be interesting.
C care about students.	

- 3 Match the words in bold in the forum thread to their opposites below. Check in your dictionary.

- normal • cold • useless • boring



Imagine you had a robot teacher. What would classroom life be like? Tell the class.

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

- Ask Ss to say a few advantages/disadvantages of having a robot teacher. Write one or two ideas on the board.
- Play the recording and ask Ss to listen and read the text.
- Elicit which of their ideas were mentioned.

Suggested Answer Key

A robot teacher would be able to answer any question.

A robot teacher wouldn't be able to understand students' emotions.

2  **To read for specific information (multiple choice)**

- Ask Ss to read the questions and the answer choices.
- Then Ss read the text again and choose their answers to the questions accordingly.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3  **To consolidate new vocabulary through antonyms**

- Ask Ss to look at the words in bold in the text and the words in the list and match them as opposites using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

useful – *useless*

weird – *normal*

interesting – *boring*

emotional – *cold*

Imagine you had a robot teacher. What would classroom life be like? Tell the class.

Give Ss time to consider their answers and then ask various Ss around the class to share their answers with the class.

Suggested Answer Key

I think classroom life would be very dull and we would have very boring lessons. We would stick to the lesson plan and we would not have much fun.

4  **To present/practise vocabulary relating to education**

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

Suggested Answer Key

- 1 *Yes, I usually pay attention in class.*
- 2 *I have English lessons on Wednesdays.*
- 3 *I never fail exams.*
- 4 *I do my homework in my bedroom.*
- 5 *No, I have never enrolled on an online course.*
- 6 *Yes, I usually get good marks.*

5  **To practise forming adjectives from nouns using suffixes**

- Read out the theory and then give Ss time to complete the task.
- Check Ss' answers.

6  **To listen for specific information (multiple matching)**

- Ask Ss to read the sentences and play the recording.
- Ss listen and match the statements to the speakers.
- Check Ss' answers.

7  **To present/practise clauses of concession**

- Read out the **Note!** box and explain any points Ss are unsure of.
- Then explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 *Despite having money, the school can't afford a robot.*
- 2 *Robots can express some emotions, but they don't have feelings.*
- 3 *Although robots are programmed to deliver lessons, they can't develop creative ideas.*

8  **To write a for-and-against essay**

- Explain the task and give Ss time to write a for-and-against essay discussing the pros and cons of having a robot teacher.
- Ask various Ss to read their essays to the class.
- Alternatively, assign either this task or the writing skills task on p. 115 as HW and check Ss' answers in the next lesson.

Suggested Answer Key

As technology is advancing, we might have robot teachers someday. But is this good?

Firstly, robot teachers could appeal to teens who are interested in technology. As a result, they would love the opportunity to learn from a robot. Also, robots would use an endless database to provide more information and answer questions on any subject.

However, robot teachers would not build close relationships with students. Consequently, students would not get the encouragement they need. Also, as robots cannot understand thoughts or feelings, students would not get any emotional support.

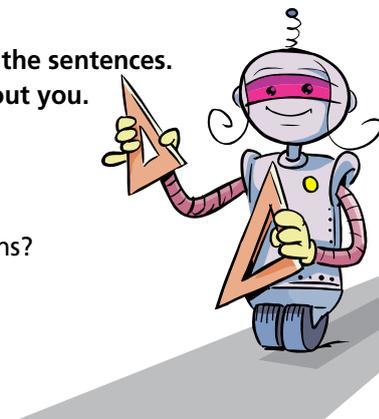
In conclusion, I believe that robot teachers are a good idea but that they cannot replace human teachers. Students would benefit from being taught by a combination of both.

Vocabulary

Education

4 Use the verbs in the list in the correct tense to complete the sentences. Write in your notebook. Then, answer the questions about you.

- fail • enrol • get • pay • have • do
- 1 Do you usually **pay** attention in class?
 - 2 On which days of the week do you **have** English lessons?
 - 3 How often do you **fail** exams?
 - 4 Where do you **do** your homework?
 - 5 Have you ever **enrolled** on an online course?
 - 6 Do you usually **get** good marks?



Word Formation

We use these suffixes to form adjectives from nouns:

- ful (*beauty-beautiful*)
- less (*rest-restless*)
- al (*industry-industrial*)

5 Read the Word Formation box, then complete the sentences with a word derived from the word in bold. Write in your notebook.

- 1 The trip to the science museum was very **educational**. (EDUCATION)
- 2 I was **speechless** when I was welcomed by the robot. (SPEECH)
- 3 Ted's a **careful** student who almost never makes mistakes. (CARE)

Listening

6 52 You will hear four people talking about robots in the workplace. For speakers 1-4, choose from the list (A-E) what each person says. There is one extra letter which you do not need to use.

- A Robots do not get sick.
- B Humans will lose their jobs.
- C Humans make too many mistakes.
- D Robots could do dangerous jobs.
- E It will be bad for our health.

Speaker 1	D
Speaker 2	C
Speaker 3	E
Speaker 4	B

7 Rewrite the sentences in your notebook using the words in bold.

- 1 The school has got money. They can't afford a robot. (**DESPITE**)
- 2 Robots can express some emotions. They don't have feelings. (**BUT**)
- 3 Robots are programmed to deliver lessons. They can't develop creative ideas. (**ALTHOUGH**)

Writing (a for-and-against essay)

8 Your teacher has asked you to write an essay discussing the pros and cons of having a robot teacher. Write your essay (100-120 words). First, do the writing task on p. 103.

Note!

Clauses of concession are used to express contrast.

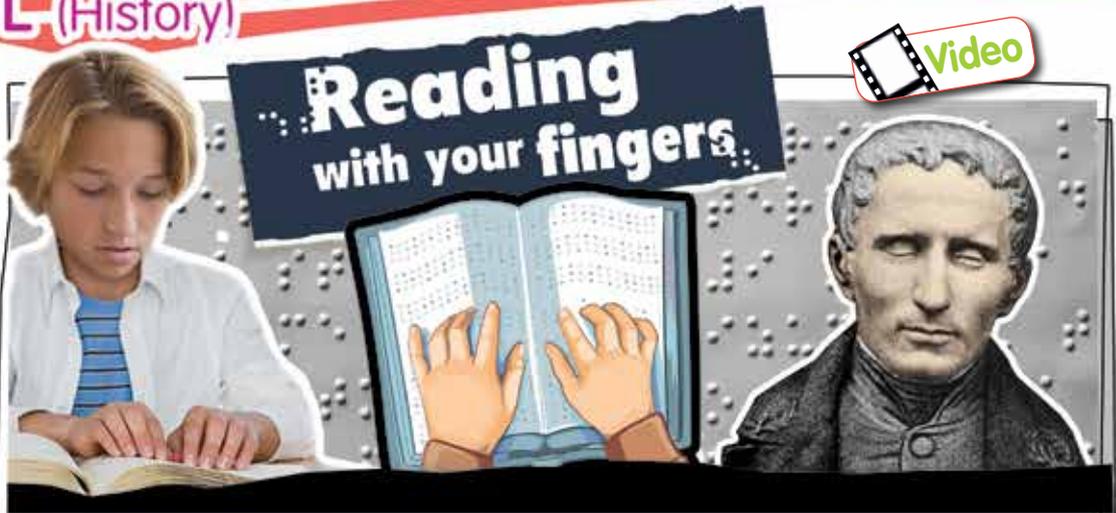
- **but/however** Robots are useful, **but** they can be expensive./Robots are useful. **However**, they can be expensive.
- **although/even though** + clause **Although/Even though** he owns a smartphone, Phil doesn't use social media.
- **in spite of/despite** + noun/**-ing** form **In spite of/Despite** the bad weather, lots of people went to the science fair.



Study skills

Open cloze texts

Read the text once to get the general idea. Read again paying careful attention to the words before/after each gap. Read the completed text again to see if it makes sense.



Louis Braille was born in 1809 in Coupvray near Paris **1** in France. His father made leather products and young Louis often joined him in his workshop. But, when he was three, Louis hit **2** himself in the eye with a tool. Both of his eyes became infected and soon he was completely blind.

Despite his disability, Louis was a very independent child. He did well at school and joined the Royal Institute for Blind Youth in Paris when he was 10. But Louis was very frustrated that he couldn't read and learn **3** on his own. At school, teachers mainly taught blind students **4** by talking to them. Then, in 1821, a soldier named Charles Barbier visited Louis' school and presented his invention called 'night writing'. It was a

writing system with raised dots so that soldiers could communicate in the dark without speaking. The army didn't want to use it, but Louis, **5** who was just 12, realised that he could use something similar **6** for the blind.

So, Louis worked on creating a writing system with rectangular 'cells,' each with up to six raised dots. Each cell represented a letter or a sound. In 1829, Louis published the first book in 'Braille', and for the rest **7** of his life he tried to improve his invention. Braille wasn't popular during Louis' life, but, two years **8** after his death in 1852, the Royal Institute for Blind Youth started using it. Today, Braille is the way blind people read and write worldwide.



- infected
- disability
- independent
- frustrated
- raised dots
- represent

It's Braille Day.
Design a poster.



Listening & Reading

- What do you know about the Braille writing system? What else would you like to know? Write three questions. Read through to see if you can answer them.
- 53** Read the text again and complete the gaps (1-8) with the correct word. Write in your notebook. Each gap needs one word only. Compare with your partner. Listen and check.

Speaking & Writing

- Read the text again and complete the chart in your notebook. Use the completed chart to present the life of Louis Braille to the class.

1809	Age 3	Age 10	1821	1829	1852	1854
------	-------	--------	------	------	------	------

- Think** How has Braille improved the lives of blind people?
- Think** Which of your senses is the least and most important to you? Why?

1 Aim To draw on prior knowledge, to generate interest in the topic and to read for specific information

- Ask Ss what, if anything, they know about Braille. Then elicit various questions about it from Ss around the class and write three of them on the board.
- Give Ss time to read the text and see if the questions were answered.

Suggested Answer Key

I know that Louis Braille was a French man who invented the Braille writing system. Blind people use this writing system to read and write.

- 1 – Was Louis Braille blind? (Yes, he was.)
- 2 – Did he earn a lot of money from his invention? (No, he didn't.)
- 3 – Did he have any children? (Not answered in text. Answer: No)

2 Aim To listen for cohesion & coherence (missing words)

- Read out the **Study skills** box and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to read the text again and think of appropriate words to complete the gaps 1-8.
- Ask Ss to compare their answers with their partner.
- Then, play the recording for Ss to listen and check their answers.
- Give Ss time to look up the meanings of the words in the  box.
- Play the video for Ss and elicit their comments at the end.

3 Aim To consolidate information in a text, to present the life of Louis Braille

- Give Ss time to read the text again and complete the chart in their notebooks.
- Then ask various Ss around the class to use the completed chart to present Louis Braille to the rest of the class.

Suggested Answer Key

1809	Age 3	Age 10	1821
born	has accident	joins Royal Institute for Blind Youth	Charles Barbier visits Louis' school
1829	1852	1854	
publishes first book in Braille	dies	Royal Institute for Blind Youth starts using Braille	

Louis Braille was born in 1809. When he was 3, he had an accident in his father's workshop and

he became completely blind. When he was 10, he became a student at the Royal Institute for Blind Youth in Paris. In 1821, a soldier named Charles Barbier visited the school and presented his invention called 'night writing'. Louis used this idea to create 'Braille', his writing system for the blind. He published the first book in Braille in 1829. Louis Braille died in 1852, but during his life, Braille wasn't popular. In 1854, though, two years after his death, the Royal Institute for Blind Youth started using his invention.

4 Think Aim To develop critical thinking skills, to consolidate information in a text

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

Suggested Answer Key

Braille has improved the lives of blind people because now they can read and write anything they want.

5 Think Aim To develop critical thinking skills and express an opinion

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

Suggested Answer Key

The least important sense to me is my sense of smell. I think losing it would have the least impact on my life. Sight is the most important sense to me because everything I do involves me being able to see. I can't imagine a life where I couldn't see my family or friends or watch TV or play video games.

It's Braille Day. Design a poster.

Assign the task as HW and ask Ss to design a poster for Braille Day and present it in the next lesson.

Suggested Answer Key



Background Information

France is located in western Europe. It has a population of over 65 million people. It is one of the world's top tourist destinations and is famous for its rich culture and history. The capital city is Paris.

1 **Aim** To rank inventions in order of importance

- Give Ss time to consider the importance of the inventions in the pictures and decide with their partner which one is the most least important and rank them in order.
- Ask various pairs to compare their list with the rest of the class.

Suggested Answer Key

We think that the Internet was the most important invention of the 20th century. We think that the mobile phone was the least important.

A5 The mobile phone D3 The personal
B1 The Internet computer
C4 The colour TV E2 The radio

2 **Think Aim** To develop critical thinking skills

- Give Ss time to consider their answers and then ask various Ss to share their answers with the class.
- Elicit answers from Ss around the class.

Suggested Answer Key

The mobile phone allowed people to communicate while on the go. The Internet allowed people to access and share information around the world and work from home. It has also revolutionised communication. The colour TV allowed people to access entertainment in their homes and see live events in faraway places. The personal computer allowed people to work faster and made their jobs easier. The radio allowed people to learn about current events soon after they happened.

3 **Aim** To create a poster about a 20th century invention

- Ask Ss to research online and find out information about another 20th century invention and complete the table. Then give Ss time to use their information to make a poster.
- Ask various Ss to present their posters to the class.

Suggested Answer Key

name of invention: Rocket engine

inventor: Robert Goddard

date invented: 1926

people's comments: "It is difficult to say what is impossible, for the dream of yesterday is the hope of today and the reality of tomorrow." Robert Goddard

description/how it helped people: The rocket engine has changed the world because humans can now travel into space and explore the cosmos. It was invented by Robert Goddard in 1926. He said that it was difficult to say what was impossible, for the dream of yesterday was the hope of today and the reality of tomorrow.



4 **Aim** To give a presentation on a 20th century invention

- Explain the task give Ss time to prepare a presentation on one of the inventions in Ex. 1 to give to the class.

- Ask various Ss to give their presentations to the class.

See Suggested Answer Section

5 a) **Aim** To present the value of innovation

- Give Ss time to read the quotation and discuss it in small groups.
- Elicit answers from Ss around the class.

Suggested Answer Key

A: I think the quotation means that people who are innovators show the way forward for everyone else.

B: That's right and the people who do not use innovation just follow the others.

b) **Think Aim** To discuss the qualities of successful inventors

Ask Ss to discuss the question in pairs using the prompts and their own ideas and then ask various Ss to share their answers with the class.

Suggested Answer Key

A: I think successful inventors need to think outside the box and ask questions about the world around them. This will result in fresh, innovative ideas.

B: True. I believe successful inventors should also see problems as challenges and not be afraid to fail. They must be determined to succeed.

A: I agree. This means they won't give up until they achieve something.

Background Information

Martin Cooper was born on the 26th December, 1928 in Chicago, USA. He was an American engineer who made the first mobile phone in 1973.

The US Department of Defence is a department of the federal government of the United States. They are responsible for coordinating and supervising all agencies and functions of the government that are involved with national security and the Armed Forces. The Advanced Research Projects Agency of this department were responsible for creating ARPANET, a time-sharing network of computers, which later evolved into the Internet.

Peter Goldmark was born on the 2nd December 1906 in Budapest. He was an engineer who developed the first coloured television in 1940. He died on the 7th of December 1977, in the USA.

Steve Jobs was born on 24th February, 1955 in San Francisco, USA. He was an entrepreneur, businessman, and inventor and the co-founder of Apple Inc. In 1976, Steve and his friend Steve Wozniak created the first personal computer. He died on 5th October 2011 in California, USA.

Steve Wozniak was born on 11th August 1950 in California, USA. He is an American electronics engineer. He, along with Steve Jobs, created the first personal computer.

Guglielmo Marconi was born on 25th April, 1874 in Bologna Italy. He was an Italian physicist and inventor. In 1901, he broadcast the first transatlantic radio signal. He died on 20th July, 1937 in Rome Italy.

Project Time 6

- 1 Look at five 20th century inventions. List them in your notebook in order of importance¹ (most important) – 5 (least important). Then compare your list with the rest of the class.



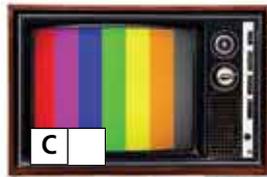
A

The mobile phone
Martin Cooper, 1973



B

The Internet
The US Department of Defence, 1969



C

The colour TV
Peter Goldmark, 1940



E

The radio
Guglielmo Marconi, 1901



D

The personal computer
Steve Jobs & Steve Wozniak, 1976

- 2 **Think** How did these inventions change the way people live?

- 3  Collect information about another 20th century invention. Complete the table below in your notebook. Prepare a poster.



name of invention/ inventor	date invented	people's comments	description/how it helped people
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Presentation skills

- 4 Choose one of the inventions in Ex. 1 and present it to the class. Explain how it changed people's lives.

VALUES

Innovation

- 5 a)  What does the quotation mean? Discuss with your partner.

"Innovation distinguishes between a leader and a follower."

Steve Jobs

- b) **Think** What qualities do successful inventors need to have? Use the prompts below and your own ideas to discuss with your partner.

- have ability to think outside the box
- ask questions about the world around them
- see problems as challenges
- are not afraid to fail
- have determination to succeed

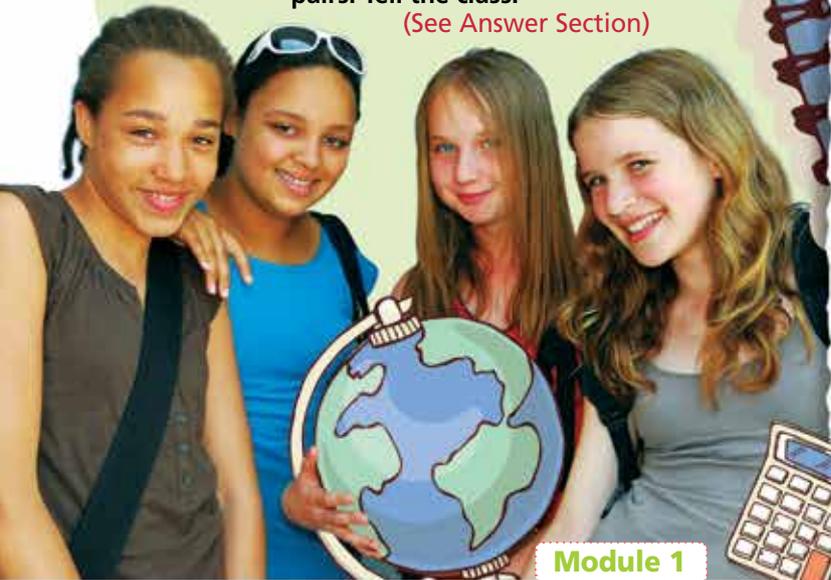
See Song Section p. 96



1 54 Listen to the audio. Look at the title. What words/phrases do you think you are going to hear? Listen, read and check.
(Ss' own answers)

2 What tenses does the song use? Why? (See Answer Section)

3 **Think** Is your life like the singer's? How is it the same/different? Discuss in pairs. Tell the class.
(See Answer Section)



Module 1

My Life, My World

I wake up in the morning and I jump out of bed.
Take a shower, eat my breakfast, and to school I head.
Meet my friends on the road, and we laugh all the way.
We're all looking forward to another great day.



*This is my life, this is my world.
It's a great place to be.
So put your hand in mine.
Put your hand in mine
And come and share it with me.
This is my life, this is my world.
This is my life.*

My best friend's good at English, but I'm better at Maths.
We're all good at something but take different paths.
The teacher's there to help us and she does her best.
But it's up to us to study hard and do the rest.

School is over so back home I run.
I'm ready for an evening of some family fun.
We gather round the table to talk and eat our dinner.
And when to bed I finally go, I know my life's a winner.



1 Copy the song in your notebook and complete the gap with one word.

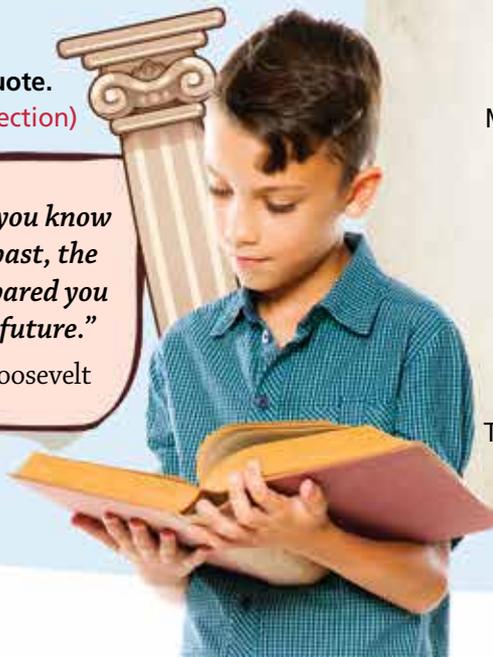
2 55 Listen and check, then sing along. (Ss' own answers)

3 **Think** Discuss the quote.
(See Answer Section)



"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt



History Lessons

Looking back in history,
Looking back into the past,
We see people who were trying
To create something to **1) last**.

People with different talents,
Working together every **2) day**.
Making the world a better place,
In each and every way.

*Looking back in history.
Look back to find the way.
History has taught us things
That we can use **3) today!***

History's alive and kicking,
It never goes **4) away**.
Those who were living yesterday
Are with us still today.

Module 2



1 Look at the title of the song. What could it mean? Read through and check.
(See Answer Section)

2 56 Choose the correct word then listen and check. Then sing along.

3 **Think** Write one more verse for the song.

(See Answer Section)

What if ...?

This planet is all we have,
It's here for us to **1) share/bear**.
I wish people weren't so blind –
If only they took more **2) dare/care!**

If the ice caps start to melt,
If animals lose their **3) domes/homes**,
If sea creatures have to starve,
Will there be anywhere left to **4) go/show?**

*What if we lose it all?
What if?
What if it disappears?
If we don't protect our planet,
It will be too late for **5) tears/cheers!***

If rainforests disappear,
If temperatures start to **6) surprise/rise**,
If rivers and lakes dry up,
Who'll be left to dry your **7) cries/eyes?**

Module 3



1 57 Fill in the missing words. Listen and check. Then, sing along.

2 57 Close your eyes and listen to the song again. What images come to your mind?
(Ss' own answers)

3 **Think** What does the singer mean with, "Life's one big performance, and there's no time to waste"? Discuss.
(See Answer Section)

Show Time

Get ready for the show,
Get ready for it **1) all!**
The audience are on their feet,
And you're the name they **2) call!**
Get up and make your music,
Sing your song right out **3) loud**,
Give it everything you've got
Stand out from the **4) crowd!**

Now's your time to shine,
You're the only one on **5) stage**.
Life's one big performance,
And there's no time to waste!

Make it entertaining,
Till they're dancing in the aisle!
Life's one big performance,
Give it all you've got and **6) smile!**

Module 4

SONGS



- 1 Read through the song. What should someone say when things get tough? Complete the gap in your notebook. (See Answer Section)
- 2 58 Listen and check, then sing along.
- 3 **Think** Give the song a title. (See Answer Section)
- 4 **Think** Suggest four ways to reduce stress in your life. Complete the message to stress. (See Answer Section)

Dear Stress,
Today I'm saying 'goodbye'.
I'm going to ...

Alternatively, in groups, write another song suggesting ways to reduce stress in your life.

“

When the weight of the world is getting you down,
When things are way too tough.
When there's way too much pressure in your life,
You should take a break and say **1) enough!**

When everyone wants to argue,
Stay cool and just think twice,
When the world seems not to listen,
Just follow this good advice:

Keep calm and carry on,
There's no point in getting stressed.
Keep calm and carry on,
Deep inside you know it's best!

”

Module 5



- 1 59 Read the title and the first verse of the song. What do you think the message of the song is? Listen and read to check. (See Answer Section)
- 2 **Think** Do you agree with the message of the song? Why (not)? (See Answer Section)

Just Want
Your to See
Face

500 friends on a contacts list
All their posts I've never missed.
But I've never seen them face to face.
With a smiley face or frown,
I can see they're up or down.
But I've never seen them face to face.

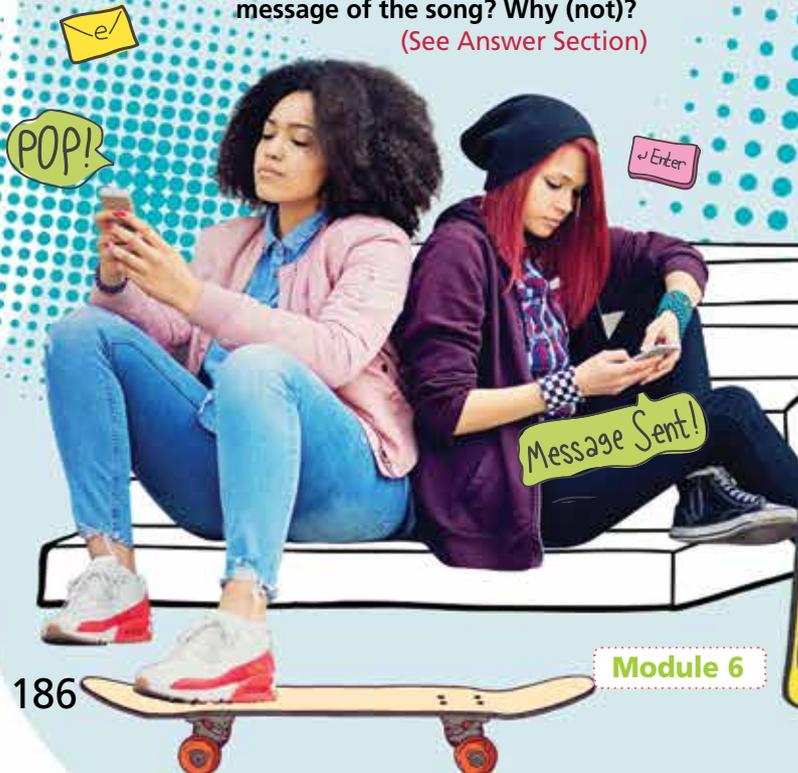
I just want to talk to you
I just want to walk with you
I just want to see your face
I just want to, I just want to!

Every person that I meet,
As I'm walking down the street,
Do they even know where they are?
Be it Mums or Dads or teens
They're all staring at their screens.
Do they even know where they are?

So hear me when I say,
Let's make a change today,
I just want to see your face.
Lift your eyes from your phone.
Just ignore that ringtone.
I just want to see your face.



Module 6



Writing

- 1** An article about a city (p. 98)
- 2** A story (p. 99)
- 3** A blog entry about your summer plans (p. 100)
- 4** An article about a festival (p. 101)
- 5** An email giving advice (p. 102)
- 6** A for-and-against essay (p. 103)

1 • An article about a city

Rubric analysis

- 1 Read the task. Underline the key words and answer the questions.

An international travel magazine wants its readers to send in articles about the capital city of their country. Write your article for the magazine describing what visitors can see and do there (100-120 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

Model analysis

- 2 Read the model. Match the descriptions (1-3) with the paragraphs (A-C).

- | | | |
|---|---|----------------------------------|
| 1 | B | what to see/do |
| 2 | C | comments/feelings/recommendation |
| 3 | A | name/location/population |

Copenhagen Europe's Greenest City

A Do you fancy a city break this year? Then visit Copenhagen, the capital of Denmark. Copenhagen is situated on the east coast and has a population of around 1.3 million people.

B There are lots of things to see in Copenhagen. The city is full of historical buildings such as Christiansborg Palace, and sightseers should take a snap of The Little Mermaid, Copenhagen's famous statue. Culture vultures can visit the city's impressive museums, such as the National Museum, and shopaholics can browse around the luxury shops in Strøget, a popular pedestrian area. Also, it's easy to find a quiet park in Copenhagen. King's Garden, for example, is the ideal place for a relaxing stroll.

C Copenhagen is a beautiful city that has something to offer every type of tourist. If you like culture and open spaces, then Copenhagen is the place for you!



Writing Tip Using adjectives

We can use a variety of adjectives to make our description more interesting to the reader.

- 3 Find and copy in your notebook the adjectives the writer has used in the model in Ex. 2 to describe the following: *buildings, statue, museums, shops, park, city*.

- 4 Replace the adjectives with the ones in the list.
- delicious • enjoyable • reasonable • busy
 - unique • cosy

After a(n) **1) nice** day of sightseeing, relax in a(n) **2) nice** café in Skindergade, a(n) **3) nice** shopping street in the centre. You can drink hot chocolate and try *pandekager*, a(n) **4) good** thin pancake! Afterwards, you can pick up **5) nice** hand-made souvenirs at **6) good** prices in the souvenir shops nearby.

Your turn

- 5 **Brainstorming:** Make notes under the headings in the plan about the capital city of your country. Write in your notebook.

Plan

Introduction

(Para 1) name, location, population

Main body

(Para 2) what to see/do

Conclusion

(Para 3) comments/feelings and recommendation

- 6 Read the task in Ex. 1 again, then use your notes in Ex. 5 to write your article for the travel magazine. Use phrases from the Useful Language box. Follow the plan in Ex. 5.

Useful Language

Name/Location/Population

- ... is situated/located in the centre/middle of ...
- ... in the north/south/east/west of ...
- ... on the south/east/etc coast of ...
- ... has a population of (over/about) ... thousand/million.

What to see/do

- For ... fans/lovers, there is/are ... /If you like ... the place to head for is ...
- Sightseers (really) must/should/ought to ... etc.
- ... is a city that is full of (historical buildings, art galleries, restaurants, etc).
- ... has (theme parks, gardens, parks, etc).
- Don't miss (a visit to) the ... • The highlight is ...

Recommendation

- ... has something for everyone.
- If you like/love ..., then ... is the place for you!
- ... is the perfect/idea choice for ...

An article about a city

1 To analyse a rubric

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

Answer Key

- 1 an article
- 2 the readers of an international travel magazine
- 3 the capital city of my country
- 4 100-120 words

2 To analyse a model

- Ask Ss to read the model and then match the descriptions to the paragraphs.
- Check Ss' answers on the board.

3 To identify adjectives

- Read out the **Writing Tip** and explain that this tip will help Ss to complete the writing task successfully.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

buildings – historical
statue – famous
museums – impressive
shops – luxury
park – quiet
city – beautiful

4 To practise using adjectives

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

Answer Key

- | | |
|-------------|--------------|
| 1 enjoyable | 4 delicious |
| 2 cosy | 5 unique |
| 3 busy | 6 reasonable |

5 To brainstorm before a writing task

Ask Ss to make notes under the headings in the plan about the capital city of their country.

Suggested Answer Key

name, location, population: Prague, Czech Republic, north-west, 2.1 million

what to see/do: Prague Castle, Charles Bridge, National Theatre, National Museum, Pařížská, Letná Park

comments/feelings and recommendation: beautiful city, full of history and culture

6 To write an article

Give Ss time to write their article using the task in Ex. 1, their ideas from Ex. 5 and phrases from the Useful Language box.

Suggested Answer Key

Prague – city of 100 spires

Prague, the capital of the Czech Republic, is perfect for a city break. It is in the north-west and around 2.1 million people live there.

There are a lot of things to see and do in Prague. The city is full of historical buildings, such as Prague Castle, and sightseers must take a snap of Charles Bridge, Prague's famous bridge. Culture vultures can visit the National Theatre or the National Museum, and shopaholics can browse the designer shops in Pařížská. Also, Letná Park is the ideal place for a relaxing stroll.

Prague is a beautiful city that has something for everyone. It is the perfect choice for those who like history and culture!

A story

1 To analyse a rubric

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

Answer Key

- 1 a story – readers of an international magazine
- 2 it's a first-person narrative because it says "I'm still not sure ..."
- 3 a bus and a phone call
- 4 100-120 words

2 To analyse a model

- Read out the **Writing Tip** and explain that this will help Ss to complete the writing task successfully.
- Ask Ss to read the model and then elicit how the writer has set the scene.

Answer Key

The writer has set the scene by describing who the characters are, where they are, what they are doing as well as the weather.

3 To describe feelings

- Read out the **Writing Tip** and explain that this will help Ss to complete the writing task successfully.
- Give Ss time to read the sentences and complete them with the missing adjectives used to describe feelings.
- Elicit answers from Ss around the class.

4 To set the scene for a story

- Ask Ss to look at the first picture and consider how they would set the scene for a story.
- Then give Ss time to write the first paragraph setting the scene for a story.

Suggested Answer Key

My parents and I felt very excited as we set off on our hike up the volcano. It was a beautiful morning in Hawaii and the sun was shining.

5 To write a story

Give Ss time to write their story using the pictures and their answer from Ex. 4 and following the plan.

Suggested Answer Key

My parents and I felt very excited as we set off on our hike up the volcano. It was a beautiful morning in Hawaii and the sun was shining.

Eventually, we got near the top. Just then, we heard a deep rumble from under the ground. Thick smoke started pouring out of the crater and we saw red-hot lava starting to flow over the side.

We ran as fast as we could back down the volcano. It was very hot and we felt terrified.

Luckily, we made it back down to the road and a bus picked us up just in time. We felt extremely relieved as we drove away.

Rubric analysis

1 Read the task. Underline the key words and answer the questions.

An international teen magazine wants its readers to send in stories which end with the following sentence: 'Even now, I'm still not sure what I saw in the forest that day.' In your story you need to mention: ■ a bus ■ a phone call. Write your story for the competition (100-120 words).

- 1 What are you going to write? Who for?
- 2 Is it going to be a first-person or a third-person narrative?
- 3 What two things do you need to include?
- 4 How many words are you going to write?

Model analysis

Writing Tip Setting the scene

In the first paragraph, we set the scene by describing: **who** (the characters), **when** (the time), **where** (the place), and **what** (the activity the character(s) are doing). We can also describe the weather. We can use the past continuous tense to set the scene.

2 Read the story. How has the writer set the scene?



My parents and I felt very excited as we got on the bus. It was a beautiful morning in Seattle; the sun was shining and a warm breeze was blowing – the perfect weather for a hike!

Eventually, we arrived at a beautiful forest with snow-capped mountains all around us. After hiking for an hour, my parents stopped for a break, and I continued on my own.

Then, a little later, I heard a strange growling noise. I turned around and saw a huge hairy creature standing like a man. I felt extremely scared. Then, suddenly, my smartphone started ringing. It was my dad. When I looked up again, the creature had left.

I felt very confused and didn't tell my parents what had happened. Even now, I'm still not sure what I saw in the forest that day.

Writing Tip Feelings

Describe the characters' feelings in your story. This makes the story more interesting to the reader.

3 Complete the sentences. Use: *relieved, exhausted, excited, scared, furious.*

- 1 The children felt very **excited** as they entered the amusement park.
- 2 Anna was **exhausted** by the time she reached the top of the mountain.
- 3 They felt **relieved** when they saw the rescue team approaching.
- 4 Alan was **furious** with his sister for forgetting to bring a map.
- 5 Steve felt very **scared** as he opened the door of the old abandoned house.

Your turn

4 Look at picture 1. It sets the scene for a story. Write the first paragraph of the story.

5 Now, look at three more pictures that continue the story. Use the pictures and your answer from Ex. 4 to write a story for an international teen magazine which ends with this sentence: 'We felt extremely relieved as we drove away'. (100-120 words). Follow the plan.



Plan

- (Para 1) set the scene
- (Para 2) events in the order they happened
- (Para 3) the main event
- (Para 4) what happened in the end & feelings

3 • A blog entry about your summer plans

Rubric analysis

- 1 Read the task. Underline the key words and choose the correct answer.

You have just finished school for the summer. Write an entry in your blog about your summer plans. Include: ■ where/when you are planning to go ■ who you are going with ■ what you will do there (100-120 words).

- 1 You are going to write an email/a blog entry.
- 2 It is going to be for a newspaper/a blog.
- 3 It is going to be about summer/winter plans.
- 4 You are going to mainly use past/future tenses.

Model analysis

- 2 Read the blog entry. How has the writer started/ended their entry? Replace the underlined sentences with sentences from the Useful Language box.

Lucy's Blog

Hi readers! Thanks for your comments on my last entry. Today, I've got some exciting news about my summer plans!

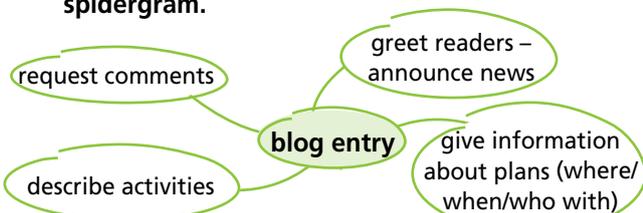
Last Friday, when I had just come home from school, I applied to join a volunteer programme in a nature reserve in northwest Australia. Well, yesterday, they accepted me! I'll arrive there on the 5th July, and the programme lasts for two weeks. My friend Jackie, whose mum is from Australia, is coming too!

During the programme, we're going to stay in tents on the nature reserve, where we're going to plant trees and build fences. Also, we're going to take care of koalas and kangaroos. I can't wait to get started!

What about you? Does anyone else have any exciting plans for the summer? Please leave a comment below!

Comment

- 3 Read the blog entry again and complete the spidergram.



Writing Tip Using relatives

To join short sentences and make our writing easier to read we can use relatives: *which, who, whose, where, when*. I'm going to volunteer at a shelter. I'll take care of abandoned animals there. → I'm going to volunteer at a shelter where I'll take care of abandoned animals.

- 4 Use the relatives to join the sentences.

- 1 I'm going there with Frank. He's my classmate. **(who)**
- 2 We're staying in a hotel. It has lots of facilities. **(which)**
- 3 I'm flying there in August. The weather is very warm there then. **(when)**
- 4 There is a large city nearby. We can go sightseeing there. **(where)**

Your turn

- 5 **Brainstorming:** Copy the spidergram in Ex. 3 into your notebook and complete it with ideas about your summer plans.
- 6 Use your notes in Ex. 5 to write an entry in your blog. Use phrases from the Useful Language box. Follow the plan.

Plan

- (Para 1) greet readers & announce news
- (Para 2) give information about plans (where/when/who with)
- (Para 3) describe activities
- (Para 4) request comments

Useful Language

Starting a blog entry

- Hi everyone/readers!
- Thanks for your comments/thoughts on my last entry.

Announcing news

- I've got some exciting/great news about ...
- You'll never guess what happened.

Commenting about plans

- I can't wait to get started.
- I'm really looking forward to it.

Requesting comments

- Does anyone else have any ... ?
- What's everyone else doing ... ?
- Please leave a comment below.
- I'd be interested to know ...

A blog entry about your summer plans

1 **Aim** To analyse a rubric

- Give Ss time to choose the correct answers.
- Check Ss' answers.

2 **Aim** To analyse a model

- Ask Ss to read the model and then answer the questions in the rubric.
- Then give Ss time to replace the underlined sentences with alternatives from the *Useful Language* box.
- Check Ss' answers around the class.

Suggested Answer Key

The writer has started their blog entry by thanking readers for their comments on their last entry and by announcing their news. The blogger has ended their blog entry by asking about the readers' plans and asking for comments.

Hi readers! – Hi everyone!

I've got some exciting news – I've got some great news I can't wait to get started! – I'm really looking forward to it.

Does anyone else have any exciting plans ...? – What's everyone else doing ...?

3 **Aim** To complete a spidergram

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

Suggested Answer Key



4 **Aim** To practise using relatives

- Read out the **Writing Tip** and explain that this will help Ss to complete the writing task successfully.
- Give Ss time to rewrite the sentences using the words in brackets.
- Check Ss' answers.

Answer Key

- 1 *I'm going there with Frank who's/who is my classmate.*
- 2 *We're staying in a hotel which has lots of facilities.*
- 3 *I'm flying there in August when the weather is very warm there.*
- 4 *There is a large city nearby where we can go sightseeing.*

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

- Give Ss time to complete the spidergram with ideas about their summer plans in their notebooks.
- Check Ss' answers.

Suggested Answer Key



6 **Aim** To write a blog entry

- Give Ss time to write their blog entries using their notes in Ex. 5 and phrases from the *Useful Language* box as well as the plan to help them.

Suggested Answer Key

Hi everyone!

Thanks for your thoughts on my last entry. I've got some exciting news about what I'm going to be doing over the summer.

I'm going to volunteer at an animal shelter in my town with my friend, Jane. We are going to help out there for two months.

We are going to feed and bathe the animals. We are going to walk the dogs and we are going to clean the shelter. I'm really looking forward to it! What about you? What's everyone else doing this summer? I'd be interested to know, so please leave a comment below!

An article about a festival

1 **Aim** To analyse a rubric

- Give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

- 1 an article
- 2 the readers of an international teen magazine
- 3 a festival in my country
- 4 the name, when/where it takes place, how long it lasts, what people can see and do there

2 **Aim** To analyse a model and complete a spidergram

- Ask Ss to read the model and then copy the spidergram into their notebooks.
- Allow Ss time to complete the spidergram with information from the article.
- Check Ss' answers on the board.

Suggested Answer Key



3 **Aim** To give an article a title

- Read out the **Writing Tip** and explain that this will help Ss to complete the writing task successfully.
- Ask Ss to read the titles and choose the two most appropriate ones.
- Elicit Ss' answers with reasons.

Suggested Answer Key

A and D are the most appropriate because they are short and catchy and grab the reader's attention. They are catchy because A is alliterative and D rhymes.

4 **Aim** To identify starting/ending techniques

- Read out the **Writing Tip** and explain that this will help Ss to complete the writing task successfully.
- Elicit the starting/ending techniques the writer has used in the model in Ex. 2.

Answer Key

The writer has started and ended by addressing the reader directly and asking a rhetorical question.

5 **Aim** To brainstorm before a writing task

Ask Ss to copy the spidergram from Ex. 2 into their notebooks and complete it with information about a festival in their country.

Suggested Answer Key



6 **Aim** To write an article

Give Ss time to write their article using the task in Ex. 1, their ideas from Ex. 5 and phrases from the Useful Language box.

Suggested Answer Key

Fun at Las Fallas

Have you heard of Las Fallas? It's an annual event that celebrates the final days of winter and the arrival of spring. It takes place in Valencia, Spain, every 15th March and lasts for four days.

There is lots to see and do at this event. People make giant papier-mâché figures of famous people and parade them through the streets. You can also watch parades of people wearing traditional costumes. You can watch or join in with dancing, singing and playing music in the streets. On the last night, there is a huge bonfire and an amazing fireworks display.

Las Fallas is a fun-filled event. Don't miss it!

An article about a festival • 4

Rubric analysis

- 1 Read the task. Underline the key words and answer the questions.

An international teen magazine wants its readers to send in articles describing a festival in their country. Write your article for the magazine. Include: ■ name ■ when/where it takes place ■ how long it lasts ■ what people can see and do (100-120 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What are you going to describe?
- 4 What do you need to include?

Model analysis

- 2 Read the model and complete the spidergram in your notebook.

Everyone has heard of Robin Hood, but do you know about the Robin Hood Festival? This annual event celebrates England's famous heroic outlaw, and it takes place in Sherwood Forest in Nottinghamshire, England. It is held in early August and lasts for a week.

There is so much to see and do at this festival. The festival grounds look like a medieval village, and everywhere you turn you can see people dressed up as characters from the Robin Hood folk tales. You can also see outdoor plays, have archery lessons or enjoy live performances of medieval music. And there are stalls selling medieval food and crafts.

All in all, the Robin Hood Festival is a fun event which is well worth a visit. After all, where else can you step back in time to the Middle Ages?



Writing Tip Writing titles

A catchy title attracts the reader's attention. Titles should be short, simple, direct and relevant to the text. You can use interesting adjectives, rhyme, puns or the imperative.

- 3 Which two of the titles below could be suitable for the article in Ex. 2? Give reasons.

A FUN IN THE FOREST

B ENGLAND'S FAVOURITE FOLK TALE

C A FESTIVAL ABOUT ROBIN HOOD

D ALL'S GOOD IN SHERWOOD!

Writing Tip Techniques to start/end an article

To make our introduction and conclusion more interesting we can use the following techniques:

- address the reader directly (If you like cultural festivals, you'll love ...)
- ask a rhetorical question (Who says history festivals can't be fun?)
- use a quotation (As Siddharth Katragadda said "The greatness of a culture can be found in its festivals.")

- 4 What techniques has the writer used to start/end the article in Ex. 2?

Your turn

- 5 **Brainstorming:** Think of an annual festival in your country. Copy the spidergram into Ex. 2 in your notebook and complete it about the festival.
- 6 Use your notes in Ex. 5 to write your article. Use phrases from the Useful Language box and give it a title. Follow the plan.

Plan

Introduction

(Para 1) name of festival, place, time, length

Main body

(Para 2) what to see/do

Conclusion

(Para 3) feelings/recommendation

Useful Language

Place/Time/Length

- ... is a(n) annual/yearly festival/event/celebration.
- It takes place at/in ... • It is held at/in ...

What to see/do

- Everywhere you turn you can see ...
- Visitors/You can see/enjoy/browse around ...
- Visitors/You can join/take part in ...
- Another highlight is ...

Feelings/Recommendation

- It's a thrilling/unforgettable/fun-filled day out/festival/event.
- ... is well worth a visit. • ... is a must. • Don't miss it!

5 • An email giving advice

Rubric analysis

- 1 Read the task. Underline the key words and answer the questions.

This is part of an email from your English-speaking friend.

I've just moved house so I have to start at a new school. I'm really stressed about it. What if I can't make any new friends? Can you give me some advice?

Write an email to your friend giving them advice (100-120 words).

- 1 What are you going to write?
- 2 Who is the person you are writing to?
- 3 What is the purpose of your writing?
- 4 How many words are you going to write?

Model analysis

- 2 Read the model and complete the table.

Hi Tom,
I'm really sorry to hear that you're anxious about starting at your new school. Don't worry so much. If I were you, I'd join an after-school club, such as a sports club. This way, you'll meet students outside the classroom, and it'll be easier to get to know them. Another idea is to walk to school or take the school bus instead of asking your parents to drive you there. Then, you'll meet other students on the way to school and you'll have the chance to talk to them.
I hope my advice helps. Let me know what happens.
John

Problem:	
advice:	expected result:
advice:	expected result:

- 3 Replace the opening/closing remarks in the model in Ex. 2 with phrases from the Useful Language box.

Your turn

- 4 Read the task. Match the pieces of advice (1 and 2) to the expected results (a and b).

This is part of an email from your English-speaking friend.

I spend a lot of time on social media. I guess I'm addicted – but I don't know what to do. Do you have any advice?

Write an email to your friend giving them advice (100-120 words).

1 b limit the time you spend online

2 a take up a sport or a hobby

a will have less time to go online

b reduce your addiction

- 5 Use the ideas in Ex. 4 to write your email. Follow the plan. Use phrases from the Useful Language box.

Plan

Hi (friend's first name),

(Para 1) sympathy for friend's problem; offer to help

(Para 2) first piece of advice & expected result

(Para 3) second piece of advice & expected result

(Para 4) express hope that things will be OK; closing remarks

Sign off

(your first name)

Useful Language

Opening remarks

- I'm really sorry to hear that ... • It's a pity that you're ...
- I understand how you feel. • Don't worry so much.
- I know what you're going through.
- I think I can help. • I've got some advice for you.

Giving advice

- If I were you, I'd ... • You could/should/shouldn't ...
- Why don't you ...? • Another idea is to ...
- The other tip I have is to ...

Expected results

- This will mean that ... • This/That way, ... • Then, ...
- If you do this, you'll ...

Closing remarks

- I hope my advice helps. • I hope everything turns out OK.
- Keep me posted.
- I'll be keeping my fingers crossed for you.

An email giving advice

1 To analyse a rubric

- Ask Ss to read the rubric and underline the key words.
- Then have Ss answer the questions.
- Check Ss' answers.

Answer Key

- 1 an email
- 2 my English-speaking friend
- 3 to give advice
- 4 100-120 words

2 To analyse a model and complete a table

- Ask Ss to read the model and then copy and complete the table in their notebooks.
- Check Ss' answers.

Answer Key

Problem: anxious about starting at a new school	
advice: join an after-school club	expected result: easier to get to know students outside the classroom
advice: walk or take the bus to school	expected result: meet other students on the way

3 To substitute phrases for suitable alternatives

- Give Ss time to read the *Useful Language* box and select suitable alternatives for the opening/closing remarks in the model.
- Check Ss' answers.

Suggested Answer Key

I'm really sorry to hear that you're anxious about starting at your new school. Don't worry so much. – It's a pity that you're anxious about starting at your new school. I know what you're going through and I think I can help.

I hope my advice helps. Let me know what happens. – I hope everything turns out OK. Keep me posted.

4 To prepare for a writing task

- Ask Ss to read the pieces of advice and the expected results and match them.
- Check Ss' answers.

5 To write an email giving advice

Give Ss time to write their email using their answers from Ex. 4 and phrases from the *Useful Language* box as well as the plan to help them.

Suggested Answer Key

*Hi Liam,
I'm really sorry to hear that you're addicted to social media. I know what you're going through and I've got some advice for you.*

Why don't you limit the time you spend online each day using social media? This way, you can reduce your addiction.

The other tip I have is to take up a sport or a hobby, such as basketball or a martial art. If you do this, then you'll have less time to go online, and can spend that time doing healthier activities instead.

I hope everything turns out OK. Keep me posted.

James

A for-and-against essay

1 To analyse a rubric

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

Answer Key

- 1 an essay
- 2 teacher
- 3 the pros and cons of students using the Internet for educational purposes
- 4 100-120 words

2 To analyse a model and complete a table

- Ask Ss to read the model and then copy and complete the table in their notebooks.
- Check Ss' answers.

Answer Key

Arguments for	Examples/Results
1 learn more about topics interested in	students can learn independently
2 help students with their homework	lots of websites where students can find useful information
Arguments against	Examples/Results
1 students could copy pieces of writing	teachers give credit for something students didn't do
2 students get distracted online	play games when they should be doing homework

3 To substitute linking words/phrases

- Ask Ss to read the model again and find suitable alternatives for the linking words/phrases in bold from the *Useful Language* box.
- Check Ss' answers.

Answer Key

- Firstly** – In the first place
In this way – By doing this
Also – Secondly
For instance – For example
However – On the other hand
As a result – This way
Furthermore – Also
For example – For instance
All in all – In conclusion
I believe – To me

4 To analyse a rubric

- Ask Ss to read the rubric and underline the key words.
- Check Ss' answers.

5 To prepare for a writing task

- Ask Ss to read the arguments and the examples/results and match them.
- Ask various Ss to share their answers with the class.

6 To write an essay

Give Ss time to write their essays using the ideas in Ex. 5 and phrases from the *Useful Language* box as well as the plan to help them.

Suggested Answer Key

In the near future we may have robot teachers in schools. But will this be a good thing?
In the first place, robot teachers will have lots of knowledge. This way, they can teach lots of different subjects. Secondly, teens like learning through technology. As a result, students will be more interested in their lessons.
On the other hand, robot teachers can't sympathise with students. As a result, struggling students may not get the support they need. Furthermore, robot teachers can't control students. For example, they will not be able to deal with misbehaving students. In conclusion, there are some advantages to having robot teachers. However, I believe students will not benefit through this technology, as they will lack the presence of a human teacher.

A for-and-against essay • 6

Rubric analysis

- 1 Read the task. Underline the key words and complete the sentences.

You've had a class discussion about the Internet. Now, your teacher has asked you to write an essay presenting the pros and cons of students using the Internet for educational purposes. Write your essay (100-120 words).

- 1 You are going to write _____ .
- 2 It is for your _____ .
- 3 It is going to be about _____ .
- 4 You should write _____ .

Model analysis

- 2 Read the essay and complete the table.

A Nowadays, a lot of students have access to the Internet and use it for schoolwork. But are there negatives to using the Internet for educational reasons?

B **1) Firstly**, students can use the Internet to learn more about topics they find interesting in class. **2) In this way**, students can learn independently. **3) Also**, it can help students with their homework. **4) For instance**, there are a lot of websites where students can find useful information.

C **5) However**, students could copy pieces of writing from the Internet. **6) As a result**, teachers might give students credit for work they didn't do. **7) Furthermore**, students often get distracted while online. **8) For example**, they play games when they should be doing schoolwork.

D **9) All in all**, there are some drawbacks to using the Internet for schoolwork. However, **10) I believe** it is a very valuable tool that opens up the world to students.

Arguments for	Examples/Results
1 learn more about topics interested in	
2	
Arguments against	Examples/Results
1	teachers give credit for something students didn't do
2	



- 3 Replace the linking words/phrases in bold in the model in Ex. 2 with ones from the Useful Language box.

Your turn

- 4 Read the task and underline the key words.

You've had a class discussion about robots. Now, your teacher has asked you to write an essay presenting the pros and cons of having a robot teacher. Write your essay (100-120 words).

- 5 **Brainstorming**: Match the arguments (1-4) to the examples/results (a-d). Which arguments are for/against robot teachers?

- | | | |
|---|---|--|
| 1 | d | can't control students |
| 2 | b | have lots of knowledge |
| 3 | c | can't sympathise with students |
| 4 | a | teens like learning through technology |

- a students will be more interested in lessons
- b can teach lots of different subjects
- c struggling students not get support
- d not able to deal with misbehaving students

- 6 Use your answers from Ex. 5 to write your essay. Use linking words/phrases from the Useful Language box. Follow the plan.

Plan

Introduction

(Para 1) present the topic

Main body

(Para 2) arguments for + examples/results

(Para 3) arguments against + examples/results

Conclusion

(Para 4) summary of arguments; opinion

Useful Language

Linking words/phrases

- **Listing points**: Firstly, ... /In the first place, ... /To begin/start with, ... /Also, ... /Secondly, ... /Furthermore, ...
- **Introducing examples/results**: For example, ... /For instance, ... /As a result, ... /In this way, ... /This way, ... /By doing this, ...
- **Showing contrast**: On the other hand, ... /However, ...
- **Concluding**: All in all, ... /In conclusion, ...
- **Giving opinion**: I think ... /To me ...

