

**МУНИЦИПАЛЬНОЕ БЮДЖЕТНОЕ ОБЩЕОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ИГРИНСКАЯ СРЕДНЯЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА №4**

«Рассмотрено»

Руководитель МО

_____/Т.А. Батова/

Протокол № 1

от «26» августа 2022г.

«Согласовано»

Заместитель директора

по УВР

_____/Н.С.Корепанова/

«29» августа 2022г.

Принято

На заседании

педагогического

совета

Протокол № 1

от «30» августа 2022г.

«Утверждаю»

Директор

_____/О.В.Бобок/

Приказ № 309

от «30» августа 2022г.

РАБОЧАЯ ПРОГРАММА

по английскому языку
для 10 -11 классов (базовый уровень)

Составитель:

Батова Татьяна Анатольевна
учитель английского языка
первая квалификационная
категория

п. Игра

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I. Пояснительная записка

Рабочая программа по английскому языку для 10аб, 11аб классов составлена на основе следующих документов:

- • Федеральный закон от 29.12.2012 № 273-О «Об образовании в Российской Федерации»;
- • Федеральный государственный образовательный стандарт основного общего образования, утвержденный приказом Министерства образования и науки Российской Федерации от 17.12.2010 № 1897 (с изменениями от 29.12.2014 № 1644, от 31.12.2015 № 1577);
- • Приказ Министерства просвещения РФ от 20.05.2020 № 254 "Об утверждении федерального перечня учебников, допущенных к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего и среднего общего образования" (с последующими изменениями);
- • Приказ Министерства просвещения Российской Федерации от 11.12.2020 № 712 «О внесении изменений в некоторые федеральные государственные образовательные стандарты общего образования по вопросам воспитания обучающихся»;
- • Постановление Главного государственного санитарного врача РФ от 28.09.2020 № 28 «Санитарно-эпидемиологические требования к организациям воспитания и обучения, отдыха и оздоровления детей и молодежи» (СП 2.4.3648-20)»;
- • Примерная основная образовательная программа среднего общего образования, одобренная Федеральным учебно-методическим объединением по общему образованию (Протокол заседания от 28 июня 2016 г. № 2/16-з)
- • Устав МБОУ Игринская СОШ №4;
- • Основная образовательная программа среднего общего образования, утвержденная приказом МБОУ Игринская СОШ №4 №309 от 30.08.2022г.
- • Положение о рабочей программе, реализующей ФГОС, утвержденного приказом МБОУ Игринская СОШ № 4 №300 от 16.08.2022г. Программа курса английского языка «Английский в фокусе, 10-11» для 10-11 классов общеобразовательных учреждений, В.Г. Апальков, и др., издательства «Просвещение», 2011 год.

Рабочая программа ориентирована на использование учебно-методического комплекта Spotlight (английский в фокусе), а также интерактивную рабочую тетрадь Skysmart, на основе этого же УМК, также возможно использование и образовательных платформ, таких как РЭШ, YouTube, Инфоурок, Zoom и другие. Эти и другие электронные ресурсы могут быть использованы и во время дистанционного обучения.

Согласно Положения о формах, периодичности и порядке текущего контроля успеваемости и промежуточной аттестации обучающихся по основным общеобразовательным программам, используются следующие формы контроля: тест, диктант, личное письмо, эссе/письменное высказывание с элементами рассуждения, контрольные и самостоятельные работы, устные зачеты формата ЕГЭ.

Учебный предмет английский язык относится к образовательной области филология. Изучается со 2 по 11 класс. Общее число часов за 2 года обучения –204, из них 102 часа в 10, и 102 в 11 классе (3 часа в неделю).

Программой предусмотрены работа над проектами, например, в 10 классе проекты «Вторая жизнь вещей»; «Tourist attraction in my country», Energy sources in our country/area. В 11 классе: «Моя семья», «Межличностные взаимоотношения», «Памятники архитектуры в России», «Языки, на которых говорят в России».

II. Планируемые результаты освоения предмета, курса (личностные, метапредметные и предметные результаты освоения предмета)

Планируемые результаты в соответствии с требованиями ФГОС СОО к результатам освоения учебного предмета:

Личностные результаты в сфере отношений обучающихся к себе, к своему здоровью, к познанию себя:

ориентация обучающихся на достижение личного счастья, реализацию позитивных жизненных перспектив, инициативность, креативность, готовность и способность к личностному самоопределению, способность ставить цели и строить жизненные планы;

готовность и способность обеспечить себе и своим близким достойную жизнь в процессе самостоятельной, творческой и ответственной деятельности;

готовность и способность обучающихся к отстаиванию личного достоинства, собственного мнения, готовность и способность вырабатывать собственную позицию по отношению к общественно-политическим событиям прошлого и настоящего на основе осознания и осмысления истории, духовных ценностей и достижений нашей страны;

готовность и способность обучающихся к саморазвитию и самовоспитанию в соответствии с общечеловеческими ценностями и идеалами гражданского общества, потребность в физическом самосовершенствовании, занятиях спортивно-оздоровительной деятельностью;

принятие и реализация ценностей здорового и безопасного образа жизни, бережное, ответственное и компетентное отношение к собственному физическому и психологическому здоровью;

неприятие вредных привычек: курения, употребления алкоголя, наркотиков.

Личностные результаты в сфере отношений обучающихся к России как к Родине (Отечеству):

русская идентичность, способность к осознанию российской идентичности в поликультурном социуме, чувство причастности к историко-культурной общности русского народа и судьбе России, патриотизм, готовность к служению Отечеству, его защите;

уважение к своему народу, чувство ответственности перед Родиной, гордости за свой край, свою Родину, прошлое и настоящее многонационального народа России, уважение к государственным символам (герб, флаг, гимн);

формирование уважения к русскому языку как государственному языку Российской Федерации, являющемуся основой российской идентичности и главным фактором национального самоопределения;

воспитание уважения к культуре, языкам, традициям и обычаям народов, проживающих в Российской Федерации.

Личностные результаты в сфере отношений обучающихся к закону, государству и к гражданскому обществу:

гражданственность, гражданская позиция активного и ответственного члена русского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности, готового к участию в общественной жизни;

признание неотчуждаемости основных прав и свобод человека, которые принадлежат каждому от рождения, готовность к осуществлению собственных прав и свобод без нарушения прав и свобод других лиц, готовность отстаивать собственные права и свободы человека и гражданина согласно общепризнанным принципам и нормам международного права и в соответствии с Конституцией Российской Федерации, правовая и политическая грамотность;

мировоззрение, соответствующее современному уровню развития науки и общественной практики, основанное на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;

интериоризация ценностей демократии и социальной солидарности, готовность к договорному регулированию отношений в группе или социальной организации;

готовность обучающихся к конструктивному участию в принятии решений, затрагивающих их права и интересы, в том числе в различных формах общественной самоорганизации, самоуправления, общественно значимой деятельности;

приверженность идеям интернационализма, дружбы, равенства, взаимопомощи народов; воспитание уважительного отношения к национальному достоинству людей, их чувствам, религиозным убеждениям;

готовность обучающихся противостоять идеологии экстремизма, национализма, ксенофобии; коррупции; дискриминации по социальным, религиозным, расовым, национальным признакам и другим негативным социальным явлениям.

Личностные результаты в сфере отношений обучающихся с окружающими людьми:

нравственное сознание и поведение на основе усвоения общечеловеческих ценностей, толерантного сознания и поведения в поликультурном мире, готовности и способности вести диалог с другими людьми, достигать в нем взаимопонимания, находить общие цели и сотрудничать для их достижения;

принятие гуманистических ценностей, осознанное, уважительное и доброжелательное отношение к другому человеку, его мнению, мировоззрению;

способность к сопереживанию и формирование позитивного отношения к людям, в том числе к лицам с ограниченными возможностями здоровья и инвалидам; бережное, ответственное и компетентное отношение к физическому и психологическому здоровью других людей, умение оказывать первую помощь;

формирование выраженной в поведении нравственной позиции, в том числе способности к сознательному выбору добра, нравственного сознания и поведения на основе усвоения общечеловеческих ценностей и нравственных чувств (чести, долга, справедливости, милосердия и дружелюбия);

развитие компетенций сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно полезной, учебно-исследовательской, проектной и других видах деятельности.

Личностные результаты в сфере отношений обучающихся к окружающему миру, живой природе, художественной культуре:

мировоззрение, соответствующее современному уровню развития науки, значимости науки, готовность к научно-техническому творчеству, владение достоверной информацией о передовых достижениях и открытиях мировой и отечественной науки, заинтересованность в научных знаниях об устройстве мира и общества;

готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни; сознательное отношение к непрерывному образованию как условию успешной профессиональной и общественной деятельности;

экологическая культура, бережное отношения к родной земле, природным богатствам России и мира; понимание влияния социально-экономических процессов на состояние природной и социальной среды, ответственность за состояние природных ресурсов; умения и навыки разумного природопользования, нетерпимое отношение к действиям, приносящим вред экологии; приобретение опыта эколого-направленной деятельности;

эстетическое отношения к миру, готовность к эстетическому обустройству собственного быта.

Личностные результаты в сфере отношений обучающихся к семье и родителям, в том числе подготовка к семейной жизни:

ответственное отношение к созданию семьи на основе осознанного принятия ценностей семейной жизни;

положительный образ семьи, родительства (отцовства и материнства), интериоризация традиционных семейных ценностей.

Личностные результаты в сфере отношения обучающихся к труду, в сфере социально-экономических отношений:

уважение ко всем формам собственности, готовность к защите своей собственности, осознанный выбор будущей профессии как путь и способ реализации собственных жизненных планов;

готовность обучающихся к трудовой профессиональной деятельности как к возможности участия в решении личных, общественных, государственных, общенациональных проблем;

потребность трудиться, уважение к труду и людям труда, трудовым достижениям, добросовестное, ответственное и творческое отношение к разным видам трудовой деятельности;

готовность к самообслуживанию, включая обучение и выполнение домашних обязанностей.

Личностные результаты в сфере физического, психологического, социального и академического благополучия обучающихся:

физическое, эмоционально-психологическое, социальное благополучие обучающихся в жизни образовательной организации, ощущение детьми безопасности и психологического комфорта, информационной безопасности.

Планируемые метапредметные результаты освоения ООП

Метапредметные результаты освоения основной образовательной программы представлены тремя группами универсальных учебных действий (УУД).

1. Регулятивные универсальные учебные действия

Выпускник научится:

самостоятельно определять цели, задавать параметры и критерии, по которым можно определить, что цель достигнута;

оценивать возможные последствия достижения поставленной цели в деятельности, собственной жизни и жизни окружающих людей, основываясь на соображениях этики и морали;

ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;

оценивать ресурсы, в том числе время и другие нематериальные ресурсы, необходимые для достижения поставленной цели;

выбирать путь достижения цели, планировать решение поставленных задач, оптимизируя материальные и нематериальные затраты;

организовывать эффективный поиск ресурсов, необходимых для достижения поставленной цели;

сопоставлять полученный результат деятельности с поставленной заранее целью.

2. Познавательные универсальные учебные действия

Выпускник научится:

искать и находить обобщенные способы решения задач, в том числе, осуществлять развернутый информационный поиск и ставить на его основе новые (учебные и познавательные) задачи;

критически оценивать и интерпретировать информацию с разных позиций, распознавать и фиксировать противоречия в информационных источниках;

использовать различные модельно-схематические средства для представления существенных связей и отношений, а также противоречий, выявленных в информационных источниках;

находить и приводить критические аргументы в отношении действий и суждений другого; спокойно и разумно относиться к критическим замечаниям в отношении собственного суждения, рассматривать их как ресурс собственного развития;

выходить за рамки учебного предмета и осуществлять целенаправленный поиск возможностей для широкого переноса средств и способов действия;

выстраивать индивидуальную образовательную траекторию, учитывая ограничения со стороны других участников и ресурсные ограничения;

менять и удерживать разные позиции в познавательной деятельности.

3. Коммуникативные универсальные учебные действия

Выпускник научится:

осуществлять деловую коммуникацию как со сверстниками, так и со взрослыми (как внутри образовательной организации, так и за ее пределами), подбирать партнеров для деловой коммуникации исходя из соображений результативности взаимодействия, а не личных симпатий;

при осуществлении групповой работы быть как руководителем, так и членом команды в разных ролях (генератор идей, критик, исполнитель, выступающий, эксперт и т.д.);

координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;

развернуто, логично и точно излагать свою точку зрения с использованием адекватных (устных и письменных) языковых средств;

распознавать конфликтные ситуации и предотвращать конфликты до их активной фазы, выстраивать деловую и образовательную коммуникацию, избегая личностных оценочных суждений.

Предметные результаты состоят в достижении коммуникативной компетентности в иностранном языке на пороговом уровне, позволяющем общаться как с носителями иностранного языка, так и с представителями других стран, использующими данный язык как средство общения.

В результате изучения учебного предмета «Иностранный язык»

(английский) на уровне среднего общего образования:

Выпускник на базовом уровне научится:

Коммуникативные умения

Говорение, диалогическая речь

– Вести диалог/полилог в ситуациях неофициального общения в рамках изученной тематики;

– при помощи разнообразных языковых средств без подготовки инициировать, поддерживать и заканчивать беседу на темы, включенные в раздел «Предметное содержание речи»;

– выражать и аргументировать личную точку зрения;

– обращаться за разъяснениями, уточняя интересующую информацию.

Говорение, монологическая речь

– Формулировать несложные связные высказывания с использованием основных коммуникативных типов речи (описание, повествование, – запрашивать информацию и обмениваться информацией в пределах изученной тематики; рассуждение, характеристика) в рамках тем, включенных в раздел «Предметное содержание речи»;

– передавать основное содержание прочитанного/увиденного/услышанного;

– давать краткие описания и/или комментарии с опорой на нелинейный текст (таблицы, графики);

– строить высказывание на основе изображения с опорой или без опоры на ключевые слова/план/вопросы.

Аудирование

- Понимать основное содержание несложных аутентичных аудиотекстов различных стилей и жанров монологического и диалогического характера в рамках изученной тематики с четким нормативным произношением;
- выборочное понимание запрашиваемой информации из несложных аутентичных аудиотекстов различных жанров монологического и диалогического характера в рамках изученной тематики, характеризующихся четким нормативным произношением.

Чтение

- Читать и понимать несложные аутентичные тексты различных стилей и жанров, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи;
- отделять в несложных аутентичных текстах различных стилей и жанров главную информацию от второстепенной, выявлять наиболее значимые факты.

Письмо

- Писать несложные связные тексты по изученной тематике;
- писать личное (электронное) письмо, заполнять анкету, письменно излагать сведения о себе в форме, принятой в стране/странах изучаемого языка;
- письменно выражать свою точку зрения в рамках тем, включенных в раздел «Предметное содержание речи», в форме рассуждения, приводя аргументы и примеры.

Языковые навыки

Орфография и пунктуация

- Владеть орфографическими навыками в рамках тем, включенных в раздел «Предметное содержание речи»;
- расставлять в тексте знаки препинания в соответствии с нормами пунктуации.

Фонетическая сторона речи

- Владеть слухопроизводительными навыками в рамках тем, включенных в раздел «Предметное содержание речи»;
- владеть навыками ритмико-интонационного оформления речи в зависимости от коммуникативной ситуации.

Лексическая сторона речи

- Распознавать и употреблять в речи лексические единицы в рамках тем, включенных в раздел «Предметное содержание речи»;
- распознавать и употреблять в речи наиболее распространенные фразовые глаголы;
- определять принадлежность слов к частям речи по аффиксам;
- догадываться о значении отдельных слов на основе сходства с родным языком, по словообразовательным элементам и контексту;
- распознавать и употреблять различные средства связи в тексте для обеспечения его целостности (firstly, to begin with, however, as for me, finally, at last, etc.).

Грамматическая сторона речи

- Оперировать в процессе устного и письменного общения основными синтаксическими конструкциями в соответствии с коммуникативной задачей;
- употреблять в речи различные коммуникативные типы предложений: утвердительные, вопросительные (общий, специальный, альтернативный, разделительный вопросы), отрицательные, побудительные (в утвердительной и отрицательной формах);
- употреблять в речи распространенные и нераспространенные простые предложения, в том числе с несколькими обстоятельствами, следующими в определенном порядке (We moved to a new house last year);
- употреблять в речи сложноподчиненные предложения с союзами и союзными словами what, when, why, which, that, who, if, because, that's why, than, so, for, since, during, so that, unless;– употреблять в речи сложносочиненные предложения с сочинительными союзами and, but, or;
- употреблять в речи условные предложения реального (Conditional I – If I see Jim, I'll invite him to our school party) и нереального характера (Conditional II

- If I were you, I would start learning French);
- употреблять в речи предложения с конструкцией I wish (I wish I had my own room);
- употреблять в речи предложения с конструкцией so/such (I was so busy that I forgot to phone my parents);
- употреблять в речи конструкции с герундием: to love / hate doing something; stop talking;
- употреблять в речи конструкции с инфинитивом: want to do, learn to speak;
- употреблять в речи инфинитив цели (I called to cancel our lesson);
- употреблять в речи конструкцию it takes me ... to do something;
- использовать косвенную речь;
- использовать в речи глаголы в наиболее употребляемых временных формах: Present Simple, Present Continuous, Future Simple, Past Simple, Past Continuous, Present Perfect, Present Perfect Continuous, Past Perfect;
- употреблять в речи страдательный залог в формах наиболее используемых времен: Present Simple, Present Continuous, Past Simple, Present Perfect;
- употреблять в речи различные грамматические средства для выражения будущего времени – to be going to, Present Continuous; Present Simple;
- употреблять в речи модальные глаголы и их эквиваленты (may, can/be able to, must/have to/should; need, shall, could, might, would);
- согласовывать времена в рамках сложного предложения в плане настоящего и прошлого;
- употреблять в речи имена существительные в единственном числе и во множественном числе, образованные по правилу, и исключения;
- употреблять в речи определенный/неопределенный/нулевой артикль;
- употреблять в речи личные, притяжательные, указательные, неопределенные, относительные, вопросительные местоимения;
- употреблять в речи имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения;
- употреблять в речи наречия в положительной, сравнительной и превосходной степенях, а также наречия, выражающие количество (many / much, few / a few, little / a little) и наречия, выражающие время;
- употреблять предлоги, выражающие направление движения, время и место действия.

Выпускник на базовом уровне получит возможность научиться:

Коммуникативные умения

Говорение, диалогическая речь

- Вести диалог/полилог в ситуациях официального общения в рамках изученной тематики; кратко комментировать точку зрения другого человека;
- проводить подготовленное интервью, проверяя и получая подтверждение какой-либо информации;
- обмениваться информацией, проверять и подтверждать собранную фактическую информацию.

Говорение, монологическая речь

- Резюмировать прослушанный/прочитанный текст;
- обобщать информацию на основе прочитанного/прослушанного текста.

Аудирование

- Полно и точно воспринимать информацию в распространенных коммуникативных ситуациях;
- обобщать прослушанную информацию и выявлять факты в соответствии с поставленной задачей/вопросом.

Чтение

- Читать и понимать несложные аутентичные тексты различных стилей и жанров и отвечать на ряд уточняющих вопросов.

Письмо

– Писать краткий отзыв на фильм, книгу или пьесу.

Языковые навыки

Фонетическая сторона речи

– Произносить звуки английского языка четко, естественным произношением, не допуская ярко выраженного акцента.

Орфография и пунктуация

– Владеть орфографическими навыками;

– расставлять в тексте знаки препинания в соответствии с нормами пунктуации.

Лексическая сторона речи

– Использовать фразовые глаголы по широкому спектру тем, уместно употребляя их в соответствии со стилем речи;

– узнавать и использовать в речи устойчивые выражения и фразы (collocations).

Грамматическая сторона речи

– Использовать в речи модальные глаголы для выражения возможности или вероятности в прошедшем времени (could + have done; might + have done);

– употреблять в речи структуру have/get + something + Participle II (causative form) как эквивалент страдательного залога;

– употреблять в речи эмфатические конструкции типа It's him who... It's time you did smth;

– употреблять в речи все формы страдательного залога;

– употреблять в речи времена Past Perfect и Past Perfect Continuous;

– употреблять в речи условные предложения нереального характера (Conditional 3);

– употреблять в речи структуру to be/get + used to + verb;

– употреблять в речи структуру used to / would + verb для обозначения регулярных действий в прошлом;

– употреблять в речи предложения с конструкциями as ... as; not so ... as; either ... or; neither ... nor;

– использовать широкий спектр союзов для выражения противопоставления и различия в сложных предложениях.

Целевые приоритеты воспитания

ЦЕЛЬ И ЗАДАЧИ ВОСПИТАНИЯ

Современный национальный воспитательный идеал — это высоконравственный, творческий, компетентный гражданин России, принимающий судьбу Отечества как свою личную, осознающий ответственность за настоящее и будущее своей страны, укоренённый в духовных и культурных традициях многонационального народа Российской Федерации.