• Word List

Unit 1

- beach** /bi:tʃ/ (n) პლაჟი = an area of sand by the sea
- cave** /keɪv/ (n) გამოქვაბული = a big natural hole in the rocks or the ground
- desert** /deɪzət/ (n) უდაბნო = a dry area of land with a lot of sand
- explore** /ɪkɔːsploʊ/ (v) შესწავლა, გამოკვლევა = to go around a place to discover what is there
- lake** /leɪk/ (n) ტბა = a big pond, a large area of water surrounded by land
- river** /rɪvə/ (n) მდინარე = a long continuous flow of water
- steep** /sti:p/ (adj) ციცაბო = sharp
- valley** /væli/ (n) დაბლობი, ველი = an area of low land between hills or mountains

Unit 1a

- antenna** /æntenə/ (n) ანტენა = a receiver
- bank** /bæŋk/ (n) ბანკი = a place where you keep your money
- circular** /sɜːkjʊlə/ (adj) წრიული = round
- definitely** /defɪnətli/ (adv) აშკარად = certainly
- design** /dɪzəɪn/ (v) დაპროექტება = to draw
- experiment** /ɪkɔːspɪrɪmənt/ (v) ექსპერიმენტი = to try
- inspiration** /ɪnspəreɪʃən/ (n) შთაგონება = an idea
- lightning rod** /leɪtnɪŋ ˌrɒd/ (n) მესამრიდი = a wire or bar that protects buildings from lightning
- make up** /meɪk ʌp/ (phr v) შექმნა, შედგენა = to be part of, to consist of
- stand** /stænd/ (v) დგომა, აღმართვა = to rise
- surprise** /səpreɪz/ (n) მოულოდნელობა = astonishment
- trunk** /trʌŋk/ (n) ხორთუმი = the long nose of an elephant
- tusk** /tʌsk/ (n) ეშვი = a long tooth of an elephant

Unit 1c

- boring** /bɔːrɪŋ/ (adj) მოსაწყენი = uninteresting
- city** /sɪti/ (n) დიდი ქალაქი = a large town

- convenient** /kənviːniənt/ (adj) მოსახერხებელი = suitable for sb's needs
- countryside** /ˈkʌntrisaɪd/ (n) სოფელი = a rural area
- crowd of people** (phr) ბრბო, ადამიანთა ჯგუფი = a large number of people in the same place
- difficult** /dɪfɪkəl/ (adj) რთული = hard to do
- entertainment** /entəteɪnmənt/ (n) გასართობი = amusement
- exciting** /ɪkɔːsaɪtɪŋ/ (adj) ამაღელვებელი = thrilling
- facility** /fəˈsɪlɪti/ (n) აქ: საშუალებები = convenience
- healthy** /heəlθi/ (adj) ჯანსაღი = in good physical condition
- heavy traffic** (phr) გადატვირთული საგზაო მოძრაობა = the problem of having too many cars on the road, which causes delays
- lack** /læk/ (n) ნაკლებობა, დეფიციტი = need, deficiency
- mall** /mɔːl/ (n) სავაჭრო ცენტრი = a shopping centre
- pollution** /pɔːluːʃən/ (n) დაბინძურება = environmental damage
- public transport** /ˈpʌblɪk (trænspɔːt/ (n) საზოგადოებრივი ტრანსპორტი = buses, trains and other vehicles that take many people from one place to another
- relaxing** /rɪlæksɪŋ/ (adj) დამამშვიდებელი, მშვიდი = calming
- scenery** /ˈsiːnəri/ (n) გარემო = surroundings, landscape
- stressful** /ˈstresfʊl/ (adj) სტრესული = causing anxiety, nerve-racking

Unit 1f

- adventure** /ədventʃə/ (n) თავგადასავალი = an event full of excitement, action and danger
- citizen** /ˈsɪtɪzən/ (n) მოქალაქე = a member of a state
- come across** /ˈkɒm əkrɒs/ (phr v) წააწყდე = to discover by chance
- come to** /ˈkɒm tu/ (phr v) მიღწევა = to reach (an amount)
- come up with** /ˈkʌm ʌp wɪð/ (phr v) შეთავაზება = to suggest, create
- connect** /kənekt/ (v) დაკავშირება = to join

- imagination** /ɪˌmædʒɪneɪʃən/ (n) ფანტაზია, წარმოსახვა = fantasy
- land** /lænd/ (v) (თვითმფრინავის) დაშვება = to get back to the ground after flying
- local** /ləʊkəl/ (n) ადგილობრივი = a native, a person who lives in a particular place
- patrol** /pəˈtrɔːl/ (v) პატრულირება = to move around an area to make sure there is no trouble
- population** /ˌpɒpjəˈeɪʃən/ (n) მოსახლეობა = all the people that live in a country or place
- protect** /prəˈtekt/ (v) დაცვა = to keep safe from harm
- resident** /ˈrezɪdənt/ (n) მცხოვრები, ბინადარი = an inhabitant
- secret** /ˈsiːkrət/ (n) საიდუმლო = sth kept hidden

1 CLIL

- check out** /tʃek aʊt/ (phr v) იხილეთ = to look at
- cut down** /kʌt daʊn/ (phr v) შემამცირეთ = to reduce
- drop off** /drɒp ɒf/ (phr v) დატოვეთ = to take somewhere and leave
- lifestyle** /ˈleɪfstaɪl/ (n) ცხოვრების სტილი = way of life
- litter** /ˈlɪtə/ (n) ნაგავი = rubbish
- pick up** /pɪk ʌp/ (phr v) მოაგროვეთ, აკრიფეთ = to collect
- plant** /plɑːnt/ (v) დარგვა = to put a tree in the ground so that it can grow
- raise awareness** (phr) ინფორმირება = to do sth which informs people about a certain issue
- work of art** /wɜːk əv ɑːt/ (n) ხელოვნების ნიმუში = sth made by an artist

Unit 2

- ancient** /æɪnʃənt/ (adj) ძველი = belonging to times long ago
- build** /bɪld/ (v) აშენება = to construct
- carve** /kɑːv/ (v) გამოთლა = to shape a material to make a work of art
- concrete** /kɒkriːt/ (n) ბეტონი = a hard material used for building made of cement
- design** /dɪzəɪn/ (v) პროექტის შექმნა = to draw
- landmark** /ˈlændmɑːk/ (n) ისტორიული ადგილი = a historical sight
- lead** /liːd/ (v) გაძლოლა = to show the way

Word List •

marble /ˈæmɑːbəl/ (n) მარმარილო = a kind of hard patterned rock
steel /stiːl/ (n) ფოლადი = a strong metal used for making things
store /stɔː/ (v) შენახვა = to keep in a place for future use
weigh /wei/ (v) წონა = to measure how heavy sth is

Unit 2a

ash /æʃ/ (n) ფერფლი = the soft grey powder that is left after sth is burnt
avalanche /ˌævələːntʃ/ (n) ზვავი = a large amount of snow or rock falling down a mountainside
buried /ˈberɪd/ (adj) ჩამარხული = covered
carry off /ˌkæri (ɔf) (phr v) თავის გართმევა = to succeed in doing sth difficult
carry on /ˌkæri (ɒn) (phr v) გაგრძელება = to continue doing sth
carry out /ˌkæri (aʊt) (phr v) განხორციელება = to perform a task
erupt /ɪˈerʌpt/ (v) ამოფრქვევა = (of a volcano) to explode
eyewitness /ˌaɪwɪtnəs/ (n) თვითმხილველი = sb who saw an event happen and can describe it
flood /flʌd/ (n) წყალდიდობა, წარღვნა = a large amount of overflowing water
foot /fʊt/ (n) ძირი = base
hurricane /ˌhʌrɪkən/ (n) ქარიშხალი = a violent storm
lava /ˈlɑːvə/ (n) ლავა = melted rock which comes out of the earth when a volcano erupts
lightning /ˈleɪtnɪŋ/ (n) ელვა = a flash of light in the sky usually when it is raining
rock /rɒk/ (n) ლოდი = a big stone
shake /ʃeɪk/ (v) რყევა = to tremble
urgent /ˈɜːdʒənt/ (adj) გადაუდებელი = needing immediate attention
volcanic eruption /vɒlˌkænɪk ɪˈerʌpʃən/ (n) ვულკანის ამოფრქვევა = lava and gases bursting out of a volcano

Unit 2c

amazed /əˈmeɪzɪd/ (adj) განცვიფრებული = surprised
angry /ˈæŋɡri/ (adj) გაბრაზებული = irritated
anxious /ˈæŋkʃəs/ (adj) აღელვებული

= nervous
blow up /bləʊ (ʌp) (v) აფეთქება = to explode
car crash /kɑː kræʃ/ (n) მანქანის ავარია = a car accident
casualty /ˈkæʒʊəlti/ (n) მსხვერპლი = a victim
collapse /kəˈlæps/ (v) ჩამოქცევა, დანგრევა = to fall apart
crash /kræʃ/ (v) დაჯახება = to collide with sth
exhausted /ɪɡˈzɔːstɪd/ (adj) ქანცგანყვეტილი = very tired
explosion /ɪkˈsploʊʒən/ (n) აფეთქება = a sudden violent burst of a bomb
frightened /ˈfeɪraɪnd/ (adj) შეშინებული = very scared
frustrated /frʌˈstreɪtɪd/ (adj) გულდანყვეტილი = annoyed, discouraged
injure /ɪˈndʒə/ (v) დაშავება = to hurt
plane crash /ˈpleɪn kræʃ/ (n) ავიაკატასტროფა = the act of an aeroplane hitting the ground
relieved /rɪˈliːvd/ (adj) გულზე მოშვება = relaxed and happy because sth bad didn't happen
rescue /ˈreskjʊː/ (v) გადარჩენა = to save
reveal /rɪˈviːl/ (v) გამოაშკარავება = to make sth known
shipwreck /ʃɪpˈreɪk/ (n) გემის ჩაძირვა, დაღუპვა = the sinking of a ship
shocked /ʃɒkt/ (adj) შოკირებული = appalled, startled
sink /sɪŋk/ (v) ჩაძირვა = to go down below the surface of the sea
terrified /ˈterəfaɪd/ (adj) შეძრწუნებული = afraid
train derailment /treɪn dɪˈreɪlmənt/ (n) მატარებლის რელსებიდან გადავარდნა = the accident in which a train goes off the rails
worried /ˈwɜːrɪd/ (adj) განერვიულებული, შეწუხებული = troubled

Unit 2f

affect /əˈfekt/ (v) გეგავლენა = to influence
blow /bləʊ/ (v) ბერვა, ქროლვა = (of the wind) to move
breeze /brɪz/ (n) სიო = a gentle wind
compass /ˈkɒmpəs/ (n) კომპასი = an instrument that shows direction
destination /ˌdestɪˈneɪʃən/ (n) დანიშნულების ადგილი = a place

to which sb is going
direct /dɪˈrekt/ (v) მიმართულების აღება, ორიენტირება = to guide
disappear /ˌdɪsəˈpeə/ (v) გაქრობა = to become impossible to find, to vanish
emit /ɪˈemɪt/ (v) გამოცემა, გადმოფრქვევა = to give off
experienced /ɪkˈspɪəriənst/ (adj) გამოცდილი = knowledgeable
fascinate /ˈfæsɪneɪt/ (v) გაოცება, ინტერესის აღძვრა = to keep the interest of sb
gentle /ˈdʒentl/ (adj) მშვიდი = calm
go missing (phr) დაკარგვა = to disappear
go according to plan (phr) გეგმის მიხედვით მიმდინარეობა = to proceed as expected
heatwave /ˈhiːtwɛɪv/ (n) სიცხე, პაპანაქება = a very hot period of weather
lose contact with (phr) კავშირის დაკარგვა = to fail to keep in communication with
military /ˈemɪlɪtəri/ (adj) სამხედრო = relating to the army
mythical /ˈmɪθɪkəl/ (adj) მითური = fictitious, not real
pour down /ˌpɔː (daʊn) (phr v) თავსხმა = to rain heavily
provide /prəˈvaɪd/ (v) უზრუნველყოფა = to give
shine /ʃaɪn/ (v) ნათება, კაშკაში = to glow
solve /sɒlv/ (v) ამოხსნა = to answer
thick fog /θɪk (fɒɡ) (n) სქელი ნისლი, ჯანლი = heavy mist
training /ˈtreɪnɪŋ/ (n) წვრთნა = practice

2 CLIL

achievement /əˈtʃiːvmənt/ (n) მიღწევა, მონაპოვარი = an accomplishment
admire /ədˈmaɪə/ (v) აღფრთოვანება = to think highly of
concrete /ˈkɒkriːt/ (n) დუღაბი = a hard material used for building made of cement
cover /ˈkʌvə/ (v) დაფარვა = to spread over a surface
eternal /ɪˈetɜːnəl/ (adj) მარადიული = living forever
experience /ɪkˈspɪəriəns/ (v) გამოცდილება = to be in a situation
glory /ˈɡlɔːri/ (n) დიდება = magnificence

Word List

huge /hju:dʒ/ (adj) უზარმაზარი = enormous
last /lɑ:st/ (v) გაძლება, შემორჩენა = to continue
lime /laɪm/ (n) კირი = a white building material containing calcium
millennium /mɪləˈni:əm/ (n) ათასწლეული = one thousand years
realise /rɪəlaɪz/ (v) გაცნობიერება = to become aware of, to understand
route /raʊt/ (n) გზა = the road you follow to get from one place to another
set /set/ (v) გამყარება = to harden
survive /səˈvaɪv/ (v) გადარჩენა = to continue to live

Unit 3

coastal /ækəʊstl/ (adj) სანაპირო = by the sea
common /ækəmən/ (adj) ჩვეულებრივი = usual
creature /ˈkri:tʃə/ (n) არსება = an animal
crops /krɒps/ (pl n) მოსავალი = plants grown for food
dry up /draɪ (ʌp) (phr v) ამოშრობა = (of rivers and lakes) to lose their water
ice cap /eɪs kæp/ (n) მყინვარული ქუდი = a huge area of ice found in the North and South Poles
melt /melt/ (v) დნობა = (of a solid) to become liquid because of heat
polluted /pəˈlu:tɪd/ (adj) დაბინძურებული = dirty, contaminated
rainforest /ˈreɪnfɒrɪst/ (n) ტროპიკული ტყე = a tropical forest where it rains a lot
rise /raɪz/ (v) ზრდა = to increase
starve /stɑ:v/ (v) შიმშილით სიკვდილი = to die from hunger
wildlife /ˈwaɪldlaɪf/ (n) ველური ბუნება = animals and plants growing in natural conditions

Unit 3a

behave /bɪˈheɪv/ (v) მოქცევა = to treat
collect /kəˈlekt/ (v) შეგროვება = to gather
data /ˈdeɪtə/ (n) მონაცემები, ინფორმაცია = information
dog trainer /ˈdɒg treɪnə/ (n) ძაღლების მწვრთნელი = a

person whose job is to teach dogs how to behave
intelligent /ɪnˈtelɪdʒənt/ (adj) გონიერი = clever
landscape gardener /ˈlændskeɪp ˌɡɑ:dnə/ (n) ბაღების დიზაინერი = a person whose job is to design gardens and outdoor areas
look after /ləʊk ɑ:ftə/ (phr v) მოვლა = to take care of
marine biologist /məˈri:n baɪəˈɒlədʒɪst/ (n) ოკეანოლოგი = sb who studies sealife
memory /ˈememəri/ (n) მოგონება = sth you remember
nutritionist /nju:triʃənɪst/ (n) დიეტოლოგი = a specialist in healthy eating
pet /pet/ (v) აქ: მოფერება = to caress
recycling sorter /ri:saɪkლიŋ ˌsɔ:tə/ (n) გადასამუშავებელი მასალების დამფასოებელი = a person whose job is to classify reusable material like plastic bottles, glass, etc
require /rɪˈkwaɪə/ (v) მოთხოვნა = to demand
safety procedures (phr) უსაფრთხოების ზომები = a safety system
share /ʃeə/ (v) გაზიარება = to tell other people about an idea, experience, etc
forest firefighter /ˈfɒrɪst ˌfaɪəfaɪtə/ (n) ტყის მეხანძრე = a person whose job is to put out fires in an uncultivated area
zookeeper /ˈzʊ:ki:pə/ (n) ზოოპარკის ცხოველების მომვლელი = a person whose job is to take care of animals in a zoo

Unit 3c

climate change /ˈklaɪmət ˌtʃeɪndʒ/ (n) კლიმატის ცვლილება = altering weather conditions
deforestation /di:ˈfɒrɪstɪʃən/ (n) ტყის განადგურება, გაჩეხა = the cutting down of trees
endangered species /ɪnˈdeɪndʒəd (spi:ʃi:z) (n) გადაშენების პირას მყოფი სახეობები = animals or plants that may soon become extinct
fur /fɜ:/ (n) ბუნვი = thick hair on the body of some animals
habitat loss /ˈhæbɪtæt lɒs/ (n) ბუნებრივი გარემოს/ჰაბიტატის განადგურება = the destruction of the natural environment

illegal hunting (phr) ბრაკონიერობა = chasing and killing animals against the law
illegal pet trade (phr) ცხოველებით კანონსაწინააღმდეგო ვაჭრობა = buying and selling animals against the law
pollution /pəˈlu:ʃən/ (n) დაბინძურება = harm caused to the environment by chemicals
protect /prəˈtekt/ (v) დაცვა = to keep sb or sth safe from harm
stick /stɪk/ (v) ჩასმა, ჩაკეტვა = to put

Unit 3f

accommodation /əˌkɒməˈdeɪʃən/ (n) დასაბინავებელი ადგილი = a place to stay
ancestor /ˈænsəstə/ (n) წინაპარი = a member of my family who lived a long time ago
book /bʊk/ (v) დაჯავშნა = to reserve
brehtaking /ˈbreθtɪkɪŋ/ (adj) თვალწარმტაცია = spectacular, outstanding
entire /ɪnˈtɪə/ (adj) მთელი = whole
fascinating /fæˈsɪneɪɪŋ/ (adj) ძალიან საინტერესო = very interesting
foot /fʊt/ (n) ძირი = base
include /ɪnˈklu:d/ (v) შეიცავდეს = to put in as part of a set
look after /ləʊk ɑ:ftə/ (phr v) მოვლა = to take care of
look into /ləʊk ɪntə/ (phr v) გამოკვლევა, შესწავლა = to examine, to investigate
look out /lʊk (aʊt) (phr v) ფრთხილად = to be careful
return /rɪˈtɜ:n/ (v) დაბრუნება = to go back
savannah /səˈvæniə/ (n) სავანა = tropical or subtropical grassland
stay tuned (phr) ყურადღების მიქცევა = to keep paying attention
warrior /ˈwɔ:riə/ (n) მეომარი = a soldier, a fighter

3 CLIL

admire /ədˈmaɪə/ (v) აღფრთოვანება = to marvel at sb or sth
attract /əˈtrækt/ (v) მიზიდვა = to get the attention or interest of sb
central /ˈsentrəl/ (adj) ცენტრალური = main, in the middle
contain /kənˈteɪn/ (v) შეიცავდეს = to include sth as a part of a whole

Word List •

convert /kənˈvɜːt/ (v) გარდაქმნა = to change sth in order to use it for a different purpose
mineral /ˈemɪnərəl/ (n) მინერალი = a substance coming from earth, nutrient
role /rəʊl/ (n) მიზანი = duty, purpose
root /ru:t/ (n) ფესვი = the underground part of a plant that transfers water
soil /sɔɪl/ (n) ნიადაგი = the top layer of earth
steady /ˈstedɪ/ (adj) სტაბილური = stable
substance /ˈsʌbstəns/ (n) ნივთიერება = a particular type of solid, liquid or gas
upright /ˈɛprɑɪt/ (adj) ვერტიკალური = vertical

Unit 4

capital city /ˈkæpɪtl (sɪti)/ (n) დედაქალაქი = metropolis
convention /kənˈvɛnʃən/ (n) ყრილობა = a large meeting of people who have a similar interest in sth
especially /ɪˈspɛʃəlɪ/ (adv) განსაკუთრებით = in particular
hold /həʊld/ (v) მოწყობა = to organise an event
life-sized /ˈleɪf saɪzd/ (adj) ნატურალური ზომის = having the same size as in real life
organise /ˈɔːgənəɪz/ (v) მოწყობა = to arrange for sth to happen
prepare /prɪˈpeə/ (v) მომზადება = to cook; to make
transform /trænsˈfɔːm/ (v) გადაკეთება, ტრანსფორმირება = to change
win /wɪn/ (v) მოგება = to come first in a competition

Unit 4a

activity /ækˈtɪvəti/ (n) აქტივობა = action
actual /ˈæktʃuəl/ (adj) რეალური = real
amusing /əˈmjuːzɪŋ/ (adj) თავშესაქცევი = entertaining, funny
case /keɪs/ (n) შემთხვევა = instance
coastline /ˈkəʊstlaɪn/ (n) სანაპირო ზოლი = a line that forms when the land meets the sea
cruel /ˈkruːəl/ (adj) ბოროტი = unkind
distance /ˈdɪstəns/ (n) მანძილი = the space between two places
entirely /ɪnˈtɪəri/ (adv) მთლიანად =

completely
exhibit /ɪgˈzɪbɪt/ (v) გამოფენა = to show to the public
figure /ˈfɪɡə/ (n) ფიგურა = a physical structure
go on /gəʊ (ɒn) (phr v) მოხდეს = to happen
habit /ˈhæbɪt/ (n) ჩვევა = sth you do as a routine
overnight /ˌəʊnʌɪt/ (adv) ღამით = during the night
powerful /ˈpəʊəfəl/ (adj) ძლიერი = very effective, strong
warning /ˈwɔːnɪŋ/ (n) გაფრთხილება = notice, caution
wasteful /ˈweɪstfəl/ (adj) უზრუნველი = careless

Unit 4c

aisle /aɪl/ (n) გასასვლელი = a long, narrow gap between rows of seats
backing singer /ˈbækɪŋ ˌsɪŋə/ (n) ბექ-ვოკალისტი = a supporting singer
concert hall /ˈkɒnsərt ˌhɔːl/ (n) საკონცერტო დარბაზი = a building where concerts are held
curtain /ˈkɜːtɪn/ (n) ფარდა = a piece of cloth that hangs in front of a stage until the performance starts
lead singer /ˈliːd ˌsɪŋə/ (n) სოლისტი = the main singer
row /rəʊ/ (n) რიგი = a line of seats in a theatre, cinema, etc
royal box /ˈrɔɪəl (bɒks)/ (n) სამეფო ლოჯა = the special seats in a theatre for the king and queen
stage /steɪdʒ/ (n) სცენა = a raised platform where actors perform
the stalls /ðə (stɑːlz/ (pl n) პარტერი = the seats in the main part of the theatre on the ground floor

Unit 4f

attend /əˈtend/ (v) დასწრება = to be present
bright /braɪt/ (adj) ჭკვიანი = clever
chance /tʃɑːns/ (n) შესაძლებლობა = an opportunity
convention /kənˈvɛnʃən/ (n) თავყრილობა = a large meeting of people who have a similar interest in sth
gamer /ˈgeɪmə/ (n) კომპიუტერული თამაშების მოთამაშე = sb who plays computer games
gathering /ˈgæθərɪŋ/ (n) შეკრება = a meeting

multi-genre /ˌmʌlti (ʒənrə/ (adj) მრავალჟანრობრივი = including many types
results /rɪˈzʌltz/ (pl n) შედეგები = the final product
separately /ˈsepəreɪtli/ (adv) ცალკე, ინდივიდუალურად = independently, not together
workshop /ˈwɜːkʃɒp/ (n) სემინარი = a short seminar

4 CLIL

at risk (phr) საფრთხეში = in danger
ghostly /ˈɡəʊstli/ (adj) საზარელი, უსიამოვნო = spooky, eerie
haunt /haʊnd/ (v) მოჩვენებებით დასახლება = (of a ghost) to often appear in a place
hound /haʊnd/ (n) მონადირე ძაღლი = a kind of dog
investigate /ɪnˈvɛstɪgeɪt/ (v) გამოძიება = to look into a crime or problem
legend /ˈledʒənd/ (n) ლეგენდა = a story from the distant past, a myth
mission /ˈmɪʃən/ (n) მისია = a special assignment
peace-loving /ˈpiːs ˌlʌvɪŋ/ (adj) მშვიდობისმოყვარე = peaceful
wicked /ˈwɪkɪd/ (adj) ავი = evil

Unit 5

backwards /ˈbækwədz/ (adv) უკან-უკან = in reverse
balance /ˈbæləns/ (n) წონასწორობის შენარჩუნება = the ability to remain steady when we are standing up
bend /bend/ (v) მოხრა = to form a curve
bond /bɒnd/ (v) სულიერი და ემოციური კავშირის დამყარება = to develop a close emotional connection with sb
bounce around /baʊns əˈraʊnd/ (v) ხტუნვა = to jump up and down
burn calories (phr) კალორიების დანვა = to lose weight by exercising
challenging /tʃælɪndʒɪŋ/ (adj) გამომწვევი = demanding
combine /kəmˈbeɪn/ (v) კომბინირება, შეხამება = to have two or more features or characteristics
craze /kreɪz/ (n) მოდური აქტივობა = a popular activity, a trend

Word List

exercise equipment (phr) **სავარჯიშო აღჭურვილობა** = gear needed for exercising

fighting /faɪtɪŋ/ (n) **ბრძოლა** = a battle

force /fɔːs/ (v) **იძულება** = to make sb do sth even if they don't want to

get fit (phr) **ფორმაში ყოფნა** = to exercise in order to be in good physical condition

improve /ɪmˈpruːv/ (v)
გაუმჯობესება = to make sth better

injured /ɪnˈdʒəd/ (adj) **დაშავებული** = hurt

involve /ɪnˈvɒlv/ (v) **ჩართვა (რაიმეში)** = to be part of an activity or situation

kick /kɪk/ (v) **ფეხის დარტყმა** = to hit with the foot

martial art /ˈmɑːtʃəl (ɑːt/ (n)
საბრძოლო ხელოვნება = any fighting method that comes from the Far East, like karate and kung fu

move /muːv/ (n) **მოძრაობა** = a movement

muscles /ˈmʌsəlz/ (n) **კუნთები** = contracting tissue that produces movement

punch /pʌntʃ/ (v) **მუშტის ჩარტყმა** = to hit hard with the fist

self-defence /ˌself dɪˈfens/ (n)
თავდაცვა = the act of protecting myself when attacked

spring /sprɪŋ/ (n) **ზამბარა** = a piece of bent metal that can be suppressed and then released

strengthen /ˈstreŋθən/ (v)
გაძლიერება = to make stronger

stretch /stretʃ/ (v) **ვაჭიმვა** = to put your arms, legs, or body out straight and tighten your muscles

technique /tekˈniːk/ (n) **ტექნიკა** = a method

tone muscles (phr) **კუნთების ტონუსში მოყვანა** = to strengthen muscles by exercising

wacky /ˈwæki/ (adj) **გიჟური, სასაცილო** = crazy, funny

workout /ˈwɜːkaʊt/ (n) **ვარჯიშების ციკლი** = a set of physical exercises

Unit 5a

compete /kəmˈpiːt/ (v) **შეეჯიბრო** = to take part in a competition

enjoy /ɪnˈdʒɔɪ/ (v) **ისიამოვნო, მოიწონო** = to take pleasure in

sth

excellent /ˈɛksələnt/ (adj)
ბრწყინვალე = superb

growing /grəʊɪŋ/ (adj) **მზარდი** = increasing over time

huge /hjuːdʒ/ (adj) **უზარმაზარი** = gigantic, enormous

individually /ɪndɪˈvɪdʒuəli/ (adv)
ინდივიდუალურად = separately, not together in a group

live-streamed (phr) **პირდაპირი ტრანსლაცია** = broadcast on the Internet at the time it happens

pitch /pɪtʃ/ (n) **ფეხბურთის მოედანი** = a large grassy field designed to play football

predict /prɪˈdɪkt/ (v)
ინიანსწარმეტყველო = to expect sth will happen in the future

put off /pʊt (ɒf/ (phr v) **გადადება (დროში)** = to arrange for sth to take place at a later time

put on /pʊt (ɒn/ (phr v) **ჩაცმა; წონის მომატება** = to gain (weight); get dressed in (jeans, a shirt, etc)

put up with /pʊt (ʌp wɪð/ (phr v)
შეგუება = to accept sth bad without complaining

reflex /ˈrɛfleks/ (n) **დასვენება** = an automatic quick reaction of the body to an unexpected situation

skilful /ˈɛskɪfl/ (adj)
დახელოვნებული = being good at sth especially after practice

sponsorship deal (phr) **სპონსორინგის დაფინანსება კომპანიის რეკლამირების სანაცვლოდ** = an agreement between a company and an athlete that the company will support the athlete by giving him money in exchange for advertising

talented /ˈtæləntɪd/ (adj) **ნიჭიერი** = gifted; having a natural ability to do sth

tournament /ˈtʊənmənt/ (n)
ტურნირი = a sports competition

train /treɪn/ (v) **წვრთნა** = to practise

turn up /ˈtɜːn (ʌp/ (phr v) **(სადმე) გამოჩენა** = to appear in a place

Unit 5c

a cold /kəʊld/ (n) **გაცივება** = an infection that gives you a runny nose

accident /ˈæksɪdənt/ (n) **უბედური შემთხვევა** = a situation in which sb is injured or sth is damaged

chew /tʃuː/ (v) **ლეჭვა** = to crush food

with the teeth

earache /ˈɛərəɪk/ (n) **ყურის ტკივილი** = a pain in the ear

fever/temperature /ˈɛfiːvə/ (n) **ცხელება** = a condition in which the body has a high temperature

get a black eye (phr) **თვალის ჩალურჯება** = to get an injury around the eye after a hit that leaves a purple mark

get a bruise (phr) **კანის დალურჯება, სისხლჩაქცევები** = to get an injury which appears as a purple mark on the body

get some rest (phr) **დასვენება** = to relax

headache /ˈhedeɪk/ (n) **თავის ტკივილი** = a pain in the head

injury /ɪnˈdʒəri/ (n) **დაშავება, ტრავმა** = damage to a person's body caused by an accident

shiver /ʃɪvə/ (v) **ცახცახი** = to shake slightly

sneeze /sniːz/ (v) **ცემინება** = to let air come out of the nose usually because of a cold

sore throat /ˌsɔː (θrəʊt/ (n) **ყელის ტკივილი** = a pain in the throat

sprain my wrist (phr) **მაჯის დაჭიმვა** = to injure the joint connecting the hand with the arm by turning it

stomach ache /ˈɛstəmək eɪk/ (n)
მუცლის ტკივილი = a pain in the stomach

swallow /ˈswɒləʊ/ (v) **ყლაპვა** = to take sth into the body through the mouth

the flu /ðə fluː/ (n) **გრიპი** = an illness which causes fever

toothache /ˈtuːθeɪk/ (n) **კბილის ტკივილი** = a pain in the tooth

twist my ankle (phr) **კოჭის ამობრუნება** = to hurt the joint connecting the foot with the leg by turning it

Unit 5f

addicted (to) /əˈdɪktɪd tə/ (adj)
(რაიმეზე) დამოკიდებული = unable to stop doing sth

break /breɪk/ (n) **დასვენება** = a stop for a rest

limit /lɪmɪt/ (v) **შემცირება** = to reduce

make progress (phr) **პროგრესის ქონა, წინსვლა** = to get better at sth

familiar /fəˈeɪmɪliəl/ (adj) **ნაცნობი** = possible to recognise because it is well-known to me

experience /ɪkˈspɪəriəns/ (v) **შეგრძნება** = to feel

panic /ˈpænik/ (v) **პანიკა** = to feel great fear about sth

peer pressure /peə ˈpreʃə/ (n) **თანატოლთა გავლენა, მათი აყოლა** = the feeling that you have to do the same thing with other members of a group in order to be liked

pick on /pɪk ɒn/ (phr v) **ვინმეს უსამართლოდ დადანაშაულება** = to behave in a cruel way towards sb

race /reɪs/ (n) **რასა** = people who share the same origin, appearance, nationality, religion or language

real /riːəl/ (adj) **ნამდვილი** = true

social media /ˌsəʊʃəl ˈmiːdiə/ (n) **სოციალური მედია** = websites where people share information, upload pictures, videos and communicate with other people

solution /səˈljuːʃən/ (n) **პრობლემის გადაჭრა** = an answer to a problem

suffer /ˈesʌf/ (v) **ტანჯვა, რაიმე ცუდის გადატანა** = to experience sth bad, unpleasant

survive /səˈveɪv/ (v) **გადარჩენა** = to continue to exist

tough /tʌf/ (adj) **რთული** = difficult, hard

victim /ˈvɪktɪm/ (n) **მსხვერპლი** = sb who suffers harm, injury, loss, etc

waste time (phr) **დროის ფლანგვა** = to spend time doing unimportant things

5 CLIL

calcium /ˈkælsiəm/ (n) **კალციუმი** = a nutrient found in milk, cheese, etc which is good for the teeth and bones

carb /kɑːb/ (n) **ნახშირწყალი** = (informal) a carbohydrate

carbohydrate /ˈkɑːbəhaɪdreɪt/ (n) **ნახშირწყალი** = a substance found in bread, rice, sugar, etc that gives energy to the body

digestive system /daɪdʒestɪv (sɪstɪm/ (n) **საჭმლის მომნელებელი სისტემა** = the organs in the body that break down food

fuel /fjuːəl/ (n) **საწვავი** = a substance that gives energy

function /ˈfʌŋkʃən/ (n) **ფუნქცია** = the purpose or use of sth

glucose /ˈɡluːkəʊs/ (n) **გლუკოზა** = natural sugar found in plants and fruit

joint /dʒɔɪnt/ (n) **სახსარი** = the part of the body where two bones are connected

mineral /ˈemɪnərəl/ (n) **მინერალი** = a chemical substance that the body needs to stay healthy

nutrient /ˈnjuːtriənt/ (n) **საკვები ნივთიერება** = a substance needed in order to live

play a role in sth (phr) **გარკვეული როლის თამაში** = to help towards achieving a successful result

protein /ˈprəʊtiːn/ (n) **ცილა** = an organic compound essential for the body to grow and be healthy

repair /rɪˈpeə/ (v) **შეკეთება** = to fix sth

role /rəʊl/ (n) **როლი, ფუნქცია** = a part

source /sɔːs/ (n) **წყარო** = the place where you can get sth

well-being /wel (biːɪŋ/ (n) **ჯანმრთელობა** = health

Unit 6

bend /bend/ (v) **მოხრა** = to curve

customer /ˈkʌstəmə/ (n) **კლიენტი** = sb who buys goods or services from a shop or business

deliver /dɪˈlɪvə/ (v) **მიწოდება** = to take sth to sb's house

driverless /ˈdraɪvləs/ (adj) **უმძღოლო** = without a driver

flexible /ˈfleksəbəl/ (adj) **მოქნილი** = bendy, elastic

guest /gest/ (n) **სტუმარი** = a visitor

gym equipment (phr) **სავარჯიშო აღჭურვილობა** = gear needed for exercising in a gym

interact /ˌɪntəˈækt/ (v) **კომუნიკაცია** = to communicate

land /lænd/ (v) **მინაზე დაშვება** = (of a plane, drone, etc) to touch the ground

passenger /ˈpæʃəndʒə/ (n) **მგზავრი** = a person travelling on a bus, train, etc

transport /ˈtrænzpɔːt/ (v) **ტრანსპორტი** = to carry people or goods

virtual reality /ˌvɜːtʃʊəl riˈælɪti/ (n) **ვირტუალური რეალობა** = a computer-produced environment that represents real life

welcome /ˈwelkəm/ (v) **მისალმება, დახვედრა** = to smile and say hello to people when they arrive

Unit 6a

access /ˈæksɪs/ (v) **წვდომა** = to enter

assist /əˈsɪst/ (v) **დახმარება** = to help

development /dɪˈveləpmənt/ (n) **განვითარება** = the process of becoming better, advancement

friendly /ˈfrendli/ (adj) **მეგობრული** = pleasant and kind to others

interview /ˌɪntəˈvjuː/ (v) **ინტერვიუ, გასაუბრება** = to ask sb questions

inventor /ɪnˈventə/ (n) **გამომგონებელი** = sb who creates sth new

laboratory /ləˈbɒrətəri/ (n) **ლაბორატორია** = a place or building where experiments are carried out

minor /ˈemɑɪnə/ (adj) **მცირედი** = small, not important

permanent /ˈpɜːmənənt/ (adj) **პერმანენტული, მუდმივი** = lasting for a long time or forever

point /pɔɪnt/ (v) **მითითება** = to show

real-life environment (phr) **რეალური ცხოვრებისეული გარემო** = a place as it is in real life

stressful /ˈstresfʊl/ (adj) **სტრესული** = making you feel tense and anxious

valuable /ˈvæljuəbəl/ (adj) **მნიშვნელოვანი** = of great importance

Unit 6c

accept a friend request (phr) **დამეგობრების მოთხოვნაზე თანხმობის მიცემა** = to agree to add a person as a friend on social media

chat online (phr) **ონლაინ რეჟიმში საუბარი** = to talk with others on the Internet

download /ˌdaʊnˈlɔːd/ (v) **ჩამოტვირთვა** = to copy programs or data into a computer's memory

face-to-face /feɪs tə feɪs/ (adv) **პირისპირ** = in person, directly

• Word List

hack into /hæk ɪntə/ (v) სხვის კომპიუტერულ მონაცემებში არალეგალურად შეღწევა = to enter a person's computer system illegally
post a comment (phr) კომენტარის დადება = to publish a message on social media sites
update profile (phr) პროფილის განახლება = to make my personal information on social media more current

Unit 6f

disgust /dɪsɔːɡʌst/ (n) ზიზღი = a strong dislike
emotional response (phr) ემოციური რეაქცია = a reaction to a person's feelings
give feedback (phr) რეაგირება, შეფასება = to tell sb if and how much they have improved
interesting /ɪntrɪŋstɪŋ/ (adj)

საინტერესო = attracting our attention
keen (on) /keɪn ɒn/ (adj) უაღრესად დაინტერესებული = enthusiastic
replace /rɪˈpleɪs/ (v) ჩანაცვლება = to put one thing or person in the place of another
shortage /ʃɔːtɪdʒ/ (n) ნაკლებობა, დეფიციტი = a lack of sth
useful /ˈjuːsfəl/ (adj) გამოსადეგი = practical
weird /wiəd/ (adj) უცნაური = strange

6 CLIL

disability /dɪsəˈbɪləti/ (n) შეზღუდული (ფიზიკური ან გონებრივი) შესაძლებლობა = a physical or mental inability
frustrated /ˈfrʌstrəɪtɪd/ (adj) გულდანწყვეტილი = annoyed, discouraged
independent /ˌɪndɪˈpendənt/ (adj)

დამოუკიდებელი = autonomous, self-supported
infected /ɪnˈfektɪd/ (adj) ინფიცირებული = full of bacteria
raised dot (phr) რელიეფური წერტილი = a small round mark used for punctuation or used for a writing system for blind people
represent /ˌreprɪˈzent/ (v) წარმოდგენდეს = to stand as a symbol for sth
workshop /ˈwɜːkʃɒp/ (n) სახელოსნო = a room where people make things using tools and machines
worldwide /ˌwɜːldwɑːd/ (adv) მსოფლიო მასშტაბით = all over the world

Suggested Answer Section

Project 4

1 Suggested Answer Key

Character	Actor	Appearance/Personal qualities
Harry Potter	Daniel Radcliffe	untidy black hair, green eyes, round glasses, daring
James Bond	Daniel Craig	tall, short hair, wears suits, clever
The White Witch	Tilda Swinton	blonde hair, wears long white dress, clever
Katniss Everdeen	Jennifer Lawrence	straight black hair, grey eyes, olive skin, daring
Name of film(s)		Type of film(s)
eight Harry Potter films – from <i>Harry Potter and the Philosopher's Stone</i> (2001) to <i>Harry Potter and the Deathly Hallows – Part 2</i> (2011)		fantasy
twenty-six James Bond films – four with Daniel Craig – <i>Casino Royale</i> (2006), <i>Quantum of Solace</i> (2008), <i>Skyfall</i> (2012) and <i>Spectre</i> (2015)		spy, adventure
<i>The Chronicles of Narnia: The Lion, the Witch and the Wardrobe</i> (2005), <i>The Chronicles of Narnia: Prince Caspian</i> (2008) and <i>The Chronicles of Narnia: The Voyage of the Dawn Treader</i> (2010)		fantasy
four Hunger Games films – from <i>The Hunger Games</i> (2012) to <i>The Hunger Games: Mockingjay – Part 2</i> (2015)		science fiction, adventure

2 Suggested Answer Key

Good morning, everyone! Listen to this extract. Which film character does it remind you of? ... That's right, the name's Bond, James Bond. Ian Fleming created this character in 1952. He has appeared in 12 novels and two short story collections.

James Bond is one of cinema's most popular characters, too. In fact, he has appeared in lots of films! They are spy and adventure films with a lot of action! There have been a lot of actors who played James Bond: Sean Connery, David Niven, George Lazenby, Roger Moore, Timothy Dalton, Pierce Brosnan and Daniel Craig. Daniel Craig has appeared in four James Bond films: *Casino Royal* in 2006, *Quantum of Solace* in 2008, *Skyfall* in 2012 and *Spectre* in 2015.

Commander James Bond RN – code 007 – is a tall, handsome secret agent with short hair. He usually wears a suit. He's clever and able to create several plans to achieve his goals. He can speak a lot of languages and is quite athletic. He's very skilful at martial arts and appears to be sensible, calm and

independent. His films are all quite memorable as he is a brave and adventurous character who always gets out of difficult spots and saves the day! All in all, James Bond is one of the best characters in film and I think anyone would really enjoy the James Bond films. After all, who doesn't enjoy a film full of action, adventure and excitement? Now, It's time for a quiz. Team A: Who created James Bond? (Ian Fleming). Team B: When did Fleming create James Bond? (1952). Team A: Can you name some actors who played James Bond? (Sean Connery, David Niven, Daniel Graig etc). Team B: Who appeared in *Skyfall* as James Bond? (Daniel Graig). Team A: What is James Bond code number? (007). etc. Are there any questions? ... Thank you for listening.

Project 6

4 Suggested Answer Key

Good morning, everyone. When you think about an invention of the 20th century that changed the lives of people, what comes to mind? ... Perhaps the colour TV? ... Maybe the mobile phone? Well, I think of the Internet.

The start of the Internet can be traced back to the year 1969, when the Advanced Research Projects Agency of the Department of Defence in the USA created ARPANET, a time-sharing network of computers. This paved the way for what we now know as the Internet. At the time though, not a lot of people realised or could understand how the Internet would change the way people lived. In fact, Clifford Stoll, an American astronomer, said that the Internet wouldn't change anything. He, of course, was totally wrong because the Internet has changed the way people live in so many ways. For one, it has allowed people to access and share information around the world at the click of a button. It has also revolutionised communication to the point where distance is not an issue and working from home or even in another country is possible. There are also many more educational opportunities because of it. The Internet, without a doubt, has changed our lives greatly and has brought the world a lot closer together. As the American author Dave Berry once said, "The Internet is the most important single development in the history of human communication ...", and I couldn't agree more with him as it has shaped the very way we live. Are there any questions? ... Thank you for listening.

Song 1

2 Suggested Answer Key

The song uses present tenses because it is about daily routine and everyday activities.

Suggested Answer Section

3 Suggested Answer Key

A: My life is the same as the singer's because I get up and get ready for school every morning. I also walk to school with my friends.

B: My life is a bit different from the singer's because I take the bus to school, but in the evening, I have dinner with my family like the singer does.

A: Yeah, me too.

Song 2

3 Suggested Answer Key

A: I think the quote means that the past can teach us a lot.

B: I agree. I think we can learn from our past mistakes so we don't make them again in the future.

Song 3

1 Suggested Answer Key

The title of the song is a question about the future and what may happen if we don't look after our world.

3 Suggested Answer Key

We must act now – it's the only way.
If we don't do something soon,
Our children will have nowhere to stay,
They may have to live on the Moon!

Song 4

3 Suggested Answer Key

I think the singer means that we only get one life and so we should make the most of it.

Song 5

1 Suggested Answer Key

When things get tough, someone should say that there's no point in getting stressed and they should keep calm and carry on.

3 Suggested Answer Key

Think twice!

4 Suggested Answer Key

get enough sleep, eat healthily, take regular exercise and not worry about little things.

Make sure you get enough sleep.
This way you won't feel stressed.
And have healthy food to eat.
Then you can feel your best.

Get out and about and keep fit.
This way you can keep stress away.
Don't worry, not even a bit.
Just relax and enjoy your day.

Say goodbye to stress.
You just don't need it.
Keep calm and relax.
You'll be glad you did.

Song 6

1 Suggested Answer Key

I think the message of the song is about online friends versus real-life friends.

2 Suggested Answer Key

I agree with the message of the song. I think we need to disconnect from our phones and spend more time in the real world talking to people face-to-face.

Module 1

1f – Exercise 6 (p. 21)

We love Mexico City

You can find Mexico City in the centre of Mexico. It's the country's biggest city with around 8½ million people. Its nickname is 'The City of Palaces'.

Mexico City is a great place to go sightseeing. You can visit the famous Angel of Independence in the centre or see sculptures and paintings at the Palace of Fine Arts.

Mexico City has plenty of activities to keep you entertained during your visit. There are countless art galleries and museums, you can pick up some fantastic bargains and souvenirs in the traditional markets downtown. Also, there are a lot of theatres and concert halls to enjoy live entertainment and after that you can stay up to enjoy the lively nightlife.

You can find something to do in Mexico City at any time of the day or night. That's why people also call it 'The City That Never Sleeps'!

Project 1 – Exercise 2 (p. 23)

Speaker 1: What does your ideal neighbourhood look like? Are there nice houses with gardens and quiet streets? My ideal neighbourhood is a place in the city where I can really feel comfortable and safe. It's a place with wide streets and pavements where I can walk safely. And there are lots of car parks so that people can find parking easily. Also, police officers patrol the streets and make people feel safe. Older people can spend their mornings in the park while younger ones can jog there. Children can walk or cycle to school. There are shops for people to do their shopping and great restaurants to enjoy dinner. How does my ideal neighbourhood sound to you? Would you enjoy living there? I would.

Speaker 2: What does your ideal neighbourhood look like? Is it in a busy city or in a quiet village? My ideal neighbourhood is a quiet place in a village. There are small cottages with beautiful gardens. There are lots of trees and flowers along the streets. It is a place where neighbours know each other and talk to each other on the street. Children play happily in the streets or at the school playground or go swimming in the lake. There's a main street with nice little shops, a small café and a pizza house. The nearest city is 15 minutes' drive. So, what do you think? Would you live in my ideal neighbourhood?

Module 2

Exercise 2 (p. 26)

Radio Presenter: ... and now for today's quiz on Truth or Legend, we have Janine Potter from Manchester on the line. Good morning Janine. Are you ready? You have

five statements and all you have to do is say whether they are true or false.

Janine: Yes, I'm ready!

Radio Presenter: OK, Janine. First statement: the Moai of Easter Island were carved over a thousand years ago.

Janine: I don't think that's true. They're not as old as that. That's false.

Radio Presenter: Congratulations! You're right. They carved them between 1250 and 1500 AD. Let's move on to the next question. The designer of the Parthenon, the ancient Greek temple, was Phidias. True or False?

Janine: It's true! Phidias was the designer and Callicrates and Ictinos were the architects.

Radio Presenter: Well done. Now, Janine, the ancient Persians made buildings in which they kept ice frozen even in the middle of summer.

Janine: Er ... true.

Radio Presenter: Well done, Janine. They stored ice and sometimes food in these buildings as well. Next question. We know that Emperor Trajan built his market around 100 AD, but is Trajan's Market the world's very first shopping mall?

Janine: That sounds to me like it's false.

Radio Presenter: Correct! They first used the space for offices. Janine, you need just one more correct answer to win. Here we go. The Maya built their amazing temples with metal tools. True or False?

Janine: Without being sure, I'll say that's false.

Radio Presenter: You're right again! They used stone and wooden tools. You really know your history! You got five out of five right and that means you win this week's star prize ...

2f – Exercises 7 & 8 (p. 35)

Dave: ... and now we welcome back the winner of last year's Radio Dorset competition, fourteen-year-old Cassie Dyer. Hello, Cassie.

Cassie: Hi, Dave. It's nice to be back.

Dave: Back in the studio or back in the country, Cassie? Because you've been abroad haven't you? In case you didn't know, listeners, Cassie's prize last year was a trip to Namibia in Africa. Namibia is home to the world's oldest desert and some pretty interesting wildlife. Isn't that right, Cassie?

Cassie: It certainly is. We saw elephants, rhinos and zebras on safari, but the most amazing part for me was trekking through the desert to the Skeleton Coast.

Dave: That sounds like it was hard work!

Cassie: It was. It was probably the hardest thing I've ever done, which is why I'm so proud that I did it.

Dave: Can you tell us more?

Cassie: Sure. The trek started in Damaraland. We didn't have a guide – it was just me, Mum, Dad and my sixteen-year-old brother, Luke. We left at noon. It was so hot and the sun was so bright, but we were all excited to start our journey.

Audioscripts

Dave: I bet you were. The scenery must be incredible there!

Cassie: Yes, but the conditions were very difficult. It was boiling hot in the day and really cold at night. We soon became very tired and our feet were sore, but the photos we took were fantastic! For example, for the first few days, we were trekking across orange sand. Then, we reached a dry river and after that the mountains.

Dave: And then the Skeleton Coast?

Cassie: Yes, we were almost there but as we got closer, the wind began to blow harder and harder. It was a sandstorm! We had to cover our heads and faces, so we couldn't see anything. But we kept on walking for hours and hours. When the wind finally stopped blowing, we had no idea where we were. Getting lost in a desert is very dangerous, and we didn't have much food or water left.

Dave: What happened?

Cassie: Well, we all tried hard not to panic, but out there in the desert it's difficult to control your emotions. Then, suddenly, my mum saw a shape in the distance. We walked towards it – it was a shipwreck!

Dave: In the desert?

Cassie: Yes! I know, it's strange, right? But it's very famous. The story goes that in 1909 a ship called the Eduard Bohlen sank near the Skeleton Coast. Over the years the wreck has moved and now it's 400 metres from the sea. Sure enough, when we got closer, we could see the ocean sparkling under the sun. It was beautiful, and we all felt very relieved to see it!

Dave: What an adventure!

Cassie: It really was. And I wish everyone luck in this year's competition.

Dave: Yes, this year's top prize is a trip to Peru, listeners! And all you have to do to enter is ...

Module 3

3c – Exercise 1 (p. 44)

Presenter: Tonight on Wild on One, we've got Dr Simon Wheatley, who is here to talk to us about endangered species. Dr Wheatley, can I start by asking why some species actually become endangered?

Dr Wheatley: Sure. There are several reasons why certain species become endangered. Take the loggerhead sea turtle, for example. This sea creature is a victim of pollution. In the first place, it mistakes plastic bags in the sea for jellyfish, and can then choke on them. Also, rubbish on beaches can prevent it from laying its eggs. Macaws, on the other hand, are endangered because of the illegal pet trade. People want these attractive birds as pets, so they pay money for people to capture them. Another reason why animals become endangered is climate change. For instance, melting ice caps put ringed seals at risk. They need ice caves to protect

their young, but this ice is slowly vanishing. Another example I can give you is the lemur. Poachers hunt them for their fur which people use to make various items of clothing. And finally, there's the mountain gorilla which is in danger because of habitat loss – specifically deforestation. People destroy forestland for farming or to sell wood and don't think about the fact that it's many animals' natural habitat.

Presenter: And the truly awful thing is that all of this is because of humans.

Dr Wheatley: Yes, unfortunately, that's true.

3f – Exercise 7b (p. 49)

Alice: Hi James! What are your plans for the summer?

James: Oh, hello Alice! I'm going to Mexico. Have you ever been there?

Alice: Yes, I've visited La Paz and Puebla. I had a fantastic time.

James: I went to Puebla a couple of years ago on a sightseeing holiday and it was great. This time, though, I'll be in Cuyutlan, Colima. I'm going to be a volunteer at a conservation centre there.

Alice: Really? That sounds fantastic.

James: Yes, I'll be taking care of sea turtles there.

Alice: What exactly will you be doing?

James: Well, I'll be picking up rubbish from the beaches and making sure the eggs are safe in their nests. But the hardest part will be protecting the eggs from tourists.

Alice: What do you mean?

James: Well, even though they close off beaches where there are eggs, tourists still turn up and try to swim there. It's our job to make sure they don't.

Alice: It sounds like you're going to be really busy. Will you have any free time?

James: Of course! We will be working 5 hours a day, sometimes at night, but there will be time for us to relax and swim during the day. What are you doing this summer?

Alice: Well, if Dad can get some time off work, we'll go on holiday. We are thinking of going to New York for a city break. I'll be really disappointed if we can't go. I wish you could come with us.

James: Sorry. I'll be busy saving an endangered species!

Module 4

4a – Exercise 5a (p. 55)

A: Hello, and welcome to the show. Now, a lot of people are uncertain about what they can and cannot put in their recycling bin so we've asked John Banner from the Environmental Agency here today to tell us. Welcome, Mr. Banner.

B: Thank you. It's nice to be here.

A: So, can you tell us exactly which items we can and can't put in our recycling bins?

- B:** Of course. I'd be happy to.
- A:** We all know about plastic bottles, newspapers and glass jars, but what about the other things?
- B:** Yes, well, first of all, you're right. Plastic bottles, aluminium cans and glass jars can be recycled, but they must be clean and empty.
- A:** OK. Good point.
- B:** Plastic bottle caps can be recycled, but you should take them off the bottles and put them in separately.
- A:** Right. I didn't know that.
- B:** Also, anything with food in it won't be able to be recycled. So that means things like crisp packets and takeaway food boxes. Crisp packets can't be recycled because they have bits of food in them and they are the wrong kind of plastic or they are metallic foil.
- A:** I see. Why can't takeaway food boxes be recycled?
- B:** Well, they often have food or grease on them and this means they are no good for recycling because they contaminate everything else.
- A:** Oh dear.
- B:** Another common item that people put in the recycling that they shouldn't is juice cartons.
- A:** Really? Why can't we recycle juice cartons?
- B:** Juice cartons can't be recycled because they almost always have a plastic or a metal foil lining which can't be separated in the recycling process.
- A:** I see. Well thank you very much. I've learnt a lot. We'll be right back after this short break ...

4f – Exercise 8 (p. 63)

- Emily:** Hey Peter, what are you doing on your laptop?
- Peter:** Oh, hi Emily. I'm looking at the photos I took at the festival we attended. Look, here's one of the fireworks display on the final evening.
- Emily:** Oh yes, that was definitely my favourite part. I didn't want it to end.
- Peter:** Well, I didn't want the festival to end either, but for a different reason! I wanted to carry on trying all those traditional dishes. They were delicious!
- Emily:** Not everyone liked the food, though. I didn't see Becky try anything.
- Peter:** Well, that's because she was in the art workshops each day. She said she learnt a lot from them.
- Emily:** What about your brother, Darren? Did he have a nice time at the festival, too?
- Peter:** Well, he had mixed feelings. He really loved the parade on the first day, but he was a bit disappointed by the live bands.
- Emily:** I see. I guess jazz music isn't everyone's cup of tea. The ballet performances were good, though. At least that's what Thomas told me. He loved them, though I didn't get to see them myself.
- Peter:** That's a pity. Did you see the magic shows, though?

Emily: No, I didn't – but my sister Sue loved it. Hopefully, I'll get the chance to see it next year.

Peter: Yeh, there were too many things to see and do in just two days. I regret missing the competitions, for example. But, like you said, maybe next year!

Module 5

5f – Exercise 7 (p. 77)

- Amy:** Hey, Susie. What's wrong? You haven't been arguing with your mum and dad again, have you?
- Susie:** No, it's not that, Amy. I haven't argued with them or my sister for a long time. It's my friends at school. All they want to do is hang out at the mall, and they want me to do the same.
- Amy:** Oh, that sounds like peer pressure.
- Susie:** Yes, I know. The problem is my schoolwork is suffering. It's not an issue when I'm in class, of course, but I spend so much time at the mall in the afternoon that I don't have enough time to do all my homework at home in the evening.
- Amy:** But why don't you just say no to them?
- Susie:** I've tried that, Amy. But whenever I try to leave and go home to do my homework, they laugh at me and call me 'teacher's pet'. So, I end up staying.
- Amy:** Come on, Susie. You should know that friends like that aren't your real friends.
- Susie:** You're right – but it's not easy for me to find new friends. As you know, I'm not very sociable – in fact I'm quite shy. I'm worried that I'll end up with no friends at all!
- Amy:** OK, I understand, but you need to be brave, Susie. There's no other way. You need to leave them and find other friends somehow.
- Susie:** But how?
- Amy:** Well, why don't you join a sports club? That's usually a good way to meet new people.
- Susie:** No, I already go to the gym three times a week, so I don't need any more exercise. I know! There's an after-school art club that I could join. They meet twice a week.
- Amy:** That sounds great. I'm sure you'll meet some nice people there!

Module 6

Exercise 2 (p. 81)

Yesterday afternoon, a minor crash brought traffic to a standstill in Hereford city centre. The incident involved a public bus colliding into a parked taxi on the corner of Kent Street and Oak Road. Who was to blame? Well, as taxi driver Nathan Hayes found out, it was complicated! "I was ready to give the bus driver a piece of my mind, but when I reached the bus, I couldn't find anyone behind the wheel!" The bus in question is one of five self-driving buses which Hereford City Council

Audioscripts

are testing out in the streets of the city this week. Some local journalists have claimed that the event proves that the technology isn't ready yet, but Mayor Philippa Sutton said that citizens have nothing to worry about. "The taxi was badly parked", said Sutton. "We still feel that these buses are 100% safe and will greatly improve the city's public transport system."

6f – Exercise 6 (p. 91)

Speaker 1: I realise that people have some worries about robots entering the workplace, but think about robot firefighters, lifeguards and miners. If robots could do these sorts of jobs, then humans wouldn't need to put themselves at risk while they work. For me, that's a major advantage.

Speaker 2: I think they'll be a great addition to the workplace. I know that after I've been working for six or seven hours, tiredness sets in. Then, I start to work less hard and make more mistakes. Robots, though, don't need to sleep or even take breaks during the day. This means they can work far harder than humans do.

Speaker 3: In my opinion, there are some negatives to having robots in the workplace. For example, a lot of people get vital exercise from doing their jobs, but if robots do their jobs then they won't have to lift a finger! The more robots we have in the workplace, the more humans will end up in office jobs where they sit at a desk for 8 hours a day. Jobs like those can lead major health problems.

Speaker 4: I work in a factory and, to be honest, the work I do is not very complicated. So, I know that one day, probably quite soon, a robot will be invented which can do my job. And it'll be able to do it better and faster than me, too. So, the company won't need me or anybody else here at the factory, and I'm not sure how I feel about that.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module:

Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self Assessment Forms

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• understand words related to geographical features	
• understand information in texts supported by visuals	
• listen and describe buildings	
• use words/phrases related to countryside/city to compare places	
• make plans	
• read for specific information-understand short texts related to cities	
• listen & understand monologues related to cities	
• understand texts related to neighbourhoods	
• present ideal neighbourhoods	
• research places	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short description of a building	
• write a leaflet suggesting ways to make neighbourhoods green	
• write an article about a city	

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.

<ul style="list-style-type: none"> understand words/phrases related to materials & landmarks 	
<ul style="list-style-type: none"> understand texts related to natural disasters 	
<ul style="list-style-type: none"> discuss past habits/routines 	
<ul style="list-style-type: none"> use words related to accidents/disasters 	
<ul style="list-style-type: none"> understand information related to accidents in newspaper headlines 	
<ul style="list-style-type: none"> narrate an experience 	
<ul style="list-style-type: none"> express shock/surprise 	
<ul style="list-style-type: none"> understand texts related to disasters 	
<ul style="list-style-type: none"> use words/phrases related to weather 	
<ul style="list-style-type: none"> listen to and understand dialogues describing experiences 	
<ul style="list-style-type: none"> understand texts related to ancient civilisations 	
<ul style="list-style-type: none"> research information about ancient civilisations & achievements 	
<ul style="list-style-type: none"> present an achievement 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> write a paragraph describing an imaginary experience you had 	
<ul style="list-style-type: none"> write a story 	

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.

• understand words/phrases related to the environment	
• understand words/phrases related to jobs	
• understand texts about jobs	
• discuss future plans	
• make predictions	
• understand words/phrases related to animals	
• identify silent letters in pronunciation	
• make hypotheses/wishes	
• express regret	
• understand texts about holiday plans & activities	
• express preference	
• understand words/phrases related to holidays	
• understand dialogues about future plans	
• understand texts related to plans	
• describe plans	
• research & present nature reserves	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a text message inviting a friend to do something together	
• write a blog entry about summer plans	

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.

<ul style="list-style-type: none"> understand words related to festivals & events 	
<ul style="list-style-type: none"> understand information on tickets 	
<ul style="list-style-type: none"> understand texts related to art 	
<ul style="list-style-type: none"> understand words/phrases related to (recyclable) materials & products 	
<ul style="list-style-type: none"> understand words/phrases related to music & theatre 	
<ul style="list-style-type: none"> book tickets for a performance 	
<ul style="list-style-type: none"> pronounce /i:/, /i/ 	
<ul style="list-style-type: none"> understand texts related to festivals 	
<ul style="list-style-type: none"> understand dialogues describing festival activities 	
<ul style="list-style-type: none"> understand words/phrases related to types of books 	
<ul style="list-style-type: none"> research & present film characters 	
<ul style="list-style-type: none"> talk about the value of respect 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> write a short article about a form of art 	
<ul style="list-style-type: none"> write an article about a festival 	

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.

• understand words/phrases related to sports, sports facilities/equipment & exercise	
• understand texts related to sports	
• ask for – give/refuse permission	
• make requests	
• express prohibition	
• make offers	
• explain signs	
• understand words/phrases related to injuries & accidents	
• understand words/phrases related to health problems & treatments	
• talk to the doctor	
• identify rhyming words	
• understand texts related to teen problems	
• understand words/phrases related to teen problems	
• understand dialogues related to problems	
• give advice	
• understand texts related to food & healthy eating	
• present healthy lifestyles	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short text about a national sport	
• write an email giving advice	

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.

<ul style="list-style-type: none"> understand words/phrases related to technology 	
<ul style="list-style-type: none"> understand information in newspaper headlines with visual support 	
<ul style="list-style-type: none"> understand texts about robots 	
<ul style="list-style-type: none"> understand words/phrases related to airports 	
<ul style="list-style-type: none"> design & present a robot 	
<ul style="list-style-type: none"> report dialogues 	
<ul style="list-style-type: none"> understand words/phrases related to social media & means of communication 	
<ul style="list-style-type: none"> give instructions 	
<ul style="list-style-type: none"> pronounce /i/, /ai/ 	
<ul style="list-style-type: none"> understand texts related to technology 	
<ul style="list-style-type: none"> understand words/phrases related to education 	
<ul style="list-style-type: none"> understand monologues related to technology 	
<ul style="list-style-type: none"> research & present an invention 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> write a for-and-against essay 	
---	--

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
understand words related to geographical features			
understand information in texts supported by visuals			
listen and describe buildings			
use words/phrases related to countryside/city to compare places			
make plans			
read for specific information-understand short texts related to cities			
listen & understand monologues related to cities			
understand texts related to neighbourhoods			
present ideal neighbourhoods			
research places			
write a short description of a building			
write a leaflet suggesting ways to make neighbourhoods green			
write an article about a city			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
understand words/phrases related to materials & landmarks			
understand texts related to natural disasters			
discuss past habits/routines			
use words related to accidents/disasters			
understand information related to accidents in newspaper headlines			
narrate an experience			
express shock/surprise			
understand texts related to disasters			
use words/phrases related to weather			
listen to and understand dialogues describing experiences			
understand texts related to ancient civilisations			
research information about ancient civilisations & achievements			
present an achievement			
write a paragraph describing an imaginary experience you had			
write a story			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
understand words/phrases related to the environment			
understand words/phrases related to jobs			
understand texts about jobs			
discuss future plans			
make predictions			
understand words/phrases related to animals			
identify silent letters in pronunciation			
make hypotheses/wishes			
express regret			
understand texts about holiday plans & activities			
express preference			
understand words/phrases related to holidays			
understand dialogues about future plans			
understand texts related to plans			
describe plans			
research & present nature reserves			
write a text inviting a friend to do something together			
write a blog entry about summer plans			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
understand words related to festivals & events			
understand information on tickets			
understand texts related to art			
understand words/phrases related to (recyclable) materials & products			
understand words/phrases related to music & theatre			
book tickets for a performance			
pronounce /i:/, /ɪ/			
understand texts related to festivals			
understand dialogues describing festival activities			
understand words/phrases related to types of books			
research & present film characters			
write a short article about a form of art			
write an article about a festival			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
understand words/phrases related to sports, sports facilities/ equipment & exercise			
understand texts related to sports			
ask for – give/refuse permission			
make requests			
express prohibition			
make offers			
explain signs			
understand words/phrases related to injuries & accidents			
understand words/phrases related to health problems & treatments			
talk to the doctor			
identify rhyming words			
understand texts related to teen problems			
understand words/phrases related to teen problems			
understand dialogues related to problems			
give advice			
understand texts related to food & healthy eating			
present healthy lifestyles			
write a short text about a national sport			
write an email giving advice			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
understand words/phrases related to technology			
understand information in newspaper headlines with visual support			
understand texts about robots			
understand words/phrases related to airports			
design & present a robot			
report dialogues			
understand words/phrases related to social media & means of communication			
give instructions			
pronounce /t/, /aɪ/			
understand texts related to technology			
understand words/phrases related to education			
understand monologues related to technology			
research & present an invention			
write a for-and-against essay			

Right on!

3

Workbook

Teacher's Book

Contents

Starter	p. 4
Module 1	p. 8
Progress check 1	p. 14
Module 2	p. 16
Progress check 2	p. 22
Skills practice A	p. 24
Module 3	p. 26
Progress check 3	p. 32
Module 4	p. 34
Progress check 4	p. 40
Skills practice B	p. 42
Module 5	p. 44
Progress check 5	p. 50
Module 6	p. 52
Progress check 6	p. 58
Skills practice C	p. 60
Grammar Bank	p. 63
Presentation Skills	p. 93
Fun Time	p. 100
Prepositions	p. 106
Phrasal verbs	p. 107
Word formation	p. 108
Revision	p. 109
Irregular verbs	p. 116
Answer Section & Audioscripts	p. 117

Daily routines – Prepositions of time – Question words

1 ★ Complete the text with words from the list. Then choose the correct item.

- go • chats • gets • takes • do (x2) • watches • has



Lisa is 15 years old and lives in Brighton, England. She usually 1) gets up 2) at/on 7:30 and gets dressed. On weekdays, she catches the bus to school, but today is Saturday. 3) On/At Saturday mornings, she helps her mum 4) do the chores and then they 5) go to supermarket. She usually 6) has lunch with her family and then goes to her bedroom to 7) do her homework. Sometimes, she 8) takes a short break and 9) chats with her friends online. Once a month they also go to the cinema. 10) In/At the evening, she 11) watches videos before she goes to bed 12) on/at 11 o'clock.



2 ★★ Read the text in Ex. 1 again and form questions for the answers below.

- 1 How old is Lisa?
She is 15 years old.
- 2 Where does she/Lisa live?
She lives in Brighton, England.
- 3 When does she/Lisa catch the bus to school?
On weekdays.
- 4 What does she/Lisa do on Saturday mornings?
She helps her mum with the chores and shopping.
- 5 How often/When does she/Lisa go to the cinema?
Once a month.

Pronouns – Possessive case

3 ★ Choose the correct item.

- 1 A: Hey, Josh. Is that your/yours dog?
B: No, mine/my dog is smaller and its/it's ears are black, not brown.
- 2 A: Are you Katys'/Katy's sister? You look just like her/she!
B: I know, but I'm actually hers/her cousin.
- 3 A: Where are the children's/childrens' coats? It's time to go home.
B: I don't know where theirs/their coats are, but ours/our are right here.
- 4 A: Look at Paul and Jenny's/Paul's and Jenny's new car!
B: I think Paul got a good deal because of his/him job at the garage.
- 5 A: Ray! Lisa! Are these bikes your/yours?
B: No, Mrs Collins. I think they're Claire's and Simon's/Claire and Simon's.

Free-time activities – both/neither/either

- 4 a) ★ What do Jack and Penny do at the weekends? Complete the words with the missing vowels.

	Jack	Penny
read books 	X	✓
play video games 	✓	X
listen to music 	✓	✓
surf the Net 	✓	✓
go to the cinema 	X	X
go shopping 	X	✓

- b) ★★ Use the table in Ex. 4a to complete the sentences. Use *both*, *neither*, *either*.

- Both Jack and Penny surf the Net.
- Neither Jack nor Penny go to the cinema.
- At the weekends, they either listen to music or surf the Net.
- At the weekends, Penny neither plays video games nor goes to the cinema.
- Jack enjoys both playing video games and surfing the Net.

Animals – some/any/no/every & compounds

- 5 ★★ Write the correct animals. Then complete the dialogue with *some*, *any*, *no*, *every* and their compounds.

Mike Are you doing 1) **anything** to celebrate your birthday, Jane?

Jane Well, I want to visit West Oak Zoo with my family. There are 2) **some** amazing animals there, like 3) **tigers** and 4) **crocodiles**.  

Mike Are they your favourite animals?

Jane No, actually my favourite animal is the 5) **reindeer**, but you don't often see them in zoos. 

Mike Never mind. They've got 6) **something** even better at West Oak – a 7) **dolphin** show! 

Jane Really? Is it on 8) **every** day of the week?

Mike I think so. Check the zoo's website. There's no point phoning them. They're closed now and 9) **nobody/no one** will answer.

Jane Did you take 10) **any** pictures of the show, by the way?

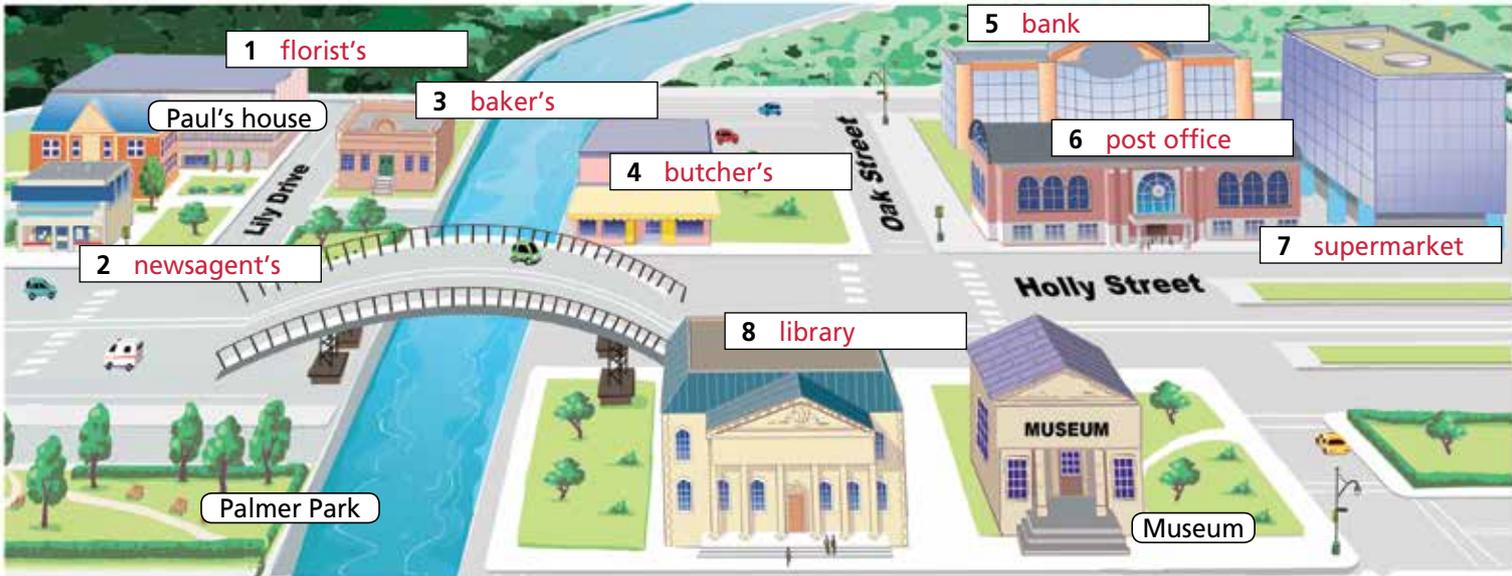
Mike Yes, lots! But then I dropped my phone and a cheeky 11) **monkey** ran off with it. A zookeeper tried to get it back for me, but she couldn't find it 12) **anywhere**! 

Jane Oh no! I'd better make sure I look after mine, then!

Shops & Services

6 ★ Read the clues (1-8) and label the map with the shops and services in the list below.

- library • post office • bank • florist's • butcher's • newsagent's • baker's
- supermarket



- 1 You can buy flowers from this place.
- 2 This place sells newspapers and magazines.
- 3 You can buy bread from here.
- 4 This place sells meat.
- 5 You can withdraw money from here.
- 6 You can send parcels from here.
- 7 This place sells different kinds of food.
- 8 You can borrow books from this place.

Prepositions of place/movement

7 ★ Look at the map in Ex. 6. Complete the directions to Paul's house with the correct prepositions of place/movement.

- over • opposite • out of • into • along • between

You are in the museum. To get to Paul's house, come **1) out of** the museum onto Holly Street. When you get there, turn left and walk **2) along** Holly Street. Go past Oak Street and **3) over** the bridge. Turn right **4) into** Lily Drive. Paul's house is on the left, **5) between** the florist's and the newsagent's and directly **6) opposite** the baker's.

Food/Drinks

- 8 ★ Underline the odd word out.
- 1 fruit and vegetables: pear – carrot – nut
 - 2 meat: spinach – turkey – steak
 - 3 drinks: hot chocolate – cabbage – orange juice
 - 4 desserts: ice cream – apple pie – cornflakes

Countable/Uncountable nouns – Quantifiers – Plurals

- 9 ★ Write C for countable and U for uncountable. Then write the plurals of the countable nouns. Which can be used with: a packet of, a jar of, a cup of, a slice of, a bowl of, a carton of?
- | | | | |
|-----------------------|----------------------------|--------------------|----------------------------|
| 1 a carton of milk | <input type="checkbox"/> U | 4 a cup of coffee | <input type="checkbox"/> U |
| 2 a packet of biscuit | <input type="checkbox"/> C | 5 a bowl of soup | <input type="checkbox"/> U |
| 3 a jar of olive | <input type="checkbox"/> U | 6 a slice of pizza | <input type="checkbox"/> U |

- 10 ★ Complete with: some, any, much, many, a little, a few.
- 1 The film will start in a few minutes.
 - 2 How many Harry Potter books are there?
 - 3 I need some new pens for school. None of mine work.
 - 4 I only want a little sugar in my tea, please.
 - 5 How much milk shall I buy?
 - 6 Is there any paper in the printer?

Physical appearance – Clothes & Accessories – Order of Adjectives

- 11 ★★ Choose the correct item. Then put the adjectives in the correct order.

This is Martina. She is 1) tall/long and 2) slim/plump. She has 3) long straight brown (brown, straight, long) hair and 4) small oval brown (brown, small, oval) eyes. She likes wearing hats and 5) scarves/shorts in the winter. She sometimes wears 6) big square black (black, big, square) glasses and often carries a 7) large rectangular leather (rectangular, leather, large) bag. She loves fashion, and she writes a popular blog about how to find 8) cheap new Italian (new, Italian, cheap) clothes in the UK.



Vocabulary

Geographical features/Types of buildings

- 1 ★ Unscramble and write the names of these geographical features. Then match them to the pictures (A-F).

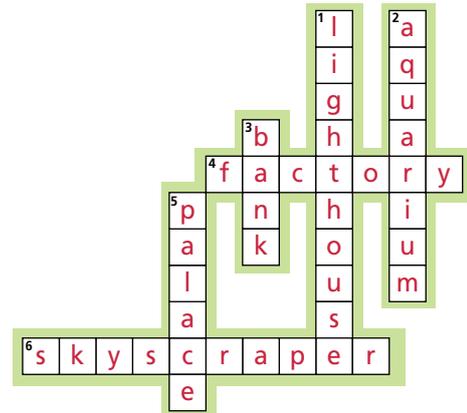
1	D	ecbah	beach
2	C	serted	desert
3	B	vace	cave
4	A	lvealy	valley
5	F	revri	river
6	E	kale	lake



- 2 ★★ Fill in the gaps with the geographical features from Ex. 1.

- We climbed up the steep sides of the **valley** to take a photo.
- Go on a boat tour down the **River** Thames and enjoy the sights of London.
- You can go fishing on the **lake** or skiing on the mountains that surround it.
- Watergate Bay in Cornwall, UK, has a **beach** with two miles of golden sand.
- Sistema Sak Actun is the longest underground **cave** in Mexico.
- The **desert** is usually very hot in the day, but it can get very cold at night.

- 3 ★★ Complete the crossword.



Down

- A place that has a light for ships at sea.
- A building with displays of different fish.
- A place where you can keep your money.
- A building where kings and queens live.

Across

- A large building where workers make things.
- A tall building for offices or flats in a city.

- 4 ★★★ Complete the brochure. Use: *skyscraper, views, designed, inspiration, floors*. Then choose the correct word.

Burj Khalifa, **1) designed** by Adrian Smith, is the tallest **2) skyscraper** in the world. It is **3) in/at** Dubai in the United Arab Emirates. With its antenna on top, it is 2,722 feet tall and has an amazing 160 **4) floors**. The **5) inspiration** for the building came from a flower, but this flower is made **6) of/in** 4,000 tons of steel! Inside, it's like a small city with flats, restaurants, offices and eight hotels. Burj Khalifa, **7) of/with** amazing **8) views** of the city, is perfect **9) for/of** a luxury holiday, but only if you aren't afraid of heights!



Present simple – Present continuous

- 1 ★ Choose the correct item.
- 1 Are you flying/Do you fly to LA tomorrow?
 - 2 Melissa is leaving/leaves early today.
 - 3 The shops here aren't closing/don't close till 7 pm on Fridays.
 - 4 Does he go/Is he going to the gym every day?
 - 5 Where's Paul? Is he eating/Does he eat?
 - 6 Emma always complains/is always complaining about other people!

2 ★★ Put the words in the correct order.

- 1 Sundays/on/library/open/is/The/never/. **The library is never open on Sundays.**
- 2 Zach/to/with/his/often/the/park/friends/Does/go/? **Does Zach often go to the park with his friends?**
- 3 clean/always/teeth/in/your/the/You/morning/should/. **You should always clean your teeth in the morning.**
- 4 our/visiting/We/this/not/grandparents/are/weekend/. **We are not visiting our grandparents this weekend.**
- 5 travelling/Tom/Is/about/Spain/summer/this/thinking/to/? **Is Tom thinking about travelling to Spain this summer?**

3 ★★★ Fill in the gaps with the *present simple* or the *present continuous* of the verbs in bold.

- 1 **have**
 - a) We usually **have** our school football matches on Sundays.
 - b) Mary **is having** dinner at the moment so she can't speak to you.
- 2 **think**
 - a) I **think** Italy is a beautiful country.
 - b) I **am/m thinking** of buying a new car.
- 3 **see**
 - a) I **am/m seeing** Sally next weekend.
 - b) I **see** what you mean.
- 4 **look**
 - a) This building **looks** very modern.
 - b) He **is looking** at our photos.

Present perfect – Present perfect continuous

- 4 ★ Put the verbs in brackets into the *present perfect* or the *present perfect continuous*.
- 1 **Have you been studying** (study) for a long time? You look tired.
 - 2 You **have been trying** (try) to fix that laptop for hours. Why don't you call a technician?
 - 3 Jenny is not here. She **has gone** (go) to the library.
 - 4 I **have been waiting** (wait) for you for more than an hour!
 - 5 I **haven't flown** (not/fly) in an aeroplane before.

5 ★★ Put the verbs in the *present perfect* or the *present perfect continuous*, then choose the correct time expression.

- 1 Vicky **has been working** (work) on this project **since/recently/for** May.
- 2 **Has Martin ever/never/just travelled** (Martin/travel) abroad?
- 3 Laura **has been waiting** (wait) here **since/for/yet** 5 o'clock.
- 4 I **have already/yet/never booked** (book) my holiday for next year.
- 5 Amy **has been packing** (pack) her luggage **yet/since/all morning**.

6 ★★★ Put the verbs in brackets into the correct present tense.

- 1 A: Where's Tom? I **haven't seen** (not/see) him since yesterday morning.
B: He **has just finished** (just/finish) painting his living room. It took two days.
- 2 A: **Do you want** (you/want) to come shopping with me?
B: Thank you, but I **am/m seeing** (see) Paul at noon.
- 3 A: **Has Ann been living** (Ann/live) in Britain for a long time?
B: No, she **hasn't been** (not/be) here for long.

Places to live

1 ★ Read the comments. Write CT (for city) or CS (for countryside).

- 1 "It's always so busy, with crowds of people." CT
- 2 "I can go for long walks in the fresh air." CS
- 3 "There's lots of art galleries and museums to visit." CT
- 4 "It's so quiet I can even hear the birds in the trees." CS
- 5 "There's so much pollution from all the cars." CT

2 ★★ Use adjectives from column A and nouns from column B to complete the sentences (1-6).

A		B
beautiful	1	a traffic
friendly	2	b buildings
clean	3	c scenery
heavy	4	d public transport
tall	5	e air
good	6	f people

- 1 Becky meets lots of **friendly people** when she travels through Spain.
- 2 We've been enjoying breathing the **clean air** of the countryside.
- 3 I'm late because the streets are full of **heavy traffic**.
- 4 I must take a photo of the **beautiful scenery!** It's amazing.
- 5 The **good public transport** means it's easy to get around town.
- 6 What's it like working on the top floor of one of these **tall buildings?**

3 ★★★ Choose the correct word and write the missing words in Ruby's blog.

Ruby's blog

Hi everyone,

This my first blog post from my new home, Castle Combe, a village in the English countryside! There's very little **1) traffic** on the streets so it's really quiet. Some people think it's **2) exciting/boring** here, but I think it's perfect for a **3) stressful/relaxing** life. I've just got back from a **4) healthy/friendly** walk in the nearby woods, and later I'm preparing dinner with vegetables from my own garden! The local kids say they like the village but there aren't enough job **5) opportunities**. Also, the **6) lack** of public transport and other **7) services** like hospitals and libraries can make life **8) difficult/convenient**. At the moment, though, I'm enjoying every minute of my new life in this fantastic village!

Making plans

1 ★ Match the exchanges.

- What are you doing on Saturday? **1** ~~c~~ How about Buxton?
- Let's eat at that new Italian restaurant. **2** ~~b~~ That's true.
- We haven't been there for ages. **3** ~~c~~ Not a lot. Why?
- Where do you want to go? **4** ~~d~~ That's a great idea!

2 ★★ Choose the correct response.

- 1 A: We could go for a walk in the park.
B: **a** Not a lot.
b I'd prefer something more exciting.
- 2 A: Where do you want to go on the day trip?
B: **a** How about Manchester?
b Why don't we go on a day trip?
- 3 A: We should visit the new museum this weekend.
B: **a** How about next week?
b That sounds good.
- 4 A: Do you fancy visiting the aquarium?
B: **a** It's worth it.
b Why not? It sounds exciting.

3 ★★★ Complete the dialogue with sentences from Exs 1 & 2.

- Tony** Hey Joe! **1) What are you doing on Saturday?**
- Joe** Not a lot. Why?
- Tony** **2) Why don't we go on a day trip?**
We could visit my cousin in the countryside.
- Joe** Mmm, **3) I'd prefer somewhere/something more exciting.**
Why don't we go shopping in London? We haven't been there for ages.
- Tony** **4) That sounds good./That's a great idea!**
Then we could go to that new Italian restaurant next to the Thames.
- Joe** **5) That's a great idea!/That sounds good.**

PIZZERIA

(to-)infinitive/-ing form

1 ★ Choose the correct item.

- Fiona wants to go skating/to skate this Saturday.
- Ben isn't tall enough playing/to play basketball.
- We should setting/set off early if we want to be in Oxford by noon.
- Liam always remembers travelling/to travel to the USA.

2 ★★ Put the verbs in bracket into the correct (to-)infinitive or the -ing form.

Miles What kind of music do you like
1) listening (listen) to?

David Well, I love jazz.

Miles Me too! Hey, there's a jazz band playing this weekend which I'd love
2) to see (see). I suggest 3) going (go) together.

David That's a brilliant idea! Will you be able
4) to get (get) tickets?

Miles I don't think I'll have any difficulty in
5) finding (find) two tickets.

David Let me 6) know (know) how much money I owe you when you get them.

Miles OK. I can't wait for the weekend now!

had better/would rather

3 ★ Complete the sentences using *had better* (not) and an appropriate expression from the list.

- go to bed early • take the car to work
 - book a table • forget my camera
- The traffic's really bad today. You had'd better not take the car to work.
 - That restaurant's very popular with tourists. We had'd better book a table.
 - There are loads of beautiful sights. I had'd better not forget my camera.
 - You've got a long flight tomorrow. You had'd better go to bed early .

4 ★★ Complete the dialogues with expressions from the list. Use *would rather* or *would rather not*.

- eat anything else • stay in her hotel room
- go to London • buy any at this shop

1 A: Do you want to go to London or Brighton this weekend?
B: I would'd rather go to London.

2 A: Do you want to get some souvenirs?
B: I would'd rather not buy any at this shop. They're too expensive.

3 A: Would you like some more? This local dish is delicious.
B: I would'd rather not eat anything else. I've had too much already.

4 A: Does Lucy want to come surfing with us later?
B: She would'd rather stay in her hotel room. She's not feeling well.

5 ★★★ Read the email. Find and correct eight mistakes.

INBOX

From: Emily
To: Kate
Subject: Holidays in New York

Hey Kate!

How're things? Guess what? My family and I are going on holiday to New York! We've decided ^{to stay} ~~staying~~ there for ten days and we're travelling there by plane.

We hope ^{to visit} ~~visiting~~ all the famous sights like the Statue of Liberty and Times Square. We are really looking forward to ^{visit} ~~visiting~~ the art galleries and museums, and maybe ^{seeing} ~~see~~ a musical. We mustn't ^{forget} ~~forgetting~~ to buy souvenirs for everyone at home!

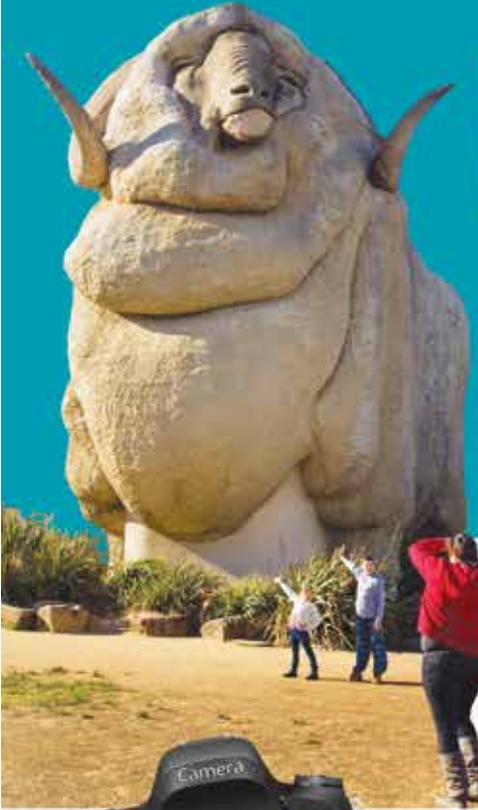
We could see the sights by ourselves, but we'd rather go on a guided tour. There's no point in ^{using} ~~use~~ buses or taking taxis. They're too tiring and expensive.

OK, I'd ^{better} ~~rather~~ hurry up now or I'll miss my piano lesson. I promise ^{to send} ~~sending~~ you a postcard when I get there.

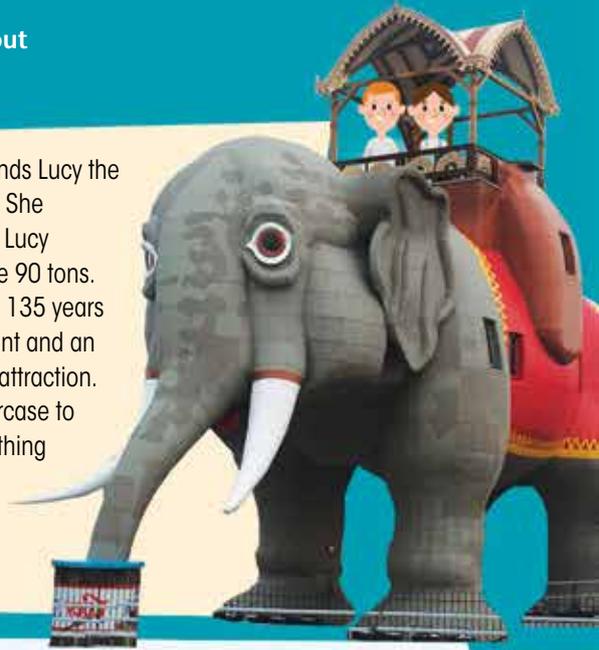
Talk soon,
Emily

Larger than life!

You're travelling on a coach when, suddenly, you spot something amazing out the window. Are you dreaming? Not really!



Along the beach in Margate, New Jersey, stands Lucy the Elephant. Don't look for her in a zoo, though. She doesn't fit in any cage. She's too big for that! Lucy stands 65 feet high and weighs an impressive 90 tons. In fact, Lucy is a 6-storey building that is over 135 years old. Over the years, Lucy has been a restaurant and an office, but nowadays, she's a popular tourist attraction. You can climb up into her and follow the staircase to the top for a spectacular view. Find out everything about this historic landmark on the guided tour and don't forget to visit the gift shop afterwards. A Lucy the Elephant souvenir is a must!



Merino sheep are famous worldwide for their soft wool. Goulburn, Australia, is home to the Big Merino. This 50-foot steel and concrete statue even has a nickname: Rambo (because a male sheep is called a ram). Built in 1985, this 3-storey structure weighs 100 tons. Learn about two centuries of Australia's history with wool at the exhibition inside the statue. Climb all the way to the top and look out of the eyes for a great view of the town. Afterwards, check out the gift shop on the ground floor for some great presents like woollen sweaters, gloves and scarves.



1 ★ Read the texts and decide if the sentences 1-4 are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- 1 The Big Merino is heavier than Lucy the Elephant. R
- 2 There is a great view of the city from Lucy the Elephant. DS
- 3 Big Merino is older than Lucy the Elephant. W
- 4 Lucy the Elephant is neither a restaurant nor an office. R

2 ★★ Read the texts and choose the attraction which matches each sentence. Write **L (for Lucy the Elephant)** or **B (for Big Merino)**.

- 1 In the past, people could eat here. L
- 2 This attraction has another name. B
- 3 There is a display inside this attraction. B
- 4 Someone can show you around and tell you all about this place. L

3 ★★★ Read the texts and for statements 1-4, choose the best answer (A, B or C).

- 1 Lucy the Elephant has a height of
 A 50 feet. B 65 feet. C 90 feet.
- 2 Inside Lucy the Elephant, there is a(n)
 A zoo. B exhibition. C gift shop.
- 3 The Big Merino teaches us about
 A the history of wool. B the landmark. C Australia.
- 4 Visitors to the Big Merino can buy
 A statues of sheep. B wool. C warm clothes.

1 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 Beth finds crowded places very stressful/peaceful.
- 2 It takes a long time to cross the road because there is trendy/heavy traffic.
- 3 Jake loves swimming at the sandy lake/beach in front of the hotel.
- 4 Tom went to the mall/bank to take out some money.
- 5 The big rectangular/courageous windows let a lot of light in.

5 x 2 = 10

2 Fill in: *have, miss, explore, head, spend*.

- 1 Let's spend the day at the beach.
- 2 Don't miss a tour of the Tower of London!
- 3 They are planning to explore the city on foot.
- 4 The two cities have crowded streets.
- 5 First, visit the tower and then go for a boat trip around the island.

5 x 2 = 10

Grammar

3 Put the verbs in the brackets into the correct present tense.

- 1 Has Max seen (Max/see) the view from the top yet?
- 2 You're red in the face! Have you been running (you/run)?
- 3 She is always talking (always/talk) on the phone. It's so annoying!
- 4 We are going (go) on a day trip to Blackpool tomorrow.
- 5 Tom is thinking (think) about moving to a new flat.

5 x 2 = 10

4 Choose the correct item.

- 1 Anna has gone/has been shopping, but she'll be back soon.
- 2 I haven't been abroad for/since two years.
- 3 Jack hasn't packed his luggage already/yet.
- 4 I'm thinking/think of going to the bank today.
- 5 She has been packing recently/all morning.

5 x 2 = 10

5 Put the verbs in brackets into the correct form, -ing or (to-)infinitive.

- 1 There's no point cooking (cook) tonight. We're not hungry.
- 2 We've decided to hire (hire) a car.
- 3 The tickets are too expensive for us to buy (buy).
- 4 You should take (take) more photos when you go on holiday.
- 5 They don't let visitors eat (eat) in the museum.

5 x 2 = 10

6 Choose the correct item.

- 1 Are you interested on/in/at modern architecture?
- 2 The tower is made for/with/of steel.
- 3 We came across/to/over this restaurant while we were walking around the city.
- 4 The cost of the tickets came to/up/across £45.
- 5 No trip there is complete without/from/of visiting the tower.

5 x 1 = 5

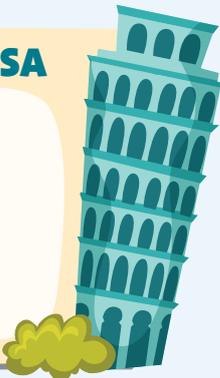


Listening

7 1.9 Listen and fill in the gaps.

THE LEANING TOWER OF PISA

- Located on the **1) west coast** of Italy
- Height of about **2) 57 metres** with **3) 294 steps**
- Get information about when it's open on city's **4) website**
- Children under **5) 8** not allowed



5 x 2 = 10

Reading

8 Read the blog entry and decide if the statements (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

Poppy's Blog

http://www.poppysblog.com

Hi readers,
Sorry I haven't written for so long, but I've moved to the countryside. Let me tell you all about it. I've moved to Haarzuilens in Utrecht. It's a village in the middle of Holland. There aren't many people here. In fact, it has a population of just 224! They say that it is one of the most peaceful villages in Holland. I can believe it! There isn't a lot to do, but it has some beautiful scenery. I love going for long walks in the woods near my house. It makes such a change to be able to breathe fresh air! Also, there's no heavy traffic here. In fact, the only sounds come from the cows and sheep in the fields. There's a castle nearby that's the biggest in the country. There are some great views of the countryside from the top.
I really like living here. Why don't you leave a comment below and say what the place you live in is like? Bye for now!




- It's the first time Poppy has written a blog entry. W
- Poppy thinks that Haarzuilens is a quiet place. R
- Not many cars pass through Haarzuilens. R
- The castle is in the centre of the village. W
- Poppy has taken photos from the top of the castle. DS

5 x 2 = 10

Everyday English

9 Match the exchanges.

- | | | |
|---|---|---------------------------------|
| 1 | e | We haven't been there for ages! |
| 2 | a | What are you doing on Saturday? |
| 3 | d | What about London? |
| 4 | b | Where do you want to go? |
| 5 | c | Let's go to the countryside. |

- a Not a lot.
- b We could go to the seaside.
- c I'd prefer somewhere more exciting.
- d It's got such a lot of heavy traffic.
- e That's true.

5 x 2 = 10

Writing

10 You have just moved from the countryside to the city. Write a blog entry describing your new neighbourhood. Write: *its name – where it is – what activities you do there (100-120 words)*. Use the blog entry in Ex. 8 as a model.

See Suggested Answer Section

15 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about geographical features ★★★★★
- talk about shapes & types of buildings ★★★★★
- talk about places to live ★★★★★
- talk about features of a city ★★★★★

Reading

- read for specific information (multiple matching) ★★★★★
- read for detail (R/W/DS) ★★★★★

Speaking

make plans ★★★★★

Listening

listen for specific information (gap fill) ★★★★★

Writing

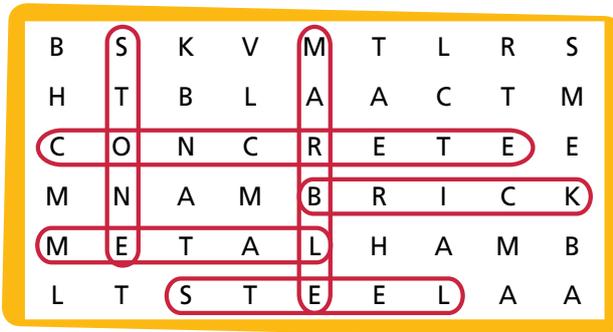
write an article about a city ★★★★★

2 • Truth or legend?

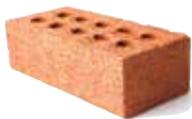
Vocabulary

Landmarks & Materials

1 ★ Find six materials in the word search.



2 ★★ Use the words in Ex. 2 to label the pictures.



1 brick



2 metal



marble



4 concrete



5 steel



6 stone

3 ★★★ Complete the text. Use: *designed, leads, carved, built, stores.*

Tate Modern is an art gallery near the River Thames in London. It is in an old power station 1) **built** out of brick and steel. The man who 2) **designed** the power station also created the UK's famous red telephone box. The art gallery 3) **stores** the very best in modern art with famous paintings and sculptures 4) **carved** by the biggest names in the art world. Don't miss the impressive bridge that 5) **leads** up to the gallery!

Natural Disasters

4 ★ Circle the four natural disasters.

WIND FLOOD DAMAGE HURRICANE TOWN
VOLCANIC ERUPTION RIVER AVALANCHE

5 ★★ Use the words in Ex. 4 to complete the sentences.

- The skiers were lucky to escape the **avalanche**.
- The **flood** covered half the country in water.
- Heavy winds and rain hit the town during the **hurricane**.
- The **volcanic eruption** covered the city with lava and ash.

6 ★★★ Choose the correct word. Then, write the natural disasters.



- A** Did you hear 1) **for/about** the 2) **avalanche** on the news last night? Snow 3) **fell/collapsed** down the mountain, destroying an empty hotel.
- B** Well, I had a terrible experience last week on holiday in the USA, too. It was raining and the wind was 4) **blowing/erupting**, but it got stronger and stronger.
- A** That was the 5) **hurricane** I saw on the news. It was horrible.
- B** We all waited inside for it to end. The river 6) **spread/overflowed** onto the streets and the 7) **flood** even covered the cars!
- A** That sounds scary!
- B** It was! We were all 8) **shocked/frustrated**. There was a lot of damage 9) **on/to** the buildings. The rescue team saved 20 people 10) **from/of** the water, but luckily no one was injured. We were so 11) **relieved/angry**!

Past simple – Past continuous – used to/would – Subject/Object questions

- 1 ★ Put the verbs in brackets into the *past simple*.

The Lost City of Atlantis

Many thousands of years ago, Atlantis was the world's greatest civilisation – a city on an island full of beautiful buildings. But the people of Atlantis 1) **became** (become) too proud. The gods 2) **saw** (see) this and 3) **decided** (decide) to punish them. One day, there 4) **was** (be) a huge earthquake and the whole island 5) **sank** (sink) into the sea and it 6) **disappeared** (disappear). Almost everyone now thinks that Atlantis 7) **didn't exist** (not/exist), but some people still search for its ruins at the bottom of the sea.

- 2 ★★ At 6 o'clock yesterday evening, there was an earthquake. The Foleys were at home. Use the prompts to write questions and answers about what they were doing.



- 1 Mr Foley/watch TV – cook dinner
A: **Was Mr Foley watching TV?**
B: **No, he wasn't. He was cooking dinner.**
- 2 Janet and Peter/do homework – play video games
A: **Were Janet and Peter doing their homework?**
B: **No, they weren't. They were playing video games.**
- 3 Mrs Foley/walk the dog – work on her laptop
A: **Was Mrs Foley walking the dog?**
B: **No, she wasn't. She was working on her laptop.**
- 4 Granddad Foley/do a jigsaw – read a newspaper
A: **Was Granddad Foley doing a jigsaw?**
B: **No, he wasn't. He was reading a newspaper.**
- 5 Grandma Foley/cook – sleep
A: **Was Grandma Foley cooking?**
B: **No, she wasn't. She was sleeping.**

- 3 ★★ Complete the gaps with the correct form of *used to* and the verbs in brackets. In which sentences can you use *would* instead of *used to*?



How did people live in ancient Egypt?

They:

- 1) **didn't use to have** (not/have) the Internet.
- 2) **used to go** (go) fishing and hunting.
- 3) **didn't use to watch** (not/watch) TV.
- 4) **used to grow** (grow) their own vegetables.
- 5) **didn't use to eat** (not/eat) junk food.
- 6) **used to play** (play) board games.

Sentences that can use *would*: 2, 4, 6

- 4 ★★★ Put the verbs in brackets into the *past simple* or the *past continuous*.

Jess and her brother Steve 1) **were driving** (drive) home when the ground 2) **started** (start) shaking. Steve 3) **stopped** (stop) the car because people 4) **were running** (run) onto the road. He 5) **told** (tell) his sister to stay calm and he 6) **tried** (try) to contact the emergency services on his mobile phone, but it 7) **wasn't working** (not/work). He 8) **didn't have** (not/have) a signal from the car! Terrified, they 9) **got** (get) out of the car and 10) **joined** (join) the other people on the street. The earthquake 11) **didn't last** (not/last) long, but everyone was really frightened. Amazingly, their parents 12) **were sleeping** (sleep) when Jess and Steve finally got home safe!

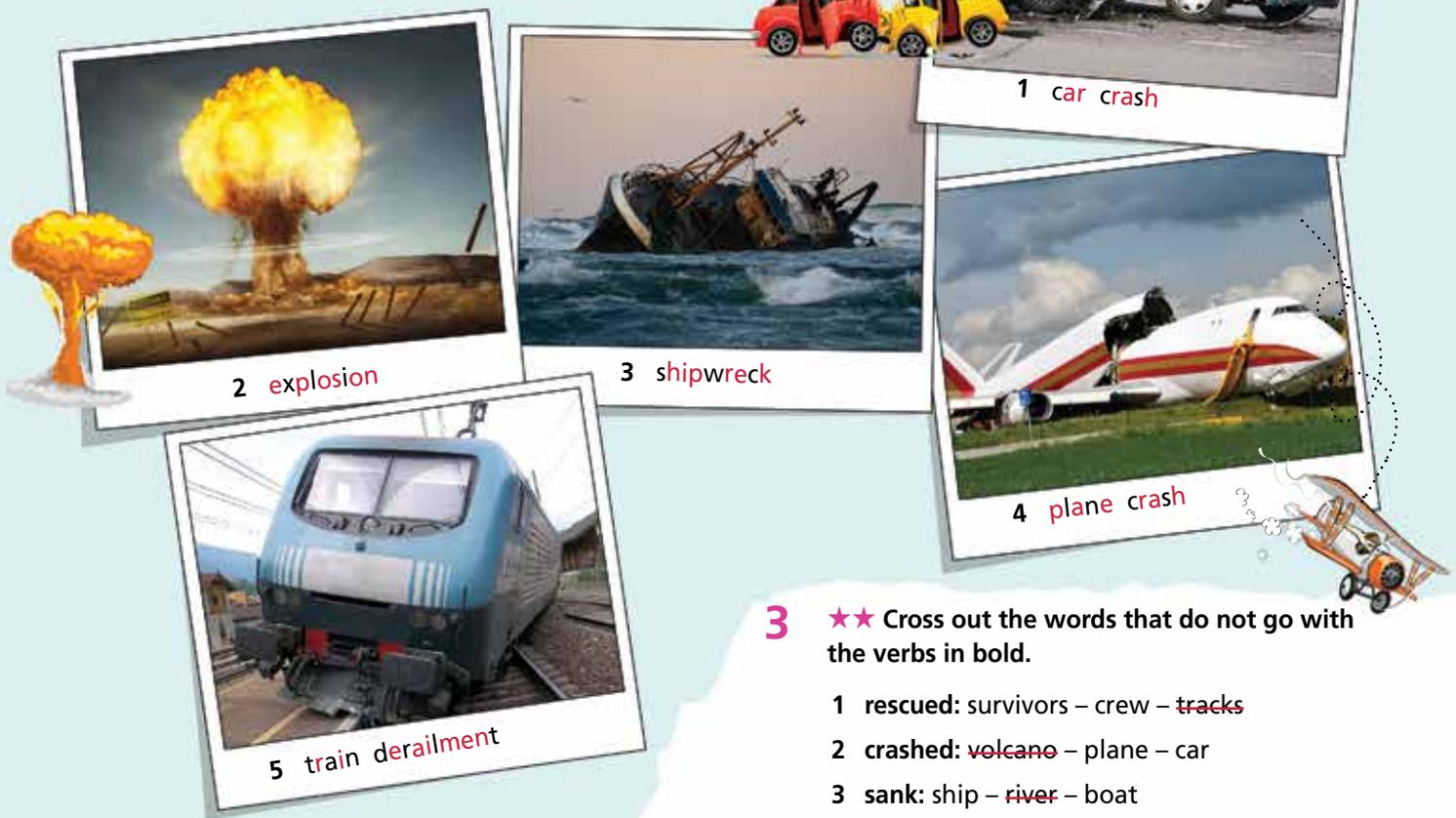
- 5 ★★★ Make questions to which the sentences below are the answers.

- 1 A: **Who was in the car with Jess?/Who was driving home with Jess?/Who was driving Jess home?**
B: Her brother Steve.
- 2 A: **Who did Steve try to contact?**
B: The emergency services.
- 3 A: **Who did they join on the street?**
B: The other people.
- 4 A: **What were Jess and Steve's parents doing when they got home?**
B: They were sleeping.

2C • Vocabulary

Accidents/Disasters – Feelings

1 ★ Label the pictures.



1 car crash

2 explosion

3 shipwreck

4 plane crash

5 train derailment

2 ★★ Choose the correct feeling A, B or C to complete the sentences.

- Laura was ___ when she found out no one was injured.
A angry **B** relieved C worried
- The rescue team were ___ when they couldn't reach the survivors.
A frightened **B** frustrated C amazed
- We were so ___ when we got home that we went straight to bed.
A shocked B terrified **C** exhausted
- Their mum was really ___ when they got home late.
A relieved **B** angry C worried
- Tom was ___ when the flight he missed crashed in the sea.
A shocked B anxious C frightened
- The skiers were ___ when they saw the avalanche.
A terrified B exhausted C relieved

3 ★★ Cross out the words that do not go with the verbs in bold.

- rescued: survivors – crew – ~~tracks~~
- crashed: ~~volcano~~ – plane – car
- sank: ship – ~~river~~ – boat
- injured: passenger – driver – ~~building~~
- collapsed: ~~crew~~ – building – house

4 ★★★ Complete the gaps with words from the list. What are the people talking about? Choose from the accidents in Ex.1.

- injured
 - collapsed
 - rescued
 - sank
 - crashed
- The pilot tried to keep it in the air, but it hit a tree as he was trying to land and it **crashed**. (plane crash)
 - We heard that it was a cow on the tracks that caused the accident. Luckily, no one was seriously **injured**. (train derailment)
 - There was no one in the building when it **collapsed**. The news said that it was caused by a gas leak. (explosion)
 - Water was coming in and in just twenty minutes the ship **sank** beneath the waves. (shipwreck)
 - The emergency services got special awards after they **rescued** two families from their cars. (car crash)

Everyday English • 2d

Narrating an experience

1 ★ Complete the dialogue with the words below.

• awful • terrified • happened • bet • hear • experience

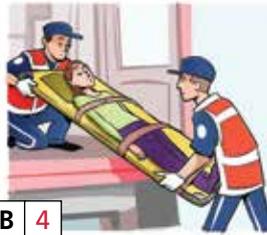
- Tony** Hey, Molly. Did you 1) **hear** about the train derailment?
- Molly** I didn't just hear about it, I was there!
- Tony** No way! Are you OK?
- Molly** I'm alright now, but it was 2) **awful** at the time. I was travelling with my parents to London when we heard a loud noise.
- Tony** Oh dear! I 3) **bet** you were frightened.
- Molly** Frightened? I was 4) **terrified**! Everything on the train moved to one side. I thought we were upside down!
- Tony** Was everyone OK?
- Molly** A few passengers were injured, but not badly.
- Tony** How terrible! You were very lucky nothing 5) **happened** to you.
- Molly** You're right! It was such a terrible 6) **experience**.

2 ★★ Look at the pictures (A-D). Then read the headline and put them in the correct order (1-4).

BUILDING COLLAPSES AFTER EXPLOSION - WOMAN INJURED



A 1



B 4



C 3



D 2

3 ★★★ Look at the pictures in Ex. 2 to complete the dialogue.

- Tom** Hey, did you hear about the 1) **explosion/collapsed building** in the town centre?
- Amy** Hear about it! I was there!
- Tom** Really? Are you alright?
- Amy** I'm OK now, but it was awful at the time. I was 2) **shopping/walking along the street** when I heard a 3) **loud** noise.
- Tom** I bet you were frightened.
- Amy** Terrified! The building 4) **collapsed** right in front of my eyes.
- Tom** Was anyone hurt?
- Amy** A woman was 5) **injured**, but not seriously.
- Tom** What a terrible 6) **experience**!
- Amy** I know!

Past perfect – Past perfect continuous

1 ★ Choose the correct tense.

- A: Lacey looked so tired when they rescued her.
B: That's because she **had shouted/had been shouting** for help for hours.
- A: How long **had you hidden/had you been hiding** before the hurricane ended?
B: It was about ten hours.
- A: Why didn't you come to the meeting?
B: I **had forgotten/had been forgetting** all about it.
- A: Was it his first time in the rescue team?
B: Yes, but he **had trained/had been training** for over a year.

2 ★★ Join the sentences using the word(s) in brackets and the *past perfect*.

See Answer Section

- Olivia and Emma arrived home. It started raining. (**by the time**) _____
- Luckily, Sam left his house. The earthquake hit. (**already/when**) _____
- We saw all the damage to the house. The storm finished. (**after**) _____
- I got out of the collapsed building. The rescue team arrived. (**before**) _____

3 ★★★ Put the verbs in brackets into the *past simple*, *past perfect* or the *past perfect continuous*.

MOUNTAIN SURVIVAL

Tom Woodhouse **1) had been missing (miss)** for three days before a rescue team **2) found (find)** him. 16-year-old Tom **3) had been hiking (hike)** up Mount Traynor when a bad storm **4) hit (hit)**. Unfortunately, Tom **5) hadn't checked (not/check)** the weather report before he **6) set (set)** out. His parents **7) reported (report)** him missing when he **8) hadn't returned (not/return)** by nightfall. Rescue teams **9) had been searching (search)** the mountain for days when they **10) heard (hear)** him shouting from a cave. Tom was tired and hungry but otherwise fine.

Clauses of result

4 ★ Match to make sentences.

- | | | |
|---|---|----------------------|
| 1 | d | The wind was so |
| 2 | c | It was such a |
| 3 | b | I felt such |
| 4 | e | The explosion was so |
| 5 | a | There were such |

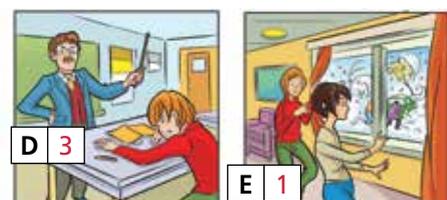
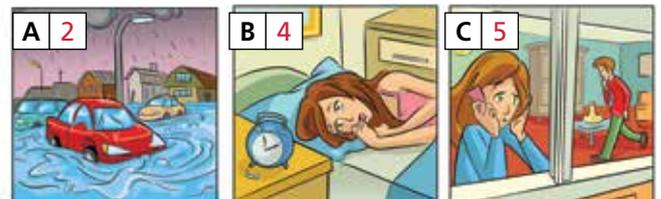
- a terrible storms that we stayed in every day.
- b great fear that I couldn't move.
- c powerful earthquake that the house shook.
- d strong that I couldn't walk.
- e loud that my ears hurt.

5 ★★ Complete the sentences with (*not*) *so/such* and the words below.

- hard • worried • a scary film • heavy snow
- tired

- There was **such heavy snow** that we couldn't go out.
- It was raining **so hard** that the streets flooded.
- I was **so tired** that I fell asleep on my school desk.
- It was **such a scary film** that I couldn't fall asleep afterwards.
- Tom was late home and his mum was **so worried** that she phoned the police.

6 ★★★ Match the sentences in Ex. 5 to the pictures.



THE GHOST SHIP



On 7th November 1872, the cargo ship the 'Mary Celeste' left New York in the USA. It was heading for its destination of Genoa, Italy. On board were its captain, Benjamin Spooner Briggs, his wife, their two-year-old daughter, and a crew of seven men. What happened next to the 'Mary Celeste' and the ten people that were sailing on her?

Strong winds had been blowing for several days, but, on 5th December, the sun was shining again when another ship, the *Dei Gratia*, spotted the *Mary Celeste*. The captain, David Morehouse, had sailed from New York a few days after the *Mary Celeste*. The *Mary Celeste* should have been far ahead of them, so he knew that something was very wrong.

Captain Morehouse prepared to board the ship. They sailed towards the *Mary Celeste* in a small boat. As they got closer, they could hear nothing. 'Is anyone here?' they called out, but there was no answer. Captain Briggs, his family and crew were nowhere. They had all disappeared. A lifeboat was missing, but the cargo was still there together with the crew's personal belongings. The ship had plenty of food and water, and showed no signs of damage. The last entry in the captain's log had been ten days before, but it gave no clues about what happened. So why had the people on the *Mary Celeste* abandoned the ship?

There are a lot of theories about that voyage. Some theories have suggested sea monsters or pirates, but they seem unlikely. What is true is that the mystery of the *Mary Celeste* continues to fascinate us. It might be one mystery that we will never solve.

1 ★ Read the text and decide if the sentences 1-4 are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- | | |
|---|-----------|
| 1 Captain Briggs had a two-year-old son. | W |
| 2 The <i>Dei Gratia</i> was an American ship. | DS |
| 3 Captain Morehouse first noticed the <i>Mary Celeste</i> . | DS |
| 4 No one knows what happened to the <i>Mary Celeste</i> . | R |

2 ★★ Read the text and choose the correct item.

- 1 The *Mary Celeste* was on its way to **New York/Genoa/the USA**.
- 2 The *Dei Gratia* sailed **before/at the same time as/after** the *Mary Celeste*.
- 3 The crew of the *Mary Celeste* had **left lots to eat/taken their belongings/left a message in the captain's log**.

3 ★★★ Read the text and, for statements 1-4, choose the correct answer (A, B or C).

- 1 How many people were sailing on the *Mary Celeste*?
A seven B nine **C ten**
- 2 Who was the captain of the *Dei Gratia*?
A Captain Morehouse B Captain Briggs C It didn't have one.
- 3 What was missing from the *Mary Celeste*?
A a lifeboat B the cargo C the crew's personal belongings
- 4 When was the last entry in the captain's log?
A on 5th December B on 7th November **C on 25th November**

2 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 Firefighters put out the forest/avalanche fire.
- 2 I was exhausted/relieved that no one got hurt.
- 3 Tom saw a traffic/plane accident on his way to school.
- 4 We couldn't see anything through the gentle/thick fog.
- 5 The hurricane/avalanche blew the roof off the library.

5 x 1 = 5

2 Fill in: *carved, spread, poured, erupted, rescued*.

- 1 It poured down all weekend!
- 2 The flames quickly spread through the building.
- 3 People on the island carved the statues over 500 years ago.
- 4 They rescued them from the avalanche.
- 5 Lava erupted from the volcano.

5 x 2 = 10

3 Choose the correct item.

- 1 The rescue team saved lots of people of/from the hurricane floods.
- 2 I've heard from/about the earthquake in Peru.
- 3 He depends on/to his dad for his college fees.
- 4 What are you working at/on?
- 5 The city was buried in/under ash and mud.

5 x 1 = 5

Grammar

4 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 When the earthquake hit, Penny was chatting (chat) online.
- 2 I got up, put on a coat and left (leave).
- 3 The sun was shining (shine) while I was walking home.
- 4 The wind was blowing (blow) all morning yesterday.
- 5 Harry went (go) skiing last Sunday.

5 x 2 = 10

5 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- 1 Before he arrived at the resort, Liam had been learning (learn) how to ski for a few months.
- 2 Kelly had already eaten (already/eat) dinner by the time I got home.
- 3 I hadn't been waiting (not/wait) for the bus for a long time before it arrived.
- 4 We had arrived (arrive) at work before it started to rain.
- 5 Everything was white when I woke up – snow had been falling throughout the night. (fall)

5 x 2 = 10

6 Choose the correct item.

- 1 Anya used/would to read mystery books.
- 2 Oliver was so/such angry that he went red in the face.
- 3 Did they use/used to go sailing?
- 4 There was so/such a lot to see that we went back to the museum the next day.
- 5 Tom wouldn't/didn't use to live near me.
- 6 The rain was so/such loud that we couldn't sleep all night.
- 7 Jane would/used ride her bike in the park when she was 6.
- 8 It was so/such a bad storm that the schools closed.
- 9 As a child, would/used you watch cartoons?
- 10 The fire was so/such big that we couldn't get near it to put it out.

10 x 1 = 10

Listening

7 1.20 Listen to an interview with someone who says he saw the Loch Ness Monster and complete the gaps.

- 1 Tom Smith was in Scotland on holiday.
- 2 When Tom went to the lake, it wasn't raining.
- 3 The monster looked like a dinosaur.
- 4 Tom didn't get a photo because he dropped/had dropped his phone.
- 5 Tom felt very disappointed.

5 x 2 = 10

Reading

- 8 Read the text and for questions 1-3 choose the correct answer (A, B or C).

THE MYSTERY OF THE YOWIE

It was a summer afternoon in 1996. Peter and Belinda Garfoot were on a driving holiday on the southeast coast of Australia when they stopped at the side of a quiet road to take a break. Then, Peter saw something strange in the car's mirror – a huge creature, around 2 metres tall, with long arms and a hairy body, was walking upright across the road. They both turned around and watched for around 10 seconds before it disappeared into the forest. They were sure they had seen the Yowie.

The Yowie is a huge ape-like creature that some people think lives in the Australian countryside. The Aborigines, the original people of Australia, have been telling stories about the Yowie for hundreds of years and, every so often, there is a new sighting of this strange creature. Most scientists, though, say there is no evidence which proves that the Yowie exists. The Garfoots, for example, didn't manage to take photos or a video of the creature they saw.

So, who knows what we should believe? Was the creature they saw actually a person dressed up in an ape costume? Was it just a large dog or fox which was walking strangely? Whatever the truth, the mystery of the Yowie carries on in Australia to this day.

- The Garfoots saw a creature
 - behind their car.
 - next to their car.
 - in front of their car.
- The Aborigines
 - don't believe that the Yowie exists.
 - have a long history with the Yowie.
 - are the only ones who have seen the Yowie.
- The Garfoots
 - took photographs of the creature.
 - have video evidence of the creature.
 - don't have any proof that they saw the Yowie.

3 x 5 = 15

I have big feet



Everyday English

- 9 Match the exchanges.

- | | | |
|---|---|--|
| 1 | e | Are you alright? |
| 2 | a | I bet you were frightened! |
| 3 | d | Was everyone OK? |
| 4 | c | You were very lucky nothing happened to you. |
| 5 | b | Suddenly, I heard a loud noise. |

- I was terrified!
- Oh dear!
- I know.
- Luckily no one was hurt.
- I'm OK now.