Исходя из этого воспитательного идеала, а также основываясь на базовых для нашего общества ценностях (таких как семья, труд, отечество, природа, мир, знания, культура, здоровье, человек) формулируется общая **цель воспитания** в общеобразовательной организации – личностное развитие школьников, проявляющееся:

1) в усвоении ими знаний основных норм, которые общество выработало на основе этих ценностей (то есть, в усвоении ими социально значимых знаний);

2) в развитии их позитивных отношений к этим общественным ценностям (то есть в развитии их социально значимых отношений);

3) в приобретении ими соответствующего этим ценностям опыта поведения, опыта применения сформированных знаний и отношений на практике (то есть в приобретении им и опыта осуществления социально значимых дел).

Данная цель ориентирует педагогов не на обеспечение соответствия личности ребенка ка единому уровню воспитанности, а на обеспечение позитивной динамики развития его личности. В связи с этим важно сочетание усилий педагога по развитию личности ребенка и усилий самого ребенка по своему саморазвитию. Их сотрудничество, партнерские отношения являются важным фактором успеха в достижении цели.

Конкретизация общей цели воспитания применительно к возрастным особенностям школьников позволяет выделить в ней следующие целевые **приоритеты**, которым необходимо уделять чуть большее внимание на разных уровнях общего образования:

В воспитании детей юношеского возраста (**уровень среднего общего образования**) таким приоритетом является создание благоприятных условий для приобретения школьниками опыта осуществления социально значимых дел.

Выделение данного приоритета связано с особенностями школьников юношеского возраста: с их потребностью в жизненном самоопределении, в выборе дальнейшего жизненного пути, который открывается перед ними на пороге самостоятельной взрослой жизни. Сделать правильный выбор старшеклассникам поможет имеющийся у них реальный практический опыт, который они могут приобрести в том числе и в школе. Важно, чтобы опыт оказался социально значимым, так как именно он поможет гармоничному вхождению школьников во взрослую жизнь окружающего их общества. Это:

- опыт дел, направленных на заботу о своей семье, родных и близких;
- трудовой опыт, опыт участия в производственной практике;
- опыт дел, направленных на пользу своему родному городу или селу, стране в целом, опыт деятельного выражения собственной гражданской позиции;
- опыт природоохранных дел;
- опыт разрешения возникающих конфликтных ситуаций в школе, дома или на улице;
- опыт самостоятельного приобретения новых знаний, проведения научных исследований, опыт проектной деятельности;
- опыт изучения, защиты и восстановления культурного наследия человечества, опыт создания собственных произведений культуры, опыт творческого самовыражения;
- опыт ведения здорового образа жизни и заботы о здоровье других людей;
- опыт оказания помощи окружающим, заботы о малышах или пожилых людях, волонтерский опыт;
- опыт самопознания и самоанализа, опыт социально приемлемого самовыражения и самореализации.

III. Содержание учебного предмета, курса

Базовый уровень

Коммуникативные умения

Говорение

Диалогическая речь

Совершенствование диалогической речи в рамках изучаемого предметного содержания речи в ситуациях официального и неофициального общения. Умение без подготовки инициировать, поддерживать и заканчивать беседу на темы, включенные в раздел «Предметное содержание речи». Умение выражать и аргументировать личную точку зрения, давать оценку. Умение запрашивать информацию в пределах изученной тематики. Умение обращаться за разъяснениями и уточнять необходимую информацию. Типы текстов: интервью, обмен мнениями, дискуссия. *Диалог/полилог в ситуациях официального общения, краткий комментарий точки зрения другого человека. Интервью. Обмен, проверка и подтверждение собранной фактической информации.*

Монологическая речь

Совершенствование умения формулировать несложные связные высказывания в рамках тем, включенных в раздел «Предметное содержание речи». Использование основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика). Умение передавать основное содержание текстов. Умение кратко высказываться с опорой на нелинейный текст (таблицы, диаграммы, расписание и т.п.). Умение описывать изображение без опоры и с опорой на ключевые слова/план/вопросы. Типы текстов: рассказ, описание, характеристика, сообщение, объявление, презентация. *Умение предоставлять фактическую информацию.*

Аудирование

Совершенствование умения понимать на слух основное содержание несложных аудио- и видеотекстов различных жанров (радио- и телепрограмм, записей, кинофильмов) монологического и диалогического характера с нормативным произношением в рамках изученной тематики. Выборочное понимание деталей несложных аудио- и видеотекстов различных жанров монологического и диалогического характера. Типы текстов: сообщение, объявление, интервью, тексты рекламных видеороликов. *Полное и точное восприятие информации в распространенных коммуникативных ситуациях. Обобщение прослушанной информации.*

Чтение

Совершенствование умений читать (вслух и про себя) и понимать простые аутентичные тексты различных стилей (публицистического, художественного, разговорного) и жанров (рассказов, газетных статей, рекламных объявлений, брошюр, проспектов). Использование различных видов чтения (ознакомительное, изучающее, поисковое, просмотровое) в зависимости от коммуникативной задачи. Умение отделять в прочитанных текстах главную информацию от второстепенной, выявлять наиболее значимые факты, выражать свое отношение к прочитанному. Типы текстов: инструкции по использованию приборов/техники, каталог товаров, сообщение в газете/журнале, интервью, реклама товаров, выставочный буклет, публикации на информационных Интернет-сайтах. *Умение читать и достаточно хорошо понимать простые аутентичные тексты различных стилей (публицистического, художественного, разговорного, научного, официально-делового) и жанров (рассказ, роман, статья научно-популярного характера, деловая переписка).*

Письмо

Составление несложных связных текстов в рамках изученной тематики. Умение писать личное (электронное) письмо, заполнять анкету, письменно излагать сведения о себе. Умение описывать явления, события. Умение излагать факты, выражать свои суждения и чувства. Умение письменно выражать свою точку зрения в форме рассуждения, приводя аргументы и примеры. Типы текстов: личное (электронное) письмо, тезисы, эссе, план мероприятия, биография, презентация, заявление об участии. *Написание отзыва на фильм или книгу. Умение письменно сообщать свое мнение по поводу фактической информации в рамках изученной тематики.*

Языковые навыки

Орфография и пунктуация

Умение расставлять в тексте знаки препинания в соответствии с нормами, принятыми в стране изучаемого языка. Владение орфографическими навыками.

Фонетическая сторона речи

Умение выражать модальные значения, чувства и эмоции с помощью интонации, в том числе интонации в общих, специальных и разделительных вопросах. Умение четко произносить отдельные фонемы, слова, словосочетания, предложения и связные тексты. Правильное произношение ударных и безударных слогов и слов в предложениях. *Произношение звуков английского языка без выраженного акцента.*

Грамматическая сторона речи

Распознавание и употребление в речи основных синтаксических конструкций в соответствии с коммуникативной задачей. Распознавание и употребление в речи коммуникативных типов предложений, как сложных (сложносочиненных, сложноподчиненных), так и простых. Распознавание и употребление в устной и письменной коммуникации различных частей речи. *Употребление в речи эмфатических конструкций (например, „It’s him who took the money”, “It’s time you talked to her”). Употребление в речи предложений с конструкциями ... as; not so ... as; either ... or; neither ... nor.*

Лексическая сторона речи

Распознавание и употребление в речи лексических единиц в рамках тем, включенных в раздел «Предметное содержание речи», в том числе в ситуациях формального и неформального общения. Распознавание и употребление в речи наиболее распространенных устойчивых словосочетаний, оценочной лексики, реплик-клише речевого этикета. Распознавание и употребление в речи наиболее распространенных фразовых глаголов (*look after, give up, be over, write down get on*). Определение части речи по аффиксу. Распознавание и употребление в речи различных средств связи для обеспечения целостности высказывания. *Распознавание и использование в речи устойчивых выражений и фраз (collocations – get to know somebody, keep in touch with somebody, look forward to doing something) в рамках тем, включенных в раздел «Предметное содержание речи».*

Предметное содержание речи

Повседневная жизнь

Домашние обязанности. Покупки. Общение в семье и в школе. Семейные традиции. Общение с друзьями и знакомыми. Переписка с друзьями.

Здоровье

Посещение врача. Здоровый образ жизни.

Спорт

Активный отдых. Экстремальные виды спорта.

Городская и сельская жизнь

Особенности городской и сельской жизни в России и странах изучаемого языка. Городская инфраструктура. Сельское хозяйство.

Научно-технический прогресс

Прогресс в науке. Космос. Новые информационные технологии.

Природа и экология

Природные ресурсы. Возобновляемые источники энергии. Изменение климата и глобальное потепление. Знаменитые природные заповедники России и мира.

Современная молодежь

Увлечения и интересы. Связь с предыдущими поколениями. Образовательные поездки.

Профессии

Современные профессии. Планы на будущее, проблемы выбора профессии. Образование и профессии.

Страны изучаемого языка

Географическое положение, климат, население, крупные города, достопримечательности. Путешествие по своей стране и за рубежом. Праздники и знаменательные даты в России и странах изучаемого языка.

Иностранные языки

Изучение иностранных языков. Иностранные языки в профессиональной деятельности и для повседневного общения. Выдающиеся личности, повлиявшие на развитие культуры и науки России и стран изучаемого языка.

Название раздела и содержание учебной темы в 10 классе

Модуль 1. Тесные узы.

<p>Взаимоотношения подростков в школе, вне школы, покупки, развлечения, характер, дружба. Идиомы по теме. Времена настоящее неопределённое, продолженное, совершенные времена настоящего времени. 12 часов</p>
<p>Модуль 2. Покупки. Подростки и деньги. Жизнь подростков в Англии, их увлечения, времяпрепровождение, отношения с друзьями, взрослыми, покупки, мода, глобальные проблемы человечества. Проблемы экологии. Инфинитив – инфинитивная форма глагола (правила употребления в речи). 14 часов</p>
<p>Модуль 3. Школьная жизнь. (Образование и карьера) Типы школ в Англии, в мире, способы получения образования, значение образования в жизни человека, карьера, профессии, виды занятости. Словообразование, идиомы по изучаемой теме. 12 часов</p>
<p>Модуль 4. Охрана окружающей среды. Проблемы экологии, защита окружающей среды, экологические организации, их деятельность. Способы выражения будущего времени. Идиоматические выражения по теме «Экология». 12 часов</p>
<p>Модуль 5. Каникулы. Отдых. Праздники в разных странах, география, экологические проблемы. Отпуск. Способы его проведения и организации, проблемы в отпуске. Пути их решения средствами языка. Модальные глаголы, артикли. Идиоматические выражения по теме. 13 часов</p>
<p>Модуль 6. Здоровое питание. Здоровый образ жизни, правильное питание, занятия спортом для поддержания формы, диеты. Рецепты различных блюд. Условные предложения в грамматике, все типы. Употребление в речи условных предложений. Английская литература. Оливер Твист. Письменная речь: написание доклада. 15 часов</p>
<p>Модуль 7. Развлечения. Музеи, театры, кино – виды развлечений, организация отдыха, заказ билетов в театр. Экологические проблемы. Пассивный залог. Употребление в речи. 12 часов</p>
<p>Модуль 8. Технологии. Современная наука. Новейшие технологии, изобретения выдающихся умов человечества, современные гаджеты. Вклад российских учёных в развитие мировой науки. Наука и экология. Грамматика: косвенная речь. Употребление косвенной речи, развитие навыков написания сочинения в формате ЕГЭ. 12 часов</p>
<p align="center">Название раздела и содержание учебной темы в 11 классе</p>
<p>Модуль 1. Взаимоотношения(13 часов) Родственные узы, семья. Взаимоотношения. Видо-временные формы глагола в настоящем, будущем, прошедшем времени. О.Уайлд «Преданный друг». Описание внешности человека. Многонациональная Британия. Охрана окружающей среды. Практикум по выполнению заданий формата ЕГЭ.</p>

<p>Модуль 2. Если есть желание, то найдется возможность. (Межличностные отношения с друзьями. ЗОЖ) (14часов)</p> <p>Стресс и здоровье. Межличностные отношения с друзьями Придаточные определительные предложения. Ш. Бронте. «Джейн Эйр» Неофициальные письма. Электронные письма. Телефон доверия. Упаковка. Практикум по выполнению заданий формата ЕГЭ.</p>
<p>Модуль 3. Ответственность. (Повседневная жизнь. Преступления и наказания. Права и обязанности) (10часов)</p> <p>Жертвы преступлений. Права и обязанности. Инфинитив. Герундий. Ч. Диккенс. «Большие надежды». Эссе «Своё мнение». «Статуя Свободы». «Мои права». Заботишься ли ты об охране окр. среды? Практикум по выполнению заданий формата ЕГЭ.</p>
<p>Модуль 4. Опасность. (Досуг молодежи. Здоровье и забота о нем)(11часов)</p> <p>Несмотря ни на что. Болезни. Страдательный залог. М. Твен «Приключения Т. Сойера». Рассказы. «Ф. Найтингейл». Загрязнение воды. Практикум по выполнению заданий формата ЕГЭ.</p>
<p>Модуль 5. Кто ты? (Повседневная жизнь семьи. Условия проживания в городе. Проблемы современного города)(15часов)</p> <p>Жизнь на улице. Проблемы взаимоотношений с соседями. Модальные глаголы. Т. Харди «Тесс из рода Д'Эрбервиль». Письма-предложения, рекомендации. «Дом». Зелёные пояса. Практикум по выполнению заданий формата ЕГЭ.</p>
<p>Модуль 6. Общение (СМИ)(15часов)</p> <p>В космосе. СМИ. Косвенная речь. Д. Лондон «Белый Клык». Эссе «За и против». Языки Британских островов. Загрязнение океана. Практикум по выполнению заданий формата ЕГЭ.</p>
<p>Модуль 7. И наступит завтра. (Планы на будущее)(12часов)</p> <p>У меня есть мечта. Образование и обучение. Условные предложения. Р. Киплинг «Если...». Официальные письма /Электронные письма. Студенческая жизнь. Диана Фоссей. Практикум по выполнению заданий формата ЕГЭ.</p>
<p>Модуль 8. Путешествия. (Путешествия по своей стране и за рубежом. Осмотр достопримечательностей) (12часов)</p> <p>Загадочные таинственные места. Аэропорты и Воздушные путешествия. Инверсия. Существительные, Наречия. Д. Свифт «Путешествия Гулливера». Любимые места. Статья. США. Заповедные места планеты. Практикум по выполнению заданий формата ЕГЭ.</p>

III. Тематическое планирование с указанием количества часов, отводимых на освоение каждой темы

		Название темы, раздела	Кол-во часов	Количество часов, отводимых на практическую часть	Количество часов, отводимых на контроль
10 кла сс	1	Strong ties. Крепкие узы.	12	10	1
	2	Living and spending. Как правильно зарабатывать и тратить	14	12	1

	3	Schooldays and work. Школьные дни и рабочие будни	12	10	1
	4	Защита окружающей среды. Earth alert!	12	10	1
	5	Holidays. Каникулы	13	11	1
	6	Food and health. Питание и здоровье.	15	13	1
	7	Let's have fun. Развлечения.	12	10	2
	8	Technology. Высокие технологии.	12	10	2
	Итого:		102	86	10
11 кла сс	1	Взаимоотношения	13	11	1
	2	Если есть желание, то найдется возможность. (Межличностные отношения с друзьями. ЗОЖ)	14	12	1
	3	Ответственность. (Повседневная жизнь. Преступления и наказания. Права и обязанности)	10	8	1
	4	Опасность. Досуг молодежи. Здоровье и забота о нем.	11	9	1
	5	Кто ты? (Повседневная жизнь семьи. Условия проживания в городе. Проблемы современного города)	15	13	1
	6	Общение (СМИ)	15	13	1
	7	И наступит завтра. (Планы на будущее)	12	10	2
	8	Путешествия. (Путешествия по своей стране и за рубежом. Осмотр достопримечательностей)	12	10	2
	Итого:		102	86	10

Таблица календарно-тематического планирования представлена в АИС
«Электронная школа»

Приложения к программе
Контрольно-измерительные материалы
10 класс

Listening

Listen to the speakers. For questions 1-7, choose A, B or C.

- 1 You will hear a woman talking about a party she is going to. How does she feel?
A nervous B unsure C worried
- 2 Listen to a teenager talking about his family. What does he find surprising?
A He has lots of boy cousins.
B There are so many twins.
C He is an only child.
- 3 Listen to a woman talking about a new shopping centre. What is her opinion of it?
A She really likes it.
B It has some disadvantages.
C The shops are expensive.
- 4 Listen to an advertisement for a magazine. What is special about it?
A It has articles about clothes and movie stars.
B It has stories about successful teenagers.
C It is only for different teenagers.
- 5 Listen to a girl talking about someone who was her best friend. Why doesn't she like her now?
A She isn't fun to be with any more.
B She didn't tell the truth.
C They had a fight.
- 6 Listen to a woman giving advice about dealing with discrimination. What does she suggest?
A To phone an organisation.
B To get a lawyer.
C To forget about it.
- 7 Listen to an excerpt from a radio programme. What kind of programme is it?
A A news report.
B A classical music programme.
C A pop music programme.

Reading

Match the texts (1-6) to the headings (A-G). There is one extra heading that you do not need to use.

- A AN INTERESTING READ E SHARING A PROGRAMME
B WHAT'S IN FASHION F BEAUTY TIPS
C HOROSCOPE UPDATE G INTERNET PALS
D MAKING PLANS

- 1 For those of you who like to stay ahead of the latest trends, expect to see plenty of romantic blouses and dresses on the high street this spring. High-heeled shoes and plenty of accessories, such as gold chains, beads and leather bags will also be hot this season. And if you like hats ... they are set to make a big comeback!
- 2 Witi Ihimera's *Whale Rider* is a rare story of love, rejection, adventure and passion. Beautifully written and memorable, it is about family relationships, traditions and culture, and a little girl who rode a whale out to sea. Those interested in finding out about the native people of New Zealand, the Maoris, will find it well worth reading.
- 3 Do you enjoy clubbing, hanging out with friends, taking part in extreme sports or surfing the Net? Whatever you like, others want to know about it! Join our online pen-friends club today by just filling in the form below. We will send you your secret password and you'll be set to be part of this amazing chatroom!
- 4 **LIBRA** (23 Sept - 22 Oct) With Venus as your key planet, you have a great personality, patience and a good sense of humour. Your greatest gifts are your honesty and trustworthiness, as well as your ability to understand the problems of others. You are very dedicated to your job and will go far in your chosen career.
- 5 I am a sixteen-year-old student who has been brought up to respect other people, so why don't people respect me too? OK, so I'm short and fat, but that's no reason for other kids to make fun of me behind my back! Please help me. I've had enough!
- 6 I'm sorry that I haven't written back sooner. I've been studying for exams. They're over now and I have time on my hands. Tell me, what are you going to do for the holidays? Why don't we meet up and go shopping? The winter sales are starting soon and I need some new jeans! There are some real cool ones at our local shopping centre.

1	2	3	4	5	6
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Peter the Great



Peter the Great (1672-1725) is probably the 1) famous of all the Russian tsars. Under his rule, Russia 2) from being a poor farming society into an empire as strong as the other European powers. Peter toured Europe, sometimes in disguise to 3) being recognised, and learned about western culture and science. Returning to Russia, he 4) changes to his army and government to make Russia more like Europe, especially Germany. He 5) much of his time fighting wars, first against the Ottoman Empire and then against Sweden.

He founded St Petersburg, his most lasting contribution to Russia, on some land he conquered along the Baltic Sea. A gateway to Europe, St Petersburg became the new capital 6) his kingdom.

In 1725, after bravely trying to rescue some drowning sailors, he ended up with a bad cold and died a 7) time later.

Use of English

Choose the best word (A-D) for each gap (1-7).

- 1 A very B most C best D well
- 2 A changed B differed C moved D altered
- 3 A save B keep C avoid D stop
- 4 A had B made C did D brought
- 5 A spent B had C used D passed
- 6 A at B in C for D of
- 7 A little B few C short D some

Writing

Read the extract from your English pen-friend's letter. Her name is Emma. Write a letter to Emma. In your letter:

- tell her about your family
- ask three questions about her best friend

Write 100-140 words.

My brother really annoys me. Do you get on well with your family? Tell me all about them!
Well, I have to go now because I'm meeting my best friend Katie. We always have a lot of fun together!

Speaking

You are going to a friend's birthday party. Make sure you ask him/her questions about:

- time
- how to get there
- what to wear

Your partner will play the part of your friend and you will speak first. Remember to:

- be active and polite
- get all the information you need
- decide on what to wear

1 Progress Check

- 1 Fill in: dishonest, aggressive, patient, jealous, selfish, mean, caring, loyal, moody, trusting.
- 1 You are just too You shouldn't believe everything people tell you!
 - 2 She is so She only thinks of herself!
 - 3 Thanks for your support. You're such a(n) friend!
 - 4 John is happy one minute and sad the next. He's so
 - 5 Lee can be very at times. I thought he was going to hit you.
 - 6 I know the queue is long, but we must be and wait our turn.
 - 7 Violet is so helpful. She's a(n) person.
 - 8 Bill always says unkind things to me. He's so
 - 9 Every word that comes out of her mouth is a lie. She is a very person.
 - 10 Stop being You can't have it all for yourself. (Points: 10)

- 2 Fill in: window, the great, top, mobile, grab, hit, shopping, extreme, brand, all-time.
- 1 centres 6 a bite
 - 2 favourite 7 the shops
 - 3 names 8 designers
 - 4 shopping 9 phones
 - 5 sports 10 outdoors (Points: 10)

- 3 Put the verbs in the correct present tense.
- 1 I (save) my money for three weeks now. I've almost got enough.
 - 2 (produce) the new *King Kong* film yet?
 - 3 Hurry up, Tom! The film (start) in half an hour!
 - 4 Luke, do you have any special plans for tonight? (you) go out with your friends?
 - 5 Helen is a very loyal friend. I (know) her for ten years now.
 - 6 This road (get) you there quicker than that one. (Points: 18)

- 4 Form adjectives from the words in brackets.
- 1 Andrea is a (beauty) little girl.
 - 2 I won't lend him my car - he's too (care).
 - 3 Don't be (self)! There's enough for everyone!

- 4 He is a (talent) teacher.
 - 5 My mum is very (resource). (Points: 10)
- 5 a Fill in: forward to, up, out for, after, down on.
- 1 Can you look my cat while I'm away?
 - 2 If you don't know her phone number, then look it in the phone directory.
 - 3 If you go swimming, look boats.
 - 4 I've been looking this holiday for ages.
 - 5 You shouldn't discriminate against people. It's not right to look others. (Points: 10)

- b Fill in: at, with, on, about.
- 1 Are you good sports?
 - 2 Be careful your money. Don't spend it all at once.
 - 3 Tina is very excited going shopping later.
 - 4 Don't be careless other people's things.
 - 5 I'm not keen watching TV. (Points: 10)

- 6 Choose the correct answer.
- 1 A: How's it going?
B: a Not too bad. And you?
b To the park with my dog.
 - 2 A: What do you think of rock climbing?
B: a I find it very excited.
b I find it very exciting.
 - 3 A: You're looking very well.
B: a Thanks, so are you.
b Thanks, so am I.
 - 4 A: Do you enjoy surfing the Net?
B: a I'm fine.
b I'm really into it. (Points: 12)

Now I Can ... (My score: 100)

- talk and write about what types of activities I like doing
- enquire about and express likes/dislikes
- talk about character qualities
- socialise and express sarcasm and anger
- talk about my friends
- write an informal letter
- write about what teenagers in my country wear
- talk about lighting discrimination and the importance of recycling



Reading

Read, then choose A, B, C or D for each question (1-6).

RUSSIAN STAR IN STAR TREK

Fictional character Pavel Andreievich Chekhov first appeared on TV in 1967, during the second season of the science fiction series *Star Trek*. Despite being on TV for a short time (from 1966-69), the series was a hit and still has many fans today, 40 years after its creation. *Star Trek* led to ten feature films, an animated series, novels and comic books. So why was it so popular and why did they need a Russian star?

Executive Producer Gene Roddenberry decided to introduce a character with 'youth appeal', that is to say a character young people could understand. Best known as the young, enthusiastic navigator on board the starship *Enterprise*, Chekhov had a haircut similar to one of *The Monkees* (a very popular pop group in the USA at that time). But he certainly was no American! He was a proud Russian with a thick accent and had the surname of the famous Russian playwright. Actor Walter Koenig played the role, an American with Lithuanian Russian parents.

We can view the character of Chekhov as symbolic, one introduced to present a better world. Created in the 1960s during the Cold War, the series was set in a very different time – in the 23rd century. There was a rumour that the Russians themselves came up with the idea of including a Russian character, writing an article in *Pravda* criticising the absence of a Russian in the series. One thing is sure – it made sense to have a Russian on board as the Soviet Union was one of the leaders in space exploration. Other characters of the multinational crew included Scotty (of Scottish heritage), Sulu (from Japan), Uhura (from Africa) and Spock, the half-human, part alien (Vulcan). All were on the same mission: to explore new worlds, to seek out new life and new civilisations, to boldly go where no man has gone before', as the series states in its opening.

Chekhov and the crew certainly live through many exciting adventures: mysterious illnesses, capture by aliens, time travel – even romance. In the course of the two series we get to know Chekhov quite well. We see that he has many positive qualities: he is young, good-looking and has a good sense of humour. He regularly jokes (and boasts) about Russia's achievements. He even claims in one programme that the fairy tale *Cinderella* came from Russia! However, he himself was less lucky in love. While training at the Academy in the 2280s Chekhov had a romance with another Russian, Inna Gallulin. But their characters were too different (Inna criticised Chekhov for being too rigid) and disappointment followed.

Chekhov's character develops in the programme and he begins to take on some of the traits of the ship's captain, Captain James T. Kirk. We understand that he has strong principles and can pay close attention to detail. He is also a loyal member of the team. As a result he is able to work himself up the ranks, working first as a junior officer, then as navigator. In the first *Star Trek* film he becomes lieutenant; in the second he is the commander on another spaceship, *The USS Reliant*. In this film Chekhov's character is severely tested. Villain Khan Noonien Singh puts seals inside Chekhov's head in attempt to control his brain. However, our hero recovers and lives to fight another battle.

The character's final appearance takes place in the year 2293 when he is a guest on board a new ship called *Enterprise B*. Another ship, *The USS Chekhov*, was named in his honour, but is destroyed at the *Battle of Wolf 359*.

But the *Star Trek* legend lives on. 'Trekkies' or 'Trekkers' as the fans are called, can see another film, out in 2008, or watch *Star Trek* webisodes online.

- C of his good looks.
 - D the *Star Trek* creator wanted to have an international crew.
- 4 Chekhov and Captain Kirk
 - A were two very different characters.
 - B disliked one another immensely.
 - C resembled one another in many ways.
 - D both worked as junior officers.
 - 5 Khan Noonien Singh
 - A successfully used a creature to take over Chekhov's brain.
 - B was commander of the *USS Reliant*.
 - C was a hero in *Star Trek*.
 - D tried to take over Chekhov's brain.
 - 6 *Star Trek* fans
 - A may be angry that *Star Trek* has ended.
 - B can see new *Star Trek* episodes on TV.
 - C may go and see the new *Star Trek* film.
 - D are mostly from Russia.

I really like extreme sports. Do you like sports? What other hobbies do you have? I'm going to wash my dad's car now. He sometimes pays me to do chores!

Listening

Listen to the speakers (1-5). Which of the comments below might each speaker make? There is one comment you don't need to use.

Speaker	1	2	3	4	5
Comment					

- A Watching sporting events on TV is important to me.
- B I only like watching team sports.
- C I don't mind paying a lot to watch an event.
- D I'm not at all interested in sporting events.
- E I don't like staying at home alone to watch sporting events.
- F I don't mind watching sports but I prefer to take part.

Speaking

You and your brother/sister want to buy a present for your parents' wedding anniversary. Discuss the following options and choose the one you both like most of all.

- a weekend in Rome
- tickets to the theatre
- two tennis racquets
- a big box of chocolates

You begin the conversation and have to decide on which option (only one) to choose. Your partner will play the part of your brother/sister. Remember to:

- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your brother/sister's opinion and take it into account
- invite your brother/sister to come up with other suggestions
- discuss all the options
- come to an agreement

- 1 Pavel Andreievich Chekhov is a character in
 - A a real-life drama based in space.
 - B a Russian series about life in America.
 - C a series based in the future.
 - D a Russian TV soap opera.
- 2 In 1967,
 - A the last episode of *Star Trek* was shown.

- B the first episode featuring Pavlov was shown on TV.
 - C the first film of the series was made.
 - D *Star Trek* celebrated its 40th anniversary.
- 3 Chekhov joined the crew because
 - A the *Pravda* newspaper demanded it.
 - B his name was similar to a famous Russian author.

Use of English

Complete the gaps (1-8) with a word derived from the word in bold.

I like shopping. It's 1) and fun but I don't think it's the most important thing in the world. We need to shop for the things we need, like clothes, of course. In recent years, clothing has got so 2) but the pocket money I earn from 3) in the supermarket at the weekends helps. When I 4) need something, I go to the shops. 5) with my sister. Last weekend, I bought a new 6) bag. I'd saved for weeks to buy it. A wave of 7) washed over me when I finally paid for it. My sister 8) helped me buy it, so I'll let her use it sometimes.

- ENJOY
- EXPENSE
- WORK
- REAL
- USUAL
- SHINE
- EXCITE
- GENEROUS

Writing

Read the extract from your pen-friend's letter. His name is Matt. Write a letter to Matt, who has a new baby sister. In your letter:

- tell him about your hobbies
- ask three questions about his pocket money

Write 100-140 words.

2 Progress Check

1 Fill in: cost, cash, save, afford, earn, borrow, pays, lend, spent, waste.

- 1 I often money to my sister but she hardly ever me back.
- 2 Sam is always buying things that a lot and that he can't really
- 3 I didn't manage to any of my wages last week. I every last penny!
- 4 Can I £10 to go to the cinema, Dad?
- 5 That new supermarket is really cheap, but they only accept
- 6 Don't your money on silly little things!
- 7 He really enjoys his Saturday job, but he doesn't very much.

(Points: 10/20)

2 Fill in: pocket, household, sporting, credit, extreme, action, start, student, text, thank-you.

- | | |
|----------------|-----------------|
| 1 events | 6 note |
| 2 date | 7 message |
| 3 money | 8 loan |
| 4 chores | 9 card |
| 5 sports | 10 shot |

(Points: 10/20)

3 Put the verbs in brackets into the correct (to) -inf or -ing form.

- 1 He hates football on TV. He thinks it's so boring! (watch)
- 2 I'm not crazy about sport. I prefer quieter activities. (play)
- 3 We'd love and see your new house some time! (come)
- 4 Will you me find a part-time job? I'm totally broke! (help)
- 5 I can't stand compositions. I find them really difficult! (write)
- 6 He can't wait on holiday. (go)

(Points: 6/3 18)

4 Form nouns from the words in brackets.

- 1 Have a look at my (collect)
- 2 I don't really agree with your (suggest)
- 3 They looked at him in (amaze)

- 4 techniques are taught here. (relax)
- 5 He made a fast from the injury. (recover)

(Points: 5/2 10)

5 a Fill in: up, off, over, out, after.

- 1 Why don't you take a hobby instead of watching TV every evening?
- 2 Who do you take your mum or your dad?
- 3 Tom's taking me for my birthday.
- 4 Mr Jones took the company when his grandfather died.
- 5 Take your trousers so that I can wash them.

(Points: 5/2 10)

b Fill in: about, in, at, of, on.

- 1 She is fantastic cooking.
- 2 Ann is crazy rock climbing.
- 3 He isn't interested Maths.
- 4 I'm not fond animals so I don't have a pet.
- 5 John is really keen football.

(Points: 5/2 10)

6 Complete the exchanges.

- 1 A: Would you like to have dinner together?
B: I'd love to but
- 2 A: How about going out tonight?
B: That would
- 3 A: Don't you agree that he spends too much?
B: No, I
- 4 A: Don't you think he's trying hard?
B: Of course I

(Points: 4/3 12)

(My score: 100)

Now I Can ...

- talk and write about money and spending habits
- talk about hobbies and personalities
- enquire about and express preferences
- make suggestions and reply to suggestions
- express and enquire about an opinion
- write a letter to an advice column and reply to one
- write short messages
- prepare a simple survey and report the results

... in English

MODULE 3

Listening

Listen and choose the correct answer (A, B or C) for each question (1-7).

- At Tom's old school ...
 - he had a lot of fun.
 - he didn't enjoy learning.
 - the teachers weren't very good.
- Tom says that a friend of his ...
 - encouraged him to change schools.
 - wanted to leave his school, too.
 - agreed to talk to Tom's parents.
- At his new school, Tom likes ...
 - his timetable.
 - studying Maths.
 - choosing his clothes and subjects.
- To prepare for writing tasks, pupils ...
 - have discussions with their classmates.
 - get help from the teachers.
 - do fun activities.
- Tom says he finds his lessons interesting because ...
 - they use computers a lot.
 - the teachers are interesting.
 - they learn in active ways.
- Tom says that pupils are allowed to ...
 - talk in class.
 - tell the teachers what to do.
 - help make the rules.
- The only thing Tom doesn't like about the school is ...
 - the long journey to get there.
 - having lessons outside.
 - missing his old friends.

Reading

Match each profile (1-5) to a text (A-F). There is one text that you do not need to use. What job would you apply for if you ...

- wanted to work in the food industry?
- were a science student?
- wanted to live abroad?
- were interested in health and fitness?
- thought you could manage people?

A D & A International seeks engineering graduates with five or more years' experience who are interested in employment opportunities around the world. You must be prepared to work on any of our technical projects and have excellent written and spoken English and Spanish. Send CVs to: info@dandainternational.co.uk

B Assistants wanted for campus pharmacy at Cheshington University three evenings a week. Candidates must be well-mannered and comfortable working with a wide variety of customers. They should also have a basic knowledge of chemistry. Contact: sum.fisher@cheshington.ac.uk

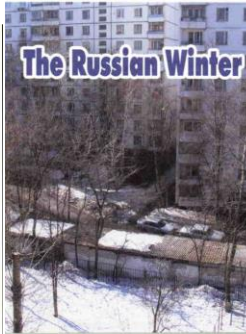
C Muscles is the latest of our city training centres. We are seeking a full-time attendant for our weights room. Experience of bodybuilding and fitness issues would be an advantage although full training will be provided. A friendly, dynamic personality and a willingness to assist is essential. Call Gino on: 340-477-3215

D Welsh and Sons have a vacancy for a business graduate to train as an account manager. The position is demanding. You will be in contact with top company professionals and so will also need to be confident and able to attract potential customers in the UK and France. Excellent working environment. Competitive salary. Fax CVs to: 713-432-7896

E Edurood Publishing provides educational books and CDs to over 3,000 schools around the world. Due to our recent success in entering the Chinese market, we now need to employ more staff. A minimum of three years' experience in business and teaching is required, as well as good organisation skills and leadership qualities. You will need to travel to China occasionally. Contact Mr Flower at: edurood@eduroodpublishing.com

F Luigi's needs Saturday staff. Candidates will have a clean, pleasant appearance and be able to work quickly and efficiently under pressure. Previous experience with handling orders is desirable. We also seek four temporary staff for our delivery service during July and August. Candidates must have a clean driving licence. Call: 341-145-5911

1	2	3	4	5
---	---	---	---	---



With an average annual temperature of -5.5°C, Russia is the coldest country in the world. The 1) winter lasts for five months, from November till the end of March, and causes extensive 2) difficulties. Throughout history, the Russian winter has offered 3) to Russia by keeping away her enemies and as a result, has been referred to as 'General Winter' and 'General Snow'. The average and minimum temperatures in 4) Russian regions differ. The severe winter is in Yakutia, with temperatures falling to -60°C. In the 5) regions of Russia (west of the Ural Mountains) the winter is not as cold, with average temperatures 6) falling below -15°C. However, it is sometimes much colder and during the winter of 2005/06, temperatures averaged from -25°C to -30°C in Moscow during the whole month of January.

RUSSIA

TRANSPORT

PROTECT

VARY

EUROPE

RARE

Use of English

Fill in the gaps (1-7) with a word formed from the words in bold.

Writing

Read the extract from your English pen-friend's email. Her name is Lucy. Write an email to Lucy, who hasn't been feeling well. In your email:

- tell her about your new school.
- ask three questions about her Saturday job.

Write 100-140 words.



Speaking

You have seen an ad for a summer job in a café. You want more information about the job. Call the manager at the café and ask about:

- what your responsibilities will be
- if you need experience
- months you can work
- pay

You begin the conversation. Your partner will play the part of the café owner. Remember to:

- be active and polite
- get all the information you need
- decide whether to apply for the job or not

Word Perfect 3 61

3 Progress Check

1 Fill in: *applied, armed, shifts, resign, freelancer, experience, participated, runs, responsibility, report.*

- Many members of my family are in the forces. My dad is a soldier and my uncle is a pilot.
- John works in a factory. He works
- Do you have any as a waitress?
- He has for the position of secretary.
- Mr Smith his own business.
- He decided to from his job due to health problems.
- My mum works from home. She's a
- Can I see your school card?
- I wouldn't like to be a doctor. It's too much
- Everyone in the school project.

(Points: 10x2 = 20)

2 Fill in: *public, boarding, bank, flight, pay, medical, managing, host, business, sponsored.*

- | | |
|--------------------|--------------------|
| 1 profession | 6 school |
| 2 rise | 7 director |
| 3 transport | 8 family |
| 4 clerk | 9 event |
| 5 studies | 10 attendant |

(Points: 10x1 = 10)

3 Fill in will/'ll, won't or the correct form of be going to.

- Look at the clouds. It's rain.
- Go on, tell me. I tell anyone.
- I promise I do it tomorrow.
- He probably be here by 10.
- Oh no! The car crash into the wall.
- "The car is dirty." "I know. I wash it later."
- I've seen a job advert. I apply.
- I get a taxi. I'm too tired to walk.
- I think I go out tonight.
- I don't think I have lunch now.

(Points: 10x2 = 20)

4 a Fill in: *at, up, on, out.*

- Will you pick Susan from school?
- Why are you picking your food like that?
- Tom's health has picked recently.
- You shouldn't pick younger children.
- Can you help me pick a tie to match this shirt?

(Points: 5x2 = 10)

b Fill in: *for, with, in, from.*

- Jack works an office.
- Did you apply that job?
- He works a small company.
- Can you deal this customer, please?
- My uncle has just retired his job.

(Points: 5x2 = 10)

5 Form nouns from the verbs in brackets.

- He's an excellent (act)
- The wants to see you. (manage)
- He wants to become an (art)
- Spielberg is a famous (direct)
- Is she the new? (teach)

(Points: 5x2 = 10)

6 Fill in: • Thank you. • Good for you!

- Oh dear! • Monday 10:00 am. • Not really.
- A: Please have a seat.
B:
 - A: When shall I start?
B:
 - A: I've failed my exams.
B:
 - A: I've got a pay rise.
B:
 - A: Do you have any experience as a secretary?
B:

(Points: 5x4 = 20)

(My score: 100)

Now I Can ...

- talk/write about school & school life
- have a job interview
- talk/write about jobs/endangered species
- write a letter of application and a CV
- give/react to news

... in English

Reading

Read the article, then choose the correct answer (A, B, C or D) for questions 1-7.



Giant pandas, found only in China, are one of the world's most endangered species. There are only about 1600 left in the wild and another 200 in captivity. The female panda has an average of only about 7 cubs (baby pandas) in her lifetime. This is why it is extremely important that we protect these beautiful animals.

In April 2006, a four-year-old male panda called Xiang Xiang was released into the wild. He was the first panda born in captivity to be set free. This was more than 40 years after the birth of the first giant panda in captivity. Xiang Xiang, whose name means 'lucky', has a radio collar so scientists can follow his movements. When released, he barked like an angry dog and ran towards photographers before heading into the forest!

Xiang Xiang began training to be a wild panda from the age of two. He was raised at the Panda Centre in the Wolong Nature Reserve where more than a hundred pandas live (more than half of the pandas in captivity). Xiang Xiang's habitat training began in a five-acre open space. He later went to a much larger area that was more like a natural panda habitat. There, Xiang Xiang learned to build a place to live and to eat bamboo. He started to become aggressive towards humans and make noises like a wild panda. Also, his health improved and he began to have more energy.

The area around the Wolong Nature Reserve is the largest giant panda habitat in the world. Scientists will work out how many more pandas can live in this area, then they will release that number into the wild. Xiang Xiang was released into the western end of the Wolong Nature Reserve. There, he may meet other pandas. However, will they befriend him or not? If they do, then in the future pandas will be released in eight or ten different locations. The plan is to double the number of pandas in the wild by releasing around 15 each year.

Conservationists hope many more pandas like Xiang Xiang will be released back into their natural habitat. However, the giant panda's habitat has been shrinking more and more due to deforestation for wood and farming. This is the greatest threat of all to pandas. For this reason, the Chinese government has decided to protect 28 natural areas. They have also set up centres like the Chengdu Research Base. This research base started with six pandas whose habitat had been destroyed. Today it has 33 and they plan to reintroduce some of them to the wild in the future. It is important to breed pandas and to release them into the wild. However, protecting their habitat is the most important step. This is the only way to make sure they survive.