5 x 2 = 10

Writing

- 10 1.20 Listen to the recording from Ex. 7 again and make notes. Then write a story about the man who saw the Loch Ness Monster (100-120 words).

See Suggested Answer Section

15 marks

TOTAL: 100 marks

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about landmarks & materials ★★★★★
- talk about natural disasters and accidents ★★★★★
- describe feelings ★★★★★
- talk about the weather ★★★★★

Reading

- read for detailed information (multiple choice questions) ★★★★★
- identify the main idea (match headings to paragraphs) ★★★★★

Speaking

narrate an experience ★★★★★

Listening

listen for specific information (multiple choice) ★★★★★

Writing

write a story ★★★★★

Skills practice A

ON TOP OF THE WORLD!



Compose

Inbox

Trash

Hey Tom,
Guess where I am? I'm looking down over 300 metres at the red buses and crowded streets of London! I'm at the top of the Shard, the tallest skyscraper in the UK. From below, it looks like a triangular piece of glass shining above the streets. Inside, it has offices, shops, restaurants, a viewing gallery and even a hotel. I can see lots of other London landmarks such as the Gherkin, Big Ben and the London Eye from here. I know you love modern architecture, so when you visit London, make sure you visit the Shard. So where are you this summer?
Take care,
Will

Compose

Inbox

Trash

Hi Will,

The Shard sounds awesome! I'm with Mum and Dad in Blackpool, a seaside resort in the north of England. There's a tower here like the Eiffel Tower in Paris, but Blackpool's is smaller. It's 158 metres tall, and at the top, there's a glass platform you can stand on if you're very brave! On a clear day, you can see as far as the Lake District and over the sea to the Isle of Man. The tower is made from brick and steel and uses 25,000 eco-friendly lights. Go inside and there's an aquarium, a circus, a restaurant and a huge ballroom to dance the night away. Check out the attachment with some photos.

See you soon!

Tom



Reading

1 ★ Which building do statements 1-5 refer to? Read the emails and write A (The Shard) or B (Blackpool Tower).

- | | |
|--|----------------------------|
| 1 This is bigger than every other UK building. | <input type="checkbox"/> A |
| 2 There is somewhere to see fish here. | <input type="checkbox"/> B |
| 3 This building tries to protect the environment. | <input type="checkbox"/> B |
| 4 There's a place to stay at night in this building. | <input type="checkbox"/> A |
| 5 From the top, visitors get a view of the sea here. | <input type="checkbox"/> B |

2 ★★ Read the emails and complete the sentences.

- 1 Will says that London has very busy **streets**.
- 2 Tourists who stand on the glass platform need to be **brave**.
- 3 Tom is sending Will **photos**.

3 ★★★ Read the emails and choose the correct answer, A, B or C.

- 1 Will is writing his email
A on a red bus. B from his hotel room.
C at the top of a building.
- 2 Will says that the Shard
A has a lot of lights. B is shaped like a triangle.
C is made of steel and glass.
- 3 Will says that Tom
A likes new buildings. B enjoys visiting London.
C prefers seaside holidays.
- 4 Tom is on holiday with
A his parents. B his best friend. C his schoolmates.
- 5 Tom says that the ballroom
A is not very big. B has a place to eat. C is open in the evenings.

Skills practice A

Listening

- 4 ★  3.17 Listen to an advert about a guided tour and fill in the gaps (1-5).

City Sightseeing Bus

- Live tour guide or listen to tour in 1) **nine** languages
- See attractions of Edinburgh including the castle and the National 2) **Museum** of Scotland
- Tour starts at Waverley 3) **Bridge**
- 3 tours every hour and each one lasts about 4) **60** minutes
- £15 for adults and £7.50 for children. Also available – 5) **family** tickets

All aboard for the best of Edinburgh!



- 5 ★★  3.18 Listen to Kiera talking about an accident and decide if the sentences (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- 1 There were lots of people on the train. **R**
- 2 Kiera phoned work to say she was late. **DS**
- 3 Kiera sat down next to the aisle. **W**
- 4 Kiera was not hurt in the accident. **R**
- 5 Kiera didn't go into work that day. **W**

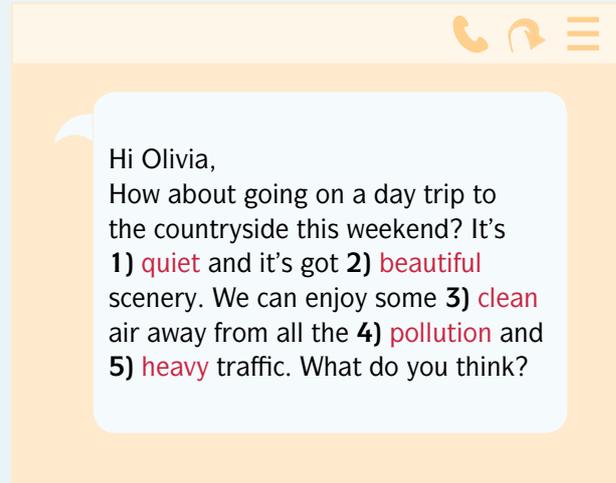
- 6 ★★★  3.19 Listen to two friends talking about a holiday they went on with their friends and match the people (1-5) to what they enjoyed the most (a-h).

- | | | | |
|-------|---|---|---------------------------|
| Kate | 1 | a | trendy shops |
| Andy | 2 | b | public transport |
| Suri | 3 | c | art galleries and museums |
| Mario | 4 | d | open-air markets |
| Ellie | 5 | e | crowded streets |
| | | f | lively nightlife |
| | | g | friendly locals |
| | | h | local food |

Writing

- 7 ★ Complete the text message with words from the list.

• clean • heavy • quiet • beautiful • pollution



- 8 ★★ Use the fact file to write a paragraph about Paris. See Answer Section

The City of Lights

Name: Paris

Location: North of France

Population: 2.2 million

Attractions: The Eiffel Tower, the Louvre Museum, trendy shops, lively nightlife, theatres & cinemas



- 9 ★★★ An English magazine has asked its readers to send stories entitled *A morning to remember*. Use the ideas in Ex. 5 or your own ideas to write your story (100-120 words).

See Answer Section

3 • What if ...?

Vocabulary

Environmental problems –
Environmental jobs & qualities

- 1 ★ Look at the pictures. Complete the newspaper headlines.

A  **GLOBAL WARMING CAUSES ICE CAPS TO MELT**

B **THOUSANDS OF FISH DEAD DUE TO POLLUTED SEAS** 

C  **ALL OUR RAINFORESTS WILL DISAPPEAR IF WE DON'T STOP LOGGING**

D **RIVERS AND LAKES DRY UP** 

E  **EXTREME WEATHER BECOMES MORE COMMON**

F **TEMPERATURES RISE BY 1°C GLOBALLY** 

- 2 ★★ Match the environmental problems (A-F) from Ex.1 to their effects (1-6).

- | | | |
|---|---|--|
| 1 | B | Sea creatures will die. |
| 2 | D | We will not have any clean water. |
| 3 | F | Crops will fail, and animals and people will starve. |
| 4 | E | There will be more hurricanes and heatwaves. |
| 5 | A | Sea levels will rise and coastal towns will disappear. |
| 6 | C | Wildlife will have nowhere to live. |

- 3 ★★ What job do these people do?

- 1 "I look after animals."
zookeeper
- 2 "I face danger almost every day."
forest firefighter
- 3 "I teach animals how to behave."
dog trainer
- 4 "I design creative outdoor areas."
landscape gardener
- 5 "I often work with toxic materials."
recycling sorter

- 4 ★★★ Complete the gaps with the words in the list, then choose the correct items.

• shifts • uniform • earns • outdoors

Jack is a police officer. He's done the job for **1) at/in** least three years. He's quite happy in his job because he **2) earns** a good salary. He mostly works **3) outdoors**, going on street patrols with a colleague. He works morning **4) shifts** and arrives at work **5) on/at** 8 am. He hates being late, so he always gets up early at 6:30 am. After he has a shower and breakfast, he puts on his **6) uniform** and cycles to the police station. It can be dangerous out on the streets, and Jack needs to be **7) creative/brave**. Sometimes, though, he just has to show his **8) caring/careful** side and help a little old lady to cross the road!



will – be going to – Present simple/continuous – Future continuous

1 ★ Choose the correct item.

- A: I'm hungry.
B: **I'll make**/I'm going to make us some sandwiches.
- A: **Is Robin going to volunteer**/Will Robin volunteer at the sanctuary this weekend?
B: Yes, and I'm sure he **is going to have**/will have a great experience.
- A: Can you give me a call later this evening?
B: OK, I'm **not going to**/**won't** forget.
- A: Tom's changed his mind – he **isn't going to**/**won't** study ecology next year.
B: I hope he **isn't going to**/**won't** regret it.
- A: Look! That man's **going to**/will dive into the lake!
B: Yes, he **will**/**is going to** clean the bottom of it.

2 ★★ Use the prompts to form complete sentences using will, be going to, the present simple or the present continuous.

- A: What are Mary's plans for the summer?
B: She/volunteer/at/an animal charity
She's going to volunteer at an animal charity.
- A: Do you think Grace is happy in her new job?
B: No/and/I/be/sure/she/not stay/there/long.
No, and I'm sure she won't stay there long.
- A: Tim's flight is at 6:30.
B: I/call/him/before/then
I'll call him before then.
- A: Look! The forest fire is spreading!
B: Yes/it/reach/those houses/soon
Yes, it's going to reach those houses soon.
- A: Hurry up/or/you/be/late/your/Biology lesson
Hurry up or you'll be late for your Biology lesson.
B: I'm coming!
- A: Let's go out tonight.
B: Sorry/I/meet/John/for dinner/after work
Sorry, I'm meeting/going to meet John for dinner after work.
- A: What time/the performance/start?
B: At 8:00.
What time does the performance start?

3 ★★ Put the verbs in brackets into the future continuous.

- Will you be playing** (you/play) online games this time tomorrow afternoon?
- He **will be attending** (attend) the Technology of the Future exhibition on Saturday morning.
- This time next week, **we will be flying** (fly) to Madrid.
- At 9 am tomorrow morning, they **will be having** (have) a business meeting.
- She **won't be studying** (not/study) for her exams this time tomorrow morning.

4 ★★★ Write questions and answers about what Betty will/won't be doing next week in your notebook. See Answer Section

- work/at the animal shelter/on Monday afternoon/4 pm? (**cook dinner**)
Will Betty be working at the animal shelter on Monday afternoon at 4 pm? No, she won't. She'll be cooking dinner.
- take part in/the beach clean-up/Wednesday morning/10 am? (**attend a lecture**)
- do/her homework/on Friday evening/8 pm? (**watch TV**)

5 ★★★ Put the verbs in brackets into the correct future tense.

- A** Hi, Nancy! **1) Will you be going** (you/go) shopping this Saturday at the mall as usual?
- B** Yes, I **2) am meeting** (meet) Mary there at 11 o'clock. Why?
- A** I need a small favour. Ann and I **3) will be flying** (fly) to Madrid this time next Monday and we need a city travel guide from the mall bookshop.
- B** No problem. I **4) will buy** (buy) you one. How **5) are you going to get** (you/get) to the airport?
- A** Ann's afraid there **6) will be** (be) traffic, so we **7) are going to go** (go) by train.
- B** Yes, it's a public holiday then, so the roads **8) are going to be** (be) busy. What time **9) does your flight depart** (your flight/depart)?
- A** At 11:30. I **10) will send** (send) you a text before I board!

3C • Vocabulary

Endangered species

1 ★ Label the pictures. Use: *polar bear, loggerhead sea turtle, hedgehog, orangutan.*



1 hedgehog



2 polar bear



3 loggerhead sea turtle



4 orangutan

2 ★★ Do the crossword.



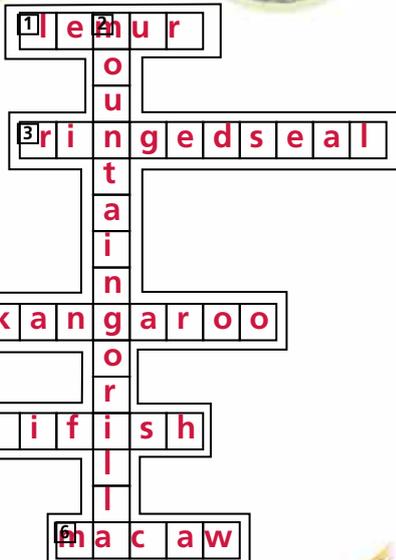
2



3



1



4



5



6

3 ★★ Complete the slogans with words from the list.

- pollution • climate • trade • illegal • habitat



1



2



3



4



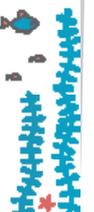
5

4 ★★★ Fill in: *species, risk, threat, caps, habitat, endangered, bags, pollution, trade.* Two words are extra.

Sea life in trouble!

Many of the animals that live in the Earth's oceans are now

1) **endangered** and in need of our help. Loggerhead sea turtles are under 2) **threat** because of water 3) **pollution**. They can get caught in plastic 4) **bags** that they find in the sea. Other animals at 5) **risk** are seals and whales. They are hunted illegally. Sealskin is made into designer clothing, while whales are killed for their meat, oil and blubber. Polar bears face a different problem. As temperatures rise, the ice 6) **caps** they live on are melting. We have to act now to protect 7) **species** that are in danger, before it is too late!



Conditionals (Types 0-3)

- 1 ★ Choose the correct item.
 - 1 If you don't water plants, they die/would die.
 - 2 When we harm our planet, we **will harm/harm** ourselves.
 - 3 Unless his work improves/improved, he won't pass his exams.
 - 4 If I **have/had** a garden, I'd adopt a stray dog.
 - 5 We would have a brighter future if we stopped/would stop global warming.
 - 6 If Harriet ever visits Thailand, she will go/would go as a volunteer.
 - 7 If we had had/had the time, we would have visited the aquarium.
 - 8 If Sue had come with us on safari, she **would love/would have loved** it!
 - 9 **Unless/If** we stop cutting down trees, our rainforests will disappear.
 - 10 I would rescue a lost puppy if I **had seen/saw** one on the street.

- 2 ★★ Put the verbs in brackets into the correct tense. Identify the type of conditional.
 - 1 If it rains, the grass gets (get) wet. 0
 - 2 You would take better wildlife photos if you upgraded (upgrade) your camera. 2.
 - 3 If I had seen Maurice, I would have told (tell) him about next week's clean-up day. 3.
 - 4 Some birds fly (fly) south when the weather turns cold. 0.
 - 5 If Mary had taken a taxi, she would have arrived (arrive) here on time. 3.
 - 6 If I found (find) a sick animal, I would take it to the vet. 2.
 - 7 We will save (save) money on electricity if we install solar panels. 1.
 - 8 We won't go unless he comes (come) with us. 1.
 - 9 If they don't leave now, they won't be (not/be) here on time. 1.
 - 10 She wouldn't have left (not/leave) if we had asked her to stay. 3.

Wishes

- 3 ★ Choose the correct item.
 - 1 I bought a new phone and then the price dropped. If only I **had waited/waited!**
 - 2 A friend borrowed my tablet and then broke it. If only I **didn't lend/hadn't lent** it to him!
 - 3 It's raining. I wish I had/had had an umbrella.
 - 4 I had a late night and now I'm tired. I wish I **had gone/went** to bed early.
 - 5 Our city doesn't have many green spaces. If only there were/had been more parks!
 - 6 The town is dirty. I wish people didn't throw/hadn't thrown rubbish on the streets.

- 4 ★★ Put the verbs in brackets in the correct form.
 - 1 I wish I hadn't stayed (not/stay) up late last night.
 - 2 If only he was (be) more polite! Apart from that, he's a good kid.
 - 3 I wish you had come (come) with me to the rescue centre yesterday.
 - 4 If only people didn't waste (not/waste) so much water!
 - 5 I wish we had known (know) about the environmental day earlier.

5 ★★ Read the email and correct six mistakes.

Compose
Inbox
Trash
See Answer Section

Hi Kathy,

Thanks for the email. Sorry you were worried. I wish I wrote to you sooner to tell you I'm fine. In fact, I'm having a great time – I'm just too busy to write very often!

This is the only wild animal hospital in the area, so if one will be sick or injured, people bring it here. The hospital treats more animals every year, and the head vet said that if I haven't volunteered, they would have been in real trouble. There are three vets, but only one nurse, so I help her by cleaning cages and feeding animals. I wish I can help treat the animals, but you need special training. I'm thinking of doing a course next summer after my exams. If I do, the vets say I come back here as a nurse!

Why don't you come here after your summer camp ends? They always need more volunteers. We have such a great time if you did! Let me know!

Love,
Nichole

Send



✉
LOG off
🔒

Hi Archie,

How are you? I'm going on the perfect holiday next month with my family! We're going to Florida in the south of the USA and we're visiting the Everglades and SeaWorld. I'm so excited!

The Everglades is the second largest national park in the US with a huge variety of animals and birds including snakes, alligators and pelicans. A lot of the Everglades is a swamp, but – guess what? – you can actually go on safari there! At the Everglades Safari Park, you can see all the amazing wildlife from an airboat. I can't wait! It's not the same as an African safari, but it's definitely worth it.

After that, we're driving to Orlando because we're going to SeaWorld. It's an aquarium, but it's also a theme park with rides and attractions. Did you know that they also look after endangered species? They have a rescue team for wildlife in need. They've saved over 31,000 sea creatures in the last 50 years including whales, dolphins and sea turtles. I wish I worked there!

How about you? Are you going on holiday anywhere this summer? Write back and tell me your news. Got to go now! I'll be late for my piano lesson if I don't hurry up.

Bye for now
Melissa

1 ★ Read the email and decide if the sentences 1-4 are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- | | |
|---|-----------------------------|
| 1 The Everglades is the biggest national park in the USA. | <input type="checkbox"/> w |
| 2 Melissa is going on an African safari. | <input type="checkbox"/> w |
| 3 At SeaWorld, they take care of endangered species. | <input type="checkbox"/> r |
| 4 Visitors to SeaWorld can see whales. | <input type="checkbox"/> ds |

2 ★★ Complete the advert with information from the email.

Come to SeaWorld in the 1) south of the USA!

Visit our 2) aquarium with its fascinating collection of sea creatures.
Enjoy the thrilling 3) rides and attractions in our theme park.
Learn more about our rescue work saving whales, 4) dolphins and sea turtles.

And while you're in sunny Florida, why not take a trip to Everglades Safari Park? It's a magic place for nature lovers with all kinds of 5) birds and animals.

The experience of a lifetime awaits you!

3 ★★★ Read the email again and, for statements 1-3, choose the correct answer (A, B or C).

- | | |
|---------------------------------------|----------------------------------|
| 1 The main purpose of the email is to | |
| A invite someone on a trip. | B ask advice about where to go. |
| C share news about future plans. | |
| 2 Melissa says that she | |
| A will see wildlife from a boat. | B will visit two national parks. |
| C has been on an African safari. | |
| 3 SeaWorld | |
| A helps animals under threat. | B has over 31,000 sea creatures. |
| C employs 50 rescue workers. | |

3 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 Kate is going on a city/cruise/safari break to York.
- 2 A recycling sorter usually works shifts/uniforms/ancestors.
- 3 Let's go on a(n) sightseeing/adventure/beach holiday and see some attractions.
- 4 Jane is very brave/patient/creative. She doesn't mind waiting for people.
- 5 Global warming causes extreme/natural/entire weather.

5 x 2 = 10

2 Fill in: *earn, pet, shares, stay, starve, requires, explore, melt, disappear, fail.*

- 1 When rainforests disappear, animals lose their habitats.
- 2 Steven doesn't earn a high salary.
- 3 The crops will fail if they don't get water. Then, people and animals will starve.
- 4 He prefers to explore new places on holiday.
- 5 When ice caps melt, sea levels rise.
- 6 Dolphins let people pet them.
- 7 Feeding the animals at the zoo requires a lot of work.
- 8 He always shares the things he has learnt with his friends.
- 9 We'll keep you updated, so stay tuned.

10 x 1 = 10

3 Choose the correct item.

- 1 Loggerhead turtles are in/under threat.
- 2 Who are you waiting for/on?
- 3 Kate will be looking out/after sea turtles this summer.
- 4 Look into/out! You're going to break the eggs.
- 5 What time does he arrive in/at the animal shelter?

5 x 1 = 5

Grammar

4 Put the verbs in brackets into the correct tense.

- 1 I promise I will watch (**watch**) the wildlife documentary with you.
- 2 Paul is going to work (**work**) in his dad's pet shop this summer.
- 3 The safari park opens (**open**) at 10 am tomorrow.
- 4 I think you will enjoy (**enjoy**) volunteering.
- 5 Jessica is volunteering (**volunteer**) at the animal shelter tonight.

5 x 2 = 10

5 Read Emily's 'To Do' list and complete the sentences with the *future continuous*.

To Do	
9 am	- walk the dog
10:30 am	- buy present for Daisy
1:30 pm	- eat lunch with Emma
5:15 pm	- drive Max to the airport
7 pm	- study for Maths test

- 1 At 9 o'clock, Emily will be walking the dog.
- 2 Emily will be buying a present for Daisy at half past ten.
- 3 At one thirty, Emily will be eating lunch with Emma.
- 4 At 5:15, Emily will be driving Max to the airport.
- 5 Emily will be studying for a Maths test at seven.

5 x 1 = 5

6 Put the verbs in brackets into the correct tense.

- 1 Unless we stop polluting, more sea creatures will die (**die**).
- 2 When you water (**water**) plants, they grow.
- 3 I'd go camping if I were (**be**) you.
- 4 I wish they had (**have**) a recycling centre here.
- 5 I wish I hadn't argued (**not/argue**) with Fran last night.

5 x 2 = 10

Listening

7 1.29 Listen and decide if the statements (1-5) are **R** (right), **W** (wrong) or **DS** (doesn't say).

- 1 Polly has been on a hiking holiday before. **DS**
- 2 Polly and her parents will be near the sea. **R**
- 3 Polly's looking forward to seeing the wildlife. **R**
- 4 Jack will perform in the festival. **DS**
- 5 Polly plans to attend the festival. **W**

5 x 2 = 10

Reading

8 Read the email and decide if the statements (1-5) are **R** (right), **W** (wrong) or **DS** (doesn't say).

Hi, Josh,
How are things? Sorry I haven't written for ages, but I've been busy with exams. Now that I've finished them, I want to tell you about my plans for the summer.
First of all, I'm going to travel to Scotland. I'll be staying at Dundreggan Conservation Estate for a week. I'm volunteering to help plant trees there.
And guess what? It's near Loch Ness, so maybe I'll spot the monster!
After that, I'm going back home for a short rest and then it's more volunteering. I'll be helping out at the local dog shelter in the mornings. They need people to walk and feed the dogs. I know some of the people who work there, so I'm sure I'll have a great time.
Anyway, I've got to go now. I'm taking my brother to the aquarium. Write back and tell me what you're doing this summer.
See you soon,
Will

send

- 1 Will already knows the results of his exams. **DS**
- 2 Will lives in Scotland. **W**
- 3 Will hasn't seen the Loch Ness Monster. **R**
- 4 Will won't work at the shelter in the evenings. **R**
- 5 The people he'll work with will be strangers. **W**

5 x 3 = 15

Everyday English

9 Match the sentences to make exchanges.

- | | | |
|---|---|-------------------------------------|
| 1 | d | Sounds interesting! |
| 2 | e | What are your plans for the summer? |
| 3 | a | How long will you be there? |
| 4 | c | Maybe we can volunteer together. |
| 5 | b | What are you going to do there? |

- | | | | |
|---|---------------------------------------|---|--------------------------------|
| a | For the whole of July. | c | Why not! |
| b | I'll be taking care of turtles there. | d | Yes, it does. |
| | | e | I'm going to volunteer abroad. |

5 x 2 = 10

Writing

10 You are planning on volunteering at your local animal shelter next month. Write an email to your English friend telling him/her what you are going to do there (100-120 words).

See Suggested Answer Section

15 marks

TOTAL: 100 marks

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about environmental problems ★★★★★
- talk about environmental jobs & qualities ★★★★★
- talk about endangered species ★★★★★
- describe types of holidays ★★★★★

Reading

- read for specific information (R/W/DS statements) ★★★★★
- read for gist & detail (multiple choice questions) ★★★★★

Speaking

discuss future plans ★★★★★

Listening

listen for specific information (multiple choice) ★★★★★

Writing

- write a message inviting my friend to join me on a programme ★★★★★
- write a blog entry about my summer plans ★★★★★

4 • Arts & Festivals

Vocabulary

Festivals & Events – Recyclable materials

1 ★ Choose the correct word.

- 1 It's an exhibition of plates and other painting/pottery.
- 2 Over 10,000 people turned down/out at the opening ceremony.
- 3 The life-sized wooden sculptures/props in the town square were amazing!
- 4 The best photo wins/holds a prize of £500.
- 5 Laura turned her mum's old clothes into/down a fantastic costume.
- 6 TV viewers/fans are looking forward to the new series.

2 ★ Label the pictures.



1 plastic bottle caps



2 newspapers



3 aluminum cans



4 glass jars



5 juice cartons



6 crisp packet

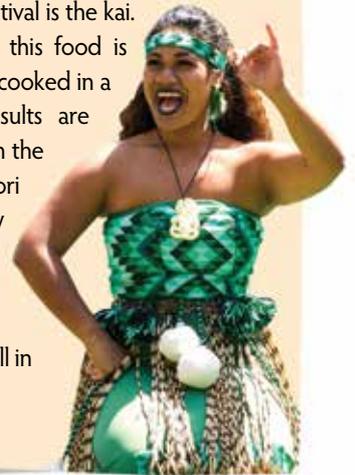
- 3 ★★ Fill in the correct form of the verbs: *design, exhibit, hold, organise, prepare, send, take, transform.*

Kawhia Kai

Every February, the quiet town of Kawhia is 1) **transformed** into the food festival capital of New Zealand. People from all over the country and abroad come to 2) **take** a closer look at Maori culture and try traditional Maori dishes. The festival is 3) **organised** by the local community, and arts and crafts are 4) **exhibited** which were 5) **designed** and made by Maoris. But the most important part of the festival is the kai.

This means 'food' in Maori, and this food is 6) **prepared** in a special way – it's cooked in a pit under the ground! The results are delicious! The festival is 7) **held** on the beach, in the place where the Maori believe they first arrived in New Zealand.

The Kawhia Kai 8) **sends** a powerful message to everybody – Maori traditions are alive and well in New Zealand!



- 4 ★★★ Fill in: *awareness, comic book, costumes, computer, cruel, display, distance, overnight, TV viewers, warning, wasteful.* Three words are extra.

Rob's Blog



About

email

Reply



Hi guys!

Last weekend, I was in San Diego, which changes 1) **overnight** from a modern city into the biggest pop culture festival in the world, ComicCon. 2) **Comic book** readers come here from all over the world dressed in the 3) **costumes** of their favourite characters – I was dressed as the 4) **cruel** Joker! You could turn the corner and, without 5) **warning**, see an actor from your favourite sci-fi series! There was a 6) **display** of actual props from films, like Captain America's shield! I went to a 7) **computer** art workshop, and saw how it's made. The festival also has a heart – for example, it raised 8) **awareness** of hurricane victims – as well as collecting money for them. I had a great time! I really want to go again next year!

The passive

1 ★ Choose the correct item.

- The festival **is held/is being held/was being held** every year in July.
- The play **is/was/has** written by Shakespeare in the 16th century.
- The outdoor performance will **cancel/cancelled/be cancelled** if the weather is bad, but the actors usually don't stop for a bit of rain!
- The panel with the actors from *The Defenders* **was being moved/has been moved/is moved** to 7 o'clock.
- An episode of the TV show **was filmed/had been filmed/is being filmed** in my village right now!

2 ★★ Complete the sentences in the passive.

- Mrs Thomas doesn't organise the festival every year.
The festival **isn't organised by** Mrs Thomas every year.
- Tom didn't invite Jenny to the concert.
Jenny **wasn't invited** to the concert by Tom.
- They will award a prize for the best dish.
A prize **will be awarded** for the best dish.
- She was booking the tickets when I called.
The tickets **were being booked (by her)** when I called.
- They haven't released the new film yet.
The new film **hasn't been released** yet.

3 ★★★ Read the text and correct the eight mistakes.

See Answer Section

The Globe Theatre was being built in 1599 and it was the venue for many of William Shakespeare's plays. Unfortunately, while the play *Henry VIII* was performing in 1613, a fire started. The theatre burnt down and had to rebuild. Then, in 1644, it destroyed again. The Globe had almost been forgetting when, in 1989, its foundations discovered on the South Bank of the River Thames. The actor Sam Wanamaker began rebuilding it in 1993, and it finally opened in 1997. Since then, millions of people have been visited it and lots of plays have performed there.

alan – the – one/ones

4 ★ Fill in the or –.

- | | |
|-----------------------------|---------------------|
| 1 the Atlantic Ocean | 5 – Sicily |
| 2 – Heathrow Airport | 6 – France |
| 3 – Oxford Street | 7 the Sahara |
| 4 the River Thames | 8 the Smiths |

5 ★★ Fill in a, an, the, one or ones where necessary.

- A: I met **an** old friend at the festival.
B: Really? Is he the **one** in the picture playing **the** piano?
- A: Did you visit any art galleries in – Paris?
B: Yes. We didn't visit **the** Louvre, but we visited **the** Musée Rodin.
- A: Shall we book tickets for **the** 7:30 performance of *Romeo and Juliet* on – New Year's Day?
B: I think the **ones** for the performance at 2:30 will be cheaper.

6 ★★★ Read the email and fill in a/an, the or one/ones where necessary.



Hi Olly,

I'm having so much fun at

1) the Edinburgh Festival here in **2) –** Scotland! It's very busy. I'm glad I booked my room early because a lot of hotels don't have any free **3) ones**.

There are so many performances here that it's difficult to choose which **4) one**

to see. The **5) one** I saw last night was **6) a** one-man comedy show. **7) The** comedian was so funny! Today, I'm going to **8) an** art exhibition. The artist is from our home town, **9) –** Manchester! I'll send you **10) an** email about it later.

Bye for now,

Emma



4C • Vocabulary

Types of music – Theatre

1 ★ Match the types of music (1-6) to the descriptions (a-f).

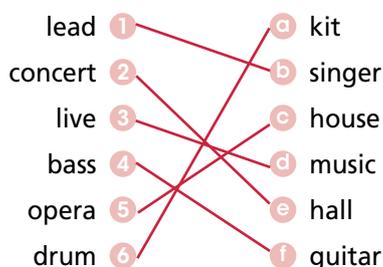
1 c	classical	4 d	pop
2 e	folk	5 f	rap
3 a	heavy metal	6 b	reggae

- a very loud rock music with lots of electric guitar
- b a kind of music that started in Jamaica
- c the kind of music written by Mozart and Beethoven
- d modern music for teens that is easy to listen and dance to
- e traditional music from a particular country or area
- f a kind of music with spoken words instead of singing

2 ★ Fill in: *exciting, boring, relaxing, happy, sad.*

- 1 The style of music is the same in all his songs. They are **boring**.
- 2 I like energetic, lively music with a catchy rhythm. It's **exciting**.
- 3 This CD has got sounds from nature to calm you down. It is so **relaxing**.
- 4 This song is so **sad**! It always makes me cry.
- 5 If I feel miserable, I listen to some **happy** music to cheer me up.

3 a) ★★ Match the words in the two columns.

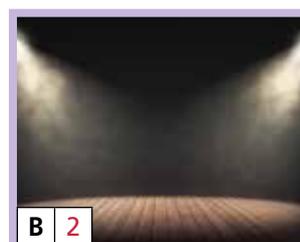


b) ★★ Use words in Ex. 3a to complete the sentences.

- 1 Jessica needs some new strings for her **bass guitar**.
- 2 My parents bought my brother a **drum kit** for his birthday and I can't stand the noise!
- 3 Dan Reynolds is the **lead singer** of the band Imagine Dragons, but there are three other members.
- 4 There was some great **live music** at the festival.

4 ★★★ Fill in the correct word. Then match each sentence to the correct picture (A-F).

- 1 Seats in the **balcony** are usually cheaper than those on the main floor.
- 2 At the end of the show, all the actors came out onto the **stage**.
- 3 I always feel excited when the **curtain** goes up at the beginning of a play.
- 4 If your seat is in **rows** 5 to 12, you'll have the best view of the performance.
- 5 Please don't put your bag in the **aisle**. Somebody might trip over it.
- 6 Our seats were in the front row of the **stalls**. It was amazing to be so close to the actors!



Everyday English • 4d

Booking tickets for a performance

1 ★ Choose the correct response.

- 1 A: I'd like two tickets for the 7:00 performance.
B: **(a)** I'm sorry, but it's sold out. **b** Enjoy the show!
- 2 A: How much are the tickets?
B: **a** Cash, please. **(b)** They're £35 each.
- 3 A: Can I have the seats next to the aisle, please?
B: **(a)** Certainly. **b** There are just four seats left.

2 ★★ Reorder the exchanges.

- 1 a Is that for the 3 pm performance or the 8 pm? 3
b I'd like three tickets for *Mamma Mia!* this Saturday, please. 2
c How can I help you? 1
- 2 a What about the one at 2 pm, then? 2
b Let me check. 3
c I'm afraid the late show is sold out. 1
- 3 a Can I have the ones in the stalls, please? 2
b There are three seats in the stalls, or three in the boxes. 1
c Of course. 3
- 4 a Can I pay by card? 3
b How much are the tickets? 1
c They're £42 each, so that's £126, please. 2

3 ★★★ Complete the dialogue. Two sentences are extra.

- Are there any tickets for Thursday? • By card, please. • How can I help you?
- How much are they? • The view is better from there. • I'm sorry, but it's sold out.
- Let me check.

- A** Good morning. **1) How can I help you?**
- B** I'd like two tickets for this Wednesday for *The Lion King*, please.
- A** Is that for the afternoon performance or the evening one?
- B** The later show, please.
- A** **2) I'm sorry, but it's sold out.**
- B** I see. What about the afternoon one, then?
- A** **3) Let me check.** Yes, there are just six seats left at 2 o'clock; two in the stalls in row C, and four in the boxes.
- B** Can I have the ones in row C, please?
- A** Certainly.
- B** **4) How much are they?**
- A** They're £33 each, so that's £66, please. Will you be paying in cash or by card?
- B** **5) By card, please.**
- A** OK. Show this receipt to collect your tickets at the box office before the performance starts. Enjoy the show!

Relative clauses

- 1 ★ Choose the correct item.
- 1 They are the people who/which organised the concert.
 - 2 The play who/that we saw last weekend has got a five-star review in *The Times*!
 - 3 This guitar, which/that I got for my eighth birthday, was my first musical instrument.
 - 4 Adam, who/whose sister is a presenter on TV, is a friend of mine.
 - 5 The cinema where/which we saw *Infinity War* was the first cinema I ever visited.
 - 6 Do you remember Daniel, which/whose video camera I borrowed to record our school project?

2 ★★ Fill in: *who, which, where, whose* or *that*.

- 1 Leonardo da Vinci, **who** was Italian, painted the *Mona Lisa*.
- 2 *Doctor Strange* is a film about a superhero **that/which** stars Benedict Cumberbatch.
- 3 Antonia Kidman, **whose** sister is actress Nicole Kidman, is a TV presenter.
- 4 The island **where** they filmed *Mamma Mia!* is in Greece.
- 5 Shakespeare's Globe, **which** looks like a theatre from the 16th century, is in London.
- 6 Adam Levine, **who** is the lead singer for the band Maroon 5, can also play the guitar.

3 ★★★ Join the sentences using the relative pronoun/adverb in brackets. Decide if the sentences are *D* (defining) or *ND* (non-defining).

See Answer Section

- 1 This is the local theatre. I performed my first play here. (**where**) D
- 2 San Diego is in the USA. It's the home of a huge comic convention. (**which**) ND
- 3 Robin lives on my street. He's a professional gamer. (**who**) ND
- 4 Bella's cousin lives in New York. She wants to move to America. (**whose**) ND
- 5 This is the costume. I made it for the cosplay convention. (**which**) D

Comparative – Superlative

4 ★ Fill in: *much, more, most, than (x2), as, less*.

- 1 The fireworks were **less** impressive **than** last year; they only lasted for three minutes instead of ten.
- 2 The Sydney Opera House is the **most** famous opera house in the world.
- 3 I honestly find books **more** interesting **than** computer games.
- 4 Have you noticed that the town is **much** more crowded than usual? I wonder what's going on.
- 5 The tickets are not **as** expensive as last year's ones.

5 ★★ Complete the sentences with the correct form of the words in brackets.

- 1 Edinburgh Festival is **the biggest (big)** arts festival in the UK.
- 2 The shops are always **busier (busy)** on Saturdays than they are on weekdays.
- 3 Vlogging is **more popular (popular)** nowadays than it was three years ago.
- 4 I thought *Marley and Me* was **the most fascinating (fascinating)** film.
- 5 It's usually **quicker (quick)** to walk to the theatre than drive because of all the traffic.
- 6 This Japanese restaurant is **the best (good)** in the whole city.

6 ★★★ Complete the second sentence using the word in bold so that it means the same as the first one. Use up to three words.

- 1 We didn't have enough money for concert tickets. **EXPENSIVE**
The concert tickets **were too expensive** for us to buy.
- 2 I've never seen such a boring rock band before. **THE**
That was **the most boring** rock band I've ever seen.
- 3 Adam is better at art than Liam. **NOT**
Liam is **not as good** at art as Adam.
- 4 Learning how to sculpt isn't as easy as I thought. **HARDER**
Learning how to sculpt **is harder than** I thought.

Celebrating Creole Culture

Reading • 4f

The Seychelles are a group of islands in the Indian Ocean, home to stunning beaches, amazing coral reefs and fascinating wildlife. They're the ideal location for the perfect vacation – and the only place to experience Seychellois Creole culture.

This culture is a blend of the traditions, customs and history (not to mention the delicious cuisine) of the French, African, Indian and Chinese people who settled in the Seychelles over 250 years ago. This unique mix is celebrated at the Festival Kreol, which takes place on the island of Mahé every year in October. Theatrical performances in the local language, Seychellois Creole, are put on, as well as shows of live Creole music. There is a colourful parade through the streets where participants wear beautiful costumes, with headdresses of feathers and garlands of flowers. There's a market down on the beach, where people buy traditional arts and crafts and visit the food stalls to try the famous Creole cooking.

The highlight of Festival Kreol, Bal Asosye, is on the last day. It's a big party that starts at 8 o'clock in the evening and finishes the next morning! Local people dance traditional dances to Creole music and, at midnight, a spicy soup is served to keep people awake for more dancing! It's a great way to end a great festival and visitors go home tired but with a better understanding of Seychellois Creole life.



1 ★ Read the text and decide if sentences 1-4 are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- 1 The people of the Seychelles have got their own language.
- 2 The parade is the most popular event at Festival Kreol.
- 3 Traditional food is the only thing on sale at the Creole market.
- 4 Bal Asosye is a type of Creole dance.

R
 DS
 W
 W

2 ★★ Read the text and complete the sentences.

- 1 The Seychelles are in **the Indian Ocean**.
- 2 People first settled there **over 250 years ago**.
- 3 Festival Kreol takes place on the island of **Mahé**.

3 ★★★ Read the text and, for statements 1-4, choose the correct answer (A, B or C).

- 1 According to the writer, the Seychelles are
A the only place Creole people live. B a great place for a holiday.
C the last place with Creole traditions.
- 2 Seychellois Creole culture is
 A a mixture of different traditions. B the Mahé way of life.
C another name for the culture of the Indian Ocean.
- 3 You can buy traditional Creole dishes
A during the parade. B at the beach. C at Bal Asosye.
- 4 Bal Asosye
A takes a whole day to prepare.
B finishes at 8 o'clock in the morning.
 C lasts all night.

4 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 He found a seat in the back aisle/row.
- 2 Don't throw away the plastic/glass jars – they're recyclable.
- 3 This song's venues/lyrics are so well-written.
- 4 Ann is the lead/bass singer in the band.
- 5 I don't like action/horror films because they're too scary.

5 x 1 = 5

2 Fill in: *hold, take, dress, attend, focus*.

- 1 Anyone can **take** part in the parade.
- 2 The exhibition will **focus** on modern art.
- 3 They **hold** the festival at the end of July.
- 4 We expect thousands to **attend** the festival.
- 5 Gary's going to **dress** up as Harry Potter.

5 x 1 = 5

3 Choose the correct item.

- 1 Tickets for the concert aren't at/on sale yet.
- 2 1,000 people turned out/in for the parade.
- 3 We met a famous musician at/by the festival.
- 4 Bob turned into/down the invitation to the party.
- 5 The festival only lasts with/for two days.

5 x 1 = 5

Grammar

4 Complete the sentences with the correct passive form of the verbs in brackets.

- 1 The exhibition **will be opened** (**open**) by a famous artist next month.
- 2 The *Mona Lisa* **was painted** (**paint**) in the early 16th century.
- 3 The Edinburgh Festival **is held** (**hold**) every August.
- 4 Information about the festival **can be found** (**can/find**) online now.
- 5 Tickets for the concert **must be bought** (**must/buy**) by Friday at the latest.

5 x 2 = 10

5 Choose the correct item.

- 1 *Guernica* was painted by/with Pablo Picasso.
- 2 The music was too/enough loud for my parents.
- 3 Would you like this seat or that one/ones at the back?
- 4 Everyone agreed it was an/a memorable festival.
- 5 This artwork was made by/with recycled plastic.

5 x 1 = 5

6 Fill in: *which/that, who/that, where, whose*. Add commas where necessary. Where can we omit the relative?

- 1 This is Martha **whose** mother is a musician in a jazz band.
- 2 Did you meet the artist **who/that** created *Trash People*?
- 3 That's the exhibition **which/that** (**can be omitted**) I went to last week.
- 4 The concert, **which/that** was attended by thousands of people, was shown on TV.
- 5 Which is the band **whose** lead singer is also a painter?

5 x 2 = 10

7 Complete the sentences with the correct form of the adjectives in brackets.

- 1 That was **the worst** (**bad**) concert I've ever attended!
- 2 Was this year's parade **better** (**good**) than last year's?
- 3 I loved it. It's the **the most entertaining** (**entertaining**) film in cinemas this summer.
- 4 Fran doesn't find museums as **enjoyable** (**enjoyable**) as galleries.
- 5 Sadly, the event was **less popular** (**popular**) than we had hoped.

5 x 2 = 10

Listening

- 8 2.10 Listen to George and Carla talking in a music shop. Which type of music (a-g) does each person like most?

Carla 1	a	folk
Mark 2	b	classical
George 3	c	pop
Lisa 4	d	jazz
Kevin 5	e	heavy metal
	f	rap
	g	blues

5 x 2 = 10

Reading

- 9 Complete the article with the correct words (A, B or C).

A Feline Festival



If you love cats, then head to Ypres in Belgium for Kattenstoet. This cat festival takes **1** ... every three years on the second Sunday in May and celebrates the cats of Ypres. It started a long time **2** ... when the town was famous for producing wool. The town's wool was protected from hungry mice **3** ... the cats. Nowadays, there is a parade with huge cats made from papier mâché. A prize is given for the best design. Some people dress **4** ... in medieval costumes and there are dancers and stilt walkers. At the end, stuffed toy cats are **5** ... to the crowd and later on there is a fireworks display. It's the perfect end to a 'purr'fect day!

- | | | |
|-----------|----------|----------|
| 1 A part | B action | C place |
| 2 A ago | B before | C since |
| 3 A with | B for | C by |
| 4 A up | B off | C on |
| 5 A throw | B threw | C thrown |

5 x 2 = 10

Everyday English

- 10 Match the sentences to make exchanges.

1 d	Is that for the 6 pm performance or the 9 pm?
2 e	How can I help you?
3 a	How much are they?
4 c	Sorry, but that performance is sold out.
5 b	Can I have the seats at the back, please?

- | | | | |
|---|----------------------------------|---|--|
| a | They're £8 each. | d | The later show, please. |
| b | Certainly, sir. | e | I'd like to book some tickets, please. |
| c | What about the one at 9 o'clock? | | |

5 x 2 = 10

Writing

- 11 Think of a celebration in your country. Write an article about it for a travel magazine. Write: *name – when/where it happens – how long it lasts – what activities people do* (100-120 words).

See Suggested Answer Section

20 marks

TOTAL: 100 marks

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about festivals & festival activities ★★★★★
- talk about types of music & novels ★★★★★
- talk about recyclable materials ★★★★★
- talk about the theatre ★★★★★

Reading

- understand the lexico-structural patterns in a text (missing words) ★★★★★
- read for detail (R/W/DS statements) ★★★★★

Speaking

book tickets for a performance ★★★★★

Listening

listen for detail (multiple matching) ★★★★★

Writing

- write about a form of art ★★★★★
- write an article about a festival ★★★★★

Panda Parade



There's a reason why the World Wide Fund for Nature (WWF) chose a panda for its logo – with their big eyes and round faces, we **1)** _____ them extremely cute! Unfortunately, though, this hasn't helped pandas in their fight for survival. **2)** _____ years, we have been destroying their natural habitats, so now they are an endangered species.

This problem was made very clear in an exhibition called *1,600 Pandas World Tour*. In 2008, the French artist Paulo Grangeon went to a village in Thailand and, along with some volunteers, created 1,600 papier-mâché panda sculptures – one for each of the pandas alive **3)** _____ the wild at that time. Papier-mâché is an art material which comes from layers of paper – and Grangeon made sure to use recycled paper and environmentally-friendly paint. Then, with the WWF, he organised an exhibition of these mini-pandas in Paris close to the Eiffel Tower.

The first exhibition was a huge success. Since they were handmade, each of the pandas had a unique expression and pose, and people loved taking pictures of **4)** _____. Then, for the next eight years, Grangeon exhibited his pandas in locations around the world – usually next to famous landmarks. For each location, Grangeon used new panda sculptures from Thailand, and afterwards they were sold to the public to raise money for the WWF.

Everywhere it was displayed, people thought that the exhibition was entertaining but also very shocking. Grangeon's artwork **5)** _____ it uncomfortably easy to see how few pandas there are left in the world. Slowly, the number is rising, but it's up to us all to help the panda and the other endangered animals on our planet.

Reading

1 ★ Read the text and choose the word (A, B or C) that best fits each gap (1-5).

1 A think **B** find C believe

4 A it B those **C** them

2 A From **B** For C Since

5 **A** made B took C brought

3 **A** in B at C on

2 ★★ Read the text and decide if the sentences (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

1 The WWF used to have a different logo.

DS

2 Humans are responsible for the low number of pandas.

R

3 Grangeon's pandas are mostly made of paper.

R

4 Grangeon didn't allow people to photograph the pandas.

W

5 At the moment, the panda population is falling.

W

3 ★★★ Read the text and for questions 1-4, choose the correct answer.

1 The first panda sculptures were made in **France/entirely by Grangeon/by a number of people.**

2 The first exhibition **included life-size sculptures/took place on top of a tower/ was partly organised by the WWF.**

3 In the first exhibition, all of the sculptures **were standing/looked the same/had different features.**

4 After each exhibition, the pandas **went on sale/were destroyed/travelled to a new destination.**

Skills practice B

Listening

- 4 ★ 3.20 Listen to Robert talking to Lisa about holidays. Match the people (1-5) to their favourite type of holiday (a-h).

Lisa 1	a	cruise
Sarah 2	b	sightseeing
Harry 3	c	safari
Jane 4	d	adventure holiday
Mary 5	e	city break
	f	volunteer holiday
	g	beach holiday
	h	camping holiday

- 5 ★★ 3.21 Listen to an advert and fill in the gaps (1-5).

Chester Zoo

Teen Volunteer Programme

Location: Chester Zoo, Cheshire, England

Dates: 12th-24th **1) July**

Age of applicants: 14 - **2) 18**

Duties:

- help to prepare animals' **3) food**
- write reports on animal's health
- give **4) (educational) talks** to visitors

How to apply: Email: **5) jobs@chesterzoo.com**

- 6 ★★★ 3.22 Listen to Sarah talking to David about a festival that she is going to attend. For questions 1-5, choose the correct answer (A, B or C).

- 1 David will compete in a sports event on
A Friday. **B) Saturday.** C Sunday.
- 2 They are planning to attend a(n)
A music festival. B food festival.
C) environmental festival.
- 3 Sarah found out about the festival from
A her parents. **B) her cousin.**
C a website.
- 4 Which workshop will David NOT attend?
A gardening B basket making
C) eco-living skills
- 5 How will they travel to the festival?
A) by car B by bus C by train

Writing

- 7 ★ Complete the extract from an email with the words in the list. Three words are extra.

• organise • go • join • leave • have • apply
• take • come

Compose
Inbox
Trash

I've just read about a volunteer programme in a nature reserve in Wales. I'm definitely going to **1) apply** for it and I thought you might want to **2) join** me there! It's in the first two weeks of August, and volunteers **3) go** on clean-up days and **4) take** tourists on guided walks. Just say yes and I'll **5) organise** everything!

Debby

Send

- 8 ★★ You have finished school for the summer. Write a blog entry (100-120 words) about your plan to attend the volunteer programme in Ex. 5. Include: *where/when you are planning to go – who you are going with – what you will do there.* See Answer Section

- 9 ★★★ 3.22 Listen to the recording in Ex. 6 again and complete the table about the festival the speakers are talking about. Now, use your notes to write an article (100-120 words) about the festival for a travel magazine. See Answer Section

Name:	
Where:	
When:	
What to see/do:	

5 • Health is wealth

Vocabulary

Exercise

1 ★ Choose the correct word.

- 1 Why don't you join a gym to get/exercise fit?
- 2 Yoga helps to kick/strengthen your body.
- 3 Using Kangoo Jumps can definitely bend/improve balance.
- 4 Dancing actually uses/builds a lot of energy.

2 ★★ Choose the correct word.

← →
✉
🔍

Hi Daisy,
 Are you interested **1) at/in/with** sports? I'm not usually keen **2) with/at/on** exercise, but I love taking part **3) in/to/at** Zumba classes! I started last September. I stayed with my grandparents for the whole summer and I put **4) up/on/in** a bit of weight – my grandma is a great cook! I actually needed to buy some new clothes, but I kept putting it **5) off/up/on** because I hate shopping! I'm glad I did, because I discovered Fight Club instead and it's great. It's a workout that's a lot of fun. Personally, I think the key **6) off/for/to** getting in shape is having fun! Also, unlike most sports, you're not **7) under/to/at** risk of injury because you can work at your own pace. You should come with me and try it some time!
 Anna

Send

3 ★★★ Complete the advert. Use: arts, calories, challenging, growing, reflexes, relaxing, self-defence, talented.

Dean Street Dojo

Are you tired of **1) relaxing** workouts like yoga, and want to try something more **2) challenging**? Are you a fan of martial **3) arts**? Then come to the Dean Street Dojo. From judo to karate to the fastest **4) growing** one in the UK, capoeira – we teach them all. Learning **5) self-defence** is very important for every young person. Your **6) reflexes** will get quicker, your body will get stronger and you'll burn loads of **7) calories**. And if you are **8) talented**, we will enter you in competitions and help you train.



Sports & Equipment

4 ★ Complete the sentences with the words in the list.

- rink • course • court • pitch • pool • ring

- 1 We often go swimming at the local **pool**.
- 2 Is this a 9-hole or an 18-hole golf **course**?
- 3 Let's meet at the basketball **court** after school.
- 4 The ice **rink** is open all year round.
- 5 This is her first boxing fight in a **ring**.
- 6 We can't play on the football **pitch** today because they're repainting the lines.

5 ★★ Do the crossword.

6 ★★★ Complete with the correct words. What is each person's favourite sport? Choose from the list.

- basketball • rugby • ice hockey • water polo

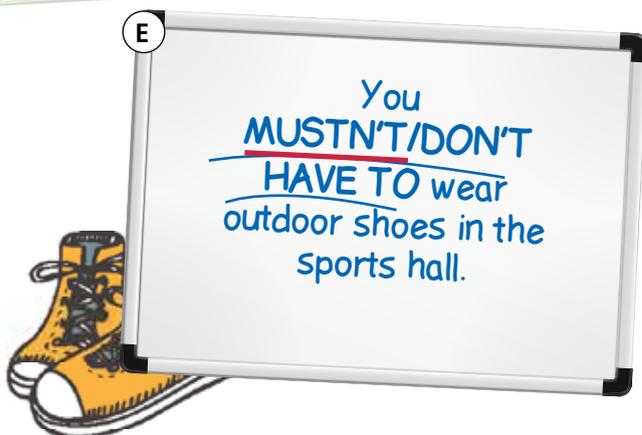
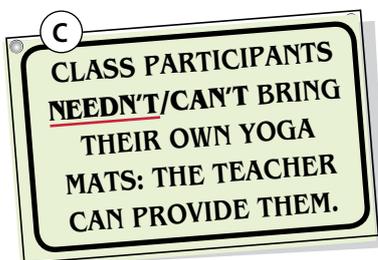
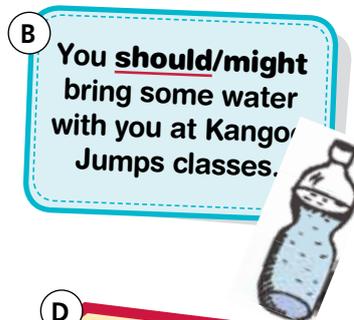
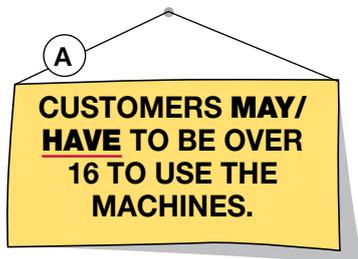
- 1 We kick and throw an oval **ball** across a **pitch**. **rugby**
- 2 Both teams try to throw a round ball through a **hoop** at the end of the **court**. **basketball**
- 3 There's an ice **rink** just outside my town. I go there with my dad. He's got his own **stick** and skates. **ice hockey**
- 4 I practise every day at the **pool** with my team. We wear **goggles** and special swimming hats. **water polo**

Modals – Past modals

1 ★ Choose the correct item.

- 1 You mustn't/don't have to lift heavy weights if you're alone. It's dangerous.
- 2 Lucy should/might join our yoga class – she's not sure yet.
- 3 If you want my advice, you should/may see a doctor.
- 4 We must/can put all the equipment away after the lesson. It's the coach's only rule.
- 5 He ought to/shall take up a sport – he's putting on weight.
- 6 We should/can take bottles of water into the gym, but food is forbidden.
- 7 Can/Would I use the pool now?
- 8 You mustn't/needn't book a tennis court. The sports centre isn't busy on Thursday afternoons.

2 ★★ Look at the signs and choose the correct items.



3 ★★ Fill in: *mustn't, might, can, could, had to, wasn't able to, have to, didn't have to.*

- 1 Sue **could** run very fast when she was young.
- 2 You **can** do both indoor and outdoor sports at the summer camp.
- 3 They **had to** call off the match yesterday because it was raining.
- 4 Debbie **might** start jogging, but she has to check with her doctor first.
- 5 Mandy **didn't have to** buy a taekwondo kit; her brother gave her his old one.
- 6 I **have to** strengthen my stomach muscles. The doctor says it will help my backache.
- 7 Craig **wasn't able to** watch the game; his Internet connection wasn't working.
- 8 We **mustn't** go in that room. Look – there's a sign.

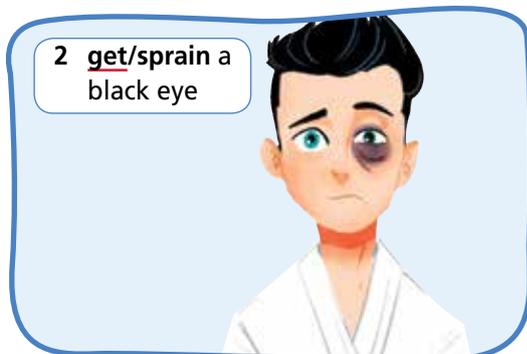
4 ★★★ Rewrite the sentences using the appropriate modal verb.

- 1 It's possible that George won't come to football practice.
George might not come to football practice.
- 2 Would you mind if I borrowed your football boots?
Can/Could/May I borrow your football boots?
- 3 I advise you to warm up before you start training.
You should warm up before you start training.
- 4 Peter managed to finish the race in under four minutes.
Peter was able to finish the race in under four minutes.
- 5 You have permission to use the pool between 9 am and 6 pm.
You can/may use the pool between 9 am and 6 pm.
- 6 You are not allowed to touch the ball with your hands.
You mustn't touch the ball with your hands.
- 7 It wasn't necessary for us to buy special equipment.
We didn't have/need to buy special equipment.
- 8 It's the law that you wear a seat belt when you're in a moving car.
You have to/must wear a seat belt when you're in a moving car.

5C • Vocabulary

Injuries & Accidents/ Health problems & Treatments

1 ★ Choose the correct word.



2 ★★ Complete the text messages with the correct health problem.

Rob

I'm not coming to football practice today. I ate too much and now I've got a **1) stomach ache**.

Ellen

I've got a temperature and my body aches all over. I think I've got the **2) flu**.

Jess

This **3) earache** is so painful! I didn't sleep all night because of the pain in my ear!

Paul

I've got a terrible **4) toothache** and I can't eat anything except soup!

Julia

I didn't answer when you called because I've got a really **5) sore throat** and it hurts when I speak.

3 ★★★ Fill in: *headache, drops, honey, rest, sprained, cold, water, painkiller, hurt, sore.*

Hi Ben!

I saw on social media that you've **1) sprained** your wrist. How did it happen? I hope it's not too painful. Make sure you get some **2) rest** and take a **3) painkiller** if it hurts too much.

I don't feel well either. I've had a **4) sore** throat for three days. I ate some **5) honey**, but it still hurts! Also, I've got a terrible **6) headache** behind my eyes and a runny nose, and I feel dizzy. This morning, I actually went to the doctor. She told me the pain in my throat and my head is from a **7) cold**, so all I can do for that is drink lots of **8) water** and stay in bed. She also said that I've got an ear infection! I had no idea, because my ears don't **9) hurt** at all. Apparently, the inside of my ear is swollen and red, and that's why I feel dizzy. The doctor gave me some ear **10) drops**. I have to put them in my ears three times a day for a week.