- Xiang Xiang was the first panda ...
 - not born in the wild.
 - released after 40 years in captivity.
 - that lived in the forest.
 - born in captivity, then released into the wild.
- The radio collar ...
 - tells scientists where Xiang Xiang is.
 - plays music.
 - makes Xiang Xiang bark.
 - takes photographs.
- Scientists at Wolong Nature Reserve will ...
 - reduce panda numbers.
 - release a certain number of pandas.
 - move pandas out of the area.
 - take more pandas into captivity.
- Which of the following can you not find at the Panda Centre?
 - Over 100 pandas
 - Open spaces
 - Bamboo
 - Wild pandas
- The greatest danger to pandas is ...
 - the Chinese government.
 - farming.
 - decreasing habitats.
 - conservationists.
- The Chengdu Research Base ...
 - is a natural environment for pandas.
 - has 28 safe areas for pandas.
 - only has 6 pandas.
 - has a lot more pandas than when it was first opened.
- It is most important to ...
 - find more pandas.
 - release pandas into the wild.
 - protect panda habitats.
 - stop keeping pandas in captivity.

4 Progress Check

- Fill in: *repair, congests, switch, rubbish, glass, banned, packed, campaign, emissions, extinction*.
 - One man's is another man's treasure.
 - We shouldn't throw away plastic, paper, aluminium and They can all be recycled!
 - Try to your stereo before you buy a new one.
 - I always take a lunch to school.
 - I've started a recycling at school.
 - We have to find ways to decrease carbon dioxide
 - Modern transport our city centres.
 - Many wild animals are in danger of
 - Keeping exotic pets should be totally
 - We can save energy if we off lights when we leave a room. (Points: 10x2 = 20)
- Fill in: *global, adaption, vegetable, compost, environmental, endangered, natural, power, modern, climate*.

1 species	6 change
2 lifestyles	7 awareness
3 peelings	8 station
4 certificate	9 habitat
5 heap	10 warming

 (Points: 10x2 = 20)
- Fill in: *could, had to, ought to, must, shouldn't, don't have to*.
 - You turn off the light when you leave the room.
 - I couldn't come out last night because I finish writing an essay.
 - You go out in the rain - you'll get ill!
 - It's a public holiday tomorrow, so I go to work.
 - I speak French from the age of ten.
 - We stop the destruction of the rainforests - before it's too late! (Points: 6x3 = 18)
- Form negatives from the words in brackets.
 - I find some Maths problems (possible) to solve!
 - John is a nice person, but he can be quite (responsible).
 - Smoking in public places is now (legal) in many countries.

- Levels of CO₂ emissions are still (acceptable).
 - Many animal species will soon (appear). (Points: 5x2 = 10)
- 5 a Fill in: *over, into, out of, on, away from*.
- My cat got run by a car yesterday.
 - We've run petrol. We need to find a petrol station.
 - A lot of cars in Russia run natural gas.
 - Guess what! I ran Ivan at the library today.
 - I saw a thief running the police in town last night. (Points: 5x2 = 10)
- b Fill in: *in, from, to, of, about*.
- My dad feels very strongly recycling.
 - The blue whale is danger of extinction.
 - The WWF is trying to protect many species becoming extinct.
 - CFC sprays are very harmful the environment.
 - Fred is a great supporter Manchester United. (Points: 5x2 = 10)
- 6 Complete the exchanges.
- A: They say that global warming will cause climate change and floods.
B: Well, maybe all
 - A: I heard the other day that mountain gorillas will soon disappear.
B: That doesn't bear
 - A: You're soaking wet!
B: I got caught
 - A: Strange weather for the time of year!
B: I know it's (Points: 4x3 = 12)
- (My score: 100)

Now I Can ...

- talk and write about environmental protection
 - talk about environmental issues
 - express concern and hope
 - discuss the weather
 - write for-and-against essays
 - write an article about a protected area
 - explain how photosynthesis works
 - talk and write about rainforests
 - write about endangered species
- ... in English

THE PYRAMIDS OF EGYPT

Since ancient times, the pyramids at Giza in Egypt have been one of the world's most popular tourist destinations. The largest of these, the Great Pyramid of Giza, or Khufu's Pyramid, is the only one of the Seven Wonders of the Ancient World that still survives today. It was the tallest building in the world for almost 5,000 years - that is, until the Eiffel Tower was built in 1889.

Pharaohs, the first rulers of Egypt, built pyramids to show their power to the people. The first Pharaohs built much simpler tombs called mastabas. These mastabas were square buildings with a room inside big enough for the coffin, the mummy of the pharaoh's body and his treasures. Ancient Egyptians believed that dead people still needed their bodies and treasures, such as paintings, gold and jewels, for their life after death.

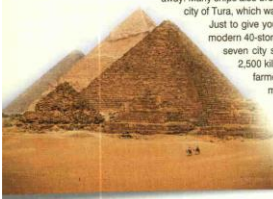
Many of the pyramids were decorated inside, especially in the room where the dead pharaoh was laid. Archaeologists discovered many pictures in the tombs and mysterious writing on the walls called hieroglyphics. Invented about 5,000 years ago, hieroglyphics are the oldest form of writing. They were just simple drawings of everyday things we see and hear. The Egyptians believed that both the hieroglyphics and the tomb pictures were magical, which is why they painted them inside the pyramids.

When we look at the pyramids today, it is easy to see that they were built to last for a very long time. Have you ever wondered how these great monuments were built? Many archaeologists believe that the builders first studied the stars to decide which direction the pyramid would face, as Egyptians believed the pharaohs would join the stars after death. Then, they built a small mastaba on the ground. Next, they put dirt and stones all over it, leaving a tunnel to the outside. To raise the stones to the top of the pyramid, they probably built long ramps and then rolled the stones up them.

The city of Giza is on the River Nile. The Nile was also very important in the building of the pyramids as it was used to transport the stones from far away. Granite and marble, for example, were brought from Aswan, which is over 500km away. Many ships also brought limestone, used for the outside walls of the pyramids, from the city of Tura, which was just across the river from Giza.

Just to give you an idea of how large the Great Pyramid is - it is the height of a modern 40-storey building, or over 145 metres. It covers an area of land the size of seven city streets. Workers used 2,300,000 blocks to build it, each weighing 2,500 kilograms (2.5 tons). It took about 36,000 workers (mostly slaves and farmers) between 20 and 30 years to build it. This means that for every minute they worked, they added three blocks to the pyramid!

In conclusion, there is still a great deal of wonder and mystery surrounding the pyramids. No one knows for certain exactly when and how they were built. So far 46 of them have been found in Egypt. However, maybe there are others lying underneath the sand just waiting to be discovered. Only time will tell!



Reading

Read the text, then choose the correct answer (A, B, C or D) for questions 1-7.

- Khufu's Pyramid...
 - A is the world's most popular tourist destination.
 - B is the tallest of the Seven Wonders of the Ancient World.
 - C was built about five thousand years ago.
 - D is taller than the Eiffel Tower.

- The mastabas...
 - A were pyramids.
 - B were simple places to bury dead pharaohs.
 - C were bigger than pyramids.
 - D contained the mothers of the pharaohs.
- The Egyptians decorated the pyramids with ...
 - A only hieroglyphics.
 - B only pictures.
 - C hieroglyphics and pictures.
 - D gold and jewels.

- Which of the following is not true about hieroglyphics?
 - A They are an ancient form of writing.
 - B Egyptians thought they were magical.
 - C They showed everyday things.
 - D They are painted on the outside of the pyramids.

- The Egyptians built the pyramids ...
 - A a long way from the River Nile.
 - B in order to study the stars.
 - C next to a mastaba.
 - D using long ramps.

- The limestone used came from ...
 - A Giza.
 - B the river.
 - C Aswan.
 - D Tura.

- The Great Pyramid of Giza ...
 - A has 40 storeys.
 - B looks like a modern building.
 - C took many years to build.
 - D was built by 2,300,000 workers.

Use of English

Complete the gaps (1-7) with the correct derivative of the words in bold.



Day 9-10: St Petersburg: Arrive in St Petersburg after enjoying a 1) sunrise breakfast while sailing down the River Neva. Visit the Peter and Paul Fortress, an old prison whose 'guests' have included Peter the Great's own son Alexei, Dostoyevsky, Gorky and Trotsky. See the 2) Winter Palace, which includes the Hermitage Museum. Housed here are some of history's most important 3) including the world's best 4) of French 5) After your unforgettable journey through this 6) city, return to the ship for the captain's farewell dinner and your final night on board. The 7) morning, we will transfer you to the airport for your flight home.

SPECTACLE

AMAZE

PAINT

COLLECT

IMPRESSION

HISTORY

FOLLOW

Listening

Listen to the speakers 1-5. Which of the comments below might each speaker say? There is one comment you don't need to use.

- A I prefer going on holiday in cold weather.
- B I don't like going on holiday.
- C I like to relax on holiday.
- D I don't like flying alone.
- E I spend a lot on my holidays.
- F Holidays are really important to me.

Speaker	1	2	3	4	5
Comment					

Writing

Read the extract from your pen-friend's letter. His name is Ben. Write a letter to Ben, who is coming to visit you soon. In your letter:

- tell him about your holiday
- ask three questions about the music festival.

Write 100-140 words.

I hope you had a nice holiday! What did you do? What was the weather like? I'm going to a music festival this weekend. I can't wait!

Speaking

You are organising a summer holiday with a friend. Discuss the following types of holiday and choose which one you'll both enjoy the most.

- backpacking around Europe
- a package holiday in Italy
- a cruise around the Mediterranean
- camping in Russia

You begin the conversation and have to decide which holiday (only one) to choose. Your partner will play the part of your friend. Remember to:

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

5 Progress Check

- Fill in: *flight, chilly, handicrafts, appalling, delayed, luggage, backpacking, cottage, craftsmen, accommodation.*

- Our holiday was absolutely
- We stayed in a beautiful little by the sea.
- Airlines sometimes lose passengers'
- After my exams, I'm going around Europe.
- We arrived late at the resort as our was
- Take your coat - it's quite outside.
- sell along the streets in Bhaktapur. (Points: 10x2 = 20)

- Fill in: *agent's, card, repellent, screen, sickness* to form compounds nouns.

- It's boiling hot today - don't forget to put some sun on!
- Put some of this insect on - there are mosquitoes around here!
- I don't travel well - I suffer from travel
- Can you pick up my tickets from the travel, please?
- You can pay by cash or credit

(Points: 5x2 = 10)

- Put the verbs in brackets into the correct past tense.

- (see) that horror film last night?
- I had just finished eating when Jonathan (arrive).
- When I went to Spain last year, I (not/fly) before.
- It (rain) heavily and the wind was howling.
- They (drive) for an hour before they realised they were going the wrong way.
- He (finish) his packing after Susan had left.

(Points: 6x3 = 18)

- Fill in: *freezing, candlelit, guided, famous, local, trekking, breathtaking, cruise, beach, first-class.*

- ship
- holiday
- excursion
- tickets
- landmarks
- view
- cold
- tour
- dishes
- procession

(Points: 10x2 = 20)

- a Fill in: *by, on, around, off, in.*

- I don't get very well with Tom.
- Debra's train gets at 6 pm.
- I must get now. See you later.
- It's easy to get the city by public transport.
- I can get on £50 a week. (Points: 5x2 = 10)

- b Fill in: *on, in, by.*

- You can buy drinks and snacks board the plane.
- I usually go to school foot.
- My flight arrives London at 10 pm.
- I'm looking forward to going holiday.
- We'll get to the airport faster if we go car. (Points: 5x2 = 10)

- Fill in: *Have a nice time! - How awful! - Thanks! - Not that great actually.*

- A: We had a terrible time in Florida - there was a hurricane while we were there!
B:
- A: I'm going on holiday tomorrow!
B:
- A: What a fantastic suntan!
B:
- A: How was your holiday?
B:

(Points: 4x3 = 12)

(My score: 100)

Now I Can ...

- talk and write about holidays
- talk about holiday problems and complaints
- describe a bad experience and sympathise
- write a short story
- design an information leaflet for tourists
- talk and write about marine litter

... in English

MODULE 6

Listening

Listen and choose A (True), B (False) or C (Not stated) for questions 1-6.

- The restaurant has tables available on Saturday evening.
A True B False C Not stated
- The restaurant is open all day Saturday.
A True B False C Not stated
- The girl only has three friends.
A True B False C Not stated
- The girl might need to change her booking.
A True B False C Not stated
- The lunchtime menu is different from the evening menu.
A True B False C Not stated
- The girl is on a diet.
A True B False C Not stated

Reading

Read the texts (A-F) and answer the questions (1-5). One text doesn't answer a question. Where will you go/call if you ...

- need to eat something quickly?
- have a sweet tooth?
- don't eat meat?
- are trying to eat healthily?
- can't leave the office?

A The Lemon Tree

Here at the Lemon Tree, we have an excellent reputation for high quality cuisine. We have a regularly changing menu, including a wide variety of exciting vegetarian choices. We also have an excellent selection of fresh salads and hot dishes to suit both vegetarians and non-vegetarians alike. You'll find us at 4, Station Road.

B Billie's

Using only the finest minced beef, our tasty 'Billie Burger' was recently voted 'Best burger in town'. Come and find out for yourself! If you need to grab a bite to eat on the run, our friendly, efficient staff will make sure you're served with fresh, tasty food within minutes! 89, High Street.

C Zest!

Finally, Zest brings you an alternative to fried, fatty fast food. Because we understand your need for fresh, wholesome and satisfying food, here at Zest we offer a delicious range of hot and cold snacks, all made from the finest and freshest, organic ingredients. Come to Zest at 128, Castleton Road for takeaway food with a difference!

D Tasty's

We make fresh, tasty, imaginative food including sandwiches, salads, baked potatoes and more. No time for a break? Don't worry, we'll deliver them to your place of work. Call us on 020-8767463 during office hours, 8am-6pm. Relax... we'll come to you!

E Castle Cottage

Join us for lunch at our popular, family-run restaurant famous for its Sunday roasts! Dating from the 16th century, Castle Cottage is the oldest restaurant in town, close to the ancient castle. Our main dining room has just been refurbished and we have a brand new menu. Traditional food at its best. Call 0115 8564342 to book a table.

F Sticky Delights


Why not treat yourself and join us for one of our famous cream teas! Sticky Delights is an award-winning tea shop that has been serving delicious, freshly-made sandwiches, pastries and cakes for over twenty-five years. We also make wedding cakes and birthday cakes to order. Call us on 020-7874565 for enquiries.

1 2 3 4 5

Use of English

Read the text and choose the best word (A, B, C or D) for each gap (1-7).

Borsch



Beetroot can be cooked and eaten warm with butter; or it can be pickled and then eaten cold; or peeled and shredded and then eaten 1) a salad, but many people believe it's best served in Borsch. Borsch is a delicious vegetable soup 2) on be eaten hot or cold. As well as beetroot, hot Borsch can also include beans, cabbage, carrots and potatoes, or meats like chicken or beef. Cold Borsch is usually a 3) soup, made from sliced beetroot with either lemon juice or sugar to 4) to the flavour. Borsch is a popular dish in many Eastern and Central European countries, such as Russia, Poland, Germany and the Ukraine. Each country has its own favourite way of preparing this food and 5) by its own particular way of spelling its name. It's Borschtsch in German, Barszcz in Polish and Borsch in Russian and Ukrainian. Whatever you call it, Borsch can be the perfect meal to warm you up 6) a cold winter day, or a delightful snack when the weather's warmer. It's eaten with friends and family at home or you can find it on the

- A for B as C such D like
- A when B who C which D whose
- A normal B ordinary C everyday D plain
- A fill B give C wake D add
- A each B every C all D both
- A for B at C in D on
- A plenty B many C lots D much

Speaking

Give a 2-minute talk on food and drink. Remember to say:

- what your favourite food/drinks are
- what food/drinks you don't like
- what you eat in a typical day
- if you think your diet is healthy or unhealthy.

Talk for 1.5 - 2 minutes. The class will listen until you have finished. Then, they will ask you some questions.

Writing

Comment on the following statement:

Young people these days are eating more and more unhealthy foods. Some people feel that advertising junk food on TV should not be allowed.

What can you say for and against banning junk food adverts on TV? Write an essay of 200-250 words using the plan.

Para 1 Introduction (state the problem)

Para 2 Arguments for (with examples/justifications)

Para 3 Arguments against (with examples/justifications)

Para 4 Conclusion

6 Progress Check

- Fill in: *eyesight, sprinkle, grilled, carbohydrates, concentration, recipe, raw, watermelon, rumbling, indigestion.*
 - There are high amounts of in rice, potatoes and cereal.
 - I'm really hungry - my tummy's!
 - As you get older your begins to fall.
 - Don't eat so fast - you'll get!
 - I have a delicious chocolate cake!
 - My favourite fruit is It's really refreshing.
 - vegetables are extremely good for you.
 - chicken is healthier than fried.
 - I often lack in the afternoon.
 - I like to chocolate on top of my cappuccino. (Points: 10/2 20)
- Fill in: *artificial, tooth, fast, fizzy, lamb, main, dry, stomach, grated, blood.*
 - additives 6 decay
 - Chops 7 ache
 - skin 8 course
 - food 9 vessels
 - drinks 10 cheese (Points: 10/2 20)
- Put the verbs in brackets into the correct form.
 - If I (have) toothache, I would go to the dentist.
 - You (not/lose) weight if you eat ice cream every day!
 - If I were you, I (stop) eating so much junk food.
 - If you (study) more, you would have passed the exam.
 - You wouldn't have got lost if you (follow) my directions!
 - This soup (taste) better if you had added more salt. (Points: 6/3 18)
- Fill in the correct prefixes.
 - People from all over the world live in Britain. It's a very cultural country.
 - skimmed milk is much healthier than full cream.
- The vegetables are really cooked. They are almost raw!
- If we all operate, we'll get this finished today.
- Ann's on a diet again. She still thinks she's weight. (Points: 5/2 10)

5 a Fill in: *up, back, away, off.*

- Something in the fridge is giving a horrible smell.
- I'm thinking of giving fatty foods.
- I give What's the answer?
- Have you given the book you borrowed from Zoe?
- I'm giving my recipe books to John. He needs them more than I do. (Points: 5/2 10)

b Fill in: *with, from, in, against.*

- I advise you going on a crash diet.
- Peter is recovering the flu.
- Jane seems to be able to cope anything!
- Crash dieting can result health problems.
- John has only just recovered his illness. (Points: 5/2 10)

6 Complete the exchanges.

- A: I've got indigestion!
B: stop eating late at night!
- A: Have you thought about having a good breakfast?
B: and it didn't work.
- A: You look a bit pale.
B: I'm feeling
- A: I'm not feeling very well.
B: Oh dear,

(Points: 4/3 12) My score: 100

Now I Can ...

- talk and write about cooking methods and healthy diets
- talk about problems related to diet
- advise and agree/disagree
- write a report
- write about a festival in my country
- talk/write about teeth and organic farming

... in English



MODULE 7

RNE Listening

Listen to the speakers. For questions 1-7, choose A, B or C.

- 1 Listen to a man talking about a movie. How does he feel?
A Annoyed
B Satisfied
C Disappointed
- 2 Listen to a man talking about his life as a musician in a band. What does he find difficult?
A Being on tour
B The tiring lifestyle
C Being away from family and friends
- 3 Listen to the announcement. Where would you expect to hear it?
A A football stadium
B A theatre
C A cinema
- 4 Listen to a woman talking about a new cinema. What didn't she like?
A The prices
B The location
C The car park
- 5 Listen to a woman talking about an opera. Why didn't she get tickets for it?
A She didn't book in time.
B She had an argument with her sister.
C She chose a music concert instead.
- 6 Listen to a woman talking about a soap opera. How does she feel about it?
A It's too depressing.
B It's too realistic.
C It's different from other soaps.
- 7 Listen to a woman talking about a book she's reading. What does she say about it?
A The storyline is difficult to follow.
B It's really gripping.
C It's the best book she's ever read.

RNE Reading

Match each heading (1-5) to a text (A-F). There is one text that you do not need to use.

- 1 Famous People's Lives
- 2 Fond of Cooking?
- 3 DO YOU LIKE FANTASY SERIES?
- 4 What a Good Laugh!
- 5 SCIENCE FICTION RULES!

A This week's episode of the comedy *Big Cheese* shows Emily starting a new job in a night club. She plays her favourite song on her guitar but gets very upset when her friends find her song really funny. Meanwhile, Sam gets some surprising news!

B In Wednesday afternoon's exciting episode of *Yoko: Warrior Lord*, Yoko and his friend Jada wake up three sleeping giants by mistake. As a result, the angry giants set out to destroy the Mythical Forest. The two warriors fight hard to save the forest and the local people from the giants.