Let's hope we both feel better soon!

Take care,
Lisa

Everyday English • 5d

Talking to the doctor

1 ★ Match the exchanges.

- Are you sure it's not serious? ①
- Can I still go jogging? ②
- You need to stay in bed. ③
- What seems to be the problem? ④
- Ⓐ No, I'm afraid not.
- Ⓑ I think I've sprained my wrist.
- Ⓒ Yes, it's nothing to worry about.
- Ⓓ OK, I will.

2 ★★ Choose the correct response.

- 1 A: It hurts all the time.
B: Ⓐ OK, let's take a look.
b If you're still in pain, come back.
- 2 A: Well, it's definitely not broken.
B: a It's my ankle, Doctor.
Ⓑ But it hurts when I stand on it.
- 3 A: You need to use these ear drops three times a day.
B: Ⓐ OK, I will.
b It's really sore.
- 4 A: Do you think I'll be better by Friday?
B: a It's nothing to worry about.
Ⓑ I'm afraid not.



3 ★★★ Use sentences from Exs 1 & 2 to complete the dialogue.

- A** Come in and sit down, Max. 1) **What seems to be the problem?**
- B** I feel awful, Doctor. I'm hot, but I'm shivering, I've got a sore throat and a headache. In fact, everything aches!
- A** 2) **OK, let's take a look.** Well, you've got a 40°C fever, Max, but there's no infection.
- B** Are you sure it's not serious?
- A** 3) **Yes, it's nothing to worry about.** You've just got the flu. There's not much you can do except stay in bed, drink lots of water and wait for it to get better.
- B** 4) **Do you think I'll be better by Friday?** My friends and I have got tickets to Glastonbury Festival.
- A** No, I'm afraid not, Max. People usually take between one and two weeks to recover from the flu. Just rest as much as you can.
- B** 5) **OK, I will.** Thanks, Doctor.

The causative

1 ★ Choose the correct word.

- 1 Will you have your football kit **mending/mended**, or will you buy a new one?
- 2 Tony is having his car **washed/washing** right now.
- 3 Mr Lyons couldn't meet us in his office because he was having **it painted/painted it**.
- 4 They are going to have **their hair cut/cut their hair** at the hairdresser's.

2 ★★ Complete the exchanges using the causative.

- 1 A: Hi, Jessica. I see you **(have) had your hair cut (your hair/cut)**.
B: No, I just **had it styled (it/style)** by a professional this morning.
- 2 A: Mrs Lewis **has her house cleaned (her house/clean)** every week.
B: When I have my own house, I **will have it cleaned (it/clean)** too – I hate housework!
- 3 A: How does it look, Dr Barnes?
B: I'm afraid this tooth is going to cause you a lot of problems, Ray. You must **have it removed (it/remove)**.
- 4 A: Do you think you **will have your car serviced (your car/service)** this week?
B: Actually, I **have already had it checked (already/it/check)** but it needs a few repairs.

3 ★★★ Read the situations and write sentences using the causative, as in the example.

- 1 They have fixed Emma's bike. What has Emma done?
Emma has had her bike fixed.
- 2 They make her dinner every evening. What does she do?
She has her dinner made every evening.
- 3 He had been repairing Jenny's fridge. What had Jenny been doing?
Jenny had been having her fridge repaired.
- 4 She is going to organise Tim's party. What is Tim going to do?
Tim is going to have his party organised.

Reflexive pronouns – Plural nouns

4 ★ Complete with *is* or *are*.

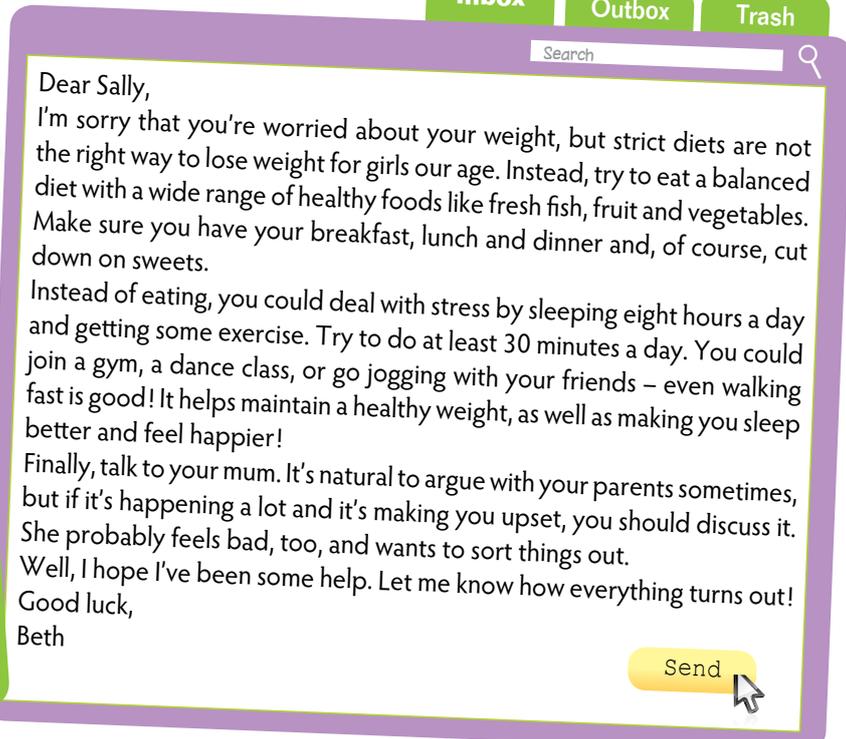
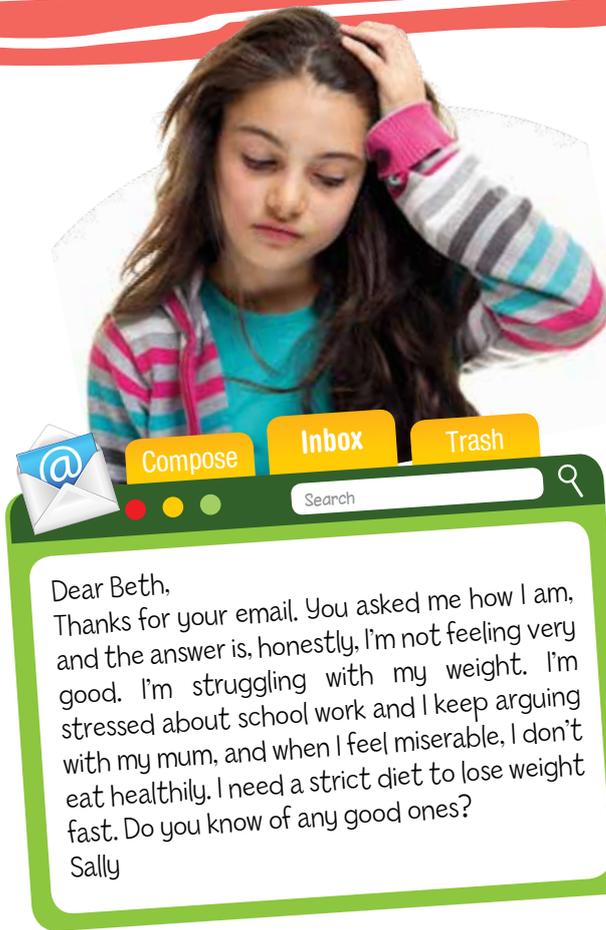
- 1 Your football shorts **are** very dirty.
- 2 The good news **is** we won the game.
- 3 The players' belongings **are** locked in the changing rooms during the match.
- 4 £120 a month **is** too much money for a gym membership.

5 ★★ Fill in the correct reflexive pronoun.

- 1 Please help **yourself** to a piece of cake, Amy.
- 2 James painted his bedroom by **himself**.
- 3 Ouch! I cut **myself** on your pencil sharpener.
- 4 The students organised the concert all by **themselves**.

6 ★★★ Complete the dialogue using the causative and choose the correct item.

- A** Hi, Carrie! What's in the bag?
- B** It's my aikido uniform. I **1) have just had it cleaned (just/it/clean)** at Mrs Hollins' shop.
- A** Why didn't you wash it **2) itself/yourself**?
- B** I tried. But I got the trousers **3) stain/stained** with tomato sauce. The stain didn't come out in the wash.
- A** Well, at least your uniform's clean now.
- B** That's the problem – it's not. Mrs Hollins tried, but she says I was wrong to try to wash **4) them/it** by **5) myself/herself**. She says I should always **6) have my uniform cleaned (my uniform/clean)** by a professional.
- A** Can you buy a new pair?
- B** I guess, but I think the cost is about £40.
- A** Hmm ... £40 **7) is/are** a lot of money. ... Hey, I know! My cousin used to do aikido, and I'm going to see her tomorrow. I bet the pair of trousers she has **8) fit/fits** you!
- B** Oh, thanks, Ben – that would be great!



1 ★ Read the emails and match the phrases.

- | | | | |
|-------------------------------|---|---|----------------------|
| Sally is finding it hard to | 1 | a | feels sad. |
| She eats unhealthily when she | 2 | b | start a diet. |
| She thinks she should | 3 | c | maintain her weight. |

2 ★★ Read the text and decide if the sentences 1-4 are R (right), W (wrong) or DS (doesn't say).

- | | |
|--|-----------------------------|
| 1 Beth recommends a strict diet for teenage girls. | <input type="checkbox"/> W |
| 2 She thinks eating fewer meals will help Sally lose weight. | <input type="checkbox"/> W |
| 3 She believes exercise will help Sally to feel less stressed. | <input type="checkbox"/> R |
| 4 She thinks that the arguments are Sally's mum's fault. | <input type="checkbox"/> DS |

3 ★★★ Read the text and, for statements 1-4, choose the correct answer (A, B or C).

- | | |
|---|--|
| 1 Sally is miserable because she | 3 Beth recommends exercise to |
| <input type="radio"/> A has weight problems. | <input type="radio"/> A improve Sally's mood. |
| <input type="radio"/> B is getting bad grades at school. | <input type="radio"/> B stop Sally feeling tired all the time. |
| <input type="radio"/> C fights with her parents a lot. | <input type="radio"/> C help Sally make new friends. |
| 2 Beth says a balanced diet includes | 4 Beth thinks Sally should |
| <input type="radio"/> A no sweets at all. | <input type="radio"/> A apologise to her mum. |
| <input type="radio"/> B lots of small meals throughout the day. | <input type="radio"/> B talk to her mum about the arguments. |
| <input type="radio"/> C different types of food. | <input type="radio"/> C feel bad about upsetting her mum. |

5 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 Most golf pitches/courses/courts have 18 holes.
- 2 Ann wears a helmet/hoop/stick when she cycles.
- 3 There's an ice rink/ring/pool in my town.
- 4 I've got a sore/hurt/runny throat, doctor.
- 5 Social/Peer/Addiction pressure is a common problem.

5 x 1 = 5

2 Fill in: *stretch, argue, take, twist, burn*.

- 1 You can **burn** a lot of calories running.
- 2 Don't forget to **stretch** your muscles.
- 3 How did you **twist** your ankle?
- 4 **Take** a painkiller for your backache.
- 5 I never **argue** with my parents.

5 x 1 = 5

3 Choose the correct item.

- 1 Has Julia put **on/up** weight recently?
- 2 They put **out/off** the game until Friday.
- 3 The key **for/to** being a good player is fitness!
- 4 I'm interested **in/of** trying some water sports.
- 5 Rugby players are **at/with** risk of injuries.

5 x 1 = 5

Grammar

4 Complete the sentences with: *herself, himself, themselves, ourselves, yourself*.

- 1 We helped **ourselves** to some fruit from the bowl.
- 2 Sam prepared the meal all by **himself**.
- 3 I hope that the children behaved **themselves** at the stadium.
- 4 Did you enjoy **yourself** at the school sports day?
- 5 Sarah taught the aerobics class **herself**.

5 x 2 = 10

5 Rewrite the sentences in the causative.

- 1 A doctor is taking Grace's temperature.
Grace is having her temperature taken by a doctor.
- 2 The football club will ask someone to cut the grass.
The football club will have the grass cut.
- 3 My dentist cleaned my teeth.
I had my teeth cleaned by my dentist.
- 4 The volleyball team is going to ask someone to create a website.
The volleyball team is going to have a website created.
- 5 Someone checks Ted's car once a year.
Ted has his car checked once a year.

5 x 2 = 10

6 Choose the correct modal verb.

- 1 The sports centre **could/shall** be busy today.
- 2 You **mustn't/needn't** dive into the pool. It's against the rules.
- 3 Fran **had to/could** fill out a form to join the gym.
- 4 **Can/Might** I help you with those bags?
- 5 Steve **wasn't able to/needn't** lift the weight because his upper arm was injured.
- 6 **May/Would** we watch the match now, please?
- 7 You **needn't/shouldn't** replace the ball that you lost. We have plenty.
- 8 You **ought to/are able to** exercise more if you want to lose weight.

8 x 1 = 8

7 Complete the sentences with *is* or *are*.

- 1 Do you know where my glasses **are**?
- 2 The scissors **are** on the kitchen table.
- 3 Athletics **is** my dad's favourite sport.
- 4 Dark chocolate **is** quite good for you.
- 5 **Is** there any news about the accident yet?

5 x 1 = 5

Listening

8 2.21 You will hear a dialogue about a teen problem. Choose the correct answer (A, B or C).

- Pam is moving to a house in
A the countryside. **B** a city.
C a different country.
- How does Tyler describe Pam's character?
A shy **B** confident C talkative
- On Saturday, Pam will
A host a party. B start packing.
C move into her new home.

3 x 4 = 12

Reading

9 Read the email and choose the correct answers (A, B or C).

Hi Sadie,
Thanks for your email. It seems like you're addicted to social media. I've never experienced it, but I think it's a common problem these days. In fact, my sister had the same problem recently, but she got over it and so can you! If I were you, I wouldn't delete all your social media accounts. Instead, why don't you go online for just one or two hours a day? That way, you can slowly get over your addiction, but still keep in touch with your online friends.
Also, you should take up a hobby. Didn't you quit dance classes last week? Then, you have lots of free time to do something different. It doesn't matter what it is – you just need to keep your mind off your smartphone!
Let me know how things turn out,
Finn

- Finn says that
A he used to be addicted to social media.
B social media addiction is a rare problem.
C his sister is no longer a social media addict.
- Finn suggests that Sadie should
A limit the time she spends online.
B avoid contacting her online friends.
C stop using social media completely.
- Sadie has recently
A given up an activity.
B started a hobby.
C bought a new smartphone.

3 x 4 = 12

Everyday English

10 Match the exchanges.

- | | | |
|---|---|-------------------------------------|
| 1 | b | If you're still in pain, come back. |
| 2 | a | Can I play basketball on Sunday? |
| 3 | d | What seems to be the problem? |
| 4 | e | Are you sure it's not serious? |
| 5 | c | It hurts when I move it. |

- No, you need to rest it for a week.
- OK, I will.
- OK, let's take a look.
- It's my leg, Doctor.
- Yes, it's nothing to worry about.

5 x 2 = 10

Writing

11 Your English friend is stressed about starting at a new school. Write an email giving them advice (100-120 words). In your email: *sympathise with their problem, give them two pieces of advice, express hope that they can solve their problem.*

See Suggested Answer Section

18 marks

Total: 100 marks

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about exercise, sports, facilities and equipment ★★★★★
- talk about injuries, accidents, health problems and treatments ★★★★★
- talk about teen problems ★★★★★

Reading

- identify R/W/DS statements ★★★★★
- answer multiple choice questions ★★★★★

Speaking

talk to the doctor ★★★★★

Listening

answer multiple choice questions ★★★★★

Writing

write an email giving advice ★★★★★

6 • In the news

Vocabulary

Modern technology – Places in an airport

- 1 ★ Complete the people's comments on devices with: *accesses, takes off, delivers, transports, bends, interacts, welcomes.*

a When it **welcomes** you to the hotel, you think it's human at first.

b It **bends** so you can wear it around your wrist. You think it's going to break, but it doesn't!

c I couldn't believe it! It speaks English, and it **accesses** any information about flights and airport services to answer your questions straight away!

d It **delivers** medicine to patients in remote areas, so it's already saving lives!

e Imagine a vehicle that **transports** you around the city on its own. Amazing!

f I always feel a little nervous when it **takes off**, but once it's in the sky, I love every minute on board!

g I'd like to use some of those machines where everyone **interacts** with the virtual world while they are exercising.

- 2 ★★ Match the comments (a-g) from Ex. 1 to what the people are talking about (1-7).

- 1 e driverless bus
 2 f aeroplane
 3 b flexible smartphone
 4 d drone
 5 c airport robot
 6 a robot receptionist
 7 g virtual reality gym equipment

- 3 ★★ Match the words in the columns.

departure	1	a	desk
passport	2	b	reclaim
check in	3	c	shop
baggage	4	d	gate
duty-free	5	e	control

- 4 ★★ Match what the speakers (a-f) say to the places (1-6) in Ex. 3.

a	5	"I'd like to buy this perfume, please."
b	3	"Your bag weighs 25 kilos."
c	4	"Here comes your bag!"
d	2	"What is the purpose of your visit?"
e	1	"Have you got your boarding pass ready?"

- 5 ★★ Fill in: *after, by, on (x2), up.*

- It's a heavy suitcase, but it rolls **on** wheels, so it doesn't tire me.
- I'm thinking of taking **up** a new hobby – robotics!
- Have you ever travelled **by** plane before?
- I take **after** my mother – we both dislike flying.
- Is the airport close enough to get there **on** foot?

- 6 ★★★ Fill in: *duty, gift, drop, check, control, board, gate.* Then choose the correct word.

1) **Drop** off your luggage at check-in. They'll give you your 2) **baggage/boarding** pass there, too. After that, you have to go through passport 3) **control** so they can 4) **check** your passport. There's usually some time to spare before you 5) **board** your plane, so you can visit the 6) **duty-free** shop and buy a last-minute 7) **gift**. But make sure you arrive at your departure 8) **gate** on time or you might not get 9) **at/on** the plane! If you get lost, just ask the way 10) **to/for** the nearest information desk. They'll be able to help.

Reported speech

1 ★ Complete the gaps with *said* or *told*.

Yesterday, my friend Rachel 1) *said* to me that she was planning to buy a new smartphone and needed my help. She 2) *said* that she couldn't afford to spend a lot of money. She wanted one with a good camera and so her brother had 3) *told* her to buy one with plenty of storage space to save her pictures. I 4) *told* her that I knew a good shop in town and 5) *said* that we should go there together to take a look.



2 ★★ Turn the reported conversation into direct speech by filling in the gaps.



Beth told Adam she was thinking of buying a new PC to play games on. She said she had won some prize money in a competition the previous week. Adam asked her what kind of PC she wanted to buy. Beth told him she couldn't decide between a desktop and a laptop. Adam told her she shouldn't buy a desktop. Beth asked him why not. Adam said the reason was it wasn't portable. Beth asked Adam if he would help her choose a laptop. Dan agreed and told her that he had seen one online she might like.

Beth I 1) *'m thinking* of buying a new PC to play games on. I 2) *won* some prize money in a competition 3) *last week*.

Adam What kind of PC 4) *do you want to buy*?

Beth I 5) *can't decide* between a desktop and a laptop.

Adam You 6) *shouldn't* buy a desktop!

Beth Why not?

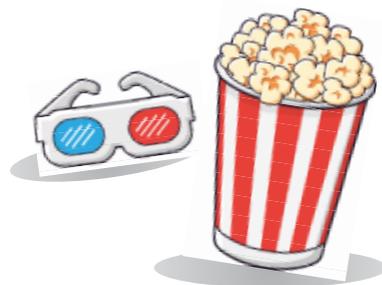
Adam Because it 7) *isn't* portable.

Beth 8) *Will* you help me choose a laptop?

Adam Of course. I 9) *have seen* one online you might like.

3 ★★★ Rewrite the sentences in reported speech.

- "I've already seen this film," Clara told me.
Clara told me (that) she had already seen that film.
- "I'm attending a workshop about writing blogs this weekend," said Peter.
Peter said (that) he was attending a workshop about writing blogs that weekend.
- "Percy has bought a virtual reality headset," said Max.
Max said (that) Percy had bought a virtual reality headset.
- "Someone may come to repair the computer today," my mother told me.
My mother told me (that) someone might come to repair the computer that day.
- "I've been replying to emails all morning," said Sue.
Sue said (that) she had been replying to emails all morning.
- "I really must upgrade my mobile phone," Colin told Sam.
Colin told Sam (that) he really must/had to upgrade his mobile phone.
- "The children were playing video games at 7 o'clock," Mary told her husband.
Mary told her husband (that) the children had been playing video games at 7 o'clock.
- "You can't go to the cinema tomorrow if you haven't done your homework," Dad told us.
Dad told us (that) we couldn't go to the cinema the next/following day if we hadn't done our homework.



6C • Vocabulary

Using social media

1 ★ Circle the correct verb.



1 upload / send a file



2 view / like a post



3 share / add a photo to a post



4 like / send a friend request



5 upload / share a link



6 send / add an instant message

2 ★★ Fill in: *update, post, download, accept, enter, hack.*

DO

DON'T

- 1) update your profile regularly
- 2) enter correct usernames and passwords
- ignore people who 3) post nasty comments online
- 4) hack into people's emails – it's a crime
- 5) accept friend requests from strangers
- 6) download too many apps to your phone – it can slow it down

3 ★★★ Choose the correct word.



Be safe & responsible online!

- When you 1) send/use/view a new profile on social media, always remember that there are at least 270 million fake ones out there!
- Don't 2) accept/share/like a friend request if you aren't sure the person who 3) shared/added/sent it is real!
- Before you 4) speak/tweet/retweet a post someone 5) tweeted/viewed/chatted to you, make sure it's true.
- When you 6) upload/access/post your emails, don't click on any links until you're sure who they came from.

Means of communication



1 sign language

4 ★ Label the icons. Use: *phone call, chat online, email, sign language, text message.*



2 phone call



3 email



4 text message



5 chat online

5 ★★ Complete the sentences. Use: *sign, online, face-to-face, social, letter, phone.*

- 1 I write a **letter** to my grandma once a month.
- 2 How often do you go on **social** media?
- 3 Mick prefers speaking to me **face-to-face** so he's coming over.
- 4 She has been chatting **online** all evening!
- 5 The news is broadcast in **sign** language for people with hearing difficulties.
- 6 Please excuse me for a moment, I need to make a(n) **phone** call.

6 ★★★ Fill in the correct verb each time, then do the quiz.

Have you got a social media problem?

- 1 Some days I don't **speak** to anyone face-to-face. Yes No
- 2 I **send** more than 250 text messages per day. Yes No
- 3 I don't **make** phone calls anymore. Yes No
- 4 I **go** on social media before I do anything else in the morning. Yes No
- 5 I **chat** more with friends online than with my family. Yes No

If you answered 'Yes' to all 5 questions, you could have a problem. Talk to someone!



Everyday English • 6d

Giving instructions

1 ★ Choose the correct item.

- 1 Maria wants to create/join a social media account.
- 2 Select/Click on the 'save' button so you don't lose your work.
- 3 Joe forgot to sign/type in his username and password.
- 4 You have to find/choose the video you want to share.

2 ★★ Choose the correct response.

- 1 A: OK, so what do I have to do now?
B: **(a)** Click on the icon. **(b)** It's as easy as that.
- 2 A: Do you have a minute?
B: **a** That was easy. **(b)** Of course.
- 3 A: So how do I add a profile picture?
B: **a** Next, choose a picture. **(b)** First of all, select a good photo.

3 ★★★ Complete the dialogue. Use the sentences in the list. Two sentences are extra.

- press that to connect to their Wi-Fi
- go to your apps next
- just need to press 'Connect'
- just type in your room number and surname
- connect my phone to the hotel Wi-Fi
- go to 'Settings' and then 'Wi-Fi'
- choose a password



Granddad Morning, Tommy! Can you help me with something?

Tommy Of course, Granddad. What do you need?

Granddad I want to **1) connect my phone to the hotel Wi-Fi** so I can go online.

Tommy Oh, that's easy. First of all, **2) go to 'Settings' and then 'Wi-Fi'**.

Granddad Alright, I've done that. What's next?

Tommy Now, look for the hotel in the list of available networks. You need to **3) press that to connect to their Wi-Fi**.

Granddad OK, got it. It says I need to enter a password.

Tommy **4) Just type in your room number and surname**.

Granddad OK, I've entered them. Is that all?

Tommy Almost – you **5) just need to press 'Connect'** and you're in!

Granddad Wow! I'm connected! That was easy. Thanks, Tommy!

Tommy No problem, Granddad!

Reported questions – Reported commands – Question tags

1 ★ Fill in the gaps in the sentences with: *could, not, if, wondered, wanted*.

- 1 She asked me **if** I knew the Wi-Fi code.
- 2 Oliver **wanted** to know how much my new smartphone cost.
- 3 He asked me **not** to leave his mobile phone near water.
- 4 Brenda **wondered** whether the company would connect her telephone line.
- 5 Sean asked if he **could** change the channel on the TV.

2 ★★ Write the questions and commands in reported speech in your notebook.
See Answer Section

- 1 "Why haven't you updated your profile?" Kate asked Ted.
- 2 "Don't spend so much time playing video games," Mike's mum told him.
- 3 "Can you help me install this program?" Sue asked John.
- 4 "Be careful who you make friends with online," the teacher told us.
- 5 "Did you pass your IT exam?" my brother asked me.

3 ★ Choose the correct item.

- 1 You haven't bought a new laptop, have/hasn't you?
- 2 Marvin likes blogging, didn't/doesn't he?
- 3 We can't bring our mobile phones into the exam, do/can we?
- 4 You didn't forget to bring your phone charger, did/didn't you?
- 5 Sharon's going on a computer course this weekend, isn't/doesn't she?
- 6 Everyone knows how to send a text message, do/don't they?
- 7 These digital cameras are very expensive, aren't/don't they?
- 8 Don't forget to phone me, do/will you?
- 9 I'm late, isn't/aren't I?
- 10 Someone uses this laptop, don't/doesn't they?

4 ★★ Complete the question tags.

- 1 Tony hasn't been spending all his money on video games again, **has he?**
- 2 You usually have a shower in the evenings, **don't you?**
- 3 Bob and Pat were talking on the phone for a long time, **weren't they?**
- 4 I'm lucky to have such a nice PC, **aren't I?**
- 5 Let's try not using our mobile phones for a week, **shall we?**
- 6 Everyone must be on time for the meeting, **mustn't they?**
- 7 You haven't got a phone charger to lend me, **have you?**
- 8 No one called for me while I was out, **did they?**

5 ★★★ Put the dialogue between Amy and Tim in the correct order. Then write the conversation in reported speech in your notebook.
See Answer Section

- a 10** Tim: Great. Where is it? We'll upload it right now.
- b 2** Tim: Sure! Have you chosen your social media platform?
- c 5** Amy: I'll write them down, so that won't be a problem. What's next?
- d 8** Tim: Well, that's the most basic profile. Now you can add personal information like your birthday and a profile picture.
- e 7** Amy: Is that all?
- f 9** Amy: I've got a nice photo for my profile.
- g 4** Tim: OK. First type in a username and password that you won't forget.
- h 3** Amy: Yes – that one on the screen.
- i 1** Amy: Can you help me create a social media account?
- j 6** Tim: Now click on 'Create my account'.



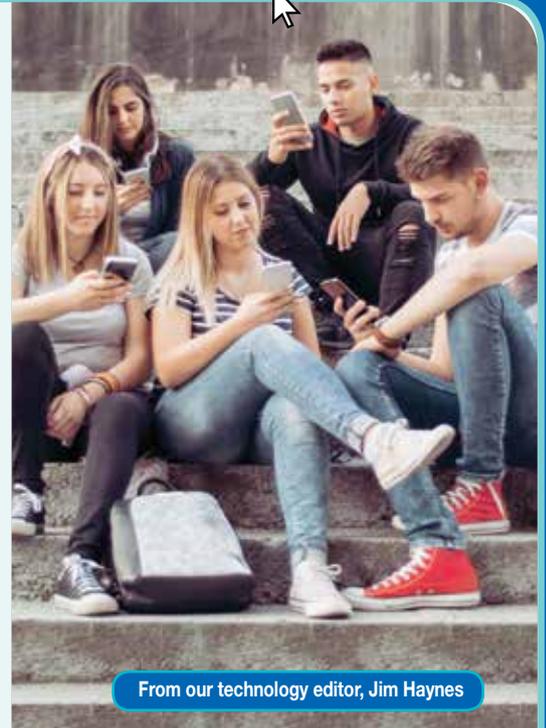
FOMO

Picture this scene: five teenagers are hanging out together but no one is talking. Five pairs of eyes are glued to their mobile phone screens – some are texting, some are scrolling through their newsfeed, some are uploading pictures. This addiction to social media has a name – FOMO, or fear of missing out.

FOMO is the anxiety that you are missing out on something happening online. Teenagers in particular suffer from this anxiety and spend hours checking their social media apps to see what they're missing. They often stay awake half the night doing it and miss out on needed sleep. Even worse, it's an addiction that cuts them off from the real world!

Many teens are aware of the problem. Nine students in one London school accepted the challenge of giving up social media and switched off their phones for a week. One boy said it was like losing an arm or a leg! Others managed a bit better but everyone felt a bit of FOMO. In the US, 16-year-old Ruby Karp has even written a book, *Earth Hates Me*, published in 2017, which includes advice on how to break free from FOMO.

The message is simple. Don't let social media and electronic devices control your life.



From our technology editor, Jim Haynes

1 ★ Read the article and decide if the sentences 1-4 are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

- 1 FOMO is only a teenage problem. W
- 2 FOMO often stops teens from getting enough rest. R
- 3 Some of the London students had no problem switching off. W
- 4 The writer believes that there is no cure for FOMO. W

2 ★★ Complete the blog with words from the text.



Hi readers! Guess what? A group of us at school decided to accept the **1) challenge** and go without social media for a week. Everybody **2) switched** off their phones and tablets so they couldn't follow anything happening **3) online**. It was really hard and I realised I was suffering from **4) FOMO**. Now, once a week, I take a night off from all my electronic **5) devices**. It really helps!

62 👤 17 ❤️ 54 💬

Post a comment

3 ★★★ For questions 1-3, choose the best answer (A, B or C).

- 1 What's the purpose of the article?
 - A to entertain its readers
 - B to compare social media sites
 - C** to encourage people to change their habits
- 2 The writer mentions Ruby Karp to show that
 - A** teenagers worry about FOMO.
 - B young people can get work published.
 - C America has the biggest problem with FOMO.
- 3 How does the writer feel about FOMO?
 - A It's not really dangerous.
 - B** It needs dealing with.
 - C It's impossible to stop.

6 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 We waited to board our plane at the departure **desk/gate**.
- 2 I sent a friend **request/post** to Bob.
- 3 Tom collected his bags at baggage **reclaim/exchange**.
- 4 Ann communicates in sign **media/language**.
- 5 He posted a **profile/comment** under the video.

5 x 1 = 5

2 Fill in: *interact, download, view, bend, share*.

- 1 This phone can **bend** – so its screen can never break.
- 2 This device lets you **interact** with virtual environments.
- 3 Who did you **share** the link with?
- 4 Click to **view** the user's profile.
- 5 It took five minutes to **download** the file.

5 x 1 = 5

3 Choose the correct item.

- 1 Peter usually travels to work **in/by** train.
- 2 Alice is thinking of taking **up/on** robotics.
- 3 Let's go to the electronics shop **by/on** foot.
- 4 I don't know the way **for/to** the exhibition hall.
- 5 Jane takes **off/after** her mum; they have the same nose.

5 x 1 = 5

Grammar

4 Choose the correct item.

- 1 It's an impressive laptop, **but/despite** it's very expensive.
- 2 **Even though/However** it was late, Sam was still online.
- 3 I'd like to travel abroad **although/in spite of** I'm scared of flying.
- 4 **In spite of/Even though** its cheap price, the tablet works perfectly.
- 5 This phone looks great. **Despite/However**, it doesn't have a lot of functions.

5 x 1 = 5

5 Choose the correct reported speech (a or b) for the direct speech.

- 1 "This website is great," said Paul.
a Paul said that that website was great.
b Paul said that this website is great.
- 2 "Did you go to Qatar on holiday?" asked Ellie.
a Ellie asked if I go to Qatar on holiday.
b Ellie asked if I had been to Qatar on holiday.
- 3 "Can I use your charger for my phone?" asked Alex.
a Alex asked me if he could use my charger for his phone.
b Alex asked me if I had used his charger for my phone.
- 4 "Turn off your smartphone," said Jack's mum.
a Jack's mum told him to turn off his smartphone.
b Jack's mum said to him to turn off his smartphone.
- 5 "Will you see Tom?" asked Helen.
a Helen asked Tom to see her.
b Helen asked if I would see Tom.

5 x 2 = 10

6 Rewrite the sentences into reported speech.

- 1 "I like your new tablet," said Alex to me.
Alex said to me that he liked my new tablet.
- 2 "How long does the battery last?" asked Dana.
Dana asked how long the battery lasted.
- 3 Kevin asked, "Can I borrow your phone?"
Kevin asked if/whether he could borrow my phone.
- 4 "I was playing chess at 8 pm," said Jake.
Jake said he had been playing chess at 8 pm.
- 5 "We must go now," Fern said.
Fern said that they must/had to go then.

5 x 2 = 10

7 Complete the sentences with the correct question tag.

- 1 "You bought a new laptop, **didn't you?**"
- 2 "I'm picking up Jane, **aren't I?**"
- 3 "Everyone has an email account, **don't they?**"
- 4 "Tom's seen the film, **hasn't he?**"
- 5 "Let's send a message to Alfie, **shall we?**"

5 x 2 = 10

Listening

8 3.10 You are going to listen to four people talking about their devices. For questions 1-4, choose from the list (A-E) what each person says. There is one extra letter.

- A It was good value for money.
- B It was a present from a relative.
- C I use a range of devices to go online.
- D I plan to replace my old devices.
- E It's good for my health.

Speaker 1	C
Speaker 2	B
Speaker 3	E
Speaker 4	A

4 x 2 = 8

Reading

9 Read the forum thread and decide if the sentences (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

Polly_Thomson2005
17:54 14 March 2018
I've been reading about teens and social media. Is it a good idea for teens to have social media accounts? What do you think?

Replies

Dan_Daltry14
18:01 14 March 2018
Of course it is! Having a social media account is a great way for teens to stay in contact with friends and family members – especially ones who they don't often see. It's the main way I keep in touch with my cousin in France. We share links and comment on each other's posts all the time.

PeterHarrison_008
00:17 15 March 2018
Social media can be very negative for teens. I used to have a social media account, but I deleted it recently. I was wasting too much time commenting and liking posts, and not enough time on my schoolwork. I saw this happening a lot with my friends, too. I'm glad I've given it up.

- 1 Polly is against teens having social media accounts. DS
- 2 Dan uses social media to contact a relative. R
- 3 Dan has more than one account. DS
- 4 Peter no longer has an account. R
- 5 Peter regrets giving up social media. W

5 x 3 = 15

Everyday English

10 Match the exchanges.

- | | | |
|---|---|--------------------------------------|
| 1 | e | What's next? |
| 2 | d | Now, I click on 'send', right? |
| 3 | a | Do you have a minute? |
| 4 | c | The next step is to attach the file. |
| 5 | b | Can you help me send an email? |

- a Of course. What do you need?
- b OK, that's easy.
- c How do I do that?
- d Yes, exactly.
- e Now, you need to write the address.

5 x 2 = 10

Writing

11 Write an essay discussing the pros and cons of teens having social media accounts (100-120 words).

See Suggested Answer Section

17 marks

Total: 100 marks

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about modern technology ★★★★★
- describe places in an airport ★★★★★
- talk about social media and means of communication ★★★★★
- talk about education ★★★★★

Reading

- identify R/W/DS statements ★★★★★
- answer multiple choice questions ★★★★★

Speaking

give instructions ★★★★★

Listening

match speakers to statements ★★★★★

Writing

write a for-and-against essay ★★★★★

Reading

PICKING UP THE PACE



Justin Harris discovers a new fitness craze with an environmental twist!

“Don’t forget your bag,” Wendy Peterson said. I was preparing to go for a jog with the country’s most dedicated ‘plogger’ and writer of the ‘UK Plogging’ blog. As we started our run, Wendy explained the activity to me.

Plogging is a fitness craze which was created by the Swedish environmentalist Erik Ahlström in 2016.

The term is a mix of ‘jogging’ and the Swedish word *plocka upp*, which means ‘pick up’. Ahlström organised the first group plogs in Stockholm and now, thanks to social media, plogging is popular around the globe.

Just two minutes into our jog, we spotted our first piece of litter – a plastic water bottle on the edge of the road. So, without stopping, Wendy skillfully bent down to pick it up and threw into her bag. She told me that it gave her a much better workout. In fact,

because you need to bend so much, a half-hour plog burns 288 calories compared to 235 for a normal jog! Also, of course, ploggers help the environment – and often in places like forests where paid rubbish collectors don’t usually work.

After 30 minutes, I embarrassingly gave up. By that time, both of our bags were half full – Wendy’s with recyclable litter and mine with non-recyclables. Wendy told me that she usually plogged in large groups. “That way, people can collect different recyclables.”

Afterwards, I felt very proud of myself. I had got some much-needed exercise and I had also helped the environment. Now, I plan to sign up to a plogging group in my area. It’s a feeling I want to experience again!



1 ★★ Read the text and replace the words in bold with words/phrases from the text.

- Eric Ahlström came up with the idea for it. **plogging**
- It ended up as litter on the road. **a plastic water bottle**
- They** don’t often work in wooded areas. **paid rubbish collectors**
- When they stopped, they hadn’t filled **them** completely. **their bags**
- The writer wants to go plogging **there**. **in his area**

2 ★ Read the text and decide if the sentences (1-5) are **R (right)**, **W (wrong)** or **DS (doesn’t say)**.

- Wendy has met Erik Ahlström in person. **DS**
- Social media has helped spread plogging outside Sweden. **R**
- Plogging burns twice as many calories as normal jogging. **W**
- Wendy was disappointed when the writer wanted to stop. **DS**
- The writer and Wendy carried one bag each. **R**

3 ★★★ Read again and for questions 1-5, choose the correct ending in bold.

- Wendy Peterson doesn’t live in the UK/**writes about plogging online**/doesn’t take plogging seriously.
- When Wendy saw the water bottle, she **stopped jogging**/collected it/asked for a bag from the writer.
- They stopped plogging after an hour/when their bags were full/**because the writer was tired**.
- Wendy prefers to plog alone/with a partner/**with many others**.

Skills practice C

Listening

- 4 ★  3.23 Listen to an announcement in an airport and fill in the gaps (1-5).  7

Flight:	EA114 to Dublin
Reason for delay:	1) storm
New departure time:	2) 7 pm
New departure gate:	3) G14
All passengers can claim:	a bottle of water; a(n) 4) sandwich
Duty-free shops:	open until 5) departure time

- 5 ★★  3.24 You will hear four people talking about teen problems. For speakers 1-4, choose from the list (A-E) what each person says. One letter is extra.
- A This problem is wasting a lot of my time.
 B People say that I shouldn't feel the way I do.
 C I didn't use to have a problem with a family member.
 D I've asked someone for advice about my problem.
 E I feel relieved that I won't have to experience something alone.

Speaker 1	B
Speaker 2	E
Speaker 3	C
Speaker 4	A

- 6 ★★★  3.25 Listen to Lilly talking to Ken about joining a gym. For questions 1-5, choose the correct answer, A, B or C.
- 1 When did Ken join the gym?
 A a year ago **B** a month ago
 C two weeks ago
- 2 Ken says that the gym is the least busy in the
 A mornings. **B** afternoons.
 C evenings.
- 3 Ken's gym is located in
A the suburbs. B the city centre.
 C his neighbourhood.
- 4 Which machines does Ken prefer using?
 A cycling machines B running machines
C muscle-building machines
- 5 Ken's cousin got injured while exercising
A at home. B at a gym.
 C with a fitness instructor.

Writing

- ★ Put the sentences of Tara's email into the correct order.

- A** 4 I know you had that problem with your sister, so I'm turning to you for help.
B 1 I was wondering if you could give me some advice about a problem I'm having.
C 5 Any ideas?
D 2 These days, I just can't stop arguing with my brother.
E 3 We're always speaking rudely to each other – and it's my fault, too.

- 8 ★★ Write an email (100-120 words) giving advice to Tara, who wrote the email in Ex. 7. Use the prompts below or your own ideas.

See Answer Section

- have a discussion with brother
- give each other space
- don't get involved in everything he's doing

- 9 ★★★  3.25 Listen to the recording in Ex. 6 again and match arguments to the examples/results. Which are arguments for/against? Then, use your answers to write an essay (100-120 words) presenting the pros and cons of joining a gym. *See Answer Section*

- 1** **b** crowds of people
2 **d** expensive memberships
3 **a** variety of equipment
4 **c** fitness instructors

- a** machines for jogging, cycling and building muscle
b wait a long time to use machines
c learn how to exercise safely
d not everyone can afford it



Grammar Bank

Starter

Prepositions of time (*at, on, in*)

at	the time: at 12:00, at 7 o'clock holidays/festivities: at Christmas, at New Year, at the weekend in the expressions: at noon/night/midnight, at the moment
on	days: on Tuesday dates: on 6th April specific periods of time/days: on Monday morning
in	months: in June years: in 2004 centuries: in the 11th century seasons: in (the) winter/spring/summer/autumn part of the day: in the morning/afternoon/evening

1 ★ Complete the sentences using *in, on, at*.

- I'm meeting my friends **in** the evening.
- What do you do **at** the weekend?
- We have a meeting **on** Wednesday at 10 o'clock.
- I love it when it snows **in** the winter.
- Harry always gets up early **on** Christmas morning.
- They are flying to Italy **on** 27th April.

Personal subject & object pronouns

Personal subject pronouns	
Singular	Plural
I/you/he/she/it	we/you/they
We use personal subject pronouns before verbs instead of nouns or names as the subject of the verb. <i>Jane is a student. She is from the USA.</i>	
I → always with a capital letter you → in the singular and plural he → for a man or a boy she → for a woman or a girl it → for an animal or a thing we → for people they → for people, animals or things	
Personal object pronouns	
Singular	Plural
me/you/him/her/it	us/you/them
We use personal object pronouns after prepositions or verbs as the object of the verb. <i>John is a singer. Look at him!</i>	

2 ★ Choose the correct item.

- That's Pat. **She/Her** is in my class.
- Can you help **we/us**, please? My brother and I are lost.
- That's John. He plays tennis with **me/I** on Saturdays.
- We're going to the cinema. Do **her/you** and Claire want to come?
- Where are Tom and Eva? I can't see **them/they**.

Possessive adjectives/pronouns

Possessive adjectives	
Singular	Plural
my/your/his/her/its	our/your/their
We use possessive adjectives to show that something belongs to someone or to show the relationship between two or more people. <i>Is this your bag? / Michael is my dad.</i>	
Possessive pronouns	
Singular	Plural
mine/yours/his/hers/-	ours/yours/theirs
We use possessive pronouns to show that something belongs to someone. <i>That house is ours.</i> Note: There is no possessive pronoun for the personal pronoun <i>it</i> .	

3 ★★ Complete the exchanges with the correct **possessive adjective/pronoun**.

- A: Do you know where Mary's dress is?
B: I think that red one over there is **hers**.
- A: Is that **your** notebook over there, Kate?
B: No, that's Jane's. **My** notebook is blue.
- A: **Our** team won our match!
B: **Ours** didn't. We lost.
- A: Is this your dad's car?
B: No, **his** car is in the garage.
- A: Where are Owen's and Kate's bags?
B: The bags on the table are **theirs**.
- A: Do your cousins live on this street?
B: Yes. That's **their** house on the corner.
- A: Why is the cat making that noise?
B: It wants **its** dinner.
- A: Ben, Emma, is this **your** poster?
B: No, Mr Collins, this one over here is **ours**.

Possessive case

To show possession:

- we add 's to names and singular nouns.
This is Tom's cap.
- we add ' to plural nouns ending in -s.
This is the boys' room.
- we add 's to irregular plural nouns.
These are the children's toys.

To talk about things, we use the preposition *of*.

Compare the examples: *Jane's brother is tall.* **BUT** *The door of the car is black.*

Note: We add 's only to the last noun when the same thing belongs to two or more people. *John and Amy's house.* We add 's to each noun to show that each person has his/her own thing. *Laura's and Ian's bikes are blue.*

- We use *who's* (*who is*) to ask about a person. *Who's Jack? Tom's cousin.*
- We use *whose* to ask about possession. *Whose brother is Michael? He's Tom's brother.*

4 ★ Choose the correct item.

- 1 Is this schoolbag Ryans'/Ryan's?
- 2 I think Penny is still in the girls'/girl's changing room.
- 3 I'm going to Anna's/Annas' house after school.
- 4 My aunt plays on the women's/womens' football team.
- 5 This is my mum and dad's/mum's and dad's car.

5 ★★ Add 's, of or ' to the words in brackets to complete the sentences.

- 1 My sisters' names are Lucy and Helen. (sisters/names)
- 2 The Smiths' car is brand new. (Smiths/car)
- 3 Do you know where Tom's and Leo's bikes are? (Tom/and/Leo/bikes)
- 4 The colour of the front door is red. (colour/front door)
- 5 Is Emily and Alice's room upstairs? (Emily/and/Alice/room)
- 6 Can you tell me where the men's bathroom (men/bathroom) is, please?

Question words

Who is she? *She's my best friend.* (people)
What is his address? *26 Eton Road.* (specific information)
When is his birthday? *3rd September.* (time)
Where does he come from? *Italy.* (place)
Whose is this jacket? *Tom's.* (possession)
Which is your bike: the blue or the green one? (choice between two or a limited number)
BUT What is your favourite colour? *Red.* (of all)
How does he go to school? *By car.* (manner)
How old is he? *15.* (age)

We use falling intonation in *wh-* questions.

 **What's his favourite colour?**

6 ★ Complete with: *where, when (x2), how, how old, what (x2), who, whose, which.*

- 1 A: **How old** is Beth?
B: She's 15 years old.
- 2 A: **Who** is that man talking to your dad?
B: He's my uncle Tom.
- 3 A: **When** do you finish work?
B: I leave the office at five o'clock.
- 4 A: **Which** dress do you think I should buy; the red or the blue one?
B: The blue one matches your eyes.
- 5 A: **How** do you get to work every day?
B: I catch the 8:15 bus.
- 6 A: **Whose** scarf is this?
B: I think it's Susan's.
- 7 A: **Where** are you going?
B: I'm going to the supermarket.
- 8 A: **What** time does the train leave?
B: It leaves at 8:55 am.
- 9 A: **What** is her address?
B: 12 Apple Street.
- 10 A: **When** is your birthday?
B: 2nd August.

7 ★★ Fill in the correct question word.

- 1 "**Who** is that?" "My brother, Ben."
- 2 "**Whose** bag is this?" "Laura's."
- 3 "**Where** do you go to school?" "King's Road Secondary School."
- 4 "**When** are you going on holiday?" "In July."

Countable/Uncountable nouns – Quantifiers

- **Countable nouns** are nouns we can count. *one apple, two apples, etc*
- **Uncountable nouns** are nouns we cannot count. *(some) milk* NOT: ~~a milk~~
- We use **some** in the affirmative with either countable nouns in the plural or uncountable nouns. *There are some apples and some milk on the table.*
- **Uncountable nouns** usually have only singular forms. These nouns include:
food: *rice, butter, flour, pepper, sugar, salt, etc*
liquid: *orange juice, milk, coffee, water, etc*
- We use **some** in interrogative sentences to make offers and requests. *"Would you like some tea?"* (offer) *"Can I have some water, please?"* (request)
- We use **any** in the negative and interrogative with countable nouns in the plural or with uncountable nouns. *"Are there any bananas in the bowl?"* "No, there aren't any bananas." *"Is there any cheese left?"* "No, there isn't any cheese left."
- We use **no** with countable nouns in the plural or with uncountable nouns to make the sentence negative. *There are no bottles on the shelf.* (= not any) *There is no milk in the fridge.* (= not any)
- We use **a lot of/lots of** in affirmative sentences with either countable nouns in the plural or uncountable nouns. We omit **of** when **a lot/lots** is NOT followed by a noun. *We need a lot of apples for the pie. There's still lots of orange juice in this carton.* "Is there any sugar left?" "Yes, there's a lot. / Yes, there's lots."
- We use **much** or **many** in the negative and interrogative. We use **much** with uncountable nouns and **many** with countable nouns in the plural. *I don't drink much tea. Is there much honey in the jar? I haven't got many tomatoes. Have you got many potatoes?*
- We use **how much** and **how many** in questions. We use **how much** with uncountable nouns and **how many** with countable nouns in the plural. *How much water do you drink every day? How many carrots do we need?*
- We use **a few/few** with plural countable nouns. *We've got a few eggs. We can make an omelette.* (not many, but enough) *We have few eggs. We can't make an omelette.* (a small number, but not enough)
- We use **a little/little** with uncountable nouns. *We've got a little flour. Let's make a cake.* (not much, but enough) *We've got little flour. We can't make a cake.* (a small amount, but not enough)
- We can use **very** with **few** and **little** for emphasis. *There are very few biscuits in the packet.* (hardly any, almost none) *We've got very little coffee.* (hardly any, almost none)

8 ★ Put the words in the correct column.

- sugar • tea • biscuit • cheese • apple
- banana • soup • potato • flour • egg

Countable	Uncountable
biscuit, apple, banana, potato, egg	sugar, tea, cheese, soup, flour

9 ★ Write C for countable or U for uncountable.

- | | | | |
|---------|----------------------------|------------|----------------------------|
| 1 bowl | <input type="checkbox"/> C | 5 bottle | <input type="checkbox"/> C |
| 2 honey | <input type="checkbox"/> U | 6 butter | <input type="checkbox"/> U |
| 3 juice | <input type="checkbox"/> U | 7 cucumber | <input type="checkbox"/> C |
| 4 leaf | <input type="checkbox"/> C | 8 knife | <input type="checkbox"/> C |

10 ★ Choose the correct item.

- How much/many/little milk have we got?
- There isn't few/any/no honey in the jar.
- Would you like much/a few/some bread?
- There are very few/many/little oranges left. We need to buy more.
- We've got much/lots of/a lot butter in the fridge.
- I don't want a lot/much/many milk in my tea.
- We need to buy any/some/few carrots.
- There are no/any/a few eggs in the fridge. Let's go and buy some.

Partitives

We can use both **uncountable nouns** and **plural countable nouns** after **partitives** (phrases of quantity) such as: *a jar/bowl/bottle/piece/loaf/cup/bar/glass/carton/slice/packet, etc + of* *a jar of jam, a bottle of milk, a piece of cake, a loaf of bread, a cup of tea, a bar of chocolate, a glass of water, a carton of milk, a slice of bread, a packet of biscuits*

11 ★ Complete the shopping list with the correct partitive in the correct form: jar, carton, packet, bar, bottle, loaf, slice.

Fred, can you do the shopping for me, please?
Here's what we need:

- one **1) carton** of milk
- one **2) jar** of jam
- two **3) bars** of chocolate
- one **4) loaf** of bread
- four **5) packets** of crisps
- ten **6) slices** of cheese
- two **7) bottles** of water

Plurals

- Most nouns take **-s** to form the plural. **ball → balls**
- Nouns ending in **-s, -ss, -sh, -ch, -x,** and **-o** take **-es** to form the plural. **bus → buses, glass → glasses, brush → brushes, match → matches, box → boxes, tomato → tomatoes**
- Nouns ending in **-o** that come from other languages or are the short form of a word take only **-s**. **piano → pianos, video → videos, radio → radios**
- Nouns ending in a **vowel + y** take **-s** in the plural. **boy → boys**
- Nouns ending in a **consonant + y** drop the **-y** and take **-ies** in the plural. **lady → ladies**
- Some nouns ending in **-f** or **-fe** drop the **-f** or the **-fe** and take **-ves** in the plural. **leaf → leaves, knife → knives**
- Some nouns have the same singular & plural forms. **aircraft → aircraft, deer → deer, fish → fish, sheep → sheep**

Irregular plurals: woman → **women**, man → **men**, person → **people**, child → **children**, foot → **feet**, tooth → **teeth**, mouse → **mice**

12 ★ Write the plurals.

- | | |
|--------------------|--------------------|
| 1 fox – foxes | 7 wish – wishes |
| 2 sheep – sheep | 8 bag – bags |
| 3 child – children | 9 wife – wives |
| 4 baby – babies | 10 video – videos |
| 5 toy – toys | 11 dress – dresses |
| 6 patch – patches | 12 scarf – scarves |

13 ★★ Fill in: sandwich, library, fish, foot, half, woman in their plural forms.

- 1 I bought new shoes and now my **feet** hurt.
- 2 Do you want two tuna **sandwiches** or one?
- 3 There are 15 **women** in the yoga class.
- 4 All the **libraries** in our town close early on Saturdays.
- 5 First, cut the carrot into two **halves**.
- 6 Tony has got three pet **fish**.

both – neither – either

We use **both ... and ...** to refer to two people, things, etc together. **Mary likes tennis. Jane likes tennis. → Both Mary and Jane like tennis.** (this **AND** that)

We use **neither ... nor ...** to join two negative alternatives. **My dad isn't tall. My mum isn't tall. → Neither my dad nor my mum are tall.** (**NOT** this and **NOT** that)

We use **either ... or ...** to emphasise a choice between two people, things, etc. **We can eat now. Alternatively, we can eat after the show. → We can either eat now or after the show.** (this **OR** that)

14 ★★ Join the sentences using both...and, neither...nor, either...or.

- 1 Kate is beautiful. She is also intelligent. **Kate is both beautiful and intelligent.**
- 2 Tom doesn't live in Europe. Claire doesn't live in Europe. **Neither Tom nor Claire live in Europe.**
- 3 I like Maths. I also like Science. **I like both Maths and Science.**
- 4 You can buy it now. Alternatively, you can wait for the sales. **You can either buy it now or (you can) wait for the sales.**
- 5 My sister doesn't like shopping. I don't like shopping. **Neither my sister nor I like shopping.**
- 6 Charlie can have my old phone. Alternatively, Sue can have it. **Either Charlie or Sue can have my old phone.**

Grammar Bank

some/any/no/every & compounds

	Affirmative	Negative	Interrogative	Affirmative/Negative/Interrogative	
Determiners	some	no/not any	any	every	
Pronouns	someone/ somebody	no one/not anyone nobody/not anybody	anyone/ anybody	everyone/everybody	people
	something	nothing/not anything	anything	everything	things
Adverbs	somewhere	nowhere/not anywhere	anywhere	everywhere	places

We use **some** and its compounds (**someone, somebody, something, somewhere**) in:

- **affirmative** sentences. *Jane is going somewhere nice this weekend.*
- **interrogative** sentences to make a **request** or an **offer**. *Can somebody help me, please?* (request)
Would you like something from the supermarket? (offer)

We use **any** and its compounds (**anyone, anybody, anything, anywhere**) in **negative** or **interrogative** sentences. *She didn't go anywhere last night. Is there anything to eat?*

We use **no** (= not any) and its compounds (**no one, nobody, nothing, nowhere**) in **affirmative** sentences with a **negative** meaning. *There is nothing in the fridge. Nobody answered the phone.*

We use **every** and its compounds (**everyone, everybody, everything, everywhere**) in **affirmative, negative** and **interrogative** sentences. *I gave everything to Susan. I looked everywhere for your scarf, but couldn't find it. Is everyone here?*

15 ★★ Complete with *some, any, every, no* compounds.



inbox

outbox

Hi Mark!

Are you doing **1) anything** next Saturday evening? There's a special event at the youth centre and **2) everyone/everybody** in my class is going. Do you want to come with us?

We're all taking **3) something** to eat or drink, and **4) someone/somebody** from the centre is hiring a DJ to play music, so I hope there's **5) somewhere** we can dance, like a dance floor! Plus, the youth leaders are planning a surprise, and **6) no one/nobody** knows what it is! I can't wait to find out!

Let me know if you can come,
Carl

Prepositions of place (*in, on, behind, between, in front of, near, opposite, next to*)



in



on



between



in front of



opposite



next to



behind



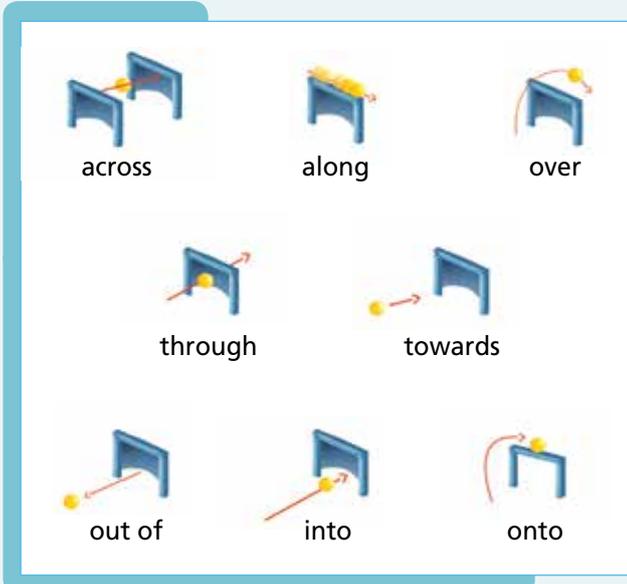
near

16 ★★ Fill in the correct preposition of place.



This is Kate's living room. There are two armchairs, one **1) next** to the other. There is a coffee table **2) in front of** them. The two armchairs are **3) opposite** a big sofa. There are windows **4) behind** the sofa. There is another sofa **5) near** the two armchairs with cushions **6) on** it. It is **7) opposite** the fireplace. The coffee table is **8) between** the sofa and the fireplace. There is a carpet **9) on** the floor. There aren't any pictures **10) on** the walls. There are some shelves **11) behind** the two armchairs with ornaments **12) on** them. There is also a television **13) next** to the fireplace, **14) behind** a lamp. There are many beautiful things **15) in** Kate's living room and it has a great view of the garden.