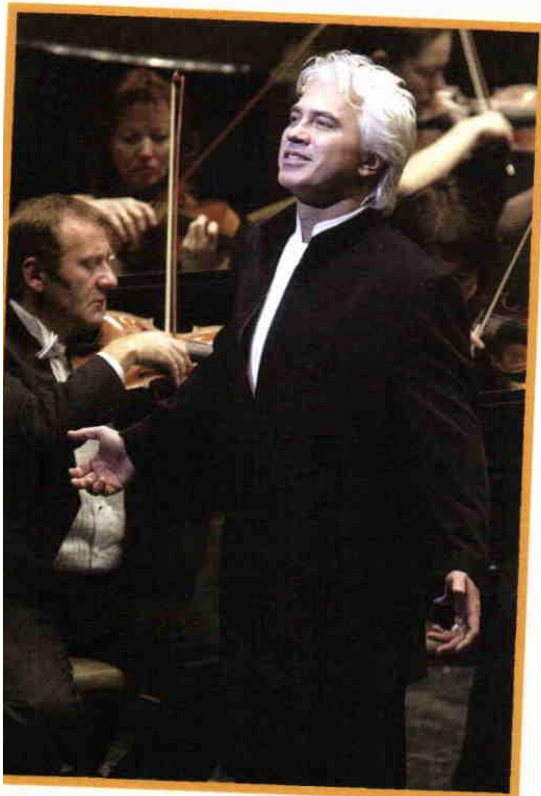
C Talk show queen Toya Binfrey will chat with actor Don Muse on her show today about his new film and the highs and lows of his long acting career. They will also discuss his feelings on being such a huge star and how this new film has changed his life.

D On this week's episode of *Great Eats*, popular TV chef Sammy Green shows us how to use eggs in some delicious recipes and using a variety of cooking methods. He also reveals the secret of a perfect cheese omelette and serves us up a very special dessert.

E In this week's thrilling episode, our agents chase two terrorists who are threatening to blow up an aeroplane. Watch as Jim and his team fight against time to save the passengers on the plane and find out who planted the bomb in the first place.

F This week, *Mystery Files* agents Brian Sweeney and his partner Donna Barton go after a criminal who has recently escaped from a New York prison. The fearless couple chase the criminal to California, only to find that he is in fact an alien creature from another planet.

1	2	3	4	5



Dmitri Hvorostovsky, born 16th October, 1962, is a 1) baritone opera 2) from FAME / SING Russia.

Hvorostovsky was born in Krasnoyarsk in Siberia. After graduating from teacher 3) college, he continued his 4) at the Krasnoyarsk School of Arts under Jekatherina Yofel. He made his debut at Krasnoyarsk Opera House, in the role of Monterone in Rigoletto. He was the first prize 5) at both the Russian Glinka Competition in 1987 and the Toulouse Singing 6) in 1988. Hvorostovsky came to international prominence in 1989 when he won the BBC Singer of the World competition in Cardiff, beating local 7) Bryn Terfel. He 8) began preparing for concert recitals.

His opera debut in France was at the Nice Opera in 1989, and his first 9) in American operas was with the Chicago Lyric Opera in 1993.

TRAIN
EDUCATE

WIN

COMPETE

FAVOUR
IMMEDIATE

PERFORM

RNE Use of English

Fill in the gaps with the correct derivative of the words in bold.

RNE Writing

Read the extract from your English pen-friend's letter. Her name is Lucy. Write a letter to Lucy. In your letter:

- tell her what forms of entertainment you like
- ask three questions about the school play

Write 100-140 words.

I really like soap operas. What about you? What forms of entertainment do you like? What's your favourite form of entertainment?

Well, that's all for now. I'm in the school play this year and we are having a rehearsal now.

Write back,
Lucy

RNE Speaking

You would like to go to the cinema. Before choosing which film to see, call the cinema and ask about:

- which films are showing at the moment
- type of films
- start times
- ticket price

You begin the conversation. Your partner will play the part of the ticket seller. Remember to:

- be active and polite
- get all the information you need
- decide which film to see

7 Progress Check

1 Fill in: *boring, unwind, reserved, audience, superstitious, released, legend, spectacular, miss, daylight.*

- 1 It's on TV tonight at 9 pm. You mustn't it.
- 2 The performance was Everyone enjoyed it.
- 3 My grandmother believes in ghosts. She's very
- 4 It doesn't take long for films to be on DVD these days.
- 5 The hip-hop concert was terrible. The hated it.
- 6 The tickets for the play were so expensive it felt like robbery.
- 7 After school she likes to by listening to music.
- 8 Most people think Elvis was a rock 'n' roll
- 9 He has ten seats for the show.
- 10 I couldn't finish reading that book.

(Points: $\frac{10 \times 2}{20}$)

2 Fill in: *theme, best, practical, soap, cinema, fully, far, couch, special, ballet.*

- | | |
|------------------|-----------------|
| 1 opera | 6 effects |
| 2 tune | 7 -booked |
| 3 potato | 8 dancers |
| 4 audience | 9 joke |
| 5-fetched | 10 seller |

(Points: $\frac{10 \times 2}{20}$)

3 a Fill in: *off, over, up, down.*

- 1 You need to turn on time at the cinema or you'll miss the start of the film.
- 2 I asked John to come to the cinema with me but he turned me
- 3 Turn the radio, please. It's too loud.
- 4 Please don't turn the computer when you finish as Dad would like to use it.
- 5 Do you mind if I turn the TV? I want to see what's on the other channels.

(Points: $\frac{5 \times 2}{10}$)

b Fill in: *for or with.*

- 1 I wasn't very impressed Brad Pitt's performance.
- 2 Robert De Niro is most famous the film *Taxi Driver*.

- 3 I often mistake Sandra Bullock Julia Roberts.
- 4 Madonna is still popular teenagers.
- 5 Steven Spielberg has got a reputation being a great film-maker.

(Points: $\frac{5 \times 2}{10}$)

4 Circle the correct tense.

- 1 More films **are watched/watch** at home than in cinemas nowadays.
- 2 These seats **are reserved/reserve** for our special guests.
- 3 Older people especially **enjoy/are enjoyed** operas.
- 4 During the interval, ice cream **will be/will** available.
- 5 The *Phantom of the Opera* **has staged/has been staged** thousands of times.

(Points: $\frac{5 \times 4}{20}$)

5 Fill in: *Oh dear, what now, Operas aren't really my cup of tea, It was fantastic, Yes, I'd love to, Well, let's see.*

- 1 A: Excuse me, but are there any seats left?
B:
- 2 A: I think we're going to be late.
B:
- 3 A: Would you like to come to the cinema with us?
B:
- 4 A: Did you like the film?
B:
- 5 A: You don't seem interested.
B:

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\quad}{100}$)

Now I Can ...

- talk and write about forms of entertainment
- talk about types of performances
- make/accept/decline an invitation
- express opinions
- write reviews
- write about a tourist attraction in my country
- talk about electronic music
- explain how paper is made

... in English

RNE Reading

Match the texts (1-6) to a heading (A-G). There is one extra heading that you do not need to use.

- A** Did Martians Exist? **E** It Couldn't Be Easier
- B** Danny's Diary **F** After-School Fun
- C** One Man's Mission **G** Calling Planet Earth
- D** Big Business

To go to sleep and wake up listening to your favourite music just follow these simple steps. First, set the timer on your MP3 player to the number of minutes you want the music to play for and it will automatically turn off after that. To wake up to music, simply set the alarm clock in the usual way and select the music option as well. ①

Need a new mobile phone but also want to protect the environment? Well now you can! Biomob and Sons have just the phone for you with its biodegradable cover. If you damage the casing of your mobile, then simply plant it in the garden and within a few weeks you will have a beautiful sunflower instead of a damaged case. So, instead of adding to environmental pollution, why not buy the latest biomobile. Order now on: 0845 8754509 ②

What a day — definitely not a good one! Mobile phone battery died and so missed important call from Ben. Dropped iPod® walking upstairs after morning break at school, then realised I'd left my locker key at home so couldn't get books out of it! Just when I thought nothing else could go wrong, Mr Burton gave up heaps of science homework to do! Hope tomorrow's a better day! ③

Calling all computer whizz kids! Fancy making your own web page, surfing the Net or perhaps just playing games? The school Computer Club meets every Monday from 4 to 6pm. Anyone welcome. Join us this Monday! For more information, please contact: Mr Welsh, Head of IT Department. ④

⑤ Martin Cooper was born in Liverpool in 1958. He wanted people to be able to carry their phones with them anywhere. In 1973, he developed the first working mobile phone, the Motorola Dyna-Tac. On 3rd April, he made the first mobile phone call to a rival of his whilst walking in the streets of New York. In 1992, he set up a company to make mobile phones which would be as reliable and cheap as traditional phones.

⑥ Scientists are testing out a robot that they hope will land on Mars. They are using the rocky slopes of the El Teide volcano on the holiday island of Tenerife in the Canary Islands to test the six-wheeled robot because the conditions are a bit like those on the Red Planet. The scientists hope to use the vehicle in the future to find out if there is, or ever was, life on Mars.

1	2	3	4	5	6

RNE Listening

Listen and choose A, B or C.

- 1 The boy wants to keep photos on his iPod®.
A True B False C Not Stated
- 2 The shop sells three different kinds of iPod®.
A True B False C Not Stated
- 3 The boy has a big music collection.
A True B False C Not Stated
- 4 The boy thinks the iPod® mini is expensive.
A True B False C Not Stated
- 5 The iPod® mini comes in only pink or blue.
A True B False C Not Stated
- 6 The shop will call the boy when his iPod® arrives.
A True B False C Not Stated

RNE Use of English

Complete the gaps (1-7) with the correct word formed from the words in bold.



Leonardo da Vinci

By now you have 1) read *The Da Vinci Code* or seen the film. But who 2) was Leonardo da Vinci? Well, he was born in 1452 in Italy. He is most 3) for his 4), the *Mona Lisa*. Da Vinci was also an 5) who designed a helicopter, a submarine and a parachute centuries before they were made. Leonardo thought that by understanding how each part of a machine worked, he could change them and then put them together in 6) ways. In this way he could improve 7) machines or create new ones. He drew his ideas so well that 500 years later his sketches have been used to make perfect working models.

PROBABLE

EXACT

FAME

PAINT

INVENT

DIFFER

EXIST

RNE Writing

Comment on the following statement:

Computers in schools can make life easier for both teachers and students. Some feel, however, that they can be a distraction too.

What can you say for and against using computers in the classroom? Write 200-250 words using the plan.

Para 1 Introduction (state the problem)

Para 2 Arguments 'for' with examples/reasons

Para 3 Arguments 'against' with examples/reasons

Para 4 Conclusion



RNE Speaking

You are discussing with your flatmate where to put the new widescreen TV you have bought together. Discuss with him/her where you would like to put it and decide on *one* place you both agree on. Choose from the following:

- the living room
- the kitchen
- the spare room
- the basement

You *begin* the conversation and have to decide on which place (*only one*) to choose. Your partner will play the part of your flatmate. Remember to:

- discuss *all* the options
- take an *active* part in the conversation and be *polite*
- *come up* with ideas
- give good *reasons*
- find out your *friend's attitudes* and take them into account
- *invite* your friend to *come up* with *suggestions*
- come to an *agreement*

Word Perfect 8

8 Progress Check

1 Fill in: *invented, digital, stores, hooked, social, cracked, charge, portable, guarantee, renewable.*

- 1 He's really on computer games.
- 2 John bought a new DVD player.
- 3 He all his documents on his laptop.
- 4 My PDA helps me organise my life.
- 5 The lens on my camera is
- 6 The product is no longer under, I'm afraid.
- 7 This comes free of
- 8 Faraday the electric motor.
- 9 I want to buy a camera.
- 10 Some resources are not

(Points: $\frac{\quad}{10 \times 2} \quad \frac{\quad}{20}$)

2 Fill in: *power, techno, solar, store, social, take, industrial, picture, electric, alternative.*

- | | |
|---------------------|--------------------|
| 1 information | 6 freak |
| 2 life | 7 Revolution |
| 3 message | 8 circuit |
| 4 for granted | 9 energy |
| 5 power | 10 station |

(Points: $\frac{\quad}{10 \times 2} \quad \frac{\quad}{20}$)

3 Report what these people said.

- 1 'The plane leaves at 4 pm.' (she)
- 2 'Hand in your essays on Friday.' (the teacher)
- 3 'Someone broke in last night and stole our stereo.' (they)
- 4 'Don't waste your money on useless gadgets.' (my parents)
- 5 'We can't understand where the money has gone.' (the students)
- 6 'Wait until the summer before you decide.' (they)

(Points: $\frac{\quad}{6 \times 3} \quad \frac{\quad}{18}$)

4 Form verbs from the words in brackets.

- 1 They are going to security. (tight)
- 2 The firm wants to its customer base. (wide)
- 3 It's wise to the filing systems. It makes life easier. (computer)
- 4 The new computer system will staff to access accounts quickly. (able)

5 Technicians want to the safety of all documents. (sure)

(Points: $\frac{\quad}{5 \times 2} \quad \frac{\quad}{10}$)

5 a Fill in: *about, on, up, back.*

- 1 Technological advances have brought many changes.
- 2 Too much sun brought my headache.
- 3 She brought the books she had borrowed.
- 4 They were brought in the countryside.
- 5 The photographs brought memories of our childhood.

(Points: $\frac{\quad}{5 \times 2} \quad \frac{\quad}{10}$)

b Fill in: *on, under, out of, at, in.*

- 1 I wasn't sure first, but now I love my new camera.
- 2 I bought a new TV pressure and now I'm not sure.
- 3 Our phone has been order for a week.
- 4 John is always the computer these days.
- 5 I couldn't decide which one to buy so the end, I didn't get either.

(Points: $\frac{\quad}{5 \times 2} \quad \frac{\quad}{10}$)

6 Complete the exchanges.

- 1 A: Could I exchange this lead for a different one?
B: Of course. That's
- 2 A: Could you check if you have this in stock?
B: Yes,
- 3 A:?
B: The strap is broken.
- 4 A: Would it be possible to speak to the manager?
B: Yes, just

(Points: $\frac{\quad}{4 \times 3} \quad \frac{\quad}{12}$)

(My score: $\frac{\quad}{100}$)

Now I Can ...

- talk and write about high tech gadgets
- write a diary entry
- report technical problems and respond
- make and respond to polite requests
- write a description of a journey back in time
- write an opinion essay
- talk and write about inventions
- talk about alternative energy

... in English

Spotlight on Exams

MODULE 1

New York City Neighbourhoods

~ Upper West Side

One of the most famous and most frequently visited neighbourhoods in New York is the Upper West Side. It stretches from 59th Street and Central Park West to Riverside Park, and is considered by many to be the most typical Manhattan neighbourhood.

The Upper West Side has had many famous residents in the past, including a member of the Beatles, John Lennon, **1)**, a big castle-like structure which borders the west side of Central Park.

With generations of high-profile tenants putting down roots in the Upper West Side, it's no wonder rents and real estate prices continue to rise! However, bear in mind the benefits of living in this charming neighbourhood. Elegant buildings, **2)**, line the quiet streets and house the city's rich, intellectual and creative community. Many people are attracted by the suburban feel of the area, and it is especially popular with families, young professionals and actors.


Much of the area is protected by landmark status, **3)**, It includes a jumble of chic spots, glamorous concert halls and the famous Lincoln Center for the Performing Arts where you can see fabulous theatre, ballet and opera productions. The famous Juilliard School of Music is also located in the Upper West Side, **4)**

This area of New York is busy by day, with performers rushing to auditions and families taking strolls along the pavements. It is also an exciting place at night **5)**

Don't worry about the kids because there are lots of things for them to do in this neighbourhood, too! The American Museum of Natural History is a fantastic place,

6), They can also enjoy a trip to the Children's Museum of Manhattan.

So, whatever you are looking for, you will certainly find it in the Upper West Side!


 Reading

Read the text above and fill in the gaps (1-6) with the phrases (A-G). There is one phrase that you do not need to use.

- | | |
|---|---|
| A which are known as brownstones | E where our young visitors can see dinosaur fossils |
| B so there is plenty to satisfy the music lover | F because everyone loves living there |
| C with its many restaurants and ethnic bars | G which means that the buildings cannot be changed |
| D who lived in the Dakota building | |

 Listening

 Listen and choose A, B or C, for statements 1 to 7.

- | | |
|---|--|
| 1 East Swinton residents can receive free plant bulbs.
A True B False C Not stated | 5 The man thinks he will need more than five hundred bulbs.
A True B False C Not stated |
| 2 The man already has lots of flowers in his garden.
A True B False C Not stated | 6 The bulbs will probably arrive in seven days or less.
A True B False C Not stated |
| 3 They are going to plant the flowers all over the park.
A True B False C Not stated | 7 The man has some friends who want some bulbs too.
A True B False C Not stated |
| 4 The man can choose from three types of bulbs.
A True B False C Not stated | |

TE Use of English

Choose the best word (A-D) for each gap (1-7).

A Russian Prima Donna

A Ila Pugacheva was born in 1949 in Moscow, Russia, where she **1)** her first public appearance at the age of five. She studied piano and singing and in 1965 she was heard **2)** the radio for the first time, performing one of her most popular songs, 'Robot'. Her victory at an international contest in 1978 made her a Russian star. Pugacheva has performed and recorded **3)** 300 songs. Through **4)** work, she became the biggest star of the **5)** Soviet Union. Not only is she loved by young pop music fans, but **6)** generations also respect and listen to her. She is so admired in Russia and around the world that her name has been given to an ocean liner in Finland, a **7)** of French perfume and a magazine, as well as to many little girls all over Russia!

- | | | | | |
|---|----------|------------|-------------|--------|
| 1 | A made | B did | C had | D gave |
| 2 | A in | B on | C at | D from |
| 3 | A above | B over | C after | D up |
| 4 | A tough | B firm | C difficult | D hard |
| 5 | A former | B previous | C earlier | D past |
| 6 | A later | B elder | C older | D aged |
| 7 | A type | B name | C brand | D mark |



RNE Writing

Read the extract from your pen friend Sue's letter. Write a letter to Sue. In your letter:

- ask her about her neighbourhood
- ask three questions about her new friends

Write 60-80 words.

I really like my new neighbourhood. The people here are great and I have made some new friends. Still, I miss you a lot.

RNE Speaking

Give a 2-minute talk about your family. Remember to talk about:

- the members of your family
- who you admire most in your family and why
- your family values
- what you usually do with your family

You have to talk for 1.5-2 minutes. Your partner will listen until you have finished. Then she/he will ask you some questions.

1 Progress Check

1 Fill in: *accommodate, devoted, priority, supportive, secure, appreciate, overweight, ambitious, essential, potential.*

- 1 It is that you study hard if you want to succeed.
- 2 My parents have always been very and help me when I have problems.
- 3 I don't think my brother is very because he turned down an excellent job.
- 4 If you think you are you should go on a diet.
- 5 I think Mary has the to become a brilliant pianist.
- 6 The university has rooms to first-year students but after that you have to find a flat of your own.
- 7 She is a very daughter who spends all her time looking after her sick mother.
- 8 My is to enjoy life rather than working hard to make a lot of money.
- 9 I your offer of help, but I can fix the computer myself, thank you.
- 10 Even if a website claims to be , you should not send them important personal information.

(Points: $\frac{\quad}{10 \times 2} = \frac{\quad}{20}$)

2 Fill in the gaps with the correct form of the verbs in brackets.

- 1 We'd better hurry; our train (leave) in half an hour.
- 2 I think I should see the doctor because I (get) a lot of headaches recently.
- 3 Don't worry, I (buy) some milk on my way home.
- 4 I (go) to see Martin about buying his car yesterday afternoon.
- 5 The technician (do) something to your computer when I left the office last night.

(Points: $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$)

3 Complete the sentences using the words in bold. Use two to five words.

- 1 I am sure Peter will help you.
bound Peter help you.
- 2 I find it difficult to get up so early in the morning.
used I getting up so early in the morning.
- 3 My parents have decided to buy a small cottage.
going My parents a small cottage.

- 4 I last saw Mary a month ago.
have I last month.
- 5 I started to learn French more than a year ago.
been I for more than a year.

(Points: $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$)

4 Complete the phrasal verbs with the correct particle.

- 1 He couldn't come a good excuse for being late.
- 2 I came some good bargains in the antiques market.
- 3 Why don't you come to our place when you finish work?
- 4 He was able to start his own business when he came some money.
- 5 Oh dear! I think I'm coming a cold.

(Points: $\frac{\quad}{5 \times 2} = \frac{\quad}{10}$)

5 Fill in the gaps with the correct preposition.

- 1 I'm sorry, but I'm not ashamed what I did.
- 2 It's no good arguing it, the decision is final.
- 3 You should never become too attached animals.
- 4 I have no respect people who drop litter in the streets.
- 5 He is a shy person who never gets close others.

(Points: $\frac{\quad}{5 \times 2} = \frac{\quad}{10}$)

6 Match to form exchanges.

- | | | |
|----------------------------|--|--|
| 1 <input type="checkbox"/> | Are you doing anything this evening? | a Not again! |
| 2 <input type="checkbox"/> | Would you like some help with that? | b That doesn't sound like a good idea. |
| 3 <input type="checkbox"/> | I think he is going to be late. | c I can manage, thanks. |
| 4 <input type="checkbox"/> | How about going to the cinema tonight? | d Nothing special. Why? |
| 5 <input type="checkbox"/> | I'm thinking of leaving my job. | e I'm afraid I can't. |

(Points: $\frac{\quad}{5 \times 4} = \frac{\quad}{20}$)

(My score: $\frac{\quad}{100}$)

Now I Can ...