Prepositions of movement (*across, along, over, through, towards, out of, into, onto*)



17 ★ Choose the correct preposition.



1 John is pushing his bike towards/along the street.



2 Kim is crawling through/over the tunnel.



3 They are walking across/through the street.



4 Linda is getting into/out of the taxi.



5 They are stepping over/onto the platform.



6 They are walking along/over the bridge.

Adjectives/Order of adjectives

Adjectives tell us what something or someone is like. They are the same in the singular and the plural. They come **before** a noun (**a tall building**) or **after** the verb **to be** (**The building is tall.**). When there are two or more adjectives before a noun, they appear as follows:

Opinion	a beautiful
Size	big
Age	new
Shape	▲ triangular, ● round, ■ square, ○ oval
Colour	grey
Origin	French
Material	steel
Noun	tower

We do not usually use more than three adjectives when we describe a noun.

18 ★ Put the adjectives in the correct order.

- Emily is wearing her **silk/long/new** dress.
long, new, silk
- How much is this **red/round/little** alarm clock?
little, round, red
- They live in a **big/Victorian/lovely** house on Green Road.
lovely, big, Victorian
- Look at this **African/beautiful/wooden** bowl.
beautiful, African, wooden
- Felix has got a pair of **black/new/leather** shoes.
new, black, leather

19 ★★ Look at the pictures. Use two adjectives from the list to describe each one.

- old • expensive • rectangular • wooden
- brown • silk • leather • straw



- It's a **brown, leather** briefcase.
- It's an **expensive, silk** scarf.
- It's an **old, straw** hat.
- It's a **rectangular, wooden** picture frame.

Module 1

Present simple

Affirmative	Negative	
	Long form	Short form
I/you walk	I/you do not walk	I/you don't walk
he/she/it walks	he/she/it does not walk	he/she/it doesn't walk
we/you/they walk	we/you/they do not walk	we/you/they don't walk

Interrogative	Short answers
Do I/you walk?	Yes, I/you do ./No, I/you don't .
Does he/she/it walk?	Yes, he/she/it does ./No, he/she/it doesn't .
Do we/you/they walk?	Yes, we/you/they do ./No, we/you/they don't .

- We form the **affirmative** in the third person singular with the **subject** (pronoun or name/noun) + the **main verb** + **-s/-es**. *She watches TV in the evenings.* We form all the other persons in the **affirmative** with the **subject** + the **main verb**. *I walk to school.*
- We form the **negative** of the present simple in the third person singular with the **subject** + **does not/doesn't** + the **main verb** (without **-s/-es**). *She doesn't walk to school.* We form all the other persons in the **negative** with the **subject** + **do not/don't** + **main verb**. *I don't walk to school.*
- We form the third person singular in the **interrogative** with **does** + **subject** + **main verb** (without **-s/-es**). *Does she walk to school?* We form all the other persons in the **interrogative** with **do** + **subject** + **main verb**. *Do you walk to school?*

Spelling (3rd person singular)

- We form the third person singular (*he/she/it*) by adding **-s** to the end of most verbs. *I work – he works*
- We add **-es** to verbs that end in **-ss, -sh, -ch, -x** or **-o**. *I kiss – he kisses, I wash – he washes, I watch – he watches, I mix – he mixes, I go – he goes*
- Verbs ending in a **consonant** + **-y** drop the **-y** and take **-ies**. *I study – he studies, I try – he tries*
- Verbs ending in a **vowel** + **-y** take **-s**. *I play – he plays*

We use the **present simple** to talk about:

- habits/routines. *Tom wakes up every day at 8 o'clock.*
- permanent states or situations. *I work in a bank.*
- programmes and timetables. *We have Maths at 2:30 pm on Tuesdays.*
- general truths and laws of nature. *The grass gets wet when it rains.*
- sports commentaries, reviews and narrations. *Smith puts the ball into the corner of the net!*

Time expressions: *every hour/day/week/month/summer/year etc, usually, always, every morning/afternoon etc, in the morning/afternoon etc, at noon, at night, etc.*

20 ★ Choose the correct item.

- Does/Do** your mum work at the hospital?
- It's Sunday! I **doesn't/don't** go to school today.
- My brother **work/works** as a teacher at a primary school.
- We **plays/play** basketball in the park on Saturdays.
- Do cats and dogs **likes/like** milk?
- The first train **leaves/leave** at 6 am.
- John doesn't **learn/learns** French at school.
- Do/Does** you know Anna?
- They **lives/live** on our street.
- Claire **enjoy/enjoys** Maths and Science.

Adverbs of frequency

We use **adverbs of frequency** to show **how often** something happens. *I usually drink orange juice in the morning.* (How often? Usually.)

Some of these are:

- always** (100%)
- usually** (75%)
- often** (50%)
- sometimes** (25%)
- occasionally** (10%)
- seldom/rarely** (5%)
- never** (0%)

They usually come **before** the **main verb**, but **after** **auxiliary verbs** (*have, do, be*) and **modal verbs** (*can, will, must, etc*). *We might never see each other again.*

21 ★ Tick (✓) the appropriate gap to show the correct position of the adverb of frequency.

- Paula ✓ goes ___ to the shopping centre on Saturdays. (**usually**)
- Don't worry. We ___ can ✓ get another taxi. (**always**)
- Martha ✓ plays ___ tennis with Harry at the weekend. (**sometimes**)
- The train ___ is ✓ late when the weather is bad. (**often**)
- Jane and ___ Paul ✓ go to the gym on foot. (**usually**)
- My dad ✓ forgets ___ things. (**never**)

Present continuous

Affirmative	
Long form	Short form
I am playing you are playing he/she/it is playing we/you/they are playing	I'm playing you're playing he/she/it's playing we/you/they're playing
Negative	
Long form	Short form
I am not playing you are not playing he/she/it is not playing we/you/they are not playing	I'm not playing you aren't playing he/she/it isn't playing we/you/they aren't playing
Interrogative	
Long form	Short answers
Am I playing ...? Are you playing ...? Is he/she/it playing ...? Are we/you/they playing ...?	Yes, I am./ No, I'm not. Yes, you are./ No, you aren't. Yes, he/she/it is./ No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.

We form the present continuous with the verb **to be** and the **main verb + -ing**.

Spelling

- Most verbs add **-ing**. *wear – wearing*
- Verbs ending in **-e** drop the **-e** and add **-ing**. *make – making*
- Verbs ending in **one stressed vowel between two consonants** double the last consonant and add **-ing**. *run – running*
- Verbs ending in a **consonant + vowel + -l** double the **-l** and add **-ing**. *travel – travelling*
- Verbs ending in **-ie** drop the **-ie** and add **-y + -ing**. *lie – lying*

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking.
Amy is walking to the park.
- fixed future arrangements.
I'm flying to Spain tomorrow.
- currently changing and developing situations.
It is starting to rain now.
- with *always, constantly*, etc to express annoyance at actions happening too often.
They are always arguing.

Time expressions: *now, at the moment, at present, tonight, these days, etc.*

22 ★ Complete the sentences using the verbs in the list in the *present continuous*.

- you/chat • watch • come • study • not/cook
- you/go • they/play • not/listen • get
- not/stay

- 1 My sister **is/s studying** for her exams these days.
- 2 I **am/m watching** TV at the moment.
- 3 Naomi, **are you going** to the gym?
- 4 Cassandra **is not/isn't cooking** fish for dinner.
- 5 **Are you chatting** with Tom online, Megan?
- 6 He **is/s always coming** to class late.
- 7 We **are not/aren't staying** at a hotel this summer. We're going camping.
- 8 Where are the children? **Are they playing** outside in the garden?
- 9 Mike **is/s getting** better at playing the guitar.
- 10 I **am/m not listening** to music. I'm doing my homework.

23 ★★ Complete the email with the correct form of the verbs in brackets.

Hi Frank!

1) **Are you coming (you/come)** to my party this Saturday? My family and I 2) **are getting (get)** everything ready right now. My mum 3) **'s making (make)** the cake and my dad 4) **'s preparing (prepare)** a playlist! I 5) **'m helping (help)** my sister decorate the house. My brother 6) **isn't helping (not/help)** at the moment because he 7) **'s studying (study)** for his Maths test tomorrow.

Hope you can come!
Let me know.
Adam

Stative verbs

Stative verbs describe a **state** rather than an action and so do **not** normally have continuous tenses (*want, love, like, prefer, enjoy, believe, think, imagine, know, feel*, etc). **I think coffee tastes great.**

(NOT: ~~I'm thinking coffee tastes great.~~)

Some verbs can be used in continuous tenses when they describe actions and not states, but there is a difference in meaning. **I think France is a beautiful country.** (= I believe) **I'm thinking about travelling to France.** (= I'm considering)

24 ★★ Put the verbs in brackets into the *present simple* or the *present continuous*.

- a You **see** (see) lots of cool exhibits in the museum. (have the ability)

b They **are seeing** (see) the dentist tomorrow. (have an appointment)
- a My sister **has** (have) a cat. (own)

b My brother **is having** (have) a party next Friday. (hold)
- a The cook **is tasting** (taste) the food to see if it needs salt. (try)

b This meal **tastes** (taste) amazing! (the flavour of it is)
- a These flowers **smell** (smell) great. (have the aroma)

b Why **are you smelling** (you/smell) the milk? (sniff)

25 ★★ Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: Where **is she going** (she/go)?

B: To the shops. She usually **goes** (go) shopping on Saturdays.
- A: My brother **lives** (live) in France.

B: Wow! I **am/m thinking** (think) of going there this summer.
- A: **Is Mark visiting** (Mark/visit) his parents next month?

B: Yes, he **travels** (travel) to see them every month.
- A: **Are Rebecca and Claire coming** (Rebecca and Claire/come) to the cinema on Saturday?

B: No, they **aren't coming** (not/ come), I'm afraid.

Present perfect

Affirmative	Negative
I/You have eaten .	I/You haven't eaten .
He/She/It has eaten .	He/She/It hasn't eaten .
We/You/They have eaten .	We/You/They haven't eaten .
Interrogative	Short answers
Have I/you eaten ?	Yes , I/you have ./
Has he/she/it eaten ?	No , I/you haven't .
Have we/you/they eaten ?	Yes , he/she/it has ./
	No , he/she/it hasn't .
	Yes , we/you/they have ./
	No , we/you/they haven't .

We form the **present perfect** with **subject + have/has + past participle**.

We use the **present perfect** for:

- an action which started in the past and continues up to the present. **He has lived in Birmingham all his life.**
- an action which happened at an unstated time in the past, and whose result is visible in the present. In this case, we often use *for* and *since*. **They have known each other for years.**
- experiences. **I have never been to Austria before.**

Note:

- We use **have been** to say that someone went somewhere but has come back. **She has been to Rome twice.** (She has visited Rome, but now she is not there.)
- We use **have gone** to say that someone went somewhere and is still there. **Mary has gone to the library.** (She hasn't come back yet.)

26 ★★ Put the verbs in brackets into the *present perfect*.

- A: I **have not/haven't spoken** (not/spoke) to Jack for two days.

B: He **has/s gone** (go) to Italy. He's coming back next week.
- A: Beth and Susie **have lived** (live) together since they started university.

B: Yes, and they **have've known** (know) each other since they were 10 years old.
- A: **Have you read** (you/read) *Stardust*?

B: No, I haven't, but I **have've seen** (see) the film.
- A: Where **have you been** (you/be)?

B: We **have've just come** (just/come) back from the library.

27 ★ Complete with *have/has been* or *have/has gone*.

- 1 We **have been** to the UK twice.
- 2 Harriet **has gone** to the supermarket. She's coming back in an hour.
- 3 He **has been** abroad three times this year.
- 4 They **have gone** to the café. I don't know when they're coming back.
- 5 I **have been** to the cinema three times this month.

28 ★★ Put the verbs into the *present perfect*. Then put the words in order to form sentences.

- 1 USA/just/to/move/the/Alice
Alice has just moved to the USA.
- 2 to/travel/Peru/He/never
He has never travelled to Peru.
- 3 sleep/tent/I/a/in/twice
I have slept in a tent twice.
- 4 visit/We/that/city
We have visited that city.
- 5 just/She/leave/house/the
She has just left the house.
- 6 live/They/since/in/Sweden/2012
They have lived in Sweden since 2012.
- 7 gym/go/to/She/the
She has gone to the gym.
- 8 Jess/yoga/years/teach/five/for
Jess has taught yoga for five years.

for – since – just – already – never – ever – yet

Time words/phrases used with the present perfect:

- They have been friends for five years.** (= period of time)
He has lived here since 2011. (= starting point of an action)
I've just cooked dinner. (= a short time ago)
I've already fed the dog. (= before now)
I've never eaten Mexican food before. (= at no time)
Have you ever tried snowboarding? (= at any time)
Have you spoken to them yet? (= so far)

29 ★ Complete the sentences. Use: *yet, for, since, just, never, ever, already*.

- 1 I haven't seen that film **yet**.
- 2 Dad's **just** made dinner for everyone and it smells great!
- 3 She's **never** been to Italy; but she'd love to go.
- 4 The Robinsons have lived here **since** 2013.
- 5 Has Gary **ever** tried skiing?
- 6 Penelope and I have been friends **for** four years.
- 7 He has **already** posted the invitations; he did it yesterday morning.

Present perfect continuous

Affirmative	Negative
I/You have been working since 9 o'clock. He/She/It has been working since 9 o'clock. We/You/They have been working since 9 o'clock.	I/You haven't been working since 9 o'clock. He/She/It hasn't been working since 9 o'clock. We/You/They haven't been working since 9 o'clock.
Interrogative	Short answers
Have I/you been working since 9 o'clock? Has he/she/it been working since 9 o'clock? Have we/you/they been working since 9 o'clock?	Yes, I/you have./ No, I/you haven't. Yes, he/she/it has./ No, he/she/it hasn't. Yes, we/you/they have./ No, we/you/they haven't.

We form the **present perfect continuous** with **subject + have/has been + main verb + -ing**.

We use the **present perfect continuous**:

- to emphasise the duration of an action that started in the past, continues up to the present and will continue. **Lucy and Dan have been talking for an hour.**
- for an action which started in the past and may still be going on or may have finished, but the result/effect of the action is visible in the present. **We are so tired. We have been travelling since 8 o'clock this morning.**
- to express anger, irritation, annoyance or criticism. **You're late. I've been waiting here for three hours!**

Note: For verbs which we do not use in continuous forms (*know, hate, want, etc*), we use the present perfect instead. **They've known each other for 13 years.**

Time expressions: *for, since, how long, all day/morning, etc, lately, recently, etc.*

30 ★★ Complete the sentences with the appropriate verb from the list in the *present perfect continuous*.

- study • you/sleep • wait • they/play • use
 - exercise • not/watch • talk
- 1 She is tired. She **has been studying** for her Maths test all night.
 - 2 Judith **has been exercising** in the gym all afternoon.
 - 3 I **have been waiting** for the bus for over an hour.
 - 4 **Have you been sleeping** on the sofa all morning, Ian?
 - 5 They **have been talking** to each other for over two hours.
 - 6 We **haven't been watching** TV, Mum. We are still doing homework.
 - 7 Dad! Ben **has been using** my smartphone again. Tell him not to!
 - 8 **Have they been playing** computer games all morning?

31 ★★ Put the verbs into the *present perfect simple* or the *present perfect continuous*.

- 1 Amelia **has been talking** (talk) about going to Paris for months, but she **hasn't booked** (not/book) a holiday there yet.
- 2 They **have been trying** (try) to find a parking space for 20 minutes, but they still **haven't found** (not/find) one.
- 3 Elliot **has finished** (finish) all his homework and **has been playing** (play) computer games since 1 o'clock.
- 4 I **have been studying** (study) all afternoon and I **haven't had** (not/have) a break yet.
- 5 Dan **has already done** (already/do) his chores and **has been reading** (read) a book for two hours now.
- 6 Emma **has been learning** (learn) how to play the piano for a year, and **has just taken** (just/take) her first exam.
- 7 **Have you seen** (you/see) my passport? I **have been looking** (look) for it for half an hour!

(to-)infinitive/-ing form

We use the **to-infinitive**:

- after the verbs *advise, agree, decide, ask, expect, hope, manage, offer, promise, refuse, plan, seem, want*, etc. **I plan to visit** New York next month.
- with *too/enough*. **I've had enough food to eat**.
- with *would love, would like* and *would prefer*. **I would love to see** the Taj Mahal.
- to express purpose. **She came to collect** the tickets.

We use the **infinitive without to** after:

- modal verbs (*can, could, should, may, might, must*, etc). **She can't come to the phone** right now.
- the verbs *let* and *make*. **Let's go to the cinema**.

We use the **-ing** form after:

- the verbs *admit, appreciate, avoid, consider, continue, delay, deny, risk, suggest, imagine, postpone, forget*, etc. **She suggested staying** at a hotel for the night.
- the verbs *fancy, dislike, enjoy, hate, like, love, prefer* to express general preference. **I enjoy swimming**.
- the expressions *be busy, it's no use, it's (not) worth, there's no point, can't stand, have difficulty (in), have trouble, look forward to*, etc. **There's no point arguing like this** all the time.
- **go** when talking about activities. **I go cycling every Friday**.

32 ★ Choose the correct item.

- 1 I promise **helping/to help** you with your homework.
- 2 I prefer **dancing/to dance** to singing.
- 3 He'd like **to try/try** a new sport.
- 4 He can't stand **listening/to listen** to jazz music.
- 5 Sue's got enough eggs **making/to make** a cake.
- 6 We've decided **booking/to book** a cruise this summer.
- 7 Let's **walk/to walk** to town – it's a lovely day.
- 8 Can you imagine **having/to have** your own business?
- 9 They go **to swim/swimming** at the weekends.
- 10 Your suitcase is too big **taking/to take** on the plane with you.
- 11 Everyone has difficulty **to concentrate/concentrating** when they're tired.
- 12 Do you fancy **coming/to come** to the cinema with us tonight?

33 ★★ Put the verbs in brackets into the correct form.

- 1 I'd like **to visit** (visit) the Maldives.
- 2 We're looking forward to **flying** (fly) to Brazil on Friday.
- 3 You shouldn't **spend** (spend) hours staring at a screen.
- 4 I've decided **to learn** (learn) Spanish.
- 5 You can't avoid **speaking** (speak) to Ellen forever!
- 6 Shopping is OK, but I prefer **going** (go) to the cinema.
- 7 You should offer **to cook** (cook) dinner sometimes.
- 8 I can't stand **waiting** (wait) in a queue for hours!
- 9 I might **invite** (invite) him to my party. I'm not sure yet.
- 10 You've got enough food **to last** (last) you a week! You only need a few sandwiches.
- 11 I appreciate Donna **offering** (offer) to help me.
- 12 I go **jogging** (jog) after school every day.

34 ★★ Put the verbs in brackets into the correct form.



You know her from such films as *Batman vs. Superman* (2016) and *Wonder Woman* (2017). She's Gal Gadot, and she's a very famous actress. When she's not saving the world, she lives a normal life. She goes **1) swimming** (swim) and she loves **2) cooking** (cook) as well. She also enjoys **3) spending** (spend) time with her family. In the future, she plans **4) to go** (go) back to university because she would love **5) to study** (study) Art History. But right now, she just hopes she can **6) give** (give) her children the best life possible!



Module 2

Past simple (Regular/Irregular verbs)

Affirmative	Negative
I/you/he/she/it/we/you/they visited/fell	I/you/he/she/it/we/you/they didn't visit/fall
Interrogative	Short answers
Did I/you/he/she/it/we/you/they visit/fall?	Yes, I/you/he/she/it/we/you/they did./ No, I/you/he/she/it/we/you/they didn't.

- We form the past simple **affirmative** of regular verbs by adding **-ed** to the main verb. **I work – I worked** (For irregular verbs see the list of irregular verbs at the back of the book.)
- We form the **negative** with the **subject** (personal pronoun, noun or name) + **did not/didn't** + **main verb**. **I didn't work yesterday.**
- We form the **interrogative** with **did** + **subject** (personal pronoun, noun or name) + **main verb**. **Did you work yesterday?**

Spelling

- Verbs ending in **-e** add **-d**. **I advise – I advised**
- Verbs ending in a **consonant + -y**, drop the **-y** and add **-ied**. **I try – I tried, I cry – I cried**
- Verbs ending in a **vowel + -y**, add **-ed**. **I play – I played**
- Verbs ending in a **stressed vowel between two consonants**, double the last consonant and add **-ed**. **I stop – I stopped**
- Verbs ending in a **consonant + vowel + -l**, double the **-l** and add **-ed**. **I travel – I travelled**

We use the **past simple** for:

- an action that happened at a definite time (stated or implied) in the past. **We went on holiday to Spain last year.**
- past habits and states. **My dad drove me to school when I was younger.**
- actions that happened one after the other in the past. **It was so windy that a tree fell onto our car and broke the front window.**

Time expressions: yesterday, last week/month, etc, two hours/days/weeks, etc ago, how long ago, in 2005, etc.

35 ★★ Complete the sentences with the verbs from the list in the *past simple*.

- not/know • not/enjoy • grab • give • go
- see • advise

- 1 Frank quickly **grabbed** Susie's bag and **gave** it to her.
- 2 We **didn't know** about the bad weather till we **saw** the forecast.
- 3 We **went** to the opera last night and it was amazing.
- 4 The doctor **advised** her to stay in bed.
- 5 I **didn't enjoy** the film at all. It was very boring.

36 ★★ Put the verbs in brackets into the *past simple* and answer the questions.

- 1 A: **Did you pass (you/pass)** your exam?
B: Yes, I **did**.
- 2 A: **Did Amy call (Amy/call)** you last night?
B: No, she **didn't**.
- 3 A: **Did your family travel (your family/travel)** abroad last year?
B: Yes, we **did**.
- 4 A: **Did Paul get (Paul/get)** a new phone for his birthday?
B: Yes, he **did**.
- 5 A: **Did Sam and Lucy win (Sam and Lucy/win)** the Science competition?
B: No, they **didn't**.

37 ★★★ Complete the text with the correct form of the verbs in brackets.

Inbox
Compose
Trash

Sorry I **1) didn't call (not/call)** earlier but something terrible **2) happened (happen)**. My mum **3) wanted (want)** to go shopping so I **4) went (go)** with her. While we **5) were (be)** at the supermarket we **6) heard (hear)** a loud noise. **'7) Did you hear (you/hear)** that?' my mum asked. Before I could reply, we **8) saw (see)** people running outside. A man **9) screamed (scream)** 'Fire!' and some windows **10) broke (break)**. Luckily, we **11) didn't have (not/have)** any problem getting out of the supermarket. I **12) felt (feel)** so relieved when we finally **13) got (get)** back home.

Send

Past continuous

Affirmative	Negative
I was eating at 6 pm. You were eating at 6 pm. He/She/It was eating at 6 pm. We/You/They were eating at 6 pm.	I wasn't eating at 6 pm. You weren't eating at 6 pm. He/She/It wasn't eating at 6 pm. We/You/They weren't eating at 6 pm.
Interrogative	Short answers
Was I eating at 6 pm? Were you eating at 6 pm? Was he/she/it eating at 6 pm? Were we/you/they eating at 6 pm?	Yes, I was./No, I wasn't. Yes, you were./No, you weren't. Yes, he/she/it was./ No, he/she/it wasn't. Yes, we/you/they were./ No, we/you/they weren't.

We form the **past continuous** with **was/were + verb + -ing**.

We use the **past continuous**:

- for actions in progress at a specific time in the past. **At ten o'clock last night it was snowing heavily.**
- for two or more actions in progress at the same time in the past. **The rain was falling while we were driving home.**
- for a past action in progress (past continuous) when another action interrupted it (past simple). **I was reading a book when the telephone rang.**
- to give background information in a story. **The sun was shining and the birds were singing as I was getting ready for school.**

Time expressions: *while, when, as, all day/night/ morning, etc, at 10 o'clock yesterday morning, etc.*

38 ★★ Put the verbs in brackets into the *past continuous*.

- 1 **Were you waiting (you/wait)** for the bus when it started to rain?
- 2 When Emily arrived, we **were having (have)** dinner.
- 3 Tom **was painting (paint)** his bedroom all day yesterday.
- 4 While Suzie **was listening (listen)** to music, Darren **was playing (play)** computer games.
- 5 They **weren't watching (not/watch)** a film at 9 o'clock last night.
- 6 The sun **was shining (shine)** and a light wind **was blowing (blow)**.

39 ★★ Use the prompts to ask and answer questions, as in the example.

1 Pam/visit/an aquarium/at 6:00/yesterday afternoon – visit an exhibition

A: Was Pam visiting an aquarium at 6:00 yesterday afternoon?

B: No, she wasn't. She was visiting an exhibition.



2 The Andersons/drive/to the station/yesterday morning – ride bikes in the park

A: Were the Andersons driving to the station yesterday morning?

B: No, they weren't. They were riding their bikes in the park.



3 Sam/wash/the dishes/yesterday afternoon – clean the bathroom

A: Was Sam washing the dishes yesterday afternoon?

B: No, he wasn't. He was cleaning the bathroom.



40 ★★ Put the verbs in brackets into the correct form of the **past simple** or the **past continuous**.

Hi Claudia,

I **1** was listening (listen) to the news while I **2** was driving (drive) to work this morning and I **3** heard (hear) about the flood in your village. What **4** were you doing (you/do) at 3 o'clock yesterday afternoon when the rain started? I know you **5** weren't working (not/work) in the city because Wednesday is your day off. According to the news report, the rain **6** was falling (fall) all afternoon, and last night most of the houses in the village **7** had (have) water in the downstairs rooms. What about yours? They **8** didn't say (not/say) anything about your street on the news this morning. **9** Did the water get (the water/get) inside your home?

If you need to, you can come and stay with me. I **10** finished (finish) decorating my spare room last week so everything is ready for you! Let me know how you're doing.

Take care,

Nick

Send

used to – would

Affirmative	I/You/He/She/It/We/You/They used to play tennis.
Negative	I/You/He/She/It/We/You/They didn't use to play tennis.
Interrogative	Did I/you/he/she/it/we/you/they use to play tennis?
Short Answers	Yes , I/you/he/she/it/we/you/they did ./ No , I/you/he/she/it/we/you/ they didn't .

We use **used to/would** to talk about repeated actions in the past that no longer happen. **He used to/would stay up late in the evening.**

We use **used to** to talk about past states. **He used to live/lived in Naples.** (NOT: ~~He would live in Naples.~~) **BUT He moved to Milan last May.** (NOT: ~~used to move/would move~~) – the action happened at a definite time in the past.

41 ★★ Write sentences about what Jenny **used to/didn't use to do** when she was younger, as in the example. When can we use **would**?

- walk to school ✓
Jenny used to walk to school. (can use would)
- live at 24 Kensington Road ✓
Jenny used to live at 24 Kensington Road.
- play the violin ✗
Jenny didn't use to play the violin.
- meet her friends after school ✓
Jenny used to meet her friends after school. (can use would)
- love going to the cinema ✓
Jenny used to love going to the cinema.
- surf the Internet ✗
Jenny didn't use to surf the Internet.

Subject/Object questions

Subject questions ask about the subject of the sentence; that is, when we want to find out who or what did something. These questions usually begin with the words **who**, **what** or **which**. The word order is the same as in statements.

Peter called Anna.

↓
Who called Anna?

Object questions ask about the object of the sentence. These questions usually begin with the words **who**, **what** or **which**. The verb is in question form.

Peter called Anna.

←
Who did Peter call?

Compose
Inbox
Trash

42 ★★ Form questions with the words in brackets and underline the answer in the statement, as in the example.

- The red bike belongs to Tom. (which)
Which bike belongs to Tom?
- Jane opened the front door. (who)
Who opened the front door?
- Paul and Claire bought a new car. (what)
What did Paul and Claire buy?
- Laura lost Michael's keys. (who)
Who lost Michael's keys?
- We made some sandwiches. (what)
What did we make?
- He drove his sister home. (who)
Who did he drive home?
- My team won the cup. (which)
Which team won the cup?
- Riley booked a river cruise. (who)
Who booked a river cruise?
- They chose the black puppy. (which)
Which puppy did they choose?
- Fay started a travel blog. (what)
What did Fay start?

Past perfect

Affirmative	I/You/He/She/It/We/You/They had left .
Negative	I/You/He/She/It/We/You/They hadn't left .
Interrogative	Had I/you/he/she/it/we/you/they left?
Short Answers	Yes , I/you/he/she/it/we/you/they had ./ No , I/you/he/she/it/we/you/they hadn't .

We form the **past perfect simple** with **had + past participle**.

We use the **past perfect** for:

- an action that happened before another past action or before a stated time in the past. **We had driven to a safe place before the storm hit.**
- an action which finished in the past and whose result was visible in the past. **She was pleased she had finished her work early that morning.**

Time expressions: *before, already, after, for, since, just, till/until, by, by the time, never, etc.*

43 ★★ Use the prompts to say what happened to each person, as in the example.

- She/not walk – break leg
She couldn't walk because she had broken her leg.
- Ben/not move foot – twist ankle
Ben couldn't move his foot because he had twisted his ankle.
- Cynthia/not do homework – forget books
Cynthia couldn't do her homework because she had forgotten her books.
- David and Tanya/not open the door – lose key
David and Tanya couldn't open the door because they had lost the key.
- He/not stand up – hurt back
He couldn't stand up because he had hurt his back.
- She/not drive car – it/break down
She couldn't drive the car because it had broken down.
- We/not bake cake – not buy ingredients
We couldn't bake a cake because we hadn't bought the ingredients.
- They/not take dog for walk – lose lead
They couldn't take the dog for a walk because they had lost the lead.

Past perfect continuous

Affirmative	I/You/He/She/It/We/You/They had been working .
Negative	I/You/He/She/It/We/You/They hadn't been working .
Interrogative	Had I/you/he/she/it/we/you/they been working ?
Short Answers	Yes , I/you/he/she/it/we/you/they had ./ No , I/you/he/she/it/we/you/they hadn't .

We form the **past perfect continuous** with **had + been + verb + -ing**.

We use the **past perfect continuous**:

- to put emphasis on the duration of an action which happened before another past action or before a stated time in the past. **It had been snowing for some time before we decided to leave.**
- for an action which lasted for some time in the past and whose result was visible in the past. **Everything was wet. It had been raining for many hours.**

Time expressions: *for, since, how long, before, until, etc.*

44 ★★ Put the verbs in brackets into the *past perfect continuous*.

- 1 Matthew **had been running** (run) in the park for an hour before it started to rain.
- 2 I **had been reading** (read) my book all evening.
- 3 They **had been driving** (drive) for over three hours and still hadn't seen anyone.
- 4 The plane **had been flying** (fly) for ten minutes when the pilot realised something was wrong.
- 5 We **hadn't been walking** (not/walk) for very long when the snow began to fall.
- 6 How long **had you been waiting** (you/wait) at the bus stop when the accident happened?

45 ★ Choose the correct item.

- 1 They **had been evacuating/had evacuated** the town hours before the tsunami hit.
- 2 The firefighters **had tried/had been trying** to put out the wildfire all afternoon, but without success.
- 3 The rescuers **had been working/had worked** all day and all night to find survivors when they decided to rest.
- 4 He **had already been rescuing/had already rescued** two people from the burning building before the emergency services arrived.

46 ★★ Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- 1 They **had all left** (all/leave) by the time he arrived at the party.
- 2 We **had been waiting** (wait) for the train for three hours when it arrived.
- 3 Kim **had never tried** (never/try) Mexican food before.
- 4 How long **had you been studying** (study) French before you visited France?
- 5 Frank **had been looking** (look) for his keys for hours before he found them under the table.
- 6 Sue **had already read** (already/read) that book before Jessica gave her it as a present.
- 7 I **had been working** (work) in that company for five years when I got a promotion.
- 8 She **had already booked** (already/book) the tickets for the concert when I called her.

Clauses of result

Clauses of result are used to express the result of an action. They are introduced with:

- **so + adjective/adverb ... that** We had to drive **so slowly** through the fog **that** we arrived late.
- **such a/an + adjective + singular countable noun ... that** The thunder made **such a loud noise** **that** it woke the cat.
- **such + adjective + plural countable/uncountable noun ... that** The firemen were **such brave men** **that** everyone thanked them for saving us.

47 ★ Complete with *so, such, such a/an*.

- 1 There was **such a** loud noise coming from the room next door that I couldn't study.
- 2 They ran **so** fast that they caught the bus.
- 3 It was **such a** hot day that a wildfire started in the forest.
- 4 They did **such** great work for us that we were all thankful.
- 5 I was **so** happy when the rescue boat arrived that I couldn't stop smiling.
- 6 It was **such an** amazing book that I didn't want to stop reading it.

-ing/-ed adjectives

- **-ing adjectives** describe what something is/was like. The story was **amusing**. (What was the story like? Amusing.)
- **-ed adjectives** describe how someone feels/felt. We **were terrified**. (How did we feel? Terrified.)

48 ★ Complete the sentences with the adjectives.

excited/exciting

- 1 I was so **excited** when Dad told me we were going to the festival on Saturday!
- 2 It was so **exciting** to finally meet my favourite singer at the festival!

bored/boring

- 3 I'm **bored** with this show!
- 4 It was a **boring** film.

surprised/surprising

- 5 The ending of the play was **surprising**.
- 6 Ann was **surprised** to see me.

Module 3

will

Form: will + main verb	
Affirmative	Negative
I/You/He/She/It/We/You They will /’ll travel.	I/You/He/She/It/We/You/ They will not /won’t travel.
Interrogative	Short answers
Will I/you/he/she/it/ we/you/they travel?	Yes , I/you/he/she/it/we/you/ they will ./ No , I/you/he/she/it/we/you/ they won’t .
We use will for:	
<ul style="list-style-type: none"> on-the-spot decisions. It’s cold in here. I’ll close the window. predictions about what we think, believe or imagine with the verbs think, believe, hope, know, expect and the expressions be sure, be afraid. I hope there won’t be any more floods this year. promises, warnings, hopes and offers. We will come and see you next month. 	
Time expressions: <i>tomorrow, next week/month/year, in a few days/weeks/months/years, etc.</i>	

49 ★ Fill in **will** or **won’t**.

- I promise I **will** call you when I get home.
- I’m cold. I **will** turn the heating on.
- Finish your homework. You **won’t** go out with your friends until it’s done.
- Will** we all speak the same language in the future?
- I’ve got a terrible headache. I **won’t** go to school today.

50 ★★ Put the verb in brackets into the correct form of **will**.

- The lights aren’t working. **Will you call (you/call)** the electrician?
- In the future, I hope there **won’t be (not/be)** any more wars.
- Don’t worry! I know you **will/’ll pass (pass)** the exam.
- I’m afraid Laura **won’t come (not/come)** if Amy is here. They’ve had an argument.

be going to

Form: be + going to + main verb	
Affirmative	Negative
I am/’m going to try . He/She/It is/’s going to try . We/You/They are/’re going to try .	I am not/’m not going to try . He/She/It is not/isn’t going to try . We/You/They are not/aren’t going to try .
Interrogative	Short answers
Am I going to try? Is he/she/it going to try? Are we/you/they going to try?	Yes, I am./No, I’m not. Yes, he/she/it is./No, he/she/it isn’t. Yes, we/you/they are./No, we/you/they aren’t.
We use be going to for:	
<ul style="list-style-type: none"> future plans and intentions. I’m going to fly to Panama next month. future predictions based on what we see or know. The weatherman says it’s going to rain later. 	
Time expressions: <i>in a little while, tomorrow, the day after tomorrow, in two/three, etc days’ time, next week/month/year, tonight, soon, this evening, in a week/month/year, etc.</i>	

51 ★ Put the verbs in brackets into the correct form of **be going to**.

- A: Look at the clouds! It **is/’s going to rain (rain)**.
B: Never mind. We’re not going out.
- A: **Are you going to stay (you/stay)** with your cousins next summer?
B: No, I’m not. I **am/’m going to go (go)** on a road trip with my dad.
- A: **Is Anna going to volunteer (Anna/volunteer)** at the animal shelter next year?
B: Yes, she **is**. She **is/’s going to look after (look after)** the dogs.
- A: We **are/’re not going to book (not/book)** a winter holiday this year.
B: Why not? **Are you going to visit (you/visit)** your relatives instead?
- A: Look at those workmen carrying that heavy pipe.
B: Oh my goodness! They **are going to drop (drop)** it!
- A: **Is Ben going to work (Ben/work)** for his uncle when he finishes school?
B: No, he **isn’t**. He **is/’s going to study (study)** Marketing.

52 ★★ Complete the gaps with *will* or *be going to* in the correct form.

- A: Look at that dark sky!
B: Yes, there **is/’s going to** be a storm!
- A: It’s getting a little warm in here.
B: I **will/’ll** open a window.
- A: What would you like to have for lunch?
B: I think I **will/’ll** have a salad and some pasta.
- A: What do you want to do after the exams finish?
B: I’ve already made plans. I **am/’m going to** travel abroad.
- A: What are you planning to do this weekend?
B: Well, Julie and I **are going to** go to the Cotswolds.
- A: I’m so worried about my driving test.
B: I’m sure you **will/’ll** be fine!

Present simple – Present continuous (future meaning)

Present simple (future meaning)

We use the **present simple** with a future meaning for timetables and programmes. **The train leaves at 9:00.**

Present continuous (future meaning)

We use the **present continuous** for fixed arrangements in the near future. **Tom is catching the train to Italy at 9:00 tomorrow morning.**

53 ★ Choose the correct item.

- The train to Birmingham **is leaving/leaves** at 2:30 pm from platform 2.
- We **are watching/will watch** a film at 7:30 at the cinema. Do you want to join us?
- Just look at all that snow! It **is going to be/will be** really cold.
- I hope they **aren’t going to get/won’t get** lost in the fog.
- I **will apply/am going to apply** for the post I read about online yesterday.
- He **will come/is coming** to the concert this weekend.

Future Continuous

Form: will be + verb + -ing	
Affirmative	Negative
I/You/He/She/It/We/You They will/’ll be working.	I/You/He/She/It/We/You/They will not/won’t be working.
Interrogative	Short answers
Will I/you/he/she/it/ we/you/they be working?	Yes, I/you/he/she/it/we/you/ they will./ No, I/you/he/she/it/we/you/ they won’t.
We use the future continuous for:	
<ul style="list-style-type: none"> an action which will be in progress at a definite time in the future. Next Monday I’ll be working in my new office. an action which will definitely happen in the future as a result of a routine or an arrangement. I’ll be going to the market in the morning – do you want anything? 	
Time expressions: <i>this time tomorrow, at one o’clock tomorrow, three hours from now, later, etc.</i>	

54 ★★ Put the verbs in brackets into *future continuous*.

- Mum **will be cooking (cook)** dinner at 5:30.
- In a month’s time, Claire and I **will be lying (lie)** on a beach in the sun.
- Will Dan be waiting (Dan/wait)** for you when you get off the plane?
- She **will not/won’t be attending (not/attend)** the lecture at 11 o’clock tomorrow. She’s got a meeting.
- We **will/’ll be arriving (arrive)** at the airport this time tomorrow.
- This time tomorrow Jenny **will be skiing (ski)** in the mountains.
- Don’t call John tomorrow. He **will/’ll be working (work)** all day.
- Will you be watching (you/watch)** the news at 8 o’clock tonight?
- I **will/’ll be exercising (exercise)** at the gym three hours from now.
- At 4 o’clock tomorrow, I **will/’ll be getting (get)** ready to go to the festival.
- They **will not/won’t be coming (not/come)** at 7 o’clock. They have to wait for the babysitter.
- Will she be doing (she/do)** her presentation at noon tomorrow?

55 ★★ Put the verbs in brackets into the correct future form.

Calling all Year 12 students! What does the future hold for you?

This time next year, you **1) will be leaving (leave)** school – but have you thought about your plans? **2) Are you going to apply (you/apply)** to university? **3) Are you going to travel (you/travel)** the world? The future seems far away, but it's getting closer every day!

Five years from now, **4) will you be sitting (you/sit)** in front of a screen in a boring office, or **5) will you be doing (you/do)** your dream job? We're sure that each and every one of you **6) will succeed (succeed)** – but only if you have the tools to follow your dreams.

That's why, on Monday, we **7) are giving (give)** everyone in Year 12 a chance to join our Students of Success Workshop. The workshop **8) begins (begin)** at 9 am in the Main Hall and lasts all day. We know it **9) will teach (teach)** you the skills you need to succeed!

***So what are you waiting for?
Invest in your future – invest in yourself!***

WHAT
WILL I DO?



Conditionals (0-3)

Zero conditional (type 0)

Form: *if/when + present simple → present simple*
If you touch fire, you get a burn.

Use: We use the **zero conditional** for general truths and laws of nature. We also use it to give instructions and advice.

Note: We separate the two clauses with a comma when the if-clause is before the main clause.

If it gets too cold, water freezes.

BUT *Water freezes if it gets too cold.*

First conditional (type 1)

Form: *if/when + present simple → will/can/may/might + infinitive without to*

If he doesn't arrive soon, he'll miss the train.

Use: We use the **first conditional** to talk about a possible or probable situation in the present or future. We also use it to make promises and offers.

Note: unless = if not *I won't go to the park unless it stops raining. (If it doesn't stop raining, I won't go to the park).*

Second conditional (type 2)

Form: *if + past simple → would + infinitive without to*
If I had more time, I would stay for a while.

Use: We use the **second conditional** to talk about an imaginary situation, contrary to facts, in the present. We also use it to give advice.

If I were you, I would wear the red dress tonight.

Third conditional (type 3)

Form: *if + past perfect → would have + past participle*
If I had taken a taxi, I wouldn't have missed my flight.

Use: We use the **third conditional** to talk about an imaginary situation, contrary to facts, in the past.

56 ★ Write zero conditionals.

- 1 you mix blue and red (**you/get purple**)
If/When you mix blue and red, you get purple.
- 2 it not rain (**grass/not grow**)
If/When it doesn't rain, grass doesn't grow.
- 3 you heat ice (**it/melt**)
If/When you heat ice, it melts.
- 4 people not eat (**they/get hungry**)
If/When people don't eat, they get hungry.
- 5 water freeze (**it/become ice**)
If/When water freezes, it becomes ice.

57 ★ Use the prompts to make first conditionals, as in the example.

- 1 we/turn off the lights – we/save electricity
If we turn off the lights, we will save electricity.
- 2 train/not arrive soon – I/be late
If the train doesn't arrive soon, I will be late.
- 3 the weather/be bad tomorrow – we/not have a barbecue
If the weather is bad tomorrow, we won't have a barbecue.
- 4 I/miss your phone call – I/call you back
If I miss your phone call, I will call you back.
- 5 Luke/have time – he/clean the kitchen
If Luke has time, he will clean the kitchen.

58 ★ Put the verbs in brackets into the correct tense to form second or third conditionals.

- 1 If I didn't have a headache, I **would go (go)** swimming.
- 2 If he **hadn't left (not/leave)** his phone at home, he would have called us.
- 3 They would have paid if they **had had (have)** enough money.
- 4 If we had a big house, we **would invite (invite)** lots of people to the party.
- 5 If she had studied more, she **would have known (know)** the answer.

59 ★★ Put the verbs in brackets into the correct tense.

- 1 We **would have visited (visit)** more nature reserves if we had had time.
- 2 If we hadn't cut down so many trees, we **wouldn't have lost (not/lose)** so many species.
- 3 When you destroy plant life, animals **disappear (disappear)** as well.
- 4 Sue **won't leave (not/leave)** her job unless she can find a better one.
- 5 If it starts raining, I **won't go (not/go)** home.
- 6 If I were you, I **would join (join)** the environmental organisation.

Wishes

Form	Example	Use
I wish/If only + past simple	I wish I had a bigger house.	to express what we would like to be different in the present
I wish/If only + past perfect	I wish I hadn't eaten so much.	to express regret about something that happened or didn't happen in the past

Notes: *If only* is used exactly the same way as *wish*, but it is more emphatic. We can use **were** instead of **was** after *wish* and *if only* in all persons. I **wish I were taller.**

60 ★★ Rewrite the sentences, as in the example.

- 1 I don't have a new smartphone.
I **wish/If only I had a new smartphone.**
- 2 I shouldn't have gone to bed so late.
I **wish/If only I hadn't gone to bed so late.**
- 3 I want to be better at sport.
I **wish/If only I were better at sport.**
- 4 Michelle wants to go abroad this summer, but she can't.
Michelle **wishes she could go abroad this summer./If only Michelle could go abroad this summer.**
- 5 We didn't study for our exams.
We **wish/If only we had studied for our exams.**
- 6 My parents didn't let me go to the concert.
I **wish/If only my parents had let me go to the concert.**
- 7 I don't have time to play computer games.
I **wish/If only I had time to play computer games.**
- 8 I lost my brother's MP3 player.
I **wish/If only I hadn't lost my brother's MP3 player.**
- 9 My stomach hurts.
I **wish/If only my stomach didn't hurt.**
- 10 I was rude to my friend.
I **wish/If only I hadn't been rude to my friend.**
- 11 Luke broke his tablet.
Luke **wishes he hadn't broken his tablet/If only Luke hadn't broken his tablet.**
- 12 They don't have a car.
They **wish/If only they had a car.**

Module 4

The passive

	Active	Passive
Present simple	Sue types the letters.	The letters are typed by Sue.
Present continuous	Sue is typing the letters.	The letters are being typed by Sue.
Past simple	Sue typed the letters.	The letters were typed by Sue.
Past continuous	Sue was typing the letters.	The letters were being typed by Sue.
Future simple	Sue will type the letters.	The letters will be typed by Sue.
Present perfect	Sue has typed the letters.	The letters have been typed by Sue.
Past perfect	Sue had typed the letters.	The letters had been typed by Sue.
Modal verbs	Sue must type the letters.	The letters must be typed by Sue.
Infinitive	Sue needs to type the letters.	The letters need to be typed by Sue.

Form: to be + past participle of main verb

We use the **passive** when:

- the person who did the action is unknown, unimportant or obvious. **The windows were cleaned yesterday.**
- the action is more important than the person who did it. **The lions will be studied by a biologist.**

	subject	verb	object
Active	Leonardo da Vinci	Painted	the <i>Mona Lisa</i> .
Passive	The <i>Mona Lisa</i>	was painted by	Leonardo da Vinci.

Changing from active to passive

- The **object** of the active verb becomes the **subject** in the passive sentence.
- The **active verb** changes into a **passive form**. (**to be + past participle**)
- The **subject** of the active verb becomes the **agent**.
- The agent is introduced with **by + person**, **with + object/instrument** or it is omitted.

by + person who does the action (the agent) **The emails are written by Megan.**

with + instrument/material/ingredient **The picture was taken with a camera.**

61 ★ Rewrite the sentences in the passive voice, as in the example.

- Thousands of people visited the festival.
The festival was visited by thousands of people.
- Lots of celebrities will attend the performance.
The performance will be attended by lots of celebrities.
- Ben has taken all the rubbish to the recycling centre.
All the rubbish had been taken to the recycling centre by Ben.
- Patrick is driving the girls to the festival.
The girls are being driven to the festival by Patrick.
- They have released the tiger cubs into the wild.
The tiger cubs have been released into the wild.
- Corina was organising a trip to France.
A trip to France was being organised by Corina.

62 ★ Complete with *by* or *with*.

- The fireworks were seen **by** everyone.
- The cakes had been made **with** coconut.
- The house was being decorated **by** Marie.
- The posters were printed **with** special ink.

63 ★★ Put the verbs in brackets into the correct passive tense.

Robbery on Penny Lane!

Yesterday afternoon, over a hundred pieces of expensive jewellery **1) were stolen (steal)** from Mort's Jewellery Shop on Penny Lane. Three men burst into the shop at around 3:15 and forced Mr Mort to hand over gold necklaces and diamond rings. They escaped in a dark blue van and **2) were last seen (last/see)** driving through the town at high speed.

Although the identity of the three criminals **3) is not known (not/know)**, the police are sure that they **4) will be caught (catch)** very soon. Pictures from the shop's CCTV camera **5) have already been published (already/publish)** in local newspapers and, at the moment, witnesses **6) are being questioned (question)** by the police.

A new alarm system **7) is being installed (install)** at Mort's Jewellery Store later today. "I'm not taking any chances," Mr Mort told The Daily News. "Security at the shop must **8) be improved (improve).**"

a/an – the – one/ones

- We use **a/an** with singular countable nouns when we talk about them in general. **He asked for a cup of tea.**
- We use **the** with countable or uncountable nouns when we talk about something specific; that is, when the noun is mentioned for a second time or is already known. **I have a book in my bag. The book is very heavy.**
- We also use **the** with the names of: **rivers (the Seine), seas (the Red Sea), oceans (the Atlantic Ocean), mountain ranges (the Alps), deserts (the Sahara), groups of islands (the Channel Islands), museums/art galleries (the Louvre), unique landmarks (the Eiffel Tower), cinemas/theatres (the Plaza), musical instruments (the guitar) and dances (the waltz).**
- We **don't use the** with the names of: **countries (Italy), cities (Paris), parks (Hyde Park), mountains (Mount Everest), individual islands (Cyprus), lakes (Lake Victoria), continents (Africa), streets (Henry Street), months (February) and celebrations (Halloween).**
- We use **one** in the singular and **ones** in the plural to avoid repeating a noun, when it is clear what we mean. **There are some biscuits on the table. Do you want one?**

64 ★ Complete with *a, an, the, one* or *–*.

- 1 We went to **a** great party last night.
- 2 I've always wanted to sail around **the** Pacific Ocean or go hiking in **the** Alps.
- 3 My parents flew to **–** Sicily last month.
- 4 Emily has a lot of photos from her trip to **–** Europe.
- 5 Which is your car? The blue or the red **one**?
- 6 Beatrice bought **a** new dress at the clothes shop earlier.
- 7 They waited for over **an** hour for the music to start.
- 8 We're going on holiday to **–** Rome next month.
- 9 Wow! **The** Statue of Liberty is amazing!
- 10 **–** Hogmanay is the Scottish celebration of the New Year.

Relative pronouns/Relative clauses

Relative pronouns introduce relative clauses.

People: who/that **This is Mike who you met at Alicia's party last month.**

Things/Animals: which/that **We had ice cream, which is my favourite dessert.**

Places: where **I know a restaurant where they serve amazing food.**

Possession (people, things and animals): whose **There's the boy whose dad is a doctor.**

A defining relative clause gives necessary information that is essential to the meaning of the main sentence. The relative pronouns cannot be omitted and we do not put the clause in commas.

The festival that we went to was amazing!

A non-defining relative clause gives extra information that is not essential to the meaning of the main sentence. We put it in commas. We do not use **that**. **Michelle, who I work with, is going to the theatre tomorrow.**

65 ★ Complete the gaps with *who, which/that* or *whose*.

- 1 Susan is the girl **whose** parents work at the theatre.
- 2 There's the band **which/that** is missing a guitarist.
- 3 Leo, **whose** brother plays the piano, is joining us later.
- 4 My dad, **who** was born in France, can speak English very well.
- 5 Our car, **which** is only two years old, broke down yesterday.

66 ★★ Join the sentences. Use the words in brackets. Put commas where necessary.

- 1 This is my uncle Dan. He is working at the library. **(who)** **This is my uncle Dan, who is working at the library.**
- 2 This is my new smartphone. I bought it yesterday. **(which)** **This is my new smartphone, which I bought yesterday.**
- 3 Paris is a beautiful city. People can see and do a lot of things there. **(where)** **Paris is a beautiful city where people can see and do a lot of things.**
- 4 Mr Burns is a famous author. His son is in my class. **(whose)** **Mr Burns, whose son is in my class, is a famous author.**

Comparative – Superlative

	adjective	comparative	superlative
short adjectives	tall fast big short	taller faster bigger shorter	the tallest the fastest the biggest the shortest
-y adjectives	easy	easier	the easiest
longer adjectives	dangerous inexpensive	more dangerous more inexpensive	the most dangerous the most inexpensive
irregular adjectives	good bad many/much little	better worse more less	the best the worst the most the least

- We use the **comparative** form to compare two people, animals, places, things or objects. *This festival is **more famous** than that one.*
- We use the **superlative** form to compare one person, animal, place, thing or object with two or more people, animals, places, things or objects. *St Patrick's Day is **the biggest** celebration in Ireland.*

Form

- With one-syllable or two-syllable adjectives, we form the comparative by adding **-er** and the superlative by adding **-est**. *small – smaller – the smallest*
- With two-syllable adjectives or adjectives of more than two syllables, we form the comparative with **more** and the superlative with **the most**. *intelligent – more intelligent – the most intelligent*
- Some adjectives of two syllables, like *clever, narrow, gentle, friendly*, etc, form the comparative and superlative with **-(i)er/-(i)est** or with **more/the most**. *friendly – friendlier – the friendliest* or *friendly – more friendly – the most friendly*

Spelling

- To adjectives of one syllable ending in **-e**, we add **-r** in the comparative and **-st** in the superlative. *wide – wider – the widest*
- To adjectives of one syllable ending in a **vowel + consonant**, we **double the final consonant** and add **-er/-est**. *big – bigger – the biggest*
- To adjectives of one or two syllables ending in **-ly** or **-y**, we change **y** to **i** and add **-er/-est**. *funny – funnier – the funniest*

Types of comparisons

- **adjective + -er + than + noun** *The museum is **older than the library**. It's **noisier here than in the village**. The museum is **bigger than the gallery**.*
- **the + adjective + -est + noun + off/in** *The Pacific Ocean is **the deepest ocean of all**. Which is **the noisiest city in the world**? The mall is **the biggest building in the city**.*
- **as ... as**: for two people, animals, things that are the same. *Saving tigers is **just as important as saving lions**.*
- **not so/as ... as**: for two people, animals, things that aren't the same. *This picture is **not as beautiful as that one**.*
- **more/less + adjective + than + noun** to express the difference between two people or things. *This show is **more interesting than the earlier show**.*
- **the + least + adjective + noun + off/in** to compare one person or thing with two or more people or things of the same group. *This is **the least expensive hotel in Canada**.*
- **much/a lot/a little/a bit + comparative** to express the degree of difference between two people or things. *It's **a bit more crowded in here than outside**.*

too – enough

- **too + adjective**: for something that is more than we want or need. *The band is **too loud**.*
- **adjective + enough**: for something that is as much as we want or need. *I think these shoes are **big enough** for me.*

67 ★ Choose the correct item.

- 1 Ben is **younger/the youngest** in our family.
- 2 Sue is **shorter/more short** than her sisters.
- 3 Those red shoes are **the most expensive/more expensive** than the black ones.
- 4 My dad is **more intelligent/the most intelligent** person I know.
- 5 Their house is **bigger/the biggest** in the neighbourhood.
- 6 Mrs Evans is **better/the best** teacher I've ever had!
- 7 Tony finds Maths **more easy/easier** than languages.
- 8 Mr Franks gives us the **least/less** homework of all the teachers.
- 9 Is Canada the **larger/largest** country in the world?
- 10 I think rugby is **more/most** dangerous than football.

68 ★★ Complete the gaps with the *comparative* or the *superlative* form of the adjectives in brackets.

Glastonbury Festival is one of 1) **largest (large)** and also one of 2) **the most famous (famous)** music festivals in the world. It's an international festival with musicians and bands from around the world, such as Radiohead, the Foo Fighters and many more. But if you think Glastonbury is a little bit 3) **more crowded (crowded)** than other festivals, then why not go to Reading Festival? It is 4) **smaller (small)** than Glastonbury and may not be as 5) **popular (popular)** as 6) **the biggest (big)** festival in the UK, but it is a lot 7) **cheaper (cheap)**. Whatever your choice, this year is looking like it's going to be 8) **the best (good)** year yet for festival-goers all round.



69 ★ Complete with *too*, *enough*, *as* or *so*.

- 1 Nick's jacket is **too** small; he needs to get another one.
- 2 Their new singer isn't **as/so** good as their old one.
- 3 The car is big **enough** for five people.
- 4 The sequel is **as** exciting as the first film.
- 5 The rain is **too** heavy. We'll have to cancel the concert.
- 6 John's not so tall **as** his brother.

Module 5

Modals

Permission (*can/could/may*)

Can I borrow your phone? (Is it OK if ...? – informal)

Could I use your computer? (Am I allowed to ...? – formal/polite)

You can enter the room. (You have permission to.)

Requests (*Can/Could/Would you ...?*)

Can you help me? (Are you willing to?)

Possibility (*could/may/might*)

It could/may/might rain later. (It's a possibility.)

Obligation (*must/have to*)

We must do our homework. (We are obliged to. We say so.)

I have to wear a uniform at school. (I'm obliged to. It's the rule. The headteacher says so.)

Prohibition (*mustn't*)

You mustn't run in the corridors. (It's prohibited. You are not allowed to.)

Necessity/Lack of necessity (*have to/need to*)

You have to/need to exercise for at least half an hour. (It's necessary.)

You don't have to/need to go to the gym every day. (It's not necessary.)

Advice/Recommendation (*should/ought to*)

You should eat more fruit. (I advise you to.)

Offers (*shall/can*)

Shall/Can I take your coat? (Do you want me to ...?)

Ability (*can/be able to*)

He can/is able to run very fast. (He has the ability to – general ability)

70 ★ Choose the correct modal.

- A: Which dress do you think is better, the red or the blue one?
B: I think you **could/need to/should** wear the red one.
- A: What else do I **need to/ought to/must** know about using this equipment?
B: The most important thing is the emergency stop button here.
- A: This bag of sports equipment is really heavy.
B: **Could/Should/May** I help you with it?
- A: Remember, you **needn't/mustn't/shouldn't** run near the pool.
B: I know. I read the rules on a sign in the changing rooms.
- A: Ken is a great cricket player.
B: Yes, he **has to/can/could** hit the ball really far.
- A: Hey, Kate, I'm not sure but our match **must/should/might** be cancelled later.
B: Really? Why is that?

71 ★★ Use the modal verbs to rewrite the sentences.

- can • mustn't (x2) • need • have to • might
- should • shall

- You **aren't allowed to** enter this area.
You mustn't enter this area.
- I'm **obliged to** pay a membership fee.
I have to pay a membership fee.
- Are you willing to** you pass me the ball?
Can you pass me the ball?
- It's necessary for you to** put all the equipment you used back.
You need to put all the equipment you used back.
- There's a possibility that they will** win the game.
They might win the game.
- It's a good idea to** drink a lot of water when you exercise.
You should drink a lot of water when you exercise.
- It's prohibited to** eat in the library.
You mustn't eat in the library.
- Do you want me to** help you with the chores?
Shall I help you with the chores?

Past modals

Obligation (*had to*)

We **had to** train hard for the match on Saturday.
(We were obliged to.)

Necessity/Lack of necessity (*had to/didn't have to*)

She **had to** relax and stay in bed all day. She had a terrible headache. (It was necessary.)

Joe **didn't have to** see the doctor. (It wasn't necessary.)

Ability (*could/was able to*)

Fiona **could** dance well when she was young. (general ability in the past)

Even though there was a lot of traffic, Tom **was able to** get to school on time. (specific ability in the past)

72 ★ Complete the sentences. Use the past modals in the list. Which sentences are about *general ability in the past?* *specific ability in the past?* See Answer Section

- wasn't able to • could • was able to
- couldn't

- My granddad _____ run really fast when he was younger. He won a lot of races.
- I had a bad headache last Tuesday, so I _____ go on the school trip.
- Joe practises aikido every day, which is why he _____ win the competition last month.
- Susan _____ speak French when she was a child. She learnt the language as a teenager.

73 ★ Complete the sentences with *had to/didn't have to*.

- James and Tim **had to** stop playing outside because it was getting dark.
- Ray **had to** take medicine three times a day until his toothache got better.
- We **didn't have to** cook dinner last Friday because Mum ordered pizza.
- Alice **had to** visit the hospital when she cut her hand because she needed stitches.
- I **didn't have to** wash the car last weekend because Dad took it to the car wash.
- Thanks, but you **didn't have to** pick me up in the car yesterday. I don't mind taking the bus.

The Causative

	Active	Passive
Present simple	She cleans the house.	She has the house cleaned .
Present continuous	She is cleaning the house.	She is having the house cleaned .
Past simple	She cleaned the house.	She had the house cleaned .
Past continuous	She was cleaning the house.	She was having the house cleaned .
Future simple	She will clean the house.	She will have the house cleaned .
Present perfect	She has cleaned the house.	She has had the house cleaned .
Present perfect continuous	She has been cleaning the house.	She has been having the house cleaned .
Past perfect	She had cleaned the house.	She had had the house cleaned .
Past perfect continuous	She had been cleaning the house.	She had been having the house cleaned .
be going to	She is going to clean the house.	She is going to have the house cleaned .
Modal verbs	She should clean the house.	She should have the house cleaned .

Form: have + object (thing) + past participle of main verb
We use the **causative**:

- when someone else does something for someone. **I had my car fixed by John.**
- instead of the passive to refer to misfortunes. **She had her windows smashed yesterday by a falling tree.**

74 ★ Choose the correct item.

- She has/had her hair cut every six weeks.
- They have/will have their house painted tomorrow.
- John has/has been having his lawn mowed since 10 o'clock this morning.
- Fiona is having/had her nails done right now.

75 ★★ Rewrite the sentences using the causative. See Answer Section

- A gardener planted some trees in Carla's garden.

- Did the doctor look at your arm yesterday?

- Someone was repairing Mark and Jo's roof after the fire.

- Victor has been fixing Tom's bike all morning.

Reflexive pronouns

Singular	myself/yourself/himself/herself/itself
Plural	ourselves/yourselves/themselves

We use **reflexive pronouns**:

- with the verbs: **burn, cut, hurt, look at**, etc when the subject and the object of the verb are the same. **I burnt myself while cooking earlier.**
- in the phrases: **enjoy yourself, behave yourself, help yourself, be yourself, do it yourself. Don't forget to help yourself to some biscuits!**
- with or without **by** to mean **on your own** or **without help. I painted the room (by) myself.**

Note: We do not use reflexive pronouns with the verbs **meet, relax, concentrate** and **get up. You should try to relax.** (NOT: ~~You should try to relax yourself.~~)

76 ★★ Complete the sentences with the correct reflexive pronoun.

- Alex blamed **himself** for getting injured before the game.
- Catherine hurt **herself** while she was skiing.
- Dinner's ready, everyone! Help **yourselves**.
- I was looking at **myself** in the mirror when I noticed the scratch.
- There wasn't anyone to help, so we did it by **ourselves**.

Singular/plural nouns

- Certain nouns are in a plural form, but take a singular verb, e.g. **athletics, billiards, darts, news. Billiards is my favourite sport.**
- Some nouns always appear in plural form, and take a plural verb, e.g. **congratulations, jeans, scissors, shorts, stairs, trousers. My jeans are on the bed.**
- Some nouns can have both singular and plural forms, but they have a different meaning. Compare: **Your glass is on the table. Where are my glasses? I can't read the paper.**
- Collective nouns** refer to a group of nouns. These are: **audience, class, group, team, staff, family, government, crowd, company**, etc. They take a verb in the singular or plural depending on whether we see the group as a **whole** or as **individuals**. Compare: **The team is playing well.** (all the players in the team) **The team are wearing blue jerseys.** (each player in the team)

77 ★ Choose the correct item.

- The staff is/are working hard to finish their projects.
- John, your shorts is/are in the wardrobe if you need them.
- The news is/are on the TV. Can you turn up the volume?
- I think the crowd is/are a lot bigger this year.
- The audience is/are so loud tonight.
- Be careful! The stairs is/are dangerous.

Module 6

say – tell

We introduce a sentence in reported speech with *said* or *told*.

- say (without an object pronoun) (+ that)
She **said (that)** she liked ice cream.
- say + to + object pronoun (+ that)
Tom **said to me (that)** he didn't want to come.
- tell + object pronoun (+ that)
They **told us (that)** they had arrived.

78 ★★ Complete the gaps with say or tell in the correct tense.

- A: Frank **said** to me that he had been to Tanzania before.
B: I think he **tells** everyone that!
- A: Angela **told** Heather she wasn't feeling too well yesterday.
B: Really? When I asked her, she **said** that she was fine.
- A: Vicky **said** that she wanted to come to the cinema with us later.
B: OK. **Tell** her I'll pick her up at 7 o'clock.
- A: The pilot just **told** us that we are flying over the Alps.
B: I should **tell** the kids; maybe they want to look out the window.
- A: She **said** to Alan and Olivia that she was going to the pool.
B: OK. Send Eva a message and **tell** her to come as well.
- A: Carlos **said** that he's really good at tennis.
B: Great! I **said** to Emma yesterday that we needed one more player.

Reported speech – Reported statements

Direct speech is the exact words someone said. We use quotation marks ("...").

Reported speech is the exact meaning of what someone said, but not his/her exact words. We don't use quotation marks.

Direct Speech	Reported Speech
Present simple: "I like gadgets," he said.	Past simple: He said (that) he liked gadgets.
Present continuous: "I'm surfing the Net," he said.	Past continuous: He said (that) he was surfing the Net.
Past simple: "I got a new computer," he said.	Past perfect: He said (that) he had got a new computer.
Past continuous: "I was chatting with my friends at 8 o'clock yesterday evening," he said.	Past perfect continuous: He said (that) he had been chatting with his friends at 8 o'clock the evening before.
Future simple: "I will buy a smartphone tomorrow," he said.	Conditional: He said (that) he would buy a smartphone the next day.
Present perfect: "I've never used a USB before," he said.	Past perfect: He said (that) he had never used a USB before.
Present perfect continuous: "I've been playing video games all day," he said.	Past perfect continuous: He said (that) he had been playing video games all day.

Note: In reported speech, *personal/possessive pronouns* and *possessive adjectives* change according to the meaning.

"I'm going shopping with **my** best friend," he said.
→ He said that **he** was going shopping with **his** best friend.

Time words: now → then, today/tonight → that day/night, yesterday → the day before, tomorrow → the next/following day, this week → that week, next week → the week after, here → there, come → go, this, these → that, those, last week/month, etc → the week/month etc before/the previous week/month, etc

79 ★ Robert met a lot of people at a technology exhibition. Read their comments, and report what they said, as in the example.

See Answer Section

- Pete: "I like learning about new inventions."
Pete told him that he liked learning about new inventions.
- Ann: "I've met lots of interesting people."
- Frank: "I want to know more about smartphones."
- Lucy: "I will visit again tomorrow."
- George: "I've been trying out new gadgets all day."
- Mary: "I learnt how to use a 3D printer."

80 ★★ Read what James said about his job and then report what he said, as in the example.

See Answer Section

"I work with a team of two other pilots and four cabin crew. I fly the plane all around the world, taking people to where they want to go. I have been working for the same airline for seven years. Last week, we flew to Rio de Janeiro, Brazil, and then to Buenos Aires, Argentina. We've been in Argentina for six days. Tomorrow, we will fly to Cape Town, South Africa."

James is a pilot. He said that he worked with ...



Reported questions & commands

Reported Questions	
Direct speech	Reported speech
"Did you buy a new laptop?" she asked.	She asked if/whether I had bought a new laptop.
"Who invented the radio?" he asked.	He asked who had invented the radio.
Reported Commands	
Direct speech	Reported speech
"Switch off the computer," he said to me.	He told me to switch off the computer.

Reported questions are usually introduced with the verbs *ask*, *wonder* and the expression *want to know*.

Note:

- In **reported questions**, the verb tenses, pronouns and time words/phrases change as in statements.
- When the direct question begins with a question word (*who*, *where*, *how old*, *how long*, *why*, *when*, *what*, etc), then the reported question is introduced with the same word.
- When the direct question begins with an auxiliary verb (*be*, *do*, *have*) or modal verb (*can*, *may*, etc), the reported question is introduced with *if* or *whether*.

To report **commands**, we use the introductory verb **tell + sb + (not) to-infinitive**.

81 ★ Rewrite the following questions/commands in reported speech.

- "Did you have interactive whiteboards at your old school?" he asked me. He asked me if/whether I had had interactive whiteboards at my old school.
- "Please turn off all electronic devices," she said to us. She told us to turn off all electronic devices.
- "Eat your breakfast," Mum said to me. Mum told me to eat my breakfast.
- "Where is the on/off button on the tablet?" Lucy asked me. Lucy asked me where the on/off button on the tablet was.
- "Have you bought the latest laptop from PC Empire?" she asked him. She asked him if/whether he had bought the latest laptop from PC Empire.
- "Turn down the music," Chris said to Ann. Chris told Ann to turn down the music.
- "Which folder does this file go in?" he asked Mary. He asked Mary which folder the file went in.
- "Do your Maths homework," Dad said to Pete. Dad told Pete to do his Maths homework.

Question

Question tags are short questions at the end of statements used to confirm something or find out if something is true or not. We form them with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun.

- A positive statement takes a negative tag question.
He's bought a new laptop, **hasn't he?**
- A negative statement takes a positive tag question.
Our aeroplane **hasn't left yet, has it?**

Note: Some verbs/phrases form their question tag differently:

I am → **aren't I?** *I am going the wrong way,* **aren't I?**

Let's → **shall we?** *Let's get to the airport early,* **shall we?**

I have got (= I possess) → **haven't I?** *I have got a new teacher at school this year,* **haven't I?**

I have (other meanings) → **don't I?** *I have had so much fun but I have to leave,* **don't I?** (= I enjoyed myself.)

Everyone/Someone/Anyone/No one → **they?** *Everyone is coming to the party,* **aren't they?**

This/That is → **isn't it?** *That's our car,* **isn't it?**

Note: When the verb is in the **present simple** we form the question tag with **do/does**. *You don't know where my wallet is,* **do you?** When the verb is in the **past simple**, we use **did**. *Nobody came to the party last night,* **did they?**

INTONATION:

↘ (asking for confirmation) When we are sure.

There is another way to the airport, **isn't there?**

↗ (asking for information) When we aren't sure.

Excuse me, this is the way to the station, **isn't it?**

82 ★★ Complete the sentences with the correct question tag.

- 1 I must give them my passport, **mustn't I?**
- 2 This is the right building, **isn't it?**
- 3 We have to change the password on our PCs, **don't we?**
- 4 Let's go shopping at the weekend, **shall we?**
- 5 I have to install this application on my tablet, **don't I?**
- 6 I'm going to be late again, **aren't I?**
- 7 Everyone is going to the festival, **aren't they?**
- 8 They haven't finished eating, **have they?**

Clauses of concession

Clauses of concession are used to express contrast and are introduced with the following:

but *I used to live in Madrid, but now I live in Barcelona.*

although/even though + clause *Even though the water was cold, we still went swimming.*

in spite of/despite + noun/-ing form *Despite having enough money, he still didn't buy the car.*

however *We really wanted to go to the festival. However, the tickets were too expensive.*

on the other hand *It's a shame you didn't come for a walk with us. On the other hand, at least you didn't get caught in the rain!*

83 ★★ Rewrite the sentences using the word in brackets, as in the example.

- 1 Her phone is quite old. It has got a camera and a good battery. (**although**)
Although her phone is quite old, it has got a camera and a good battery.
- 2 Kieran lives in Oxford. He works in London. (**but**)
Kieran lives in Oxford, but he works in London.
- 3 His tablet wasn't working. He had been charging it all afternoon. (**even though**)
Even though he had been charging it all afternoon, his tablet wasn't working.
- 4 This laptop has a good screen. This one has a better battery. (**on the other hand**)
This laptop has a good screen. On the other hand, this one has a better battery.
- 5 I like the new smartphone. It is too expensive for me to buy. (**however**)
I like the new smartphone. However, it is too expensive for me to buy.
- 6 She still took her new camera outside. There was heavy rain. (**despite**)
Despite the heavy rain, she still took her new camera outside.

The page features a decorative border consisting of thick, hand-drawn red lines and a solid green vertical bar on the right side. The background is white.

Presentation Skills & Fun Time

1 • Present an ideal neighbourhood

Beginnings – Endings

You can start/end your presentation with a rhetorical question (a question that expects no answer), to grab the audience's attention.

- 1** ★ Read the beginnings. Which starts with: a rhetorical question? setting the scene? a poem? Which one seems irrelevant to the topic?
- 1 Have you ever thought about what your ideal neighbourhood would look like? I do it all the time! – a rhetorical question
 - 2 Picture yourself on a quiet street filled with houses with large gardens. There are lots of trees on both sides of the road and each person greets you as you pass by. This is my idea of the perfect neighbourhood. – setting the scene
 - 3 My house is big and white, It's at the end of my street. Everyone who comes inside, Is a friend I love to meet! – a poem (this one is irrelevant, as it's about the speaker's present home, not ideal neighbourhood)
- 2** ★ Read the endings. Which contains: a rhetorical question? humour? a statement? Which one seems irrelevant to the topic? See Answer Section
- 1 You can learn a lot by moving to a different neighbourhood.
 - 2 Wouldn't you like to live in my ideal neighbourhood? I know I would!
 - 3 They say you should love your neighbour, and if I lived in my ideal neighbourhood, this is definitely what I would do!

Organising ideas

- 3** ★ List the notes under the headings.
- gym • wide streets • bus • houses with gardens • village in a forest • sea breeze
 - ambulance • hospital • big city • blocks of flats • underground train
 - skyscraper • supermarket • museum • post office • cinema • play in the park
 - police officers • country lanes • small town next to the sea • tram
 - department stores • hiking in the forest • firefighters • full of life
 - swimming at the beach • art gallery • quiet roads • fresh air



location	village in a forest, big city, small town next to the sea
streets	wide streets, country lanes, quiet roads
buildings	houses with gardens, blocks of flats, skyscraper
transport	bus, underground train, tram
shops	supermarket, post office, department stores
services & facilities	gym, museum, cinema, art gallery
outdoor activities	play in the park, hiking in the forest, swimming at the beach
environment	sea breeze, full of life, fresh air
safety	ambulance, hospital, police officers, firefighters

- 4** ★ Use your answers in Exs 1-3 to prepare your presentation. See Answer Section

2 • Present an achievement

Evaluating historical sources

When you research information online, make sure you use valid sources (encyclopaedias, diaries, documentaries, etc.). Crosscheck information. Some documents include the writer's opinion, so make sure you only select the facts. This way, your presentation will be accurate and objective.

- 1 ★ Read the extracts. Which is from: *an encyclopaedia?* *a personal letter?* *a newspaper article?*

1 I don't think that Amelia should try to fly solo across the Atlantic Ocean. It's my opinion that the aeroplane she wants to use is too small. It's far too dangerous for her to attempt this challenge.

a personal letter

2 In a wonderful display of courage and ability, Amelia Earhart flew solo across the Atlantic Ocean yesterday. She set off from Harbour Grace in Newfoundland, Canada and arrived in Culmore, Northern Ireland, in just 20 hours and 40 minutes. a newspaper article

3 She made a solo flight across the Atlantic Ocean in 1932. She became the first female pilot to do so and she completed the flight in just under 15 hours.

an encyclopaedia

- 2 ★ Which of the extracts in Ex. 1 contain accurate information? Check the underlined facts online with other sources.

See Answer Section

Giving reasons

When you include your opinion in your presentation, always give reasons to justify it.

- 3 ★ Read the extracts below. Which two contain reasons justifying the speaker's opinion?

See Answer Section

- 1 Amelia Earhart should be considered the most important woman of the 20th century.
- 2 Amelia Earhart was a strong, powerful woman who set record after record. She believed that what is important in life is to set goals and she managed to achieve hers against all odds.
- 3 Earhart was a woman who changed the lives of women in the 20th century in a lot of different ways.
- 4 Earhart became a powerful symbol for women's rights. She set high standards for women to follow and inspired generations of women, becoming an excellent role model.

- 4 Use your answers in Exs 1-3 to prepare your presentation about Amelia Earhart.

See Answer Section

3 • Present a nature reserve

When you describe a place, you can involve your senses. This will make your description more interesting to the audience.

1 ★ Read the sentences. Which of the senses does each involve?

• sight • taste • hearing • touch • smell

- 1 You can feel the warm sunshine on your skin. **touch**
- 2 The sweet scent of wildflowers fills the air. **smell**
- 3 You can pick the tasty blackberries that grow in the forest. **taste**
- 4 The gentle sound of birds singing is all around you. **hearing**
- 5 You can enjoy great views of beautiful landscapes. **sight**

Using adjectives

Use a variety of adjectives in your description. This brings it to life for the audience.

2 ★ Replace the adjectives in bold with the adjectives in the list.

• amazing • clear • unique • bright

- 1 One of the reasons people like to visit Khao Yai National Park, Thailand, is to see the waterfalls that flow into **nice** blue pools of water. **clear**
- 2 Lake Malawi, Tanzania, is home to a range of **good** wildlife, from rare birds to endangered crocodiles. **unique**
- 3 The Loire Valley in France is especially beautiful when the leaves change colour in autumn, from green to **nice** orange and red. **bright**
- 4 What impresses visitors the most about Iguazu Falls, Brazil, is the **good** view. **amazing**

3 ★ Read the extract. Use the adjectives to replace the words in bold. Then, find phrases that involve the senses. See Answer Section

• unforgettable • warm • sweet-smelling • huge



On an average day, the first thing you'll notice is the feeling of the **1) good** sun on your skin and the scent of **2) nice** wildflowers filling the air. You can also see a **3) good** variety of wildlife there. It will be a(n) **4) good** experience that you will always look back on with happy memories.



4 ★ Use ideas from Exs 1-3 to prepare your presentation. See Answer Section

4 • Present a film character

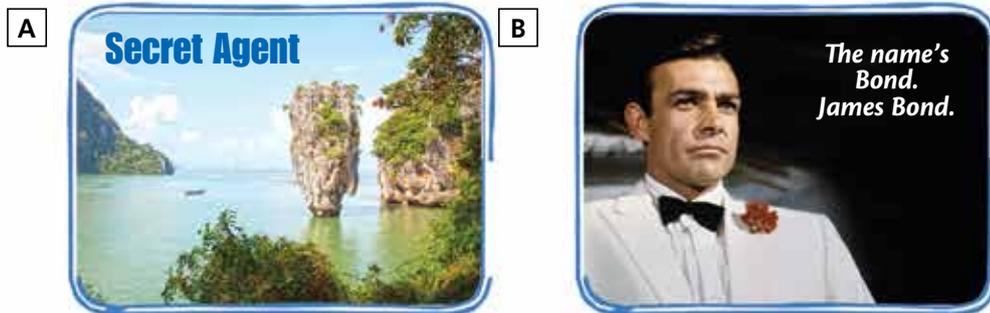
Starting a presentation

You can start your presentation by giving a series of statements about the character or asking questions about the character.

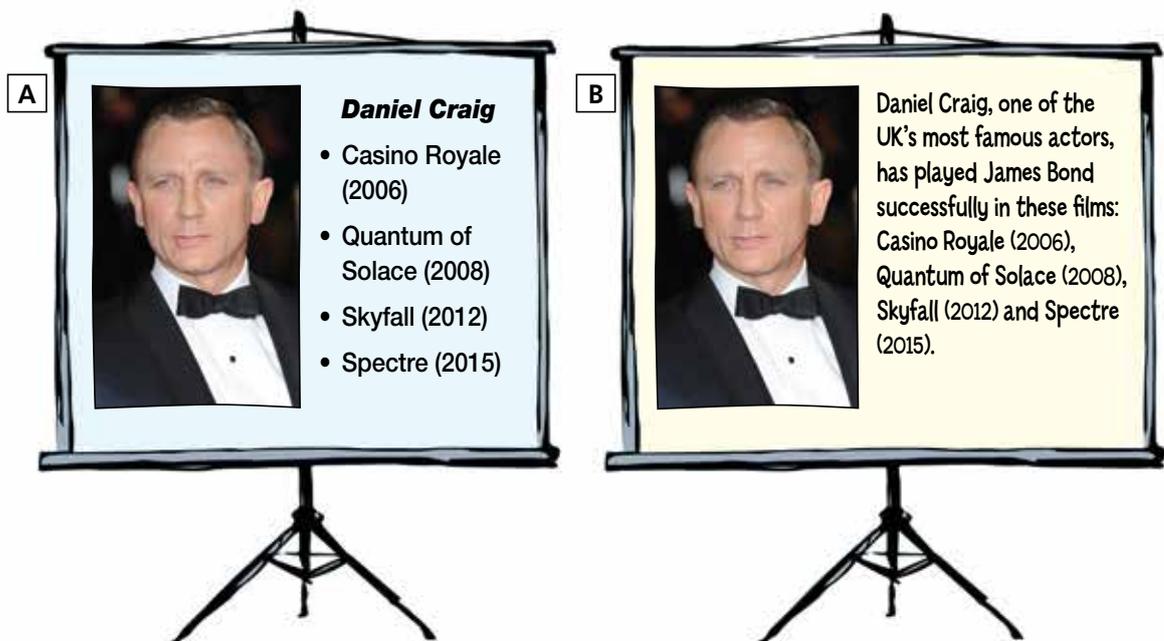
- 1 ★ Read the beginnings below. How does each speaker start his/her presentation? *See Answer Section*
- 1 Who is always well-dressed and always behaves like a gentleman? Whose accent is typically British, though he speaks at least seven languages? Who has travelled the world and has a licence to kill? Whose code name is 007? Who is this spy...? Yes, he is the famous James Bond.
 - 2 He is always well-dressed and he is a gentleman. His accent is typically British, but he speaks at least seven languages. He has travelled the world and he has a licence to kill. His code name is 007. He is of course the famous spy, James Bond.

Selecting slides

- 2 ★ Look at the slides and answer the questions: *See Answer Section*
- 1 Which slide is more effective? Why?



- 2 Which slide is more appropriate? Why?



- 3 ★  Collect information about James Bond under the headings: *Character – Actors – Appearance/Personal qualities – Name of film(s) – Types of film(s)*. *See Answer Section*
- 4 ★ Use the ideas in Exs 1-3 to prepare your presentation. Use slides. *See Answer Section*

5 • Present a healthy lifestyle

Selecting quotations/proverbs

Use short catchy quotations/proverbs that are relevant to the topic to start/end your presentation.

- 1 ★ Which of the following beginnings uses a quotation/proverb related to a healthy lifestyle?
- 1 Every year on World Health Day, I think of the proverb that goes: "Give a man a fish and you feed him for a day; teach him to fish and you feed him for life"- *Anne Isabella Thackeray Ritchie*.
 - 2 Every year on World Health Day, I think of this proverb: "He who has health has hope; and he who has hope has everything" - *Thomas Carlyle*. – uses a proverb related to a healthy lifestyle

Linking ideas

Link your ideas with appropriate linking words, e.g. *first, then, next, also, this means that, because, as a result, etc.* This helps the audience follow your presentation.

- 2 ★ Choose the correct linking words.



Here are some things you should avoid in order to stay healthy. 1) First/As a result, you shouldn't eat too much processed food or too many sweets. These foods have large amounts of sugar, fat or salt. 2) However/Also, you shouldn't eat when you are not hungry to avoid putting on extra weight. 3) Finally/Then, mental health is important, too. 4) Furthermore/This means that you should try to have mostly positive thoughts 5) as/so this can prevent stress.

While you develop your presentation, recap main points. This helps the audience follow your presentation.

Recapping main ideas

- 3 ★ Read the extract. Underline the phrases that recap the main points of the presentation.

Note!

Recapping ideas

- So we've already discussed Let's move on to
- Having seen a few tips on ..., let's talk about
- But apart from the ..., there is/are also

Now that we've talked about what you should do to stay healthy, I'm going to mention a few things you shouldn't do. I've already mentioned that you should be eating lots of fruit and vegetables, but what foods shouldn't you eat? First, it's best to avoid sweets, because they are full of sugar. Also, as I told you earlier, exercising regularly is important, so don't spend all your free time sitting on a chair playing video games or chatting online.



- 4 ★ Use your ideas from Exs 1-3 to prepare your presentation about how to lead a healthy lifestyle.

See Answer Section

6 • Present an invention

Using a hook statement

You can start your presentation with a hook statement, e.g. a question, a story, a statement, etc, that leads the audience directly to the topic of your presentation. Remember, people will listen to or pay attention only to what they care about.

- 1 ★ Read the two beginnings from presentations about an invention. Which one uses a hook statement? What technique is used in the other beginning?
- 1 Do you like gadgets? Do you like technology? Can you think of something that has changed our world? How would you feel if today we didn't have TVs? **asks a series of questions**
 - 2 Do you have a 40' inch wide-screen TV at home? Would you like to have one? Today, everybody dreams of a nice big TV in their living rooms, but a few years ago there was no such thing. **uses a hook statement**

Using presentation software & speaker notes

Prepare your slides using a presentation software program. Make notes. Write key words or phrases, not your entire presentation on each slide. Be confident and well-prepared. Don't just read your notes aloud. You can quickly look at them to remember what you want to say next.

- 2 ★ Look at slide 1 and read the texts (A and B). Which of the two texts (A or B) is speaker notes and which is the actual wording of the presentation? Why? **B is speaker notes and A is the actual wording of the presentation. B only has key words/phrases, connected to the contents of slide 1.**



A The start of the Internet can be traced back to the year 1969, when the Advanced Research Projects Agency of the Department of Defence in the USA created ARPANET, a time-sharing network of computers. This paved the way to what we now know as the Internet.

- B**
- start of the Internet - 1969
 - agency created ARPANET: time-sharing computer network
 - paved the way to Internet

- 3 ★ Look at the following text. What information would you choose to show on a slide? What would you write in the speaker notes? **See Answer Section**

"In 1972, the first e-mail program was developed by Ray Tomlinson, from ARPA. A few months later, the NCP (Network Control Protocol) was introduced in order for computers to communicate with each other. At the end of the year, ARPA changed its name to DARPA, the same thing, only with Defense at the beginning."

- 4 ★ Use ideas from Exs 1-3 to prepare your digital presentation on an invention. Use appropriate slides. **See Answer Section**

Fun Time 1

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Use the prompt to form a question, then answer it in full. If you get both question and answer right, move forward two spaces. If you get only one part right, move forward one space. If you get both wrong, stay where you are.

See Answer Section



1

where/Statue of Liberty/be?
- New York

2

her French/improve? - yes

3



what/building/be? - name type of building

4

move ahead 3 spaces



9 what/picture/show? name the geographical feature

8

move back 1 space

7

you/ever/be/Italy? - yes/twice

6

where/Parthenon/be? - Greece



5

Claire/study/for exams/these days? - yes

10

why/you/be/angry? - Jerry/always/take/my things

11

you/visit/the museum/yet? - no/go/tomorrow

12

move ahead 4 spaces

13

where/Ann/be? - not see/her/two days



14

what/building/be? - name type of building

19

how long/you/wait/bus? - 10 minutes

18

move back 2 spaces

17

what time/Bob/leave home/every morning? - 7 o'clock

16

how long/he/surf/Net? - 10 o'clock/this morning

15

you/want/go/cinema/today? - I/would/rather/watch/DVD

20

you/see/Robot Building/yet? - yes/last week

21

Ann/be/here? - no/she/go/supermarket

22

move back 2 spaces

23

you/ever/try/windsurfing? - no/too scared



what/picture/show? - name geographical feature

24

she/remember/travel/USA? - no/she/be/too young/remember

28

your tooth/still/hurt? - yes/I/need/see/dentist

27

move back 1 space

26



what/building/be? - name type of building

25

she/remember/travel/USA? - no/she/be/too young/remember



Fun Time 2

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board.
Answer correctly or go back one space.

See Answer Section

Name or say **two** things!

**BOARD
GAME**

Start

1

Name two natural disasters.

2

Say two things you did last summer.

3

Go back to the start

4

Name two materials.

5

Say the past simple of two regular verbs.

10

Miss a turn

9

Say the past simple of two irregular verbs.

8

Say two things you used to do when you were younger.

7

Name two cities.

6

Name two things that fall.

11

Name two kinds of weather.

12

Name two kinds of accidents.

13

Name two things that people make with stone.

14

Say two sentences with 'since', using the past perfect continuous.

15

Say two things you did last week.

16

Roll again

17

Name two negative adjectives.

18

Name two things that sink.

19

Say two things you were doing at 10 o'clock yesterday morning.

20

Say two things you had done before 8 o'clock yesterday evening.

21

Name two positive adjectives.

28

Say two things you have never done before.

27

Say two things you did five hours ago.

26

Name two things that crash.

25

Name two adjectives describing feelings.

24

Say two sentences using phrasal verbs with 'carry'.

23

Name two things that 'erupt'.

22



Move ahead 2 spaces

29

Go back 3 spaces

30

Name two landmarks.

31

Name two things that collapse.

Finish

Fun Time 3

Play the game in pairs or small groups. Find your question by rolling the dice twice. The first roll gives you the number on the top. The second roll gives you the number on the left. Answer the question correctly and the square is yours. The other player/group can ask you any open question on the board if you land on 'Ask any question'. The one with most squares after five minutes wins the game!

1

2

3

4

5

6

1

John is **visiting/going** to visit (**visit**) Rome this summer.



ice caps melt
Name the environmental problem.

Sue hopes she **will pass (pass)** her exams next week.

You are tired if you **don't/won't** sleep well.

Name the type of holiday.



safari



2

If I win the lottery, I **will travel (travel)** around the world.



Sue arrives **at/on** school late every day.

I wish I **hadn't eaten (not/eat)** all that pizza. I feel sick!

Be careful! You are **going to cut (cut)** yourself with that knife.

Name the animal. **lemur**



3

Name the type of holiday.



camping holiday

He **will be playing (play)** football in three hours from now.

If you eat too much junk food, you **will gain (gain)** weight.

Her favourite TV show **starts (start)** at 8:30.

Name the environmental problem.



rainforests disappear

If you had stayed at home, you **wouldn't have got (not/get)** wet.

4

Ask any question

I'm sure Tina **will help (help)** me with my assignment.

Name the animal.



macaw

I promise I **will pick (pick)** you up from the airport.

Ask any question

Look **into/out!** There's a car coming.

5

If we **hadn't taken (not/take)** the bus, we wouldn't have arrived on time.

Name the environmental problem.



rivers and lakes dry up

I wish it **didn't rain (not/rain)** so much where I live.

This time tomorrow, Mum **will be cooking (cook)** dinner for us.

He has been working at the sanctuary for **in/at** least two years.

If only I **had studied (study)** harder. I wouldn't have failed the test.

6

Name the animal.



loggerhead sea turtle



If only I **was/were (be)** tall enough to get on the basketball team.

Name the type of holiday.



cruise

Unless you leave now, you **will/won't** miss the flight.

She looks **after/into** sick animals.

Fun Time 4

Play the game in small groups. Choose a card. Each card has a main word (in bold) and three related words under it. One student from group A tries to describe the main word without saying it or any of the related words under it. If group A guesses the word, they get the card. If they don't guess it after 20 seconds, or if the student says the word or any of the related words, group B gets the card. The group with the most cards after five minutes wins the game!

SA: OK, so this is an event... a special occasion, which sometimes goes on all day, and sometimes goes on for two or three days. Lots of people go there. It's usually outdoors, with lots of music. There are things to eat and drink and everyone has a lot of fun.

SB: A festival!

SA: Correct! etc

Don't Say it!

Bottle plastic glass cap	Festival street food parade competitions	Concert music pop star dance	Fireworks display festival New Year sky
Costume parade dress up carnival	Opera stage singer audience	Guitar music string play	Ticket concert movie theatre
Watermelon fruit red summer	Jazz music saxophone trumpet	Actor film TV star	Painting brush paints painter
Theatre play stage curtain	Film director camera actor	Sculpture art sculptor clay	Newspaper news article headlines

Fun Time 5

Give advice for the problems in the squares or name what you see in the picture. Choose any square when it's your turn and if you get it right, the square is yours. Get four squares in a horizontal, vertical or diagonal row to win the game!

<p>Name the place. pool</p> 	<p>I have a cold. You should stay in bed.</p>	<p>Name the equipment. boot</p> 	<p>Name the sport. football</p> 	<p>I want a relaxing workout. Why don't you try yoga?</p>	<p>Name the place. court</p> 
<p>Name the injury. black eye</p> 	<p>Name the sport. golf</p> 	<p>I feel tired and weak. You should eat more carbs/ carbohydrates.</p>	<p>Name the place. ring</p> 	<p>I argue with my friends. Why don't you talk to them and tell them how you feel?</p>	<p>Name the equipment. ring</p> 
<p>Name the equipment. net</p> 	<p>I want to try a martial art. You should try capoeira.</p>	<p>I'm stressed about exams. Why don't you make a study timetable?</p>	<p>I have a headache. You should take an aspirin/a painkiller.</p>	<p>Name the equipment. bat</p> 	<p>I need to build up my muscles. You should eat more protein.</p>
<p>Name the place.</p>  <p>course</p>	<p>I have a stomachache. Why don't you drink some tea?</p>	<p>Name the equipment. club</p> 	<p>I have an earache. You should use ear drops.</p>	<p>I'm addicted to social media. Why don't you put your smartphone away for a few hours every day?</p>	<p>Name the place. pitch/field</p> 
<p>Name the equipment. puck</p> 	<p>Name the place. rink</p> 	<p>Name the equipment. gloves</p> 	<p>I have a toothache. You should see a dentist.</p>	<p>Name the injury. a broken leg</p> 	<p>Name the equipment. stick</p> 
<p>I have a sore throat. You should eat some honey.</p>	<p>Name the equipment. racquet</p> 	<p>I'm a victim of bullying. Why don't you stand up to people who make you feel bad?</p>	<p>Name the sport. water polo</p> 	<p>Name the equipment. goggles</p> 	<p>I'm starting at a new school. You should join an after-school club.</p>

Fun Time 6

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board. Answer correctly or go back one space.



1

Tom takes after/up his father – they have the same eyes.



2

This is a(n) **robot**.

3

Say three places in an airport.
passport control, information desk, departure gate

4

That's a great gadget, **isn't** it?

8

You can send/like a friend request.

7

Let's eat out tonight, **shall we?**

6

My sister said/told that I couldn't use her laptop.

5

move ahead 3 spaces

9

He told me that he would/will send me the file.

11

I've got the latest smartphone, **haven't I?**

12

move back 2 spaces

13

You aren't having/paying attention to what I'm saying!

14

Sally said that she could/can come to the cinema with us.

10

It's important for Jenny to get/do good marks at school.

18

You can download/share a link.

17

Say three things you can do with your smartphone.
make phone calls, send text messages, chat online

16

I think I might take up/off cycling!

15

move ahead 2 spaces

19

move ahead 3 spaces

21

He asked if I had/have seen his glasses.

22

Why don't you fail/enrol on an online course?

23

move back 2 spaces

24

Don't make so much noise, **will you?**

20

Elizabeth said/told me she was chatting online with friends.

28

Emily said she had never seen/would never see a driverless bus before.

27

move back 1 space

26

Tom said he had updated/had been updating his profile all afternoon.

25



This is a(n) **drone**.



Prepositions

Module 1

Fill in using *with, in, on, at, of, for or about*.

- 1 The new mall is **on** the other side of the city.
- 2 The Parthenon is a temple which is made **of** marble.
- 3 John lives in a flat **with** a view of his local park.
- 4 A bicycle is perfect **for** getting around the city.
- 5 Mary wants to buy a house **with** a garden.
- 6 I like learning **about** a place before I visit it.
- 7 Life **in** a big city can be stressful.
- 8 George always stays **at** the Savoy Hotel.

Module 2

Fill in using *at, under, with, from, to, about or on*.

- 1 The crash did a lot of damage **to** our new car.
- 2 Jo lost contact **with** the rest of the group.
- 3 We heard **about** John's accident on the news last night.
- 4 The firemen saved everyone **from** the burning house.
- 5 Ancient Egyptians depended **on** the River Nile for water.
- 6 We haven't heard **from** Tom lately. I hope he's OK.
- 7 The skiing accident happened **at** the foot of the mountain.
- 8 Our house was buried **under** the snow after the avalanche.

Module 3

Fill in using *into, at, on, with or for*.

- 1 Clare's dream is to go **on** an African safari one day.
- 2 Tim shared his sandwich **with** some hungry birds in the park.
- 3 What time does Shelley normally arrive **at** work?
- 4 Let's wait **for** the rain to stop before we go out.
- 5 There are only 100 Sumatran rhinos left **on** the planet today.
- 6 Matt loves spending time **with** his pets.
- 7 She put her nursing skills **into** practice at the animal centre.
- 8 You have to volunteer on the programme for **at** least a month.

Module 4

Fill in using *in, on, at, for or out*.

- 1 The costumes for the show were really **out** of this world!
- 2 Not recycling rubbish has a bad effect **on** the environment.
- 3 Maureen likes reading a book while she's lying **on** the beach.
- 4 Tickets for the performance are **on** sale tomorrow.
- 5 Two famous artists were involved **in** the design of the stage set.
- 6 A band from our town performed **at** the music festival.
- 7 There is a gift shop **on** the ground floor of the museum.
- 8 This evening's classical concert lasts **for** three hours.

Module 5

Fill in using *at, to, for, in or on*.

- 1 Brad's keen **on** martial arts – he does capoeira.
- 2 The key **to** staying healthy is exercise and a balanced diet.
- 3 Jason is taking part **in** a tennis tournament this weekend.
- 4 My dad always goes **for** a walk after dinner.
- 5 Sally is interested **in** joining the gym I go to.
- 6 You spend too much time **on** video games!
- 7 Runners are **at** risk of knee injuries.
- 8 I don't like training **on** my own – I want company!

Module 6

Fill in using *up, on, in, by or to*.

- 1 The digital presentation brought the subject **to** life.
- 2 Is it easy to get to the robot exhibition **on** foot?
- 3 He carried all his luggage in a suitcase **on** wheels.
- 4 Do you think we are going **in** the right direction?
- 5 The robot can perform **up** to four tasks at once.
- 6 Can you tell me the way **to** baggage reclaim?
- 7 We didn't get **on** the plane until midnight.
- 8 Jack prefers travelling **by** train.

Phrasal Verbs

Module 1

Choose the correct particle(s).

- 1 You can come **across/around** some strange animals in Australia.
- 2 Oliver came **into/out** of a lot of money when his rich uncle died.
- 3 Which part of England does Sarah come **by/ from**?
- 4 Max came **down with/up with** a clever design for the new building.
- 5 A meal for two in this fancy restaurant can come **at/to** £80.
- 6 The roof of the old house came **off/out** in the big storm.

Module 2

Choose the correct particle.

- 1 It carried **on/over** raining all through the night.
- 2 Because of the bad weather, they carried **under/ over** the meeting till the next day.
- 3 The firemen carried **in/out** their duties bravely.
- 4 You can rely on May to carry the project **through/ away** to the end.
- 5 Despite the bad weather, the pilot carried **on/off** his landing smoothly.
- 6 The smell of this flower always carries me **forward/back** to my childhood in Ireland.

Module 3

Choose the correct particle(s).

- 1 I really look **up to/down on** people who respect the environment.
- 2 Look **up/over** the word in your dictionary.
- 3 Scientists are looking **into/for** the problem of global warming.
- 4 Madge looks **for/after** sick cats at the animal clinic.
- 5 Look **out/up!** That elephant is going to chase us!
- 6 I'm looking **forward to/back on** volunteering at the sanctuary next week.

Module 4

Choose the correct particle.

- 1 Not many people turned **out/in** for the photography exhibition.
- 2 The road to the festival was closed so we had to turn **away/back**.
- 3 After searching everywhere for my camera, it turned **up/out** in my wardrobe!
- 4 Please turn **off/over** the TV when you go to bed.
- 5 Mike turned **off/down** my offer to take him to the art gallery.
- 6 It's amazing that sand turns **into/back** glass when you heat it.

Module 5

Choose the correct particle(s).

- 1 Our coach won't put **down to/up with** rude behaviour on the pitch.
- 2 Work out regularly if you don't want to put **in/on** weight!
- 3 The marathon was put **back/off** until Monday because of the heatwave.
- 4 You should put **aside/across** money to buy a bike this summer.
- 5 Our school has put **about/forward** a suggestion for a new sports centre.
- 6 James put **on/up** his swimming goggles and dived into the pool.

Module 6

Choose the correct particle.

- 1 Jean takes **with/after** her mother – they are both good teachers.
- 2 They watched the plane take **up/off** and disappear into the clouds.
- 3 I'm thinking of taking **up/in** a new hobby.
- 4 The reporter took **over/down** notes of everything that was said.
- 5 The airport is taking **on/out** new employees for the summer.
- 6 Malcolm will take **over/up** the company when his father retires.

Word Formation

Module 1

Form adjectives from the words in brackets to complete the sentences.

- 1 You have to be quite **courageous** (**courage**) to clean the windows of a skyscraper!
- 2 It's very **noisy** (**noise**) in the street where I live.
- 3 My granddad is still very fit and **active** (**act**) at the age of 90!
- 4 In some neighbourhoods, it's **dangerous** (**danger**) to walk alone at night.
- 5 Our town needs a campaign to clean up its **dirty** (**dirt**) streets.
- 6 I'd like to do a **creative** (**create**) job like being an architect.

Module 2

Form adjectives from the words in brackets to complete the sentences.

- 1 Everyone was **fascinated** (**fascinate**) to see the ruins of Pompeii.
- 2 The guide took us on a **fascinating** (**fascinate**) tour of the city.
- 3 The volcanic eruption was a **terrifying** (**terrify**) experience.
- 4 The **terrified** (**terrify**) villagers ran for their lives.
- 5 It's a very **exhausting** (**exhaust**) job being part of a rescue team.
- 6 Rescuers get **exhausted** (**exhaust**) when they have to work all through the night.

Module 3

Form people nouns from the words in brackets to complete the sentences.

- 1 Harry wants to be a **biologist** (**biology**) when he grows up.
- 2 The **receptionist** (**reception**) at the animal centre gave us our volunteer badges.
- 3 A **sailor** (**sail**) needs to have a good knowledge of the sea.
- 4 The **gardener** (**garden**) worked all day planting trees.
- 5 We need an experienced **diver** (**dive**) to work in our dolphin pool.
- 6 A famous **sculptor** (**sculpt**) designed the statue of the elephant outside the zoo.

Module 4

Form nouns from the words in brackets to complete the sentences.

- 1 The actor gave a marvellous **performance** (**perform**) in the role of Hamlet.
- 2 Stan gets great **enjoyment** (**enjoy**) from writing scripts for films.
- 3 To her great **annoyance** (**annoy**), no one had recycled the newspapers.
- 4 Kate's favourite form of **entertainment** (**entertain**) is the theatre.
- 5 Our town is organising a **competition** (**compete**) for the most unusual artwork.
- 6 *The Blue Danube* is a famous musical **composition** (**compose**) by Johann Strauss.

Module 5

Form negative adjectives from the words in brackets to complete the sentences.

- 1 What you said to the coach was **impolite** (**polite**); you should apologise.
- 2 I'm **unsure** (**sure**) how to treat this injury so I need your advice.
- 3 He ran so fast that it was **impossible** (**possible**) to beat him!
- 4 A robot can never be **illogical** (**logical**).
- 5 Young people can feel **insecure** (**secure**) and in need of self-confidence.
- 6 This article says vitamin supplements are **unnecessary** (**necessary**) if you eat a balanced diet.

Module 6

Form adjectives from the words in brackets to complete the sentences.

- 1 Robert was very **restless** (**rest**); he kept moving from place to place.
- 2 My flexible smartphone was a really **useful** (**use**) present. I wear it all the time.
- 3 Many **industrial** (**industry**) jobs are now being done by robots.
- 4 Look at that **driverless** (**driver**) bus! There's no one behind the wheel!
- 5 You have to be **careful** (**care**) when sharing personal information online.
- 6 Our school trip to the planetarium was extremely **educational** (**education**).

Revision

Revision (Modules 1-2)

Vocabulary

1 ★ Fill in: *disappeared, admired, collapsed, rescued, live, go, injured, survived.*

- 1 I stood and **admired** the beautiful scenery of the Lake District.
- 2 I don't think I could ever **live** in a quiet place. I like being in noisy ones.
- 3 Ten people were **injured** in the plane crash.
- 4 All the people in the building **survived** the explosion.
- 5 We should all **go** green.
- 6 They **rescued** 20 people from the shipwreck.
- 7 The emergency workers are still looking for survivors in the building that **collapsed** earlier this morning.
- 8 It is a mystery how Amelia Earhart **disappeared** over the Pacific Ocean.

2 ★★ Fill in: *factory, aquarium, population, residents.* Then underline how each person feels.

- 1 The **aquarium** was full of colour, life and beautiful fish. What a fantastic sight!
relieved/amazed
- 2 When I heard that my city has a(n) **population** of nearly eight million people, I couldn't believe it. When did it get so big?
shocked/angry
- 3 I stood with the local **residents** outside their houses, our eyes wide open as we watched the volcano erupt in front of us. terrified/frustrated
- 4 I make cars at a(n) **factory**. I work very long hours every day. exhausted/frightened

3 ★★ Complete the gaps with the correct form of the words in brackets.

- 1 The emergency workers were very **courageous** to enter the collapsed building. (COURAGE)
- 2 The sea animals at the aquarium were very **active**. They kept moving all the time. (ACT)
- 3 It was really **exciting** to see my favourite singer live on stage. (EXCITE)

4 ★ Choose the correct item.

- 1 The artist enjoys experimenting **at/with/on** the different colours.
- 2 Pompeii is buried **under/over/in** ash and mud.
- 3 The flood caused damage **at/to/on** the homes in the area.
- 4 Did you hear **from/about/off** the three people who were rescued from the plane crash?
- 5 I just came **across/on/in** this great magazine about Hobbiton.
- 6 My ticket to Mexico came **on/to/in** £400.
- 7 You can't get around **on/by/in** foot in the countryside because the distances are great.
- 8 The emergency workers carried **for/on/out** looking for survivors throughout the night.

5 ★★ Form collocations using the words in the boxes. Use them to complete the sentences (1-8).

• job • sandy • trendy • geographical • volcanic
• dark • car • light

• eruption • shops • features • opportunities
• beach • breeze • crash • streets

- 1 Lucy witnessed a **car crash** on the road today. Luckily, no one was hurt.
- 2 Our world is full of amazing **geographical features** such as lakes, valleys and deserts.
- 3 I hate walking down **dark streets** without lights. I find them scary.
- 4 Lava is a key feature of a **volcanic eruption**.
- 5 I really enjoy the feeling of a **light breeze** against my face.
- 6 London has a lot of **trendy shops** where you can buy really beautiful clothes.
- 7 During summer, I love lying on a **sandy beach** and enjoy the sun.
- 8 You can have a better career in a big city as there are lots of **job opportunities**.

Revision (Modules 1-2)

Grammar

6 ★★ Put the verbs in brackets into the *present simple*, *present continuous*, *present perfect* or *present perfect continuous*. Then, choose the correct time expression.

- A: What do you usually/never do on/at weekends?
B: Well, I wake up (wake up) late, eat (eat) breakfast and spend (spend) the day with my family.
- A: My mum has been working (work) here for/all 20 years.
B: Wow! That's a long time.
- A: Does Jim play (Jim/play) basketball every day/nowadays?
B: No, he doesn't. He only goes (go) to practise on/at Mondays.
- A: I can't believe the swimming pool hasn't opened (not/open) since/yet.
B: Yeah, I know.
- A: I'm so excited! We are flying (fly) to Mexico tomorrow/yet!
B: I can't wait. I have been waiting (wait) for this for/since months.

7 ★★ Put the verbs in brackets into the *past simple*, *past continuous*, *past perfect* or *past perfect continuous*.

- A: What were you and Lucy doing (you and Lucy/do) at 8 o'clock last night?
B: She was surfing (surf) the Net while I was vlogging (vlog).
- A: How was your morning walk?
B: It was amazing! The sun was shining (shine), the animals were running (run) around the forest and the wind was blowing (blow) gently.
- A: Were you at home when you heard (hear) about the floods?
B: No, I had gone (go) to my grandparents' house before the news broke.
- A: Michael looked (look) tired last night.
B: Yes, he was. He had been working (work) on his computer all night.

8 ★★ Put the verbs into the (to-)infinitive or the -ing form.

- I'm considering studying (study) Law in London next year. Do you want to come (come) with me?
- Do you fancy seeing (see) a film this evening? Then, we can have (have) dinner at Kate's.
- She forgot to take (take) the dog for a walk and postponed visiting (visit) the doctor.
- I would love to go (go) to Thailand. Let's book (book) our tickets online.

9 ★ Choose the correct item.

- I would rather/better not go out tonight.
- It was so/such a strong storm last night.
- You had rather/better bring a hat. It's hot.
- The flood happened so/such quickly that we didn't have enough time to leave our home.
- Did you use/used to wear glasses?
- We had so/such bad weather yesterday!

10 ★ Write questions in your notebooks to which the underlined words are the answers.

See Answer Section

- The flood damaged all the houses on our street.
- Jenny called the emergency services.
- Gina met Keith yesterday.

Everyday English

11 ★ Choose the correct response.

- A: Are you alright?
B: **a** I'm fine now.
b It was such a terrible experience.
- A: You were lucky nothing happened to you!
B: **a** I know. b Oh dear!
- A: What are you doing this weekend?
B: **a** Not a lot. Why?
b Now that's a brilliant idea.
- A: I bet you were terrified!
B: **a** I was. b How awful!
- A: Where do you want to go?
B: **a** We haven't been there for ages.
b How about Madrid?

Revision (Modules 3-4)

Vocabulary

1 ★ Fill in the correct word: *drinking, shifts, animal, low, habitat, city, endangered, computer, aluminium, lead.*

- 1 Bono is the **lead** singer of the band U2.
- 2 Some actors earn a very **low** salary.
- 3 A German artist used **aluminium** cans to create artwork.
- 4 The loggerhead sea turtle is an example of an **endangered** species.
- 5 In the future, we may not have clean **drinking** water.
- 6 We went to a (n) **animal** nutritionist for help on what to feed our pet.
- 7 My dad is a firefighter and he works night **shifts**.
- 8 I love going on short **city** breaks to relax for a day or two.
- 9 Due to **habitat** loss, lots of animals find it hard to survive.
- 10 Lucy is studying **computer** art at college. She is very good at creating images.

2 ★ Fill in with the correct form of the verb: *rise, explore, melt, attend, take, earn, win, prepare.*

- 1 It is a sad fact that the ice caps in Antarctica are **melting** because of the changes in temperature.
- 2 If we don't do something about global warming, temperatures will continue to **rise**.
- 3 She doesn't **earn** a high salary for her work.
- 4 Have you ever **prepared** a Thai dish?
- 5 I **won** first prize for best costume design.
- 6 I've decided to **take** part in my school's painting competition.
- 7 Will you **attend** the comic festival this year? I hear it's going to be great.
- 8 I go on adventure holidays because I like to **explore** new places.

3 ★ Choose the correct item.

- 1 What time did you arrive **to/at** work?
- 2 We have been waiting **for/on** the tour guide for 15 minutes now.
- 3 She put her new skills **in/into** practice at work.
- 4 We have been looking **into/by** ways we can help reduce pollution in our city.
- 5 I had to turn the offer **down/into** because I had to work that evening.
- 6 The polar bear is **on/in** danger of becoming extinct.
- 7 Please look **out/over**. You are really close to the edge of the cliff.
- 8 I can't believe how many people turned **by/out** to watch the parade.
- 9 I'm so excited because cheap tickets to London are **on/at** sale online right now.

4 ★★ Complete the gaps with the words formed from the words in brackets.

- 1 The **driver** of the fire engine found it hard to reach the fire. (DRIVE)
- 2 The **receptionist** greeted us as soon as we walked into the building. (RECEPTION)
- 3 My city is well known for its **entertainment** options from films and festivals to shows at the theatre. (ENTERTAIN)

Grammar

5 ★ Choose the correct tense.

- 1 Let's go to the cinema. I **will book/am going to book** the tickets now.
- 2 Hey Lisa, watch out! You're **going to trip/'ll be tripping** over those books on the floor.
- 3 At two o'clock tomorrow afternoon, Joanne is **going to fly/will be flying** to London.
- 4 We have to go. The performance **starts/will be starting** at 12 noon.
- 5 Next summer, I **am going to go/will go** to the Glastonbury festival with my friends. We can't wait.
- 6 I hope I **will find/am finding** cheap tickets to Scotland.

Revision (Modules 3-4)

6 ★★ Rewrite the sentences in the *passive* in your notebook. See Answer Section

- 1 They serve dinner at 7:00.
- 2 We are sending the invitations tomorrow.
- 3 Lucy had informed everyone about the event.
- 4 She made the beds first.
- 5 They were giving out free samples of the new product.

7 ★ Fill in: *a, an, the, one or ones* where necessary.

- 1 There is **an** amazing band performing in – Madrid next month.
- 2 The new volunteers are the **ones** standing near the entrance.
- 3 Bring **a** jacket on your trip. **The** Sahara desert gets cold at night.
- 4 I like them both. Which **one** do you like?
- 5 **The** Andersons just came back from their holiday in – Asia.

8 ★ Join the sentences. Use the relative pronoun/ adverb in brackets. Decide which sentences are *D* (defining) or *ND* (non-defining). Where can we omit the relative?

- 1 There's the opera singer. I took a photo of him. (**that**)
There's the opera singer that I took a photo of. *D, can be omitted*
- 2 The new action film stars Tom Cruise. It is released tomorrow. (**which**)
The new action film, which stars Tom Cruise, is released tomorrow. *ND, cannot be omitted*
- 3 This is Maria. Her father is a drummer. (**whose**)
This is Maria, whose father is a drummer. *ND, cannot be omitted*
- 4 That's the place. You can collect your tickets there. (**where**)
That's the place where you can collect your tickets. *D, can be omitted*
- 5 The singer sings pop music. He has a new song coming out soon. (**who**)
The singer, who sings pop music, has a new song coming out soon. *ND, cannot be omitted*

9 ★ Put the verbs in brackets into the correct tense.

- 1 I wish we **had helped** (**help**) the volunteer group at the beach yesterday.
- 2 If you don't hurry, you **will miss** (**miss**) the start of the theatre performance.
- 3 If I were you, I **would book** (**book**) my tickets to London today.
- 4 I **would have volunteered** (**volunteer**) with the shelter if you had told me they needed help.
- 5 When people cut down forests, animals **lose** (**lose**) their homes.
- 6 I would build a sanctuary for animals if I **had** (**have**) a lot of money.

10 ★★ Put the adjectives in brackets into the correct form.

- 1 The tickets this year are much **cheaper** (**cheap**) than last year.
- 2 Thomas is not as **creative** (**creative**) as his brother.
- 3 I'm a lot **better** (**good**) than yesterday, thanks.
- 4 This is one of **the tastiest** (**tasty**) dishes I've ever tried.
- 5 I find comedies **the most entertaining** (**entertaining**) of all films.

Everyday English

11 ★ Choose the correct response.

- 1 A: What about the later show at 10 o'clock?
B: **(a)** Let me check. **b** I see.
- 2 A: Maybe we can volunteer together.
B: **a** I hope I can do some volunteer work.
(b) Why not!
- 3 A: I'm going to volunteer in Africa.
B: **(a)** Wow! **b** Yes, it does.
- 4 A: Is that for the 7 pm or the 9 pm concert?
B: **(a)** The later show, please.
b Sorry, but the concert is sold out.
- 5 A: Will you be paying in cash or by card?
B: **(a)** Card, please.
b So, that's £80, please.
- 6 A: How long will you be there?
B: **a** Last summer.
(b) For the whole of August.

Revision (Modules 5-6)

Vocabulary

1 ★ Choose the correct item.

- 1 **Text/Sign** language is a way for people who can't hear to communicate.
- 2 Let's hurry up. They are boarding at the **departure/passport** gate now.
- 3 We waited for our luggage at **duty-free/baggage** reclaim.
- 4 Allison spends at least three hours a day on social **media/messages**.
- 5 You can experience a new world with **virtual/driverless** reality.
- 6 In **water/ice** polo, players try to score goals in a swimming pool.
- 7 I can't talk. I have a **black/sore** throat.

2 ★★ Fill in the correct verb: *sprain, cut, take, make, get, assist, board, pay*.