- talk & write about my family & friends
- talk about relationship
- write a descriptive article about a person

... in English

RNE Listening

Listen to the radio interview. For each question (1-7), choose A, B or C.

- 1 Dr Hunt says that plastic surgery nowadays
 - A is not as popular as it was.
 - B is popular with teenagers.
 - C is changing.
- 2 According to Dr Hunt, today's society
 - A places too much importance on appearance.
 - B places more emphasis on beauty than before.
 - C helps teenagers to have a positive body image.
- 3 According to Dr Hunt, the two types of plastic surgery
 - A are similar.
 - B are different.
 - C repair injury.
- 4 Dr Hunt believes teens should have cosmetic surgery
 - A to cure low self-esteem.
 - B if a therapist agrees.
 - C for the right reasons only.
- 5 According to Dr Hunt, patients under the age of 18
 - A need their parents' permission.
 - B need a certificate.
 - C may have a problem finding a suitable surgeon.
- 6 Dr Hunt believes our teenage years are a time to
 - A discover who we are.
 - B change who we are inside.
 - C find out what makes us happy.
- 7 According to Dr Hunt, the decision to have plastic surgery
 - A can make us happier.
 - B must be supported by a doctor.
 - C needs careful consideration.

RNE Reading

Match the headings (A-H) to the paragraphs (1-7). There is one heading that you do not need to use.

- A Unrealistic expectations
- B Relationship ups and downs
- C Feeling the pressure

- D Dealing with bullying
- E Generation gap
- F Fashion conscious
- G Solving problems
- H Meeting the costs

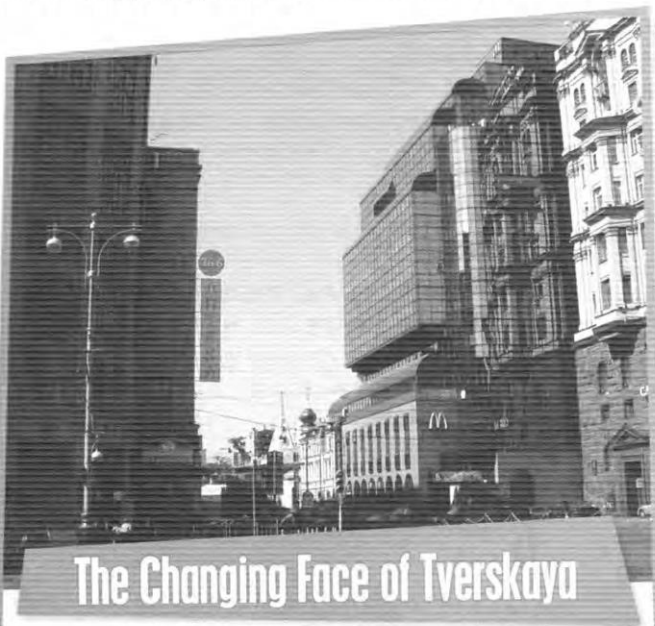
- ① Being picked on at school is becoming more and more common and it has nothing to do with the kind of school you go to. It can happen at schools with both good and bad reputations. The difference lies in how schools deal with the situation. Some schools place a lot of emphasis on finding solutions to the problem, while other schools tend to ignore it and pretend it is not happening.
- ② Making and maintaining friendships can be one of the most fulfilling things in your life. It can also be really difficult to do, especially for teenagers, who are still not sure about what they are looking for or what they need in a friend. One thing is for certain, though. If you form a close friendship with someone, it can be very upsetting if things go wrong.
- ③ Participants in peer mediation schemes have the opportunity to talk through their conflicts with the help of trained student mediators. Peer mediators do not take sides or blame anyone. They listen to all participants and help them to develop their own solution to the conflict. If you are feeling frustrated or angry with a friend but have not approached them about your feelings, mediation can help! It gives you the opportunity to confront a person you are in conflict with, in a non-violent way.
- ④ More and more teenagers are becoming unhappy with the way they look, especially when they regard tall, thin, beautiful celebrities such as Victoria Beckham, as role models. It is very difficult, of course, for teenagers to be happy with their bodies when they feel they have to meet such unattainable standards.
- ⑤ Most teenagers would claim that their parents don't understand their needs, while most parents believe that it is impossible for them to get through to their teenage children. The truth is probably somewhere in the middle. Both sides should try to be more understanding and open to the other's ideas and feelings.
- ⑥ There are lots of things that teenagers are tempted to buy; CDs, mobile phone top-ups, computer games etc. But how can they afford all these things? More and more teenagers are getting part-time jobs in order to cover their expenses, and this gives them a feeling of independence. Of course, some teenagers get paid on a regular basis by their parents in return for doing chores around the house.

- ⑦ Young people nowadays feel under so much stress that they sometimes find it hard to cope. Exams are a major cause of concern for teenagers because the career they choose depends on the marks they get in their final school examinations. Therefore, teenagers need to learn how to deal with this kind of stress, which will prepare them for other kinds of pressures they will face in later life.

1	2	3	4	5	6	7

RNE Use of English

Fill in the gaps (1-7) with a derivative of the words in bold.



Tverskaya Ulitsa, Moscow's main street, has seen many changes over the years. About three hundred years ago it was a narrow street where you would find beautiful buildings with great **1)** and the residences of the rich. In the 20th century, the government decided to **2)** the street and long queues outside state-run shops were a common sight. Today it is still known as one of the capital's most expensive **3)** districts, but it is also a hub of **4)** with clubs, cafés, restaurants and **5)** boutiques. Since 1990, the statue of literary figure Pushkin in nearby Pushkinskaya square has stood alongside the American fast food restaurant McDonalds. However, there is a price to pay for all this **6)** The quiet areas around Tverskaya could be under threat due to the **7)** of new shopping centres.

ARCHITECT

WIDE

**RESIDENCE
ENTERTAIN
DESIGN**

**DEVELOP
CONSTRUCT**

RNE Writing

Read the extract from your pen friend's letter. Write a letter to Fiona. In your letter:

- tell her about the anti-bullying week
- ask three questions about the party

Write 100-140 words.

So, you said you've just had an anti-bullying week at school. How did it go? What did it involve?

I'd better go now. I'm going to a party tonight to celebrate the end of exams!

RNE Speaking

You are discussing with your brother/sister what to buy your mother for International Women's Day on the 8th of March. Discuss with him/her what gift you would like to buy and decide on one thing that you both agree on. Choose from the following:

- jewellery
- scarf and gloves
- flowers
- tickets for the theatre

You *begin* the conversation and have to decide on which option (only one) to choose. Your partner will play the part of your brother or sister. *Remember to:*

- discuss *all* the options
- take an active part in the conversation and be *polite*
- *come up* with ideas
- give good reasons
- find out your *friend's* opinions and take them into account
- invite your friend to come up with suggestions
- come to an *agreement*

Word Perfect 2

2 Progress Check

- 1** Fill in: *dramatic, disgusting, attitude, tricky, persuade, tempted, pressure, trust, offend, symptom.*
- I didn't mean to you. I was trying to be nice!
 - His entrance was so that everybody just stared at him.
 - A sore throat is a of a cold or flu.
 - The cakes looked so delicious that I was to eat them all!
 - I don't care what you say, nothing will me to eat anything like that again.
 - Peter's towards his teachers often got him in trouble.
 - You can Mary to keep her promise.
 - There were some very questions in the maths test, but I think I got them right.
 - There was such a smell in the room that we had to open all the windows.
 - You must be under a lot of at the moment, having so much work to do.
- (Points: $\frac{20}{10 \times 2}$)

- 2** Fill in the gaps with the correct relative pronoun.
- I'm not sure of these books to read next.
 - This is the house I used to live.
 - Peter's the person you should ask.
 - Madrid, is the capital of Spain, is great.
 - Can anybody tell me that car belongs to?
- (Points: $\frac{10}{5 \times 2}$)

- 3** Complete the sentences using the words in bold. Use two to five words.
- There was such a lot of traffic that he was late.
because He much traffic.
 - We'll have to take a taxi because it's too far to walk.
such It's to walk that we'll have to take a taxi.
 - Because there was ice on the runway, the plane's departure was delayed.
due The plane's departure was delayed on the runway.
 - My sister married an American and moved to California.
who My sister,, moved to California.

- The house had to be demolished because it was badly damaged in the storm.
fact The house had to be demolished it was badly damaged in the storm.
- (Points: $\frac{20}{5 \times 4}$)

- 4** Complete the phrasal verbs with the correct particle.
- I'm afraid you will just have to put with the pain for a day or two.
 - They put us in a terrible hotel for the conference.
 - Due to bad weather they put the party for a week.
 - Put your coat, it's cold.
 - Don't you dare put me like that again!
- (Points: $\frac{20}{5 \times 4}$)

- 5** Fill in the gaps with the correct preposition.
- Pay attention the teacher's instructions.
 - He keeps boasting winning the lottery.
 - Television can have a bad influence children.
 - Why do you always insist sitting here?
 - The band didn't make much of an impression me.
- (Points: $\frac{10}{5 \times 2}$)

- 6** Match to form exchanges.
- | | |
|---|--|
| 1 <input type="checkbox"/> Can you help me with my homework tonight? | a I don't want to be late for school. |
| 2 <input type="checkbox"/> Let's go and see that new film at the Rex. | b Sure. Let me carry it. |
| 3 <input type="checkbox"/> Come on! It'll only take a minute! | c I suppose we could. |
| 4 <input type="checkbox"/> Please let me borrow the car tomorrow. | d I'm afraid I'm busy tonight. |
| 5 <input type="checkbox"/> Could you lend me a hand? This box is very heavy. | e Well, all right. Just this once. |
- (Points: $\frac{20}{5 \times 4}$)
(My score: $\frac{100}{100}$)

Now I Can ...

- talk about stress & peer pressure
- talk and write about waste & packaging
- offer sympathy & encouragement
- persuade and respond to persuasions

... in English

RNE Reading

Read the text, then choose A, B, C or D for each question (1-7).

Caught in the Act

Even if you're looking carefully, you might miss it; it's only a stray strand of hair, after all. But to me, as a forensic scientist, this is what I live for; this is the pot of gold at the end of the rainbow. This microscopic human trace might be the one vital piece of evidence that leads to the arrest and imprisonment of the criminal, the one who, without realising it, left his calling card behind at the scene of the crime. One single strand of hair contains all the criminal's DNA and, once matched, can lead all the way back to his door.

And that is my job. I'm a forensic scientist - 'forensic' just means relating to the legal system - and I collect and analyse evidence that is then used to catch a whole range of criminals committing any number of illegal acts. A member of the public might jump to the conclusion that all I work on are murders, but my field of investigation includes burglaries, arson, simple cases of forgery or more advanced Internet offences. Since time began, criminals have always found new ways of breaking the law, but I have complete faith in my subject. It doesn't matter what the crime is, science will get to the bottom of it and as technology continues to improve, the chances of getting away with it become slimmer and slimmer.

Perhaps the most famous forensic scientist of all was Sherlock Holmes. His methods of investigation, popularised in numerous books, films and television series, included close observation, rigorous examination of evidence and logical deduction. This is where I got my inspiration from. Reading the stories and watching the films fascinated me when I was younger and they still do today. I took all available science courses at school and then moved on to criminology at university. After graduating at the top of my class, it was then a small step to the police and I'm now head of the forensic investigation department.

In many ways the job hasn't changed all that much from the fog-filled streets of Holmes' London. The most useful tool for any scientist is still a keen mind, a good eye that connects the apparently unconnected and a skilful reading of the evidence. A crime scene is not that different to a story. It is a narrative with a beginning, in which the criminal enters the

house; a middle, when the crime is committed; and a climax, as the criminal leaves the crime scene. My job is to make sure that the ultimate end is the capture of the villain.

Of course, there is a new style of fictionalised forensics on television nowadays that uses the most cutting-edge technology available and suddenly the job is the focus of a huge amount of attention with relevant university courses filling up faster than ever before. But don't be fooled by what you see on television. The job is vastly different from the one seemingly done by the heroes of a weekly TV show. First of all, the forensic scientist isn't the first one at the scene of the crime; we're usually there much later. Also, forensics can be a time-consuming and lengthy procedure. TV takes one hour to solve the crime; we can take weeks, months, even years. DNA analysis takes a long time, no matter how technologically advanced we are. But having said all that, the basic methods we use are the same as our TV counterparts.

Take fingerprinting, for example. A person's fingerprint is unique; the lines and shapes that pattern the fingertips are individual and belong to no-one else. The grease that comes off our skin at all times of the day leaves a patterned mark on everything we touch. We can make a copy of that mark and, hopefully, match it to the recorded fingerprints of known criminals. This is common knowledge and even the most simple-minded crook knows enough to wear a pair of gloves or wipe down everything he touches. But what about the traces that can't be seen, the traces that can't be wiped down?

At every second of every day your body is shedding microscopic pieces of skin; household dust is mostly made up of your dead cells. You are constantly renewing hairs, old ones fall and new ones grow back; the clothes you wear leave behind the smallest signs of where you've been and what you've been doing. This is called DNA fingerprinting and when gathered together, all of these things serve to build up a picture that is more conclusive than any eye-witness statement. Evidence doesn't lie when it faces a jury. Facts don't forget or get confused. Science states the case. And that is inescapable.

- 1 In the first paragraph, the writer suggests that
 - A he is well-paid for the work he does.
 - B criminals are often forgetful.
 - C he follows criminals to their homes.
 - D criminals help in solving the crime.
- 2 What changes have occurred recently?
 - A There is more crime nowadays.
 - B His job is getting more difficult.
 - C More criminals are being caught.
 - D He has more work than ever before.
- 3 Why did the writer become a forensic scientist?
 - A Because he was good at science.
 - B Because of his enthusiasm for books.
 - C Because of a childhood role model.
 - D Because he wanted to be a policeman.

- 4 The writer compares a crime scene to a story to
- explain how events are connected.
 - describe how he finds evidence.
 - make him feel more like a hero.
 - show how to commit a crime.
- 5 Watching crime shows on television, viewers get the idea that
- doing the job will make them famous.
 - solving a crime takes very little time.
 - the forensic scientist heads the investigation.
 - forensic science is a popular university course.
- 6 What does not the writer say about fingerprinting?
- Most people understand the technique.
 - Unwashed hands are easier to fingerprint.
 - Criminals try to avoid leaving fingerprints.
 - No two sets of fingerprints are the same.
- 7 What does the writer believe about forensic science?
- It relies too much on the ageing process.
 - It is a reliable method of solving crime.
 - It often disagrees with personal accounts.
 - It is not used enough in criminal investigations.

RNE Use of English

Fill in the gaps with the correct word derived from the words in bold.

"Welcome to the Kremlin, the seat of Russia's **1** **(rule)** for centuries and currently the **2** **(office)** residence of the president of Russia! This 'city within a city' contains golden-domed churches and cathedrals, four palaces, museums, **3** **(resident)**, offices and monuments. Visit Cathedral Square, the **4** **(history)** heart of the Kremlin and home to the Cathedral of the Assumption, where all the Tsars were crowned. Along the Kremlin's eastern wall lies Moscow's famous Red Square. Don't miss St Basil's Cathedral at the **5** **(south)** end of the square, famous for its brightly **6** **(colour)** domes. This stunning cathedral was built between 1534 and 1561 at the command of Ivan the Terrible. As the story goes, Ivan was so overcome by its beauty that he blinded its **7** **(architecture)** so that he would never be able to create another **8** **(build)** as magnificent for anyone else! Our tour continues ..."



RNE Listening

Listen to the speakers 1-5. Which of the comments below might each speaker say? There is one comment you don't need to use.

- I think all teenagers should do chores.
- I have more responsibilities because I'm older.
- Chores take up a lot of my free time.
- I find cleaning relaxing.
- I'm too busy to help out much.
- I don't mind doing outside chores.

Speaker	1	2	3	4	5
Comment					

RNE Speaking

You and your friend want to do something special to relax and celebrate the end of your exams. Discuss the following options and choose the one you both like most of all.

- a day at the beach
- a trip to a theme park
- a party for all your friends
- a DVD evening with a few close friends

You begin the conversation and have to decide on which option (only one) to choose. Your partner will play the part of your friend. Remember to:

- discuss *all* options
- take an *active part* in the conversation and be *polite*
- give good *reasons*
- find out your friend's *attitudes* and take them into account
- invite* your friend to *come up with suggestions*
- come to an *agreement*

RNE Writing

Read the extract from your pen friend Tanya's letter. Write a letter to Tanya. In your letter:

- tell her about the kinds of household chores you have to do;
- ask three questions about the tree-planting day.

It's not fair! I'm so busy at school and then I have loads of chores to do at home! Do you have to do jobs at home, too?
I'm taking part in a tree-planting day in my neighbourhood next Sunday. I'm really looking forward to it!

Word Perfect 3

3 Progress Check

1 Fill in: *fee, scam, identify, suspect, grabbed, contacted, witness, seized, glared, disposable.*

- 1 The boy the old lady's bag and ran off.
- 2 Don't buy batteries, use rechargeable ones.
- 3 Fraudsters use a to trick people and take their money.
- 4 The police a stash of stolen goods during the course of the investigation.
- 5 The kidnappers the family with their demands.
- 6 I thought something was wrong when they asked me to pay a to process my claim.
- 7 I have to go to court because I was a to a car accident.
- 8 The man was attacked from behind so he was unable to who did it.
- 9 She at her attacker as he was taken away.
- 10 The police are holding a for questioning.

(Points: $\frac{20}{10 \times 2}$)

2 Put the verbs in brackets into the correct form.

- 1 We enjoy (walk) in the park on sunny days.
- 2 I might (go) away this weekend.
- 3 You don't fancy (watch) TV tonight, do you?
- 4 He has decided (buy) a new car.
- 5 I refuse (speak) to him any more.
- 6 He left without (say) goodbye.
- 7 We want (thank) you for your help.
- 8 Bob has (work) late tonight.
- 9 Peter would (enjoy) this book.
- 10 How about (have) a pizza for supper?

(Points: $\frac{20}{10 \times 2}$)

3 Complete the sentences using the words in bold. Use two to five words.

- 1 Ryan has been learning to drive since last year.
began Ryan last year.
- 2 We need to redecorate the lounge this year.
needs The lounge this year.
- 3 If only I hadn't walked home alone last night.
regret I last night.
- 4 The closing date for applications was yesterday.
late It's, the closing date was yesterday.

- 5 She doesn't usually overreact like that.
unusual It is very like that.

(Points: $\frac{20}{5 \times 4}$)

4 Complete the phrasal verbs with the correct particle.

- 1 If you don't keep the noise, I'll call the police!
- 2 Keep from unlit areas at night!
- 3 Tell me everything, don't keep anything
- 4 If you keep driving like that, you'll have an accident.
- 5 Paul couldn't keep the workload, so he got an assistant.

(Points: $\frac{10}{5 \times 2}$)

5 Fill in the gaps with the correct preposition.

- 1 Speeding is the law and if caught, you will get a fine.
- 2 The boy was charged shoplifting.
- 3 She tricked her little brother giving her his chocolate.
- 4 Maggie is responsible looking after three small children.
- 5 The main requirements the job are honesty and punctuality.

(Points: $\frac{10}{5 \times 2}$)

6 Match to form exchanges.

- | | | | |
|----------------------------|---------------------------------|---|--|
| <input type="checkbox"/> 1 | That's totally disgraceful! | a | Yes, I do. I feel really bad about it. |
| <input type="checkbox"/> 2 | I'm so sorry. I didn't mean it. | b | That's shocking! |
| <input type="checkbox"/> 3 | My grandma was mugged. | c | I agree! |
| <input type="checkbox"/> 4 | Am I really that bad? | d | That's alright. |
| <input type="checkbox"/> 5 | You don't need to apologise. | e | I'm afraid so. |

(Points: $\frac{20}{5 \times 4}$)

Now I Can ...

(My score: $\frac{100}{100}$)

- talk about crime, criminals and the law
- talk about rights & responsibilities
- express regret
- write an opinion essay
- talk about being a green citizen

... in English

RE Reading

Complete the gaps (1-6) with the phrases (A-G). There is one phrase that you do not need to use.



Brown BEARS

Indeed, brown bears are beautiful, powerful creatures **1)** They are huge animals which have sharp claws up to 15 cm in length, and weigh up to 700 kg.

Contrary to popular belief, up to 90% of a brown bear's food is made up of vegetable matter, such as berries, roots and fungi. However, they also eat fish, insects, mammals such as squirrels and deer, and an enormous amount of moths in the summer, **2)** However, bears are not always the cuddly animals **3)**

People often don't realise just how dangerous brown bears can be. It is not unusual to see tourists in Russia walking along paths **4)** Sometimes, too, villagers go out to gather berries from bushes which are within a few metres of a bear's territory.

Whilst it is relatively rare for bears to attack humans, they still kill ten people per year on average in Russia. Attacks only usually happen, however, either because a bear is injured or when a human encounters a mother bear with its cubs. They are also more common in years **5)** At these times they are forced to come into human settlements to find food.