- 1 My mum **cut** her finger when she was slicing the carrots.
- 2 Exercising is a great way to **get** fit.
- 3 I need to **take** a painkiller. I have a really bad headache.
- 4 Did Greg **sprain** his wrist while doing capoeira?
- 5 I find it hard to **pay** attention to what he is talking about.
- 6 You can't **make** progress in your studies if you are very stressed.
- 7 Ben's job at the airport is to **assist** passengers with their luggage.
- 8 It's time to **board** our plane.

3 ★★ Choose the correct item.

- 1 Always **avoid/drink/follow** a balanced diet.
- 2 Can you **share/send/tweet** that link with me?
- 3 Let me show you how to **retweet/add/upload** a photo online.
- 4 You must always **maintain/stretch/burn** your muscles before playing a sport.
- 5 Don't **argue/suffer/worry** about your exams too much. I'm sure you'll do fine.

4 ★ Fill in: *stick, rink, source, minerals*.

- 1 Let's go skating at the ice **rink**!
- 2 In hockey, players use a **stick**.
- 3 Fruit gives us important **minerals**.
- 4 Meat is a great **source** of protein.

5 ★ Choose the correct item.

- 1 John's football match was put **off/up** until next Friday because of the rain.
- 2 Eating right is the key **to/for** a healthy body.
- 3 Tim has put **on/in** a lot of weight recently because he stopped playing sport.
- 4 We are thinking of taking **on/up** a new activity such as yoga.
- 5 I am very interested **at/in** joining the golf club.
- 6 I'm travelling **by/on** plane to Australia tonight.

6 ★ Complete the gaps with words formed from the words in brackets.

- 1 I don't like the new basketball coach. He's really **unhelpful**. (HELPFUL)
- 2 The footballer scored a(n) **beautiful** goal! (BEAUTY)
- 3 I live in a(n) **industrial** town. (INDUSTRY)
- 4 Your comments were very **impolite**. You should apologise. (POLITE)

Grammar

7 ★ Fill in *said* or *told*.

- 1 She **told** her sister not to accept friend requests from strangers.
- 2 My teacher **said** to us that we should research for information in class.
- 3 I **told** my mum that I needed a new smartphone.
- 4 She **said** that she would join an after-school club.

Revision (Modules 5-6)

8 ★ Choose the correct item.

- 1 Sally burnt **her/herself** while she was cooking some fish.
- 2 The scissors **is/are** sharp. Don't cut yourself.
- 3 The milk's in the fridge. Help **you/yourself**.
- 4 My mother taught **me/myself** how to swim.
- 5 This pair of trousers really **fits/fit** you well.
- 6 Can you be a little quiet? The news **is/are** on.
- 7 Take the wet clothes and put **it/them** on the line.
- 8 I hope you **enjoy/enjoy yourself** the party.

9 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 "Don't press this button," John told Victor.
John told Victor **not to press** that button.
- 2 Jim learnt to swim when he was eight.
Jim **couldn't swim** until he was eight.
- 3 The dentist checked my dad's teeth.
My dad **had his teeth** checked.
- 4 "I've been exercising all morning," he said.
He said that **he had been** exercising all morning.
- 5 You're not allowed to run next to the pool.
You **mustn't/can't run** next to the pool.
- 6 A nurse will take your temperature in a minute.
You will have **your temperature taken** in a minute.
- 7 "Can we go to yoga tonight?" Bob asked me.
Bob asked me **if we could** go to yoga that night.
- 8 It's possible that it will rain tomorrow.
It **may/might/could rain** tomorrow.
- 9 It was necessary to train every day in the month before the final.
I **had/needed to train** every day in the month before the final.
- 10 Someone has stolen John's bag!
John **has had** his bag stolen!

10 ★ Fill in the correct question tag.

- 1 She had a basketball match yesterday afternoon, **didn't she?**
- 2 Let's join a sports club this afternoon, **shall we?**
- 3 John has got a headache, **doesn't he?**
- 4 This is a great hockey team, **isn't it?**
- 5 Don't upload pictures online, **will you?**

11 ★★ Rewrite the sentences. Use the words in brackets.

- 1 Social media is a great way to connect with people. It can be addictive. **(BUT)**
Social media is a great way to connect with people, but it can be addictive.
- 2 He studied very hard. He didn't pass his exams. **(DESPITE)**
Despite studying very hard, he didn't pass his exams./He didn't pass his exams despite studying very hard.
- 3 The team lost the game. They played very well. **(ALTHOUGH)**
Although the team played very well, they lost the game./The team lost the game although they played very well.
- 4 It was raining. We still played the match. **(EVEN THOUGH)**
Even though it was raining, we still played the match./We still played the match even though it was raining.

Everyday English

12 ★ Choose the correct response.

- 1 A: Can I play hockey next week?
B: **a** You have to rest it.
(b) No, I'm afraid not.
- 2 A: Do you have a minute?
B: **(a)** Of course! **b** That's alright.
- 3 A: If you're still in pain, come back.
B: **(a)** OK, I will. **b** It's really sore.
- 4 A: Are you sure it's not serious?
B: **(a)** Yes, it's nothing to worry about.
b OK, let's take a look.
- 5 A: Can you help me upload a photo?
B: **a** I've done that.
(b) OK, that's easy.
- 6 A: Where can I find passport control?
B: **a** After you upload it.
(b) After the check-in desks.

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brʌm/	became /brʌem/	become /brʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /brɪn/	began /brɪgən/	begun /brɪgən/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
can /kæn/	could /kʊd/	(been able to /bɪn (eɪbəl tə)/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
forbid /fə'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
get /get/	got /gɒt/	got /gɒt/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
give /gɪv/	gave /geɪv/	given /'gɪvən/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
go /gəʊ/	went /went/	gone /gɒn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
have /hæv/	had /hæd/	had /hæd/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hit /hɪt/	hit /hɪt/	hit /hɪt/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hold /həʊld/	held /held/	held /held/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
keep /ki:p/	kept /kept/	kept /kept/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
know /nəʊ/	knew /nju:/	known /'nəʊn/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
lay /leɪ/	laid /leɪd/	laid /leɪd/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
lead /li:d/	led /led/	led /led/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
			take /teɪk/	took /tu:k/	taken /teɪkən/
			teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
			tear /teə/	tore /tɔ:/	torn /tɔ:n/
			tell /tel/	told /təʊld/	told /təʊld/
			think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
			throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
			understand / ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
			wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
			wear /weə/	wore /wɔ:/	worn /wɔ:n/
			win /wɪn/	won /wɒn/	won /wɒn/
			write /raɪt/	wrote /rəʊt/	written /rɪtən/

Answer Section & Audioscripts

Answer Section

Progress Check 1

10 Suggested Answer Key

Hi readers!

Sorry it's been a long time since my last blog post, but I've recently moved house. I still live in Spain, but not in the countryside. Now, I live in a big city, Valencia, on the east coast of the country, below Barcelona.

My flat is in the Ruzafa neighbourhood, near the city centre. Life is very different here – the streets are crowded and there is always something going on. Ruzafa has got art galleries, shops and cafés. I like buying a homemade cake from one of the bakeries and taking a stroll around. I also like visiting the famous market building at the weekends. It's a really cool neighbourhood and I'm really glad we've moved here. Bye for now!

Progress Check 2

10 Suggested Answer Key

On 13th June, Tom Smith was on holiday in Scotland when he decided to visit Loch Ness.

He had heard a lot about the monster there and wanted to get a picture of it. When he arrived, the rain had stopped and the sun was shining.

Then, around half an hour later, he spotted the monster! It had a long neck and its head was like a dinosaur's. Tom tried to get a photo of the monster, but he was so excited that he dropped his phone on the ground.

There was no one else there, so no one believed that he saw the monster. But he's sure he saw something in the lake that day. Was it the Loch Ness Monster?

Progress Check 3

10 Suggested Answer Key

Dear Frank,

How are things? I'm writing to let you know about my plans for the summer.

This year, my family's not going to go on holiday. My dad's just too busy at work. So, instead, I've arranged to volunteer at an animal shelter close to my house for the whole of next month. They need people to help feed the animals and take the dogs for walks. I think it'll be a lot of fun and I can't wait to get started.

What about you? Do you have any plans for the coming months? Write back and let me know.

Jane

Background Information

The Loch Ness monster comes from Scottish folklore. A lot of people believe it is a large creature that inhabits Loch Ness in Scotland.

Progress Check 4

11 Suggested Answer Key

The Genzano Flower Festival is a very popular festival in Italy. It takes place in Genzano di Roma, a town near Rome. It lasts for just one day and is held on the 9th Sunday after Easter. This is usually in May or June.

During the Genzano Flower Festival, there are lots of things for visitors to do and see. Locals decorate the streets of the town with over 500,000 flowers and then there is a parade which passes over them. In the parade, people wear masks and medieval costumes. Afterwards, the local children are allowed to play with the flowers!

For people interested in flowers, the Genzano Flower Festival is definitely worth visiting!

Background Information

Ypres is a city in northwestern Belgium located close to the French border. It has a population of around 35,000 people.

Belgium is a country in Western Europe surrounded by the Netherlands, Germany, France and Luxemburg. It has a population of over 11 million people and the capital city is Brussels. There are three official Belgian languages: Dutch, French and German.

Progress Check 5

11 Suggested Answer Key

Dear Maggie,

I'm sorry to hear you're stressed about starting at a new school. I went through the same experience two years ago, so I think I can give you some good advice.

Firstly, why don't you join an after-school club? This way, you'll meet new people and make new friends.

Also, I think you should eat in the school cafeteria. If you do this, you'll be able to sit down at a table with other students and get to know them.

I really hope my advice helps. Write back and let me know how everything goes.

Talk soon,

Bella

Progress Check 6

11 Suggested Answer Key

These days, a lot of teens have social media accounts. There are obvious benefits to this, but are there any negatives, too?

In the first place, having a social media account is

a great way for teens to stay in touch with friends and family members. For example, they can share photos and exchange comments with people who live far away.

On the other hand, teens' schoolwork can suffer because of social media. For instance, many teens spend so much time on social media that they don't have enough time to do their homework.

All in all, I think that teens should be allowed to have social media accounts, but parents should limit the amount of time they spend on them.

Module 2

Exercise 2 (p. 20)

- 1 Olivia and Emma had arrived home by the time it started raining./By the time it started raining, Olivia and Emma had arrived home.
- 2 Luckily, Sam had already left his house when the earthquake hit.
- 3 We saw all the damage to the house after the storm had finished./After the storm had finished, we saw all the damage to the house.
- 4 I had got out of the collapsed building before the rescue team arrived./Before the rescue team arrived, I had got out of the collapsed building.

Revision (Modules 1-2)

Exercise 10 (p. 111)

- 1 What did the flood damage?
- 2 Who called the emergency services?
- 3 Who did Gina meet yesterday?

Skills Practice A

Exercise 8 (p. 25)

Suggested Answer

Paris is known as the City of Lights. It is located in the north of France and has a population of 2.2 million people. Its famous attractions include the Eiffel Tower and the Louvre Museum. There are also trendy shops, lively nightlife, theatres and cinemas.

Exercise 9 (p. 25)

Suggested Answer

A morning to remember

One sunny morning, I was boarding a plane at the airport. I was so excited because I was going to see my parents.

When I found my window seat, I sat down and put my seat belt on. I was watching the planes land while people were still boarding the plane. That's when I saw something strange. There was a plane approaching the airport faster than usual. I thought that maybe it was just my imagination. Then, there was a loud sound as the plane crashed. It was frightening. The emergency services arrived and helped everyone. Luckily, no one was injured.

I arrived at my parent's house very late in the afternoon, but I was happy to be safe.

Module 3

Exercise 4 (p. 27)

- 2 Will Betty be taking part in the beach clean-up on Wednesday morning at 10 am?
No, she won't. She will be attending a lecture.
- 3 Will Betty be doing her homework on Friday evening at 8 pm?
No, she won't. She will be watching TV.

Exercise 5 (p. 27)

I wish I wrote → I wish I had written (1st paragraph)

If one will be sick → if one is sick (2nd paragraph)

if I haven't volunteered → if I hadn't volunteered (2nd paragraph)

I wish I can → I wish I could (2nd paragraph)

the vets say I come → the vets say I can come (2nd paragraph)

We have such a great time → We'd have such a great time (3rd paragraph)

Module 4

Exercise 3 (p. 35)

was being built → was built

was performing → was being performed

had to rebuild → had to be rebuilt

it destroyed → it was destroyed

had almost been forgetting → had almost been forgotten

discovered → were discovered

have been visited → have visited

have performed → have been performed

Exercise 3 (p. 38)

- 1 This is the local theatre where I performed my first play.
- 2 San Diego, which is in the USA, is the home of a huge comic convention.
- 3 Robin, who lives on my street, is a professional gamer.
- 4 Bella, whose cousin lives in New York, wants to move to America.
- 5 This is the costume which I made for the cosplay convention.

Revision (Modules 3-4)

Exercise 6 (p. 113)

- 1 Dinner is served at 7:00.
- 2 The invitations are being sent tomorrow.
- 3 Everyone had been informed about the event (by Lucy).
- 4 The beds were made first.
- 5 Free samples of the new product were being given out.

Skills Practice B

Exercise 8 (p. 43)

Suggested Answer

Hi everyone,
I just wanted to let you know about my plans for the summer, now that school's over. You'll never guess! I'm going to take part in a volunteer programme for teens! It takes place at Chester Zoo, in Cheshire, England, between 12th and 24th of July. I'm going with my brother Dave. In fact, it was his idea in the first place. My duties include helping to prepare the animals' food, reporting on their health and giving talks to visitors about them. I can't wait!
I'll keep you all informed while I do it, of course, and include lots of pictures. For now, however, just wish me luck!

Exercise 9 (p. 43)

Name: Green Gathering

Where: field outside Bristol

When: 14th-18th July

What to see/do: listen to music, eat food, take part in eco-living skills, gardening and basket-making workshops

Suggested Answer

Celebrating the Green Lifestyle

It's time for the green to gather again! Taking place every year in a field outside Bristol, the Green Gathering has become very popular for the residents of the city and visitors too!

It's so popular, in fact, that it's taking place over four days this year! Between 14th-18th July, those attending the festival can enjoy live music as well as a huge variety of great environmental food. There will also be lots of workshops this year, so people can learn how to live in a greener way. These include eco-living skills, gardening and basket-making workshops.

So why not head for the Green Gathering in July, and learn how to help save the planet!

Module 6

Exercise 2 (p. 56)

- 1 Kate asked Ted why he hadn't updated his profile.
- 2 Mike's mum told him not to spend so much time playing video games.
- 3 Sue asked John if he could help her install that program.
- 4 The teacher told us to be careful who we made friends with online.
- 5 My brother asked me if I had passed my IT exam.

Exercise 5 (p. 56)

Suggested Answer Key

Amy asked Tim if he could help her create a social media account. Tim agreed and asked her if she had chosen her social media platform. Amy said she had and said it was the one on the screen. Tim told Amy to first type in a username and password that she wouldn't forget.

Amy said she would write them down, so that wouldn't be a problem. Then she asked what was next. Tim told her to click on 'Create my account'. Amy asked if that was all. Tim said that it was the most basic profile and that Amy could then add personal information like her birthday and a profile picture. Amy said that she had a nice photo for her profile. Tim asked where it was and said that they would upload it right then.

Skills Practice C

Exercise 8 (p. 61)

Suggested Answer

Dear Tara,

I'm sorry to hear that you're having a problem with your brother. As you said, I had a similar problem with my sister, so I can help.

First of all, have a chat with him. Explain that you're upset and that you don't want to fight with him. Suggest that you give each other a little space. This way you will see less of each other and you won't argue so much. Secondly, don't get involved in everything he's doing. We all need some independence and freedom. I hope that this advice works with the two of you. It helped with me and my sister, anyway. Let me know how it goes.

Love,

Ann

Exercise 9 (p. 61)

Suggested Answer

More and more people are joining gyms these days. However, is this the best way to get fit?

There are certainly advantages to gyms. Firstly, there is a great variety of equipment. For example, there are machines for jogging, cycling and building muscle. Secondly, gyms have fitness instructors. This is good because you learn how to exercise safely.

However, gyms have a negative side. First of all, gym membership is expensive. This means that not everyone can afford it. Also, gyms can be crowded. As a result, you might wait a long time to use a machine.

All in all, there are both positive and negative sides to gyms. I believe you should only join if you have enough money for your membership.

Grammar Bank

Exercise 72 (p. 88)

- 1 could – general ability in the past
- 2 wasn't able to – specific ability in the past
- 3 was able to – specific ability in the past
- 4 couldn't – general ability in the past

Exercise 75 (p. 89)

- 1 Carla had some trees planted in her garden by a gardener.
- 2 Did you have your arm looked at by the doctor

yesterday?

- 3 Mark and Jo were having their roof repaired after the fire.
- 4 Tom has been having his bike fixed all morning by Victor.

Exercise 79 (p. 91)

- 2 Ann told him (that) she had met lots of interesting people.
- 3 Frank told him (that) he wanted to know more about smartphones.
- 4 Lucy told him (that) she would visit again the next/ following day.
- 5 George told him (that) he had been trying out new gadgets all day.
- 6 Mary told him (that) she had learnt how to use a 3D printer.

Exercise 80 (p. 91)

James is a pilot. He said that he worked with two other pilots and four cabin crew. He said that he flew the plane all around the world, taking people to where they wanted to go. He said he had been working for the same airline for seven years. He said that the week before/the previous week, they had flown to Rio de Janeiro, Brazil, and then to Buenos Aires, Argentina. He said that they had been in Argentina for six days. He said that the next/following day, they would fly to Cape Town, South Africa.

Presentation Skills 1

Exercise 2 (p. 94)

- 1 a statement (this one is irrelevant, since it's about moving to a different but real neighbourhood, not an ideal one)
- 2 a rhetorical question
- 3 humour

Exercise 4 (p. 94)

Suggested Answer

Have you ever thought about what your ideal neighbourhood would look like? I do it all the time! My ideal neighbourhood is in a big city. I live in a flat at the top of a skyscraper and there's a gym in my building! There are wide streets, beautiful buildings and it's easy to get around because there are buses and an underground train. There are lots of facilities such as a supermarket, a department store, a library and two museums. There are also many art galleries and cinemas. It's full of life and even though it's a city, people are friendly. Children play in the park while older people enjoy walking or reading their favourite book there in the mornings. There are cafés and restaurants where people meet to have a meal or just chat over a coffee. Police officers patrol my neighbourhood so everyone feels safe, and there's a hospital nearby. Wouldn't you like to live in my ideal neighbourhood? I know I would! Thanks for listening.

Presentation Skills 2

Exercise 2 (p. 95)

The encyclopaedia entry (3) contains accurate information. The opinions expressed in the letter about the size of the aeroplane and the danger turned out to be false, since Earhart was successful. The newspaper article gives wrong information about the length of the flight (just under 15 hours).

Exercise 3 (p. 95)

2 and 4 give reasons.

Exercise 4 (p. 95)

Suggested Answer

Every century has its firsts, doesn't it? Well, one of the greatest achievements of the 20th century was when Amelia Earhart became the first woman to fly solo across the Atlantic Ocean in 1932.

Before the flight, Earhart was a well-known pilot, but no one thought it was possible for her to fly on her own across the Atlantic. Most people in those days didn't think a woman had the strength or ability for such a long flight. But Earhart didn't listen to the critics. She set off on her journey from Harbour Grace in Newfoundland, Canada. She had been flying for 14 hours and 56 minutes when she landed in a field in Culmore, Northern Ireland. It was an amazing achievement and Earhart became a celebrity around the world. Her achievement was especially important in the fight for women's rights, especially in the USA. After her incredible bravery and skill at flying a small plane, no one could say that women could not do these things anymore.

I think it's fair to say that Amelia Earhart gave women 'a flying start' in the 20th century! Thank you for listening.

Presentation Skills 3

Exercise 3 (p. 96)

- 1 warm
- 2 sweet-smelling
- 3 huge
- 4 unforgettable

the feeling of the warm sun on your skin (touch)

the scent of sweet-smelling wildflowers (smell)

you can also see a huge variety of wildlife (sight)

Exercise 4 (p. 96)

Suggested Answer

Hello everyone, and welcome to Spain. I'm sure there are a lot of places which you'd like to visit during your time here, but I highly recommend that you visit Doñana National Park. This nature reserve is in Andalusia in southern Spain and it's a beautiful place of unspoilt nature.

In Doñana National Park, you can see a huge variety of landscapes, from marshes to sand dunes, and you can spot a wide range of wildlife. The park is also great for bird-watching, with countless European and African birds, while there are also deer, badgers and, of course,

Answer Section

the famous Iberian lynx, which is one of Europe's few big cats! There are also herds of beautiful Andalusian horses. In addition, you can visit Doñana Biological Station and find out about how they protect the ecology of the area. All in all, a trip to Doñana National Park is an unforgettable experience. You'll learn a lot about ecology and experience nature at its most beautiful! You don't want to go home without seeing such a beautiful place, do you? Are there any questions? Thank you for listening.

Presentation Skills 4

Exercise 1 (p. 97)

- 1 asks questions about the character
- 2 gives a series of statements about the character

Exercise 2 (p. 97)

- 1 Slide **B** is more effective as it shows Sean Connery playing Bond and one of Bond's most unforgettable lines.
- 2 Slide **A** is more appropriate as it has the information in brief, and the fonts and bullet points help the reader.

Exercise 3 (p. 97)

Character: James Bond

Actors: Sean Connery, George Lazenby, Roger Moore, Timothy Dalton, Pierce Brosnan, Daniel Craig

Appearance/Personal qualities: tall, athletic, handsome with short hair, smartly dressed; sensible, calm and independent

Name of film(s): over 25, including *Casino Royale*, *Quantum of Solace*, *Skyfall* and *Spectre*

Types of film(s): spy, adventure, action

Exercise 4 (p. 97)

Suggested Answer

He is always well-dressed and he is a gentleman. His accent is typically British, but he speaks at least seven languages. He has travelled the world and he has a licence to kill. His code name is 007. That's right, the name's Bond, James Bond.

Ian Fleming created this character in 1952. He has appeared in 12 novels and two short story collections. James Bond is one of cinema's most popular characters, too. In fact, he has appeared in over 25 films! They are spy and adventure films with a lot of action. Several different actors played James Bond, including Sean Connery, George Lazenby, Roger Moore, Timothy Dalton, Pierce Brosnan and Daniel Craig. Daniel Craig appeared in *Casino Royale* in 2006, *Quantum of Solace* in 2008, *Skyfall* in 2012 and *Spectre* in 2015. Commander James Bond – code name 007 – is a tall, handsome secret agent with short hair. He is smartly dressed and usually wears a suit. He's clever and able to create several plans to achieve his goals. He can speak a lot of languages and is quite athletic. He's very skilful at martial arts and appears to be sensible, calm and independent. His films are all quite memorable as he is a brave and

adventurous character who always gets out of difficult spots and saves the day!

All in all, James Bond is one of the best characters in film, and I think anyone would really enjoy the James Bond films. After all, who doesn't enjoy a film full of action, adventure and excitement? Are there any questions? Thank you for listening.

Presentation Skills 5

Exercise 4 (p. 98)

Suggested Answer

Hello, everyone, and happy World Health Day! Every year on World Health Day, I think of the Arabic proverb that goes: "He who has health has hope; and he who has hope has everything." Today, I would like to tell you a few of the best ways you can stay healthy – and some things you should avoid, too!

In the first place, it's important to eat at least five portions of fruit and vegetables each day. Experts recommend this number so that you can consume the nutrients you need to stay healthy. Another good idea is to meditate. It's a good idea to spend some time outdoors every day to get some fresh air and reconnect with nature. This is very good for your health and general well-being. It also relaxes the mind and is a good way to combat stress.

Now that we've talked about what you should do to stay healthy, I'm going to mention a few things you shouldn't do. First of all, I've already mentioned what you should be eating: lots of fruit and vegetables. But what foods shouldn't you eat? It's best to avoid sweets, because they are full of sugar. Also, you really shouldn't spend too much time watching TV because it means less time for exercise and, as I told you earlier, exercising regularly is important. To conclude, eating healthily, reducing stress and keeping your body strong, relaxed and at an ideal weight are all important ways to stay healthy. And we all want to keep our bodies physically fit so we can be our best selves, don't we? Now, are there any questions? ... Thank you all very much.

Presentation Skills 6

Exercise 3 (p. 99)

Slide:

1972

- first email program
- NCP introduced
- ARPA → DARPA

Notes:

1972

- first email program (Ray Tomlinson)
- NCP (Network Control Protocol) introduced – allows computers to communicate
- ARPA → DARPA (end of year – D stands for 'defense')

Exercise 4 (p. 99)

Suggested Answer

Good morning, everyone. When you think about an

Answer Section

invention of the 20th century which changed the lives of people, what comes to mind? ... Perhaps the computer? ... Maybe the mobile phone? Well, I think of the Internet, because without it you wouldn't care about the other two.

The start of the Internet can be traced back to the year 1969, when the Advanced Research Projects Agency of the Department of Defense in the USA created ARPANET, a time-sharing network of computers. This led to what we now know as the Internet. In 1972, Ray Tomlinson wrote the first email program and a few months later, NCP or Network Control Protocol was introduced. This allowed computers to communicate with one another.

At the time, not a lot of people realised how the Internet would change the way people lived. In fact, Clifford Stoll, an American astronomer, said the Internet wouldn't change anything. He was, of course, totally wrong because the Internet has changed everything. It has allowed people to access and share information around the world at the click of a button. It has also revolutionised communication, so distance is not an issue and working from home or even in another country is possible. There are also many more educational opportunities because of it.

The Internet, without a doubt, has changed our lives greatly and has made the world a lot smaller. As the American author Dave Berry once said, "The Internet is the most important single development in the history of human communication." I couldn't agree more. Are there any questions? Thank you for listening.

Fun Time

Fun Time 1 (p. 100)

- 1 Where is the Statue of Liberty? It's in New York.
- 2 Is her French improving? Yes, it is.
- 3 What building is it? It's a lighthouse.
- 5 Is Claire studying for exams these days? Yes, she is.
- 6 Where is the Parthenon? It's in Greece.
- 7 Have you ever been to Italy? Yes, I've been to Italy twice.
- 9 What does the picture show? It shows a desert.
- 10 Why are you angry? Jerry is always taking my things.
- 11 Have you visited the museum yet? No, I'm going tomorrow.
- 13 Where is Anne? I haven't seen her for two days.
- 14 What building is it? It's a skyscraper.
- 15 Do you want to go to the cinema today? I would rather watch a DVD.
- 16 How long has he been surfing the Net? He's been surfing the Net since 10 o'clock this morning.
- 17 What time does Bob leave home every morning? He leaves home at 7 o'clock.
- 19 How long have you been waiting for the bus? I've been waiting for the bus for 10 minutes.
- 20 Have you seen the Robot Building yet? Yes, I saw it last week.
- 21 Is Ann here? No, she has gone to the supermarket.
- 23 Have you ever tried windsurfing? No, I'm too scared.

- 24 What does the picture show? It shows a river.
- 25 Does she remember travelling to the USA? No, she was too young to remember.
- 26 What building is it? It's a palace/castle.
- 28 Does your tooth still hurt? Yes, I need to see a dentist.

Fun Time 2 (p. 101)

Suggested Answers

- 1 avalanche, hurricane
- 2 I studied computers and I went on holiday to Paris.
- 4 stone, metal
- 5 walked, waited
- 6 rain, snow
- 7 Rome, Athens
- 8 I used to watch cartoons and I used to go to bed at eight.
- 9 came, stood
- 11 fog, heatwave
- 12 car crash, shipwreck
- 13 statues, temples
- 14 He was tired because he had been working since 8:00 am./They cancelled the picnic because it had been raining since the morning.
- 15 I went shopping and took an exam last week.
- 17 frightening, disappointing
- 18 ships, boats
- 19 I was sitting in the kitchen and I was eating my breakfast at 10 o'clock yesterday morning.
- 20 I had done my homework and I had eaten my dinner before 8 o'clock yesterday evening.
- 21 amazing, exciting
- 23 volcanoes, lava
- 24 We carried on looking for the plane. We carried out a search, but without success.
- 25 shocked, angry
- 26 cars, planes
- 27 I washed my hands and I ate a sandwich five hours ago.
- 28 I've never been in a plane crash and I've never tried bungee jumping.
- 30 the Eiffel Tower, the Parthenon
- 31 houses, bridges

Progress Check 1, Exercise 7

Visitors to Italy should not miss a trip to Pisa to see its famous leaning tower. Pisa is a city on the west coast of Italy with trendy shops, friendly locals and, of course, historic buildings. Most people visit for the Leaning Tower of Pisa. The original height of the tower was 60 metres, but now it's under 57 metres. Don't worry, though; it's safe to climb the 294 steps and the view from the top is breathtaking. Because of all the tourists who want to enter the tower, you only have 30 minutes to go up and down, but that's more than enough time. The cheapest ticket costs 18 euros when you buy it at the tower, but you can find better deals online. The city's website also lists the opening times, so check it out before your visit. Please note that children up to the age of 8 are forbidden to enter the tower and those between the ages of 8 and 18 must have an adult with them.

Progress Check 2 – Exercise 7

Interviewer: Welcome back to the show. Now, I'm with a local man named Tom Smith. Tom claims that he has seen the Loch Ness Monster. Tom, can you tell us when and where the sighting took place?

Tom: It was last week, on June 13th exactly. I was in Scotland on holiday. I'd heard so much about the monster that I thought I'd visit the lake to try and get a photo of it.

Interviewer: What was the weather like?

Tom: It had been raining earlier in the day, but when I arrived, the rain had stopped and the sun was shining. Then, around half an hour after my arrival, I spotted the monster. It was quite late at that time, so I was the only one there.

Interviewer: So what did it look like?

Tom: It had a long neck and what looked like the head of a dinosaur. It was swimming really fast across the lake!

Interviewer: And what did you do?

Tom: Well, I tried to get my phone out of my pocket to take a photo, but I was so excited that I dropped it on the ground.

Interviewer: What happened then, Tom?

Tom: Well, seconds later, the monster dived under the water and that was the last I saw of it. I felt really disappointed because I hadn't managed to take a picture. Now, I only have my word and a lot of people don't believe me, to be honest.

Interviewer: Well, I suppose that's understandable. Most people think it doesn't exist.

Tom: That's true, but I'm sure I saw something strange in the lake that day.

Progress Check 3 – Exercise 7

Polly: Morning Jack. I've got some good news. Guess what I'm doing this summer.

Jack: I have no idea, Polly.

Polly: I'm going hiking in Wales! In August, my parents and I are going to walk the Pembrokeshire Coast Path. It's a hiking trail by the sea.

Jack: How long will that take?

Progress Check 4 – Exercise 8

George: Hi Carla. I didn't expect to see you here. Don't you have a violin lesson at this time on Tuesdays?

Carla: Yes, I usually do, but my teacher's sick today. So, I thought I'd come here and buy a CD of classical music.

George: You really love classical music, don't you? I'm here to buy a birthday present for brother Mark. I'm looking for a jazz CD for him.

Carla: Jazz? But isn't Mark in a heavy metal band?

George: Yes, he is, and that's definitely his favourite type of music, but I want to introduce him to other types of music.

Carla: OK, I see. And will you get anything for yourself? You prefer rap music, don't you?

George: That's right, but this shop doesn't have a good selection of rap albums. I might get a blues album, though. It's not my favourite type of music, but my sister Lisa loves it, so I can give the CD to her if I don't like it.

Carla: Anyway, I think that everyone else in the shop is buying the latest album by Girls Alive. I can't stand pop music, though.

George: Some people love it, though. Take Kevin for example. He bought that album on the very first day it was out!

Carla: But I thought Kevin liked folk music.

George: You must be thinking of someone else. Kevin has even gone to Girls Alive concerts. He's a huge fan!

Progress Check 5 – Exercise 8

Tyler: Hi Pam. So, have you finished all of your packing yet?

Pam: No, not yet, Tyler. I can't believe I'm moving to a big city. I've lived in the countryside since I was born, so it'll be a massive change.

Tyler: Yeh, I guess so – but at least you're not moving to a new country. Anyway, when do you start at your new school?

Pam: Next Monday, and I'm really nervous about it.

Tyler: Why? Didn't you tell me that your cousin goes to that school? At least you'll know someone there.

Pam: That's true, but he won't be in the same class as me. He's two years older. So, I guess I'll only see him at breaks. To be honest, I'm really worried about making new friends.

Tyler: What do you mean? You're not a shy person – actually, you're really confident – so I don't think you'll have any problem making new friends. As soon as you start talking to them, they'll realise you're a nice person.

Pam: Thanks, Tyler, but I worry that they'll bully me because I'm from the countryside. I've heard that city

teens can be really cruel. And nowadays, there's a lot of online bullying, too.

Tyler: Yes, sometimes teens are mean about people's appearance and interests, but I don't think that anyone will bother you. And anyway, if they do, you should just ignore them!

Pam: I guess you're right. Anyway, I'd better continue with my packing.

Tyler: OK, Pam. I'll see you before you leave, right? Your family's still having a going away party on Saturday evening.

Pam: Yes, of course. Then, the following day we're moving to Manchester. Anyway, see you then!

Progress Check 6 – Exercise 8

Speaker 1: I bought my laptop last year, and despite being quite expensive, it's given me a lot of problems. It's been back to the shop many times with one problem or another, and each time it gets fixed, it breaks down again. Luckily, I own a smartphone and a tablet. Otherwise, I wouldn't be able to use the Internet at all!

Speaker 2: I was probably the last person in my group of friends to get a smartphone. I had always wanted one, but my parents refused to buy me one, and I didn't have any savings to buy one myself. Then, last month, my uncle gave me one for my birthday. Now, I can't live without it – it's the most important gadget I own!

Speaker 3: I used to use my smartphone just to text and call, but recently I've downloaded an exercise app that has changed my life! It tells me how many steps I've done each day and gives me information about my heart rate. It really encourages me to get off the couch and move! It's only been a few weeks, but I've already seen improvements. And all this without joining a gym!

Speaker 4: I've had my tablet for three years now and I couldn't live without it. I use it all the time, for online shopping and video chats, and I take it with me every day when I go to college. And despite it being quite cheap, it's never had any problems. Actually, I've recommended the model to a lot of my friends.

Polly: It's about 186 miles so it takes about two weeks.

Jack: Phew! That sounds tiring.

Polly: It might be, but I'll get lots of fresh air and exercise. The Pembrokeshire coast has got some beautiful scenery and I plan to take photos of the wildlife there. I can't wait! Anyway, what are you going to do this summer?

Jack: This summer I won't be going anywhere but I'll be really busy with the local environment group. We're going to organise a music festival to raise money for endangered animals. It'll be in August, though, so you'll probably miss it.

Polly: That's a pity. But I'd like to donate anyway.

Jack: OK. Thanks a lot, Polly.

Skills Practice A

Exercise 4 (p. 25)

Want to see the sights of Scotland's capital city, but tired of walking everywhere? Then jump on board the City Sightseeing Bus. Our experienced tour guides show you the attractions of this historic city and a recorded version of the tour is available in nine different languages. On the tour, you see Edinburgh Castle, the Scottish Parliament, the National Museum of Scotland and many more attractions. Buses leave from Waverley Bridge in the city centre every 20 minutes and each tour lasts about 60 minutes. Tickets cost fifteen pounds for adults and seven pounds fifty for children. You can also get family tickets for 36 pounds. There are plenty of opportunities to get some souvenirs as you can get off the bus whenever you want and then get back on later. Don't miss Edinburgh by bus!

Exercise 5 (p. 25)

Guess what happened to me yesterday? I was waiting on the platform for the morning train to work. It was about 10 minutes late and when I got on, it was really crowded. There weren't any seats free, so I stood in the aisle. The train set off, but I noticed that it was going faster than usual. I thought that the train driver was probably going quicker to get back on time. Anyway, as we were going around a bend, there was a loud noise. The train seemed to fall to one side. The train had come off the track! It was really frightening. The emergency services arrived and made sure everyone was OK. Luckily, no one was seriously injured. Some people had a few cuts and bruises, but I was fine. After all that, though, I didn't get into work until the afternoon. Then a few hours later I had to catch another train back home, safely this time, though!

Exercise 6 (p. 25)

Andy: So here we are back in rainy England, Kate. We had a great holiday, though, didn't we?

Kate: It was really good. The best for me was the local dishes we had. Everything tasted like it had just come from the street market. It was so fresh, Andy.

Andy: It was good food, but I just loved talking to all the people there. We got on so well and they loved it when I tried to speak their language.

Kate: I hear Suri is still talking about the designer clothes she got in the shops there. Even the crowded streets didn't stop her from shopping every day.

Andy: Mario didn't do any shopping though, did he?

Kate: No, every day he got on a bus or in a taxi and went to a different art gallery or museum. I don't want to think about how much he spent on transport!

Andy: He really enjoys exhibitions. Just like Ellie is always heading out at night.

Kate: She prefers dancing after dark to getting a good night's rest!

Andy: To be honest, it was such a busy holiday that I need a rest now I'm back!

Answer Section

Skills Practice B

Exercise 4 (p. 43)

Robert: Hi, Lisa. Did you have a relaxing time on holiday?

Lisa: Not really, Robert, but I expected that. I was volunteering in a nature reserve in the north of England, so it involved a lot of hard work. I didn't even get a chance to do any sightseeing in the area.

Robert: Oh yes, I forgot that you prefer that sort of holiday. My sister Sarah isn't worried about relaxing when she goes on holiday either. She loves extreme sports so she's really into adventure holidays.

Lisa: It's the same with my cousin Harry. He went on a beach holiday last summer and didn't enjoy it at all. It was too boring for him – he much prefers camping and going on hikes in the countryside.

Robert: Maybe it has something to do with age. Sometimes, the older you are, the more you want a stress-free holiday. My grandmother, Jane, for example, goes on a cruise every year, and most of the time she just stays on the ship and takes it easy.

Lisa: But that's not always the case. My Aunt Mary, who's in her 60s, goes on a safari every year – and that's not exactly a relaxing activity! My uncle goes with her, even though he would much prefer a city break somewhere.

Robert: Well, I'd better go now. I'm going with my parents to the travel agency in town. I just hope we can agree on where to go this year!

Lisa: OK. See you later, Robert.

Exercise 5 (p. 43)

Hello, listeners. I'm Rob Fawcett, the manager of Chester Zoo. Today, I'm happy to announce this summer's Teen Volunteer Programme. Chester Zoo, located in Cheshire, England, is one of the UK's largest zoos. We've got over 9,000 animals and we're always looking for help to take care of them! Our teen volunteer programme runs from 12th-24th July and is for boys and girls aged between 14 and 18. We will choose 20 candidates for the programme and they will have various different duties around the zoo. For example, they will help us to prepare the animals' food, write daily reports on each animal's health, and give short educational talks to young visitors. To apply for this programme please email us at jobs@chesterzoo.com. If you have any questions about the job you can email us at info@chesterzoo.com or call us at 223-2345223. The deadline for applications is 15th June. Don't miss out on this chance of a lifetime at Chester Zoo!

Exercises 6 & 9 (p. 43)

Sarah: Hi, David. I've been looking for you all day.

David: Oh, hi Sarah. Didn't I tell you? Every Friday during the summer, I help out at my aunt's café. I'm returning from there now. Anyway, what's up?

Sarah: My parents and I are going to a festival on Sunday, and we were wondering if you'd like to come along.

David: Well, I've got a taekwondo competition on Saturday morning, but I'm free apart from that. What's it about?

Sarah: It's called the Green Gathering. It runs for four days from the 14th-18th July, but we can just go for one day. Officially, it's an environmental theme, but there'll be lots of music and food, too – so it'll be a mix of everything.

David: OK, I see. Have you been there before?

Sarah: No, I haven't, and neither have my parents. My cousin was the one who told us about it – she goes every year, and she really recommends it. But if you're not sure it's your thing, you should check out its website. It's got a lot of information about the events there.

David: No, you can count me in – I'm sure it'll be fun. But do you know if there'll be any workshops there?

Sarah: Yes, there will. In the morning, there will be an eco-living skills workshop, but we probably won't be able to make that one. Then, in the afternoon, there will be gardening and basket-making workshops – one after the other.

David: They both sound good. It looks like I'll be very busy there! And where is it held exactly?

Sarah: It's in a field outside Bristol. A lot of people take the train to Bristol and then catch a free bus there from the station, but my dad offered to drive. He thinks we'll get there quicker that way.

David: Well, thanks a lot for inviting me. Can you text me tomorrow about the details?

Sarah: Of course. We'll probably leave at around 10 am, but I'll contact you before then. Bye, David.

David: See you later!

Skills Practice C

Exercise 4 (p. 61)

This is an important announcement for passengers for the EA114 flight to Dublin, Ireland. Unfortunately, because of the storm, we will be unable to take off at our scheduled time of 3:45 pm. We are told that the weather will improve at around 6 pm, so we will take off at 7 pm. Also, please note that the flight has a new departure gate. Originally, passengers were told to board from gate A14, but now please go to gate G14. We apologise for any inconvenience this delay has caused, and thank you for your patience. For your comfort, we are offering all passengers a free bottle of water and a sandwich from the departure gate – and we would like to inform you that the airport's duty-free shops remain open until our departure time. If you would like further information or assistance, please speak to someone at an information desk.

Exercise 5 (p. 61)

Speaker 1

I'm quite a worrier in general, and I become especially anxious around exam time. My family, though, don't offer me a lot of help. They just say I have nothing to worry about! And, in a way, I guess they're right. I always study a lot and pass my exams easily – usually with high marks. But that doesn't stop me feeling really worried every time I have an important exam.

Speaker 2

Last month, my mum got a job in a different city, so next week we're going to move house. Also, of course, I'll have to start at a new school, and I feel really anxious

about it. The only good thing is that my sister will be going there, too, so I guess we can support each other. But I still think it's going to be a stressful time.

Speaker 3

When we were younger, my sister and I got along fine. These days, though, we argue all the time! And it's never about anything serious. For example, I get annoyed with her when she borrows my clothes without asking, and she gets angry when I play music loudly. It doesn't help that we have to share a bedroom – but there's no way out of that.

Speaker 4

Sometimes, I really regret buying my smartphone. These days, I just can't put it down. I'm constantly liking my friends' posts or leaving comments – and it means I often don't manage to finish my homework or do my chores. I wish I could be like my sister – she uses her smartphone now and again, but she doesn't let it control her. I don't know what to do!

Exercises 6 & 9 (p. 61)

Lilly: Hi Ken. Where are you coming from?

Ken: Oh, hi Lilly. I've been working out at the gym, so I'm going home for a shower now.

Lilly: Really? I didn't know you were a member of a gym.

Ken: Yes, I've been going there for around a month now. I paid for a one-year membership, and I try to go at least twice a week.

Lilly: I see. Well, I've thought about joining a gym in the past, but I don't like the idea of the crowds there. I guess you have to wait a long time to use some machines when the gym is busy, right?

Ken: Yes, it's like that in the mornings before people start work, and again in the evenings after they finish. But I usually go in the afternoons straight after school. It's much quieter then.

Lilly: And aren't gym memberships really expensive? A friend of mine paid £1,000 for a one-year membership recently! Not everyone can afford it.

Ken: That sounds like a gym in the city centre. I get a much better deal than that because my gym's in the suburbs – I need to take a bus there from my neighbourhood. But I know what you mean – they're not cheap.

Lilly: So why did you join one, then?

Ken: Well, for one, gyms have a huge variety of equipment. There are exercise bikes and machines for jogging, as well as machines which can help you build muscle. They're the ones I use. I want to be big and strong to play rugby for the school team next year!

Lilly: OK, anything else?

Ken: Well, it's really useful to get advice from fitness instructors in a gym. They can give you a fitness plan and teach you how to use the equipment safely. It can be dangerous to work out at home. Actually, my cousin injured his shoulder once trying to lift weights in his living room!

Lilly: Hmm, you've changed my mind about gyms. Maybe I'll look into getting a membership at your gym.

Ken: That would be great!

Module 1

1f – Exercise 6 (p. 21)

We love Mexico City

You can find Mexico City in the centre of Mexico. It's the country's biggest city with around 8½ million people. Its nickname is 'The City of Palaces'.

Mexico City is a great place to go sightseeing. You can visit the famous Angel of Independence in the centre or see sculptures and paintings at the Palace of Fine Arts.

Mexico City has plenty of activities to keep you entertained during your visit. There are countless art galleries and museums, you can pick up some fantastic bargains and souvenirs in the traditional markets downtown. Also, there are a lot of theatres and concert halls to enjoy live entertainment and after that you can stay up to enjoy the lively nightlife.

You can find something to do in Mexico City at any time of the day or night. That's why people also call it 'The City That Never Sleeps'!

Project 1 – Exercise 2 (p. 23)

Speaker 1: What does your ideal neighbourhood look like? Are there nice houses with gardens and quiet streets? My ideal neighbourhood is a place in the city where I can really feel comfortable and safe. It's a place with wide streets and pavements where I can walk safely. And there are lots of car parks so that people can find parking easily. Also, police officers patrol the streets and make people feel safe. Older people can spend their mornings in the park while younger ones can jog there. Children can walk or cycle to school. There are shops for people to do their shopping and great restaurants to enjoy dinner. How does my ideal neighbourhood sound to you? Would you enjoy living there? I would.

Speaker 2: What does your ideal neighbourhood look like? Is it in a busy city or in a quiet village? My ideal neighbourhood is a quiet place in a village. There are small cottages with beautiful gardens. There are lots of trees and flowers along the streets. It is a place where neighbours know each other and talk to each other on the street. Children play happily in the streets or at the school playground or go swimming in the lake. There's a main street with nice little shops, a small café and a pizza house. The nearest city is 15 minutes' drive. So, what do you think? Would you live in my ideal neighbourhood?

Module 2

Exercise 2 (p. 26)

Radio Presenter: ... and now for today's quiz on Truth or Legend, we have Janine Potter from Manchester on the line. Good morning Janine. Are you ready? You have

five statements and all you have to do is say whether they are true or false.

Janine: Yes, I'm ready!

Radio Presenter: OK, Janine. First statement: the Moai of Easter Island were carved over a thousand years ago.

Janine: I don't think that's true. They're not as old as that. That's false.

Radio Presenter: Congratulations! You're right. They carved them between 1250 and 1500 AD. Let's move on to the next question. The designer of the Parthenon, the ancient Greek temple, was Phidias. True or False?

Janine: It's true! Phidias was the designer and Callicrates and Ictinos were the architects.

Radio Presenter: Well done. Now, Janine, the ancient Persians made buildings in which they kept ice frozen even in the middle of summer.

Janine: Er ... true.

Radio Presenter: Well done, Janine. They stored ice and sometimes food in these buildings as well. Next question. We know that Emperor Trajan built his market around 100 AD, but is Trajan's Market the world's very first shopping mall?

Janine: That sounds to me like it's false.

Radio Presenter: Correct! They first used the space for offices. Janine, you need just one more correct answer to win. Here we go. The Maya built their amazing temples with metal tools. True or False?

Janine: Without being sure, I'll say that's false.

Radio Presenter: You're right again! They used stone and wooden tools. You really know your history! You got five out of five right and that means you win this week's star prize ...

2f – Exercises 7 & 8 (p. 35)

Dave: ... and now we welcome back the winner of last year's Radio Dorset competition, fourteen-year-old Cassie Dyer. Hello, Cassie.

Cassie: Hi, Dave. It's nice to be back.

Dave: Back in the studio or back in the country, Cassie? Because you've been abroad haven't you? In case you didn't know, listeners, Cassie's prize last year was a trip to Namibia in Africa. Namibia is home to the world's oldest desert and some pretty interesting wildlife. Isn't that right, Cassie?

Cassie: It certainly is. We saw elephants, rhinos and zebras on safari, but the most amazing part for me was trekking through the desert to the Skeleton Coast.

Dave: That sounds like it was hard work!

Cassie: It was. It was probably the hardest thing I've ever done, which is why I'm so proud that I did it.

Dave: Can you tell us more?

Cassie: Sure. The trek started in Damaraland. We didn't have a guide – it was just me, Mum, Dad and my sixteen-year-old brother, Luke. We left at noon. It was so hot and the sun was so bright, but we were all excited to start our journey.

Audioscripts

Dave: I bet you were. The scenery must be incredible there!

Cassie: Yes, but the conditions were very difficult. It was boiling hot in the day and really cold at night. We soon became very tired and our feet were sore, but the photos we took were fantastic! For example, for the first few days, we were trekking across orange sand. Then, we reached a dry river and after that the mountains.

Dave: And then the Skeleton Coast?

Cassie: Yes, we were almost there but as we got closer, the wind began to blow harder and harder. It was a sandstorm! We had to cover our heads and faces, so we couldn't see anything. But we kept on walking for hours and hours. When the wind finally stopped blowing, we had no idea where we were. Getting lost in a desert is very dangerous, and we didn't have much food or water left.

Dave: What happened?

Cassie: Well, we all tried hard not to panic, but out there in the desert it's difficult to control your emotions. Then, suddenly, my mum saw a shape in the distance. We walked towards it – it was a shipwreck!

Dave: In the desert?

Cassie: Yes! I know, it's strange, right? But it's very famous. The story goes that in 1909 a ship called the Eduard Bohlen sank near the Skeleton Coast. Over the years the wreck has moved and now it's 400 metres from the sea. Sure enough, when we got closer, we could see the ocean sparkling under the sun. It was beautiful, and we all felt very relieved to see it!

Dave: What an adventure!

Cassie: It really was. And I wish everyone luck in this year's competition.

Dave: Yes, this year's top prize is a trip to Peru, listeners! And all you have to do to enter is ...

Module 3

3c – Exercise 1 (p. 44)

Presenter: Tonight on Wild on One, we've got Dr Simon Wheatley, who is here to talk to us about endangered species. Dr Wheatley, can I start by asking why some species actually become endangered?

Dr Wheatley: Sure. There are several reasons why certain species become endangered. Take the loggerhead sea turtle, for example. This sea creature is a victim of pollution. In the first place, it mistakes plastic bags in the sea for jellyfish, and can then choke on them. Also, rubbish on beaches can prevent it from laying its eggs. Macaws, on the other hand, are endangered because of the illegal pet trade. People want these attractive birds as pets, so they pay money for people to capture them. Another reason why animals become endangered is climate change. For instance, melting ice caps put ringed seals at risk. They need ice caves to protect

their young, but this ice is slowly vanishing. Another example I can give you is the lemur. Poachers hunt them for their fur which people use to make various items of clothing. And finally, there's the mountain gorilla which is in danger because of habitat loss – specifically deforestation. People destroy forestland for farming or to sell wood and don't think about the fact that it's many animals' natural habitat.

Presenter: And the truly awful thing is that all of this is because of humans.

Dr Wheatley: Yes, unfortunately, that's true.

3f – Exercise 7b (p. 49)

Alice: Hi James! What are your plans for the summer?

James: Oh, hello Alice! I'm going to Mexico. Have you ever been there?

Alice: Yes, I've visited La Paz and Puebla. I had a fantastic time.

James: I went to Puebla a couple of years ago on a sightseeing holiday and it was great. This time, though, I'll be in Cuyutlan, Colima. I'm going to be a volunteer at a conservation centre there.

Alice: Really? That sounds fantastic.

James: Yes, I'll be taking care of sea turtles there.

Alice: What exactly will you be doing?

James: Well, I'll be picking up rubbish from the beaches and making sure the eggs are safe in their nests. But the hardest part will be protecting the eggs from tourists.

Alice: What do you mean?

James: Well, even though they close off beaches where there are eggs, tourists still turn up and try to swim there. It's our job to make sure they don't.

Alice: It sounds like you're going to be really busy. Will you have any free time?

James: Of course! We will be working 5 hours a day, sometimes at night, but there will be time for us to relax and swim during the day. What are you doing this summer?

Alice: Well, if Dad can get some time off work, we'll go on holiday. We are thinking of going to New York for a city break. I'll be really disappointed if we can't go. I wish you could come with us.

James: Sorry. I'll be busy saving an endangered species!

Module 4

4a – Exercise 5a (p. 55)

A: Hello, and welcome to the show. Now, a lot of people are uncertain about what they can and cannot put in their recycling bin so we've asked John Banner from the Environmental Agency here today to tell us. Welcome, Mr. Banner.

B: Thank you. It's nice to be here.

A: So, can you tell us exactly which items we can and can't put in our recycling bins?

- B:** Of course. I'd be happy to.
- A:** We all know about plastic bottles, newspapers and glass jars, but what about the other things?
- B:** Yes, well, first of all, you're right. Plastic bottles, aluminium cans and glass jars can be recycled, but they must be clean and empty.
- A:** OK. Good point.
- B:** Plastic bottle caps can be recycled, but you should take them off the bottles and put them in separately.
- A:** Right. I didn't know that.
- B:** Also, anything with food in it won't be able to be recycled. So that means things like crisp packets and takeaway food boxes. Crisp packets can't be recycled because they have bits of food in them and they are the wrong kind of plastic or they are metallic foil.
- A:** I see. Why can't takeaway food boxes be recycled?
- B:** Well, they often have food or grease on them and this means they are no good for recycling because they contaminate everything else.
- A:** Oh dear.
- B:** Another common item that people put in the recycling that they shouldn't is juice cartons.
- A:** Really? Why can't we recycle juice cartons?
- B:** Juice cartons can't be recycled because they almost always have a plastic or a metal foil lining which can't be separated in the recycling process.
- A:** I see. Well thank you very much. I've learnt a lot. We'll be right back after this short break ...

4f – Exercise 8 (p. 63)

- Emily:** Hey Peter, what are you doing on your laptop?
- Peter:** Oh, hi Emily. I'm looking at the photos I took at the festival we attended. Look, here's one of the fireworks display on the final evening.
- Emily:** Oh yes, that was definitely my favourite part. I didn't want it to end.
- Peter:** Well, I didn't want the festival to end either, but for a different reason! I wanted to carry on trying all those traditional dishes. They were delicious!
- Emily:** Not everyone liked the food, though. I didn't see Becky try anything.
- Peter:** Well, that's because she was in the art workshops each day. She said she learnt a lot from them.
- Emily:** What about your brother, Darren? Did he have a nice time at the festival, too?
- Peter:** Well, he had mixed feelings. He really loved the parade on the first day, but he was a bit disappointed by the live bands.
- Emily:** I see. I guess jazz music isn't everyone's cup of tea. The ballet performances were good, though. At least that's what Thomas told me. He loved them, though I didn't get to see them myself.
- Peter:** That's a pity. Did you see the magic shows, though?

Emily: No, I didn't – but my sister Sue loved it. Hopefully, I'll get the chance to see it next year.

Peter: Yeh, there were too many things to see and do in just two days. I regret missing the competitions, for example. But, like you said, maybe next year!

Module 5

5f – Exercise 7 (p. 77)

- Amy:** Hey, Susie. What's wrong? You haven't been arguing with your mum and dad again, have you?
- Susie:** No, it's not that, Amy. I haven't argued with them or my sister for a long time. It's my friends at school. All they want to do is hang out at the mall, and they want me to do the same.
- Amy:** Oh, that sounds like peer pressure.
- Susie:** Yes, I know. The problem is my schoolwork is suffering. It's not an issue when I'm in class, of course, but I spend so much time at the mall in the afternoon that I don't have enough time to do all my homework at home in the evening.
- Amy:** But why don't you just say no to them?
- Susie:** I've tried that, Amy. But whenever I try to leave and go home to do my homework, they laugh at me and call me 'teacher's pet'. So, I end up staying.
- Amy:** Come on, Susie. You should know that friends like that aren't your real friends.
- Susie:** You're right – but it's not easy for me to find new friends. As you know, I'm not very sociable – in fact I'm quite shy. I'm worried that I'll end up with no friends at all!
- Amy:** OK, I understand, but you need to be brave, Susie. There's no other way. You need to leave them and find other friends somehow.
- Susie:** But how?
- Amy:** Well, why don't you join a sports club? That's usually a good way to meet new people.
- Susie:** No, I already go to the gym three times a week, so I don't need any more exercise. I know! There's an after-school art club that I could join. They meet twice a week.
- Amy:** That sounds great. I'm sure you'll meet some nice people there!

Module 6

Exercise 2 (p. 81)

Yesterday afternoon, a minor crash brought traffic to a standstill in Hereford city centre. The incident involved a public bus colliding into a parked taxi on the corner of Kent Street and Oak Road. Who was to blame? Well, as taxi driver Nathan Hayes found out, it was complicated! "I was ready to give the bus driver a piece of my mind, but when I reached the bus, I couldn't find anyone behind the wheel!" The bus in question is one of five self-driving buses which Hereford City Council

Audioscripts

are testing out in the streets of the city this week. Some local journalists have claimed that the event proves that the technology isn't ready yet, but Mayor Philippa Sutton said that citizens have nothing to worry about. "The taxi was badly parked", said Sutton. "We still feel that these buses are 100% safe and will greatly improve the city's public transport system."

6f – Exercise 6 (p. 91)

Speaker 1: I realise that people have some worries about robots entering the workplace, but think about robot firefighters, lifeguards and miners. If robots could do these sorts of jobs, then humans wouldn't need to put themselves at risk while they work. For me, that's a major advantage.

Speaker 2: I think they'll be a great addition to the workplace. I know that after I've been working for six or seven hours, tiredness sets in. Then, I start to work less hard and make more mistakes. Robots, though, don't need to sleep or even take breaks during the day. This means they can work far harder than humans do.

Speaker 3: In my opinion, there are some negatives to having robots in the workplace. For example, a lot of people get vital exercise from doing their jobs, but if robots do their jobs then they won't have to lift a finger! The more robots we have in the workplace, the more humans will end up in office jobs where they sit at a desk for 8 hours a day. Jobs like those can lead major health problems.

Speaker 4: I work in a factory and, to be honest, the work I do is not very complicated. So, I know that one day, probably quite soon, a robot will be invented which can do my job. And it'll be able to do it better and faster than me, too. So, the company won't need me or anybody else here at the factory, and I'm not sure how I feel about that.