The population of the brown bear has declined drastically in recent years because of poaching for skins and fat. Every year, more than 5,000 are hunted in Russia for their furs. Many are also killed by hunters **6)**

There are around 120,000 brown bears (Ursus arctos) living in the mountains and forests of Russia, which is the largest population anywhere in the world! In fact, this species of animal is so well known and loved in Russia that it was unanimously voted to be the mascot for the 1980 Moscow Olympic Games.

The Russian government is considering new laws that would ban the shooting of brown bears in the winter, as in some areas they are already extinct.

- A that are commonly portrayed in cartoons and fairy tales
- B sometimes as many as 40,000 in a day
- C with fur varying in colour from cream to almost black

- D because they are mostly solitary creatures
- E when there is a shortage of food in the wild
- F that bears commonly use
- G who pay a lot of money to shoot brown bears for trophies

RNE Listening

Listen and choose A, B or C for statements 1-7.

- 1 Megan tried to give up smoking two weeks ago.
A True B False C Not stated
- 2 Megan has tried two different therapies so far.
A True B False C Not stated
- 3 Jim started smoking because of stress.
A True B False C Not stated
- 4 Jim hasn't smoked for two years.
A True B False C Not stated
- 5 Jim stopped smoking because someone threatened him.
A True B False C Not stated
- 6 Jim still felt like smoking after his first session with the acupuncturist.
A True B False C Not stated
- 7 In the end, Megan agrees to try the acupuncturist.
A True B False C Not stated

RNE Speaking

Give a two-minute talk on *the medical profession*. Remember to say:

- which jobs in the medical profession you consider to be the most important and why (e.g. doctors, surgeons, ambulance drivers).
- what the advantages and disadvantages of working in this profession are.
- if you would consider working in the medical profession and why/why not.
- what medical care is like in your country.



RNE Use of English

Choose the best word (A, B, C or D) for each gap (1-7).

It was the sound of the car brakes 1) that caught her attention first of all. The noise stood out from all the other noises that crowded into her ears – the car horns hooting, the sound of children's voices as they ran out of the school playground, mothers calling their children, 2) to get them home.

Then, it felt as if someone had placed their hands on her and forcibly made her turn around and look. As soon as she did, her eyes 3) and her hands began to shake. Her legs seemed frozen to the 4) All she could do was watch 5) immobile, as if it was all happening in slow motion, right there in front of her.

She opened her mouth, but no sound came 6) Then came the dull thud as the car hit the child, the shocked gasps of the 7) and the roaring of the car as it sped away.

- | | | |
|---|--------------|---------------|
| 1 | A shrieking | C screaming |
| | B screeching | D shouting |
| 2 | A restless | C impatient |
| | B nervous | D worried |
| 3 | A opened | C broadened |
| | B enlarged | D widened |
| 4 | A point | C spot |
| | B place | D mark |
| 5 | A helplessly | C pointlessly |
| | B uselessly | D worthlessly |
| 6 | A out | C about |
| | B through | D away |
| 7 | A viewers | C audience |
| | B spectators | D onlookers |

RNE Writing

Comment on the following statement:

Many people think that medical care should be free and available to all, whereas others believe that we should have to pay for the medical services we use.

What is your opinion? Should we have to pay for medical care, or should it be free? Write 120-180 words using the plan.

Para 1: Introduction (state the problem)

Para 2: Express your opinion and give reasons for it

Para 3: Give arguments for the other point of view and explain why you don't agree with it

Para 4: Draw a conclusion

Word Perfect 4

81

4 Progress Check

1 Fill in: *peak, agonising, miraculously, crippled, bruised, stiff, streaming, rash, allergic, internal*

- 1 Tom was battered and, but alive.
- 2 I think I must be to something because my nose is running and my eyes are watery.
- 3, the mountaineers made it safely off the mountain after the blizzard.
- 4 Jane sat in a draught, so she has a neck.
- 5 Henry felt fantastic when he reached the of the mountain.
- 6 Fortunately, Kate had no bleeding after her fall.
- 7 The pain in his arm was
- 8 Oh dear! I've got a cold. Atishoo!
- 9 He was by the fall because both his legs were broken.
- 10 What is that strange all over your body? You should go to the doctor.

(Points: $\frac{10 \times 2}{20}$)

2 Fill in the gaps with the correct passive form of the verbs in brackets.

- 1 The wound must (clean) before you put a plaster on it.
- 2 *The Adventures of Tom Sawyer* (write) by Mark Twain.
- 3 Jane (see) by the doctor right now.
- 4 Luckily, the driver of the car (not/injure) in the accident.
- 5 One day a cure (find) for cancer.

(Points: $\frac{5 \times 2}{10}$)

3 Complete the sentences using the words in bold. Use two to five words.

- 1 The surgeon will do the operation tomorrow.
be The operation tomorrow
- 2 The dentist cleaned her teeth.
had She by the dentist.
- 3 They have built a brand new hospital in our town.
been A brand new hospital in our town.
- 4 There are reports that 10 people died in the crash.
have Ten people are in the crash.
- 5 She insisted that they go to the hospital.
made She to the hospital.

(Points: $\frac{5 \times 4}{20}$)

4 Complete the phrasal verbs with the correct particle.

- 1 I don't want to go what my operation is for!
- 2 Tom wants to go with the plastic surgery.
- 3 If you go smoking, you will damage your health.
- 4 Why won't this toothache go?
- 5 I don't want to go pain like that again.

(Points: $\frac{5 \times 4}{20}$)

5 Fill in the gaps with the correct preposition.

- 1 Jane recovered her illness very quickly.
- 2 How long has Tim been complaining headaches?
- 3 Kim is allergic nuts.
- 4 Paul was treated back pain by a chiropractor.
- 5 Tony was involved a terrible accident.

(Points: $\frac{5 \times 2}{10}$)

6 Match to form exchanges.

- | | |
|-------------------------------------|------------------------------|
| 1 You've probably got an infection. | a I hope not! |
| 2 You'll feel better in a few days. | b Would you? Thanks! |
| 3 It could be chickenpox. | c Don't worry. I'll be fine! |
| 4 Can I make you a hot drink? | d You could be right. |
| 5 Sorry you're not well. | e I hope so. |

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\quad}{100}$)

Now I Can ...

- talk about health, accidents & emergencies, illnesses & injuries
- talk and write about water pollution
- offer help and accept or refuse help
- speculate & respond to speculation

... in English

RE Reading

Match the headings (A-H) to the paragraphs (1-7). There is one heading that you do not need to use.

- | | | |
|----------------------------|---------------------|-----------------|
| A Bringing Greenery Inside | D Intelligent Homes | E Keeping Tidy |
| B Danger in the Home | F Keeping Warm | H Green Housing |
| C Fire Protection | G Home Life | |

- ① Smoke detectors in homes have saved countless lives. They sense the presence of smoke in the house and alert the occupants by making a loud beeping noise, giving them time to escape. In order to be kept in good working condition, they should be tested at least once a month and cleaned once a year.
- ② One of the attractions of living in the country is a blazing log fire. However, open fires are one of the most inefficient forms of heating, since most of the heat disappears up the chimney. They also produce lots of smoke which, of course, pollutes the environment. From both a financial and environmental point of view, it is better to use other methods of heating.
- ③ Most people strive to buy a house with a garden but what happens if the budget just doesn't allow it? Well, those of you who live in an apartment can bring a bit of nature inside by placing some houseplants around your living space. All they need is a little care and attention! Be sure to check, for example, how often they need watering and what kind of conditions they prefer, such as bright or shady, warm or cool.
- ④ Plans were announced today to build sixteen new homes in Brighton using fifteen thousand old car tyres. The developers claim that they will be so energy efficient that residents will have no utility bills at all! They will collect their own water and be powered by solar panels and wind turbines. The homes offer a way of tackling two of Britain's biggest environmental concerns – the growing mountain of discarded tyres and the high levels of carbon emissions from housing.
- ⑤ In a few years we might be living in 'smart' houses. A smart house is a house where the appliances have a computer fitted inside them, so that they can 'communicate' with each other. For example, groceries are ordered when your fridge sees that you are running low on essentials and when you enter your home, temperature, lighting and music are activated according to your personal preferences.
- ⑥ Accidents in the home account for about forty per cent of all accidents and a third of all accidents treated at hospital. The most dangerous area of the home is the living room, followed by the garden, kitchen, stairs, bedroom and bathroom. The main factor is age, with young children having the greatest number of accidents. Falls are by far the greatest cause of fatal home accidents, causing more than two thousand deaths in Britain each year.
- ⑦ There's nothing more discouraging than spending hours at the weekend cleaning and organising your home, only to find it in a total mess again by Wednesday! So, why not set aside fifteen minutes per day for maintaining your living space in order to minimise clutter as the week goes on? Good ideas include assigning one small, quick job to each member of the household each day, and putting something back where it belongs every time you leave a room.

RNE Listening

🎧 Listen to the radio programme. For each question (1-7), choose A, B or C.

- The man says he decided to go to Africa because
 - he wanted to do something different with his life.
 - his daughter persuaded him to do it.
 - it was something he had always wanted to do.
- The man says that his boss
 - offered him more money to stay.
 - understood his reasons for going.
 - was concerned about filling his position.
- The event that stands out in the man's memory is
 - seeing the house he was to stay in.
 - meeting the villagers for the first time.
 - the view as he entered the village.
- The thing that most surprised the man about his new home was that
 - it was so basic.
 - it was nicer than he had expected.
 - it was considered to be nicer than the other houses in the village.
- They had to cook before the sun set because
 - they could only get cooking water during the day.
 - they had no electric lights.
 - the fire had to be put out after dark.
- The man slept so well in Uganda because
 - it was so quiet there.
 - his bed was comfortable.
 - he felt so safe and secure.
- In the future, the man plans to
 - continue living in England.
 - go back to Africa.
 - try living somewhere else.



RNE Use of English

Complete the gaps (1-6) with the correct derivatives of the words in bold.

An Unusual
Mobile Home

A yurt is the 1) home of nomadic people from Mongolia, Siberia, China and Central Asia. The word 'yurt' or 'yurta' 2) comes from the Turkish word meaning 'dwelling place.' It is 3) in shape and is easy to assemble, take down and transport. Made of a 4) frame and covered with felt, it is a popular place to live in the summer months. You will sometimes find it used in other countries too, as it is an 5) form of temporary housing. In Europe, 6) on Mongolian and Central Asian-styled yurts are made using other materials, such as local hardwoods. Yurts are used for all sorts of different purposes, from permanent housing to school rooms.

TRADITION
ORIGIN
CIRCLE
WOOD
EXPENSIVE
VARY

RNE Writing

Read the extract from your friend Amy's email. Write an email to Amy. In your email:

- tell her about your new home
- ask three questions about gardening

Write 100-140 words.

I can't believe you've moved away! What's your new home like? Do you like it better than your old one? I'm so happy summer's here at last. I've been helping my dad out in the garden lately!

RNE Speaking

Give a two-minute talk about your area. Remember to:

- say what your area is called & where it is
- say how long you have lived there
- describe your area
- say which things you like/don't like about your area and why

Word Perfect 5

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5 Progress Check

- 1** Fill in: *rough, run-down, warehouses, market, capital, roof, drain, full, stained, slate.*
- The door had a beautiful glass panel in it.
 - Many people would be happy just to have a over their heads.
 - An urban redevelopment scheme can turn disused into luxury flats.
 - We turned the corner and the house came into view.
 - The council have fixed up a lot of buildings in my town lately.
 - The house had a steep roof.
 - I come from a small town in the north of England.
 - Don't just throw your money down the
 - Unfortunately, lots of people sleep in many cities.
 - Do you know what the city of Croatia is?

(Points: $\frac{10 \times 2}{20}$)

- 2** Fill in: *must, mustn't, can't, don't have to, should, might, would, shall, will, can.* In some case more than one answer is correct.
- you hold the door open for me, please?
 - You use public transport when you have a car.
 - You drive through a red traffic light.
 - Tom move to the country soon because he hates living in the city.
 - The new bypass reduce traffic congestion in the town centre.
 - Drivers stop at a 'stop' sign.
 - Cyclists wear reflective clothing at night.
 - Most people afford a house without a mortgage in the UK.
 - we visit Jane in her new flat tonight?
 - You park on a single yellow line for one hour only in the UK.

(Points: $\frac{10 \times 2}{20}$)

- 3** Complete the sentences using the words in bold. Use two to five words.
- She has probably settled into her new home by now.
should She new home by now.
 - There was no reason to worry about finding a parking space; it was easy.
need I finding a parking space; it was easy.

- It's not a good idea to go out alone at night.
go You alone at night.
- It's against the law for drivers to park on double yellow lines in Britain.
not You double yellow lines in Britain.
- It's possible that Pam will come to the party.
come Pam the party.

(Points: $\frac{5 \times 4}{20}$)

4 Complete the phrasal verbs with the correct particle.

- I could do taking the bus to work every day; it's a nuisance.
- Do your laces or you'll trip over them.
- Moving house completely did me
- We don't have much money, so we have to do a lot of things.
- My dad buys houses, does them and sells them for a profit.

(Points: $\frac{5 \times 2}{10}$)

5 Fill in the gaps with the correct preposition.

- I am really need of a new car.
- I'm afraid this old fridge is repair.
- My house is within easy reach the town centre.
- The house is cheap because it is bad condition.
- I need to call a plumber to look this pipe.

(Points: $\frac{5 \times 2}{10}$)

6 Match to form exchanges.

- | | |
|--------------------------------|-------------------------------|
| 1 Oi! | a Yes, it is really annoying! |
| 2 It drives me crazy. | b It makes me angry. |
| 3 Yuk! | c What a relief! |
| 4 It doesn't really bother me. | d Stop that! |
| 5 Phew! | e That's revolting! |

(Points: $\frac{5 \times 4}{20}$)

(My score: $\frac{\quad}{100}$)

New! I Can ...

- talk about homelessness
- talk and write about houses
- express annoyance
- make exclamations
- use modals
- use formal style in reports
- write a report making suggestions
- write a proposal to improve a shanty town
- have a class debate about Green Belts

RNE Reading

Read the passage, then choose the correct answer (A, B, C or D) for questions 1-7.

It's a Secret!

Throughout history and in every civilisation, people have felt the need to communicate in secret. In wartime, military secrets need to be transferred securely to commanders without being understood by the enemy. During revolutions, those plotting to overthrow the establishment need to ensure their communications remain undisclosed. The history of secret communication is long and fascinating. World events have changed on many occasions because of secret messages — secrets that were kept and secrets that were not!

There are two ways to communicate in secret — either you conceal the fact that you are sending a message at all, (*'steganography'*) or you obscure the meaning of your message rather than its actual existence (*'cryptology'*). Steganography is very old. In 440 BC, the Greek ruler, Histiaeus, sent a message to a fellow plotter in a revolt by shaving off the hair of his most loyal slave, tattooing a message on his head, allowing the slave's hair to grow back, then sending him to deliver the message. The slave passed through enemy lines easily since he seemed to be carrying no communication. Another very old form of steganography is invisible ink. Inks made of simple organic materials such as milk or lemon juice, which turn dark when held over a flame, were used as early as the first century AD for very serious communications. During the Second World War, both sides raced to create new secret inks and to find developers for the enemy's inks, although in the end this form of steganography became impractical due to the large amount of communications involved.

Although steganography is a very clever way to communicate in secret, it does have an Achilles heel. If the messenger does not do a particularly good job concealing their message and someone finds it, all its secrets will be immediately revealed. This weakness soon led to the idea of hiding the actual meaning of messages, so that they could not be read, even if they were discovered. The result was the development of cryptology.

Cryptology hides the meaning of messages by using codes. Codes are essentially secret languages. Julius Caesar invented one. He replaced every letter in a word by the letter three places away from it in the alphabet. A was D, B was E, and so on. Later on, any code that used a system of letter replacement such as this was referred to as a 'Caesar code'. Of course, it doesn't take much brain power to figure out most of these codes! Today, code makers devise practically unbreakable codes using highly sophisticated mathematics and computer power.

Are cryptology and steganography used now? Well, you may be surprised to learn that secret communication is a part of everyday life! For example, every time you use your credit card to buy something from a company over the Internet, cryptology is employed. Very complicated codes turn your credit card number into a pile of gibberish that only the retailer can decipher, not anyone else. Steganography is also thriving in the digital world. Secret messages can easily be hidden in email, audio and image files. This is because most digital documents contain useless areas of data, so some of their information can be altered without obvious effect. This is of concern to governments as they fear that criminals may be concealing messages in files sent over the Internet.

One thing is certain — secret communication is still just as much a part of life today as it was millennia ago!

1 Secret communication

- A was only used in the past.
- B has altered the course of history at times.
- C can lead to revolutions or wars.
- D was first used by military commanders.

2 In 440 BC, the Greek ruler, Histiaeus

- A secretly communicated with the enemy.
- B started a revolt by sending a hidden message.
- C learnt of a plot through a secret message.
- D sent a secret message past the enemy.

3 Invisible ink

- A is the oldest form of steganography.
- B was used the most effectively during WW2.
- C must be made from organic materials.
- D can sometimes be made visible with heat.

4 Steganography does not

- A have any disadvantages.
- B depend on the skill of the messenger.
- C hide the meaning of a message.
- D pre-date cryptology.

5 'Caesar Codes'

- A were all invented by Julius Caesar.
- B only use certain letters of the alphabet.
- C are usually quite easy to break.
- D use sophisticated mathematics.

6 Internet credit card transactions

- A use steganographic techniques.
- B are made secure by cryptology.
- C make a retailer's job easier.
- D are hidden in digital files.

7 Steganography is still used a lot today because

- A secret communication is more important than ever before.
- B governments use it to send information securely.
- C it can help to catch criminals.
- D it's easy to hide secret messages in digital documents.

RNE Listening

Listen and choose A, B or C for statements 1-7.

- 1 Susan won't be able to let Mike know if she's going to be late.
A True B False C Not stated
- 2 Mike has never had a mobile phone.
A True B False C Not stated
- 3 Susan's grandparents have just bought a mobile phone.
A True B False C Not stated
- 4 Mike is usually at home when Susan calls.
A True B False C Not stated
- 5 Susan doesn't like sending emails.
A True B False C Not stated
- 6 Susan has her mobile phone switched on all the time.
A True B False C Not stated
- 7 In the end Susan convinces Mike to buy a mobile phone.
A True B False C Not stated

RNE Speaking

You and a friend would like to learn Spanish and are discussing the best way to go about it. You can choose from:

- spending a month in Spain living with a Spanish family
- going to an evening class three nights a week
- buying a 'teach yourself' pack with a book and CDs
- finding a private teacher to teach you both twice a week

You begin the conversation and have to decide on which option (only one) to choose. The teacher will play the part of your friend. Remember to:

- discuss *all* the options;
- take an active part in the conversation and be *polite*;
- *come up* with ideas;
- give good reasons;
- find out your *friend's opinions* and take them into account;
- invite your friend to come up with suggestions;
- come to an *agreement*

RNE Use of English

Complete the gaps with the correct word(s) formed from the words in bold.

What's in a Name?

You might think that a name is just a name, but the reality is much more interesting than that and goes back to the 1) of human society.

BEGIN

To start with, everyone has a first name, a surname and 2) a middle name, don't they? Not always. In Mongolia, until recently, people only had a first name, something that probably caused a lot of confusion. Also, not all 3) are addressed by a given first name. In China, the family name comes first with the given name following.

OCCASION

NATION

Your family name says a lot about your ancestors. Common English surnames, like Baker and Butcher, tell us what 4) a long-dead relative had. Names like Hill, Field and Rivers tell us where people used to live. Johnson means son of John, and in Scotland the prefix Mac means the same.

OCCUPY

Given first names often refer to a 5) that parents would like their children to have such as Sophia, which stands for wisdom, or Anna meaning grace. Perhaps something royal is more 6) ? How about Steven and Sara, meaning crown and princess.

CHARACTER

PREFER

Whichever name you go by, one thing is certain, it goes with you for life. Even if you are one of the 7) ones (Abbie Birthday or Robin Banks), your name is something you're just going to have to live with.

LUCK

RNE Writing

Comment on the following statement:

Our lives would all be enriched greatly if we could have a chip planted in our brains enabling us to speak any language we wished. However, this idea could have some disadvantages too.

What can you say for and against this idea? Write an essay of 120-180 words using the plan below.

Para 1: Introduction (state the problem)

Para 2: State arguments 'for'

Para 3: State arguments 'against'

Para 4: Draw a conclusion

Word Perfect 6

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6 Progress Check

- 1 Fill in: *telescope, satellite, galaxy, human, shrug, wags, air, track, contain, raised*.
- I my shoulders when I don't know the answer to a question.
 - The moon is the Earth's
 - He his eyebrows in surprise.
 - They were talking so fast it was difficult for me to keep of the conversation.
 - We live in a called the Milky Way.
 - I like to look at the stars through my
 - NASA has sent messages into space with information about the race.
 - When my mum her finger at me, I know I'm in trouble.
 - He was so excited, he couldn't himself.
 - It is quicker to send the parcel by mail rather than standard mail.

(Points: $\frac{\quad}{10 \times 2} \quad 20$)

2 Report the following using the verbs in the list.

- apologise • beg • warn • suggest • deny

- "I didn't take the money," she said.
- "I'm sorry I broke your CD player," he said to her.
- "Please, please lend me the money," he said to her.
- "Why don't we meet later," she said.
- "Don't do that again or you'll be in trouble," his dad said.

(Points: $\frac{\quad}{5 \times 4} \quad 20$)

3 Complete the sentences using the words in bold. Use two to five words.

- "Have you called your mother lately?" he asked me.
had He asked me my mother lately.
- "Let's text each other about it later?" he said.
texting He it later.
- "I didn't call because I was working late last night", said Jane.
been Jane told me she had not called late the night before.
- "Can you call me to confirm tomorrow?" asked Tom.
able Tom asked if I to confirm the next day.
- "Are you going to the party tonight?" he said.
asked He to the party that evening.

(Points: $\frac{\quad}{5 \times 4} \quad 20$)

4 Complete the phrasal verbs with the correct particle.

- I never talk to anyone – it's not nice.
- Jack managed to talk Tim and they are friends again.
- Talking to your teacher is rude.
- My friend talked me buying a new mobile although I didn't need one.
- I always talk my problems with my mum.

(Points: $\frac{\quad}{5 \times 2} \quad 10$)

5 Fill in the gaps with the correct preposition.

- Our teacher insists correct punctuation.
- He has been complaining backache for several days now.
- The new employee assured his boss his complete honesty.
- Don't apologise breaking the vase. I didn't like it anyway.
- Danny's always complaining not having enough money.

(Points: $\frac{\quad}{5 \times 2} \quad 10$)

6 Match to form exchanges.

- | | |
|------------------------------|---------------------------------|
| 1 I'm very sorry. | a I do apologise. |
| 2 I beg your pardon. | b I can't believe she did that! |
| 3 She said I broke the vase. | c I said it's half past two. |
| 4 Did you say £1.50? | d That's all right. |
| 5 It's bad manners to point! | e Yes, that's right. |

(Points: $\frac{\quad}{5 \times 4} \quad 20$)

(My score: $\frac{\quad}{100}$)

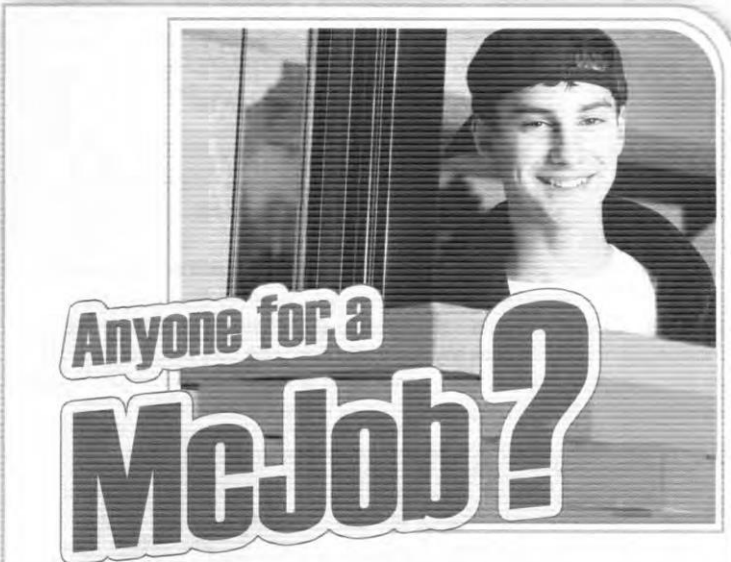
Now I Can ...

- talk and write about space technology
- talk about newspapers and the media
- apologise and accept apologies
- ask for repetition, confirmation and clarification
- use reported speech
- write a for-and-against essay
- write a short article about native languages
- give a presentation on means of communication

... in English

RNE Reading

Fill in the gaps (1-6) with the phrases (A-G). There is one phrase that you do not need to use.



A McJob? What on earth is that? Well, according to a recently-added dictionary entry, a McJob is a low-paying job that requires little skill and provides little opportunity for advancement.

You dream of a job like this, right? A monotonous, tedious job **1**? No? Then, why are thousands of educated young people spending hours each day folding jumpers, grilling burgers, serving cappuccinos and unpacking boxes of books?

Katie Underwood, a twenty-three-year-old university student, has had around twenty jobs just like this. She has worked night-shifts, has been told she can't have a break or a day off **2**.

Fast food adverts and movies may make us think that these jobs are held by pink-cheeked, trendy teens **3**, but in actual fact, most people in these jobs are in their late teens and twenties.

Like Katie, these youngsters are juggling these part-time jobs and university classes **4**.

So, how sorry for yourself should you feel if you have to take a McJob? Well, perhaps you're actually one of the lucky ones! First of all, some well-known former McDonald's workers include Jeff Bezos, founder of Amazon.com and Carl Lewis, Olympic gold medallist, and according to a recent article, around 20 of the 50 top worldwide managers began by grilling burgers! Secondly, most young people who take these jobs have little or no previous work experience. Learning how to get to work on time, operate a machine, count change, serve customers politely, co-operate with fellow workers and accept orders from a boss are skills **5**.

So, a McJob might be boring, tiring and badly-paid, **6**. Undoubtedly, it will also make you appreciate just how lucky you are when you finally get your dream job!

- A so that they can pay for skyrocketing tuition fees and living expenses
- B which can give you valuable experience and maturity before you enter your chosen career
- C who have worked in factories, shoe shops, restaurants, bars and museums
- D who are just looking for a bit of extra spending money
- E but it can help prepare you better for the harsh world of work
- F that involves washing dishes, delivering parcels or asking "Would you like fries with that?"
- G and has usually been paid no more than the minimum wage

RNE Listening

Listen to speakers 1-5. Which of the comments below might each speaker say? There is one comment you don't need to use.

- A I realised what I wanted to do at a particular moment.
- B I want to do something that lets me see lots of different places.
- C I want to be my own boss.
- D I want to do something to fight unfairness in the world.
- E I want to work for an environmental organisation.
- F It's difficult to earn enough money doing what I love.

Speaker	1	2	3	4	5
Comment					

RNE Use of English

Complete the text below by choosing the best word (A-D) for each gap (1-7).

TSOI

A Russian Rock Star



Victor Tsoi was born in Leningrad in 1962. His mother was Russian and his father was Korean. 1) did they know that their son would grow up to be one of the pioneers of Russian rock music. He started writing rock songs 2) he was 17, and by the time he was 20 he had formed a band called 'Kino'. They made their first recording in Tsoi's flat and the demo tape was passed 3) the city and then the country. Kino quickly 4) a large cult following. When their first album '5' was released in 1982, the political 5) of their lyrics both excited a lot of Russian youth and angered the authorities. The band was the runaway winner of the Leningrad Rock Club Concert, mostly due to the popularity of their anti-war songs. 1985 proved to be a very important year for Tsoi and for Kino. Tsoi got married and had a son, Alexander. Social

reforms allowed rock bands to be written about and 6) on TV, which up until then had not been allowed. Kino then quickly became the most popular rock band in Russia.

Sadly, Victor Tsoi died in a tragic car accident in 1990. Amazingly, a tape of his vocals for the next album survived the crash and the band made the album after his death. This album was called the 'Black Album' and it was the band's 7) Their music is still popular today and Victor Tsoi remains a cultural hero.

- | | | | | |
|---|-----------|----------|-------------|--------------|
| 1 | A Few | B Less | C Small | D Little |
| 2 | A then | B when | C so | D because |
| 3 | A through | B up | C down | D around |
| 4 | A reached | B caught | C attracted | D attained |
| 5 | A essence | B way | C nature | D spirit |
| 6 | A happen | B occur | C see | D appear |
| 7 | A final | B last | C end | D concluding |

RNE Speaking

Give a two-minute talk about a person you admire. Remember to say:

- who the person is and what he/she is like
- what he/she does/has done in life
- why you admire him/her
- what you can do to become like him/her

You have to talk for 1½-2 minutes. Your partner will listen until you have finished. Then he/she will ask you some questions.

RNE Writing

Read the extract from your pen friend Pete's letter. Write a letter to Pete. In your letter:

- tell him how you feel about finishing school and your plans for next year
- ask three questions about his brother's graduation

Write 100-140 words. Remember the rules of letter writing.

I can't believe we've both finished school now! How do you feel about it? What are your plans for next year? My brother Michael has just graduated from university and we all went to his graduation ceremony last week ...

Word Perfect 7

7 Progress Check

1 Fill in: *achieve, overcome, reject, drop out, attend, dream up, triumph, worth, meagre, long* in the correct form.

- 1 Mike wants to the Royal Ballet School.
- 2 It takes a lot of courage to over adversity.
- 3 Sam to become a fire fighter.
- 4 Stan a plan to solve all his problems.
- 5 Jane many obstacles to succeed as an actress.
- 6 Oh no! I've lost my file. That was 3 hours' of work.
- 7 John's application was because the course was full.
- 8 Students often live off a amount of money.
- 9 You can your goal if you work hard.
- 10 A small percentage of students every year.

(Points: $\frac{\quad}{10 \times 2}$ 20)

2 Put the verbs in brackets into the correct tense.

- 1 If I pass my exams, I (go) to university.
- 2 If Jane misses the bus, she (take) a taxi.
- 3 I (apply) for the course earlier if I had known the closing date was today.
- 4 If I were you, I (revise) a little every day.
- 5 If he (not/be) on time for the interview, he will not make a good impression.
- 6 If you hadn't helped me, I don't know what I (do).
- 7 If I (be) ready for the exam, would I be panicking like this?
- 8 I wish I (go) to college, but my parents couldn't afford to pay for me.
- 9 If she (not/spend) her weekend socialising, she would have been able to study more.
- 10 Tom wishes he (get) better exam results, but he didn't study hard enough.

(Points: $\frac{\quad}{10 \times 2}$ 20)

3 Complete the sentences using the words in bold. Use two to five words.

- 1 I think you should apply for the course. **were** If apply for the course.
- 2 It's a shame he failed his exam. **wish** I his exam.
- 3 He didn't get a place on the course because he didn't apply in time. **got** If he had applied in time, on the course.

- 4 Suppose you hadn't passed your exams, what would you have done? **hadn't** What would you have passed your exams?

5 I suggest that we go home now. **rather** I home now. (Points: $\frac{\quad}{5 \times 4}$ 20)

4 Complete the phrasal verbs with the correct particle.

- 1 James carried first prize in the essay writing competition.
- 2 Your friendship carried me a difficult time in my life.
- 3 If you carry staying out late every night, you will soon be exhausted.
- 4 Kim has the experience to carry any project she is asked to do.
- 5 I just have one or two errands to carry, then I'll be ready. (Points: $\frac{\quad}{5 \times 2}$ 10)

5 Fill in the gaps with the correct preposition or particle "to".

- 1 Tom's doing research cultural differences.
- 2 You must never cheat an exam.
- 3 I graduated university with a first class degree.
- 4 Gail longs finish college and start earning money.
- 5 He succeeded becoming a professional athlete. (Points: $\frac{\quad}{5 \times 2}$ 10)

6 Match to form exchanges.

- | | |
|--|------------------------------|
| 1 Have you made any plans for next year? | a I love it! |
| 2 I've decided to be an engineer. | b Really well, thanks. |
| 3 How's your course going? | c I can imagine! |
| 4 It's really hard work. | d I think I'll do a Masters. |
| 5 How's student life? | e Good for you! |

(Points: $\frac{\quad}{5 \times 4}$ 20)

(My score: $\frac{\quad}{100}$)

Now I Can ...

- talk about my hopes and dreams
- talk about plans & ambitions
- ask after friends
- use conditionals
- write a formal letter/email
- write a verse of a poem
- write a short article about university life
- give a presentation about an environmentalist & how to make a difference

RNE Listening

Listen and choose the correct answer (A, B or C) for each question (1-7).

- 1 The narrator's father encouraged him to take photographs as a child because
 - A he wanted him to keep up the family tradition.
 - B he wanted to introduce him to an enjoyable pastime.
 - C it was a way they could spend some time together.
- 2 The narrator entered a wildlife photography competition because
 - A his father sent in a photo he had taken.
 - B someone persuaded him to.
 - C he thought he could win it.
- 3 The narrator decided he wanted to be a photographer
 - A after he found out he had won the competition.
 - B after he got back from Africa.
 - C after he got the perfect shot.
- 4 The narrator got his job at the National Geographic Society immediately after
 - A leaving school.
 - B graduation.
 - C photography college.
- 5 The narrator believes the key to good photography is
 - A mainly artistic talent.
 - B good technical knowledge.
 - C a combination of artistic talent and technical knowledge.
- 6 One disadvantage of being a professional photographer can be
 - A the long distances you have to travel.
 - B being away from home a lot.
 - C not having time for anything else.
- 7 The narrator believes that the most important thing he's learnt as a professional nature photographer is to appreciate
 - A how animals live in the wild.
 - B the diverse geography of the world.
 - C nature and the beauty of our planet.

RNE Reading

Match the headings (A-H) to the paragraphs (1-7). There is one heading that you do not need to use.

A A Hard Life at Sea

E Ancient Roads

B Magnificent Landmark

F Charting the Skies

C Help From Nature

G Wondrous Sights

D Paying the Price

H Every Bit Helps

- ① The Indian summer monsoon is a heavy rainy season that occurs from June to September each year. It is caused by a major wind system that comes from the Southwest bringing up to 10,000 mm of rain to some areas. The summer monsoon is welcomed in India as farmers completely depend on the rain to irrigate their crops. A strong monsoon season is celebrated as it means the harvest will be good.
- ② The 'Seven Wonders of the Ancient World' are a list of seven remarkable man-made constructions that existed in the Mediterranean area in ancient times. The Great Pyramid of Giza in Egypt is the only wonder that still stands today. There are many new lists of wonders. For example, there is the 'Seven Natural Wonders of the World' list, which includes Mount Everest and the Great Barrier Reef.
- ③ In ancient Rome, wars at sea were fought on galleys - ships which relied on men to row them with oars. The men who rowed these galleys were typically slaves, prisoners of war, or criminals. Galley slaves lived in terrible conditions. They were whipped and beaten, they had very little food, and they were chained to their oars, which meant if their galley sank, they would drown. Most died at sea.
- ④ The 'Silk Road' is the name given to a series of trade routes between the great ancient empires of China in the East and Rome in the West. The first of these routes began around 100 BC and eventually extended more than 4000 miles. Silk, salt, exotic spices and many other items were traded along these routes. Merchants travelling along the Silk Road faced many dangers as the routes were full of robbers and thieves.

5 Ayers Rock or Uluru is an enormous rock formation in central Australia. It extends 348 m from the ground and is 9 km around its base. Depending on the weather conditions and the time of day, the rock can change colour dramatically. It can appear anything from blue to violet to glowing red. Uluru is sacred to Australia's native people, the Aborigines. 'Uluru', means 'meeting place' and they believe that it was formed by ancestral beings during the creation of the world.

6 Your carbon footprint refers to the amount of carbon you personally produce in a year. Almost everything you do directly or indirectly releases carbon into the air, whether it's flying to the Caribbean on holiday or buying a packaged sandwich for lunch. As global warming is linked to the amount of carbon in the atmosphere, we should all try to reduce our carbon footprints. Even small changes like not leaving your stereo on standby, can make a big difference.

7 The earliest known maps were found in the *Lascaux caves*, in France. They date back almost 20,000 years and are maps of the stars in the night sky. One map is of three stars in an area of the sky we know as the '*Summer Triangle*'. Another appears to be a map of the cluster of stars known as the '*Seven Sisters*'. These maps show that humans have been fascinated by the heavens from very early times.

RNE Use of English

Complete the gaps (1-6) with the correct form of the words in bold.

The End of a Civilisation

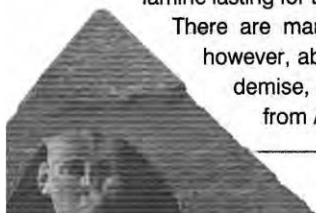
Why the 1) empire of the ancient Egyptian pharaohs collapsed into economic ruin, remains one of history's many unsolved mysteries.

But recent 2) have suggested that the answer may lie underneath Lake Tana in the Ethiopian highlands. Lake Tana supplies the water which makes the Nile Valley so fertile.

Samples of sediment taken from the lake show that the lake may have 3) dried up around 4,200 years ago due to climate change.

As the Egyptian economy depended on 4), this is all that it would have taken to destroy it. In fact, it would have caused a 5) famine lasting for two hundred years.

There are many other theories, however, about the pharaohs' demise, including 6) from Asia and civil war.



POWER

FIND

VIRTUAL

FARM

DISASTER

INVADE

RNE Writing

Comment on the following statement:

Flying uses a lot of fuel and releases a lot of polluting CO2 into the atmosphere. In light of this, some people feel that the number of flights that we are allowed to take each year should be limited.

What is your opinion? Should we be allowed to take as many flights per year as we like or not? Write 120-180 words using the plan.

Para 1 Introduction (state the problem)

Para 2 Express your opinion and give reasons for it

Para 3 Give the opposing point of view and explain why you disagree with it

Para 4 Draw a conclusion

RNE Speaking

You and a friend have decided to go travelling together and would like to do something a little different. You have narrowed down your options to the following:

- *trekking in the Scottish highlands*
- *touring Ireland in a horse-drawn caravan*
- *a cruise on the English canals*
- *a 'Wilderness Survival' course in Wales*

Decide which option you are going to choose. Then start the conversation with your teacher (who will play the part of your friend), remembering to:

- discuss *all* the options
- take an *active* part in the conversation and be *polite*
- *come up* with ideas
- give *good reasons*
- find out your *friend's preferences* and take them into account
- *invite* your friend to *come up* with *suggestions*
- come to an *agreement*

8 Progress Check

1 Fill in: *feat, consults, symbols, unique, remote, conveyor, excavation, sculpted, boarding, aisle.*

- Hieroglyphics is an ancient writing system made of
- I always ask for an seat on an aeroplane.
- Easter Island is There is nowhere else like it in the world.
- Archaeologists took five years to complete the
- Tracey always her parents before making any big decisions.
- Most ancient temples are found in locations.
- The statues were from volcanic rock.
- The building of the ancient city of Machu Picchu was an incredible
- Luggage is collected from belt No 23.
- You need a valid pass to get on the plane.

(Points: $\frac{10}{20}$)

2 Fill in: *all, every, so, neither, nor, both, each, none, either.*

- Kim saw that of the hotels were suitable, so she decided to stay in another resort.
- Jack and Jane like to go on skiing holidays.
- flights have been cancelled due to bad weather.
- Neither I Jane like to lie on the beach all day. We'd rather see the sights.
- "I can't find a cheap flight," "..... can I. Let's change our dates."
- "I really need a holiday!" "..... do I. I'm tired."
- The flight costs £150 way.
- time I travel by train I feel sick.
- We can go this weekend or next weekend, but after that I'm busy.
- "I don't like long car journeys." "..... do I. They're very tiring."

(Points: $\frac{10}{20}$)

3 Complete the phrasal verbs with the correct particle.

- Tom paid his bill and checked ... of the hotel.
- Have you checked everything on your packing list?
- I arrived at the hotel and checked
- I want to check that new restaurant in town to see if it's as good as people say.
- Tom checks on his son now and then to make sure he's studying hard.

(Points: $\frac{10}{20}$)

4 Fill in the gaps with the correct preposition.

- I was really happy the service the travel agent provided.
- Paul has always dreamed going to the States.
- This hotel is typical many in the area.
- I want to stay in a hotel the sea.
- The trouble the Costa del Sol is that it's overcrowded with tourists.

(Points: $\frac{10}{5 \times 2}$)

5 Complete the sentences using the words in bold. Use two to five words.

- We enjoyed our holiday so much that we are going to the same place next year.
enjoy So our holiday that we are going to the same place next year.
- If you had booked early, you would have found a flight.
booked Had, you would have found a flight.
- It isn't very often that I go away for the weekend.
do Seldom for the weekend.
- I didn't expect to enjoy myself so much on holiday.
expect Little enjoy myself so much on holiday.
- If my dad agrees, I can go on the trip.
can Only if go on the trip.

(Points: $\frac{10}{5 \times 4}$)

6 Match to form exchanges.

- | | | | |
|---|--|---|-----------------------|
| 1 | Can I take two pieces of hand luggage? | a | I see. |
| 2 | That's not what I meant to say. | b | Not at all. |
| 3 | Did you pack your bag yourself? | c | Sure. Here you are. |
| 4 | Would you mind opening the window? | d | Only one, I'm afraid. |
| 5 | Can I have your passport, please? | e | I did. |

(Points: $\frac{10}{5 \times 4}$)

Now I Can ...

- talk and write about mystic places
- talk about travelling and airports
- write an article describing a place/a letter recommending a place

... in English