

UNIT 1 A good start in life

Lessons 1-2 Off to school

Objectives

- Ss will
- get acquainted with their new textbook
 - think about their learning strategies
 - develop learner's autonomy and independence

Skills development

- Ss will
- practise understanding new words through listening
 - read for pleasure and for interpretation
 - practise writing a diary

Active vocabulary

- be anxious (about)
- be bored (by, with)
- be cheerful
- be confident (about)
- be confused (about)
- be delighted (with)
- be enthusiastic (about)
- be excited (by, about)
- be frustrated (by, with)
- be inspired (by)
- be nervous (about)
- be proud (of)

Grammar

Used to

Procedure

	Stage	Purpose	Classroom management
1	Welcome to your new Coursebook!	to get students acquainted with their new textbook to help Ss start thinking about their learning strategies to practise scanning for specific information across the book	whole class pair work
2	Vocabulary	to teach the new vocabulary to practise listening for specific information and for specific words	individual pair work whole class
3	Reading	to practise reading a piece of literature for pleasure and interpreting it to practise active vocabulary	individual pair or group work
4	Language work	to review 'used to' to practise grammar and vocabulary items of the lesson	pair or group work
5	Writing	to present diary style to practise writing a diary to practise new vocabulary	whole class work individual work

Welcome to your new book!

Ask a strong S to read the welcome letter aloud and the others to follow his / her reading in the book.

Let Ss do the quiz first in pairs, then check in class. If your Ss are not used to independent work in pairs, you may do it with the whole class question by question.

- 1 **A, B.** This activity will help students start thinking about their own strategies to learn a foreign language. It also teaches them scanning across the whole book to find the necessary information in it. It is very important to draw the Ss' attention to the fact that the balance of responsibilities between teachers and them has changed since they became upper-secondary school students.

1A. Answers

- Start a new notebook for vocabulary.
- Get yourself a good dictionary.
- Use our workbook after every lesson. It has exercises for extra practice.
- Try to read as much as you can.
- When you do pairwork or groupwork speak English.
- After every unit check your own progress.
- Learn phrases as well as words.

1B. Possible answer

Don't give up if you don't make progress.

Vocabulary

- 2 **A.** Tell Ss to look at the cartoon and read the labels. Ask them if they can understand the meaning of each. You might want to check by asking questions like 'What is the English for "нервничать"?'. Ss practise the vocabulary by telling how different people in the picture feel, and how they feel. You might also need to remind the Ss of the forms of the verb 'be'.

B. Let Ss listen to the recording and guess which class the students are in. If you do not want your Ss to write in the textbook, ask them to prepare an answer sheet, i.e. use a sheet of paper or their copybook, into which they copy the chart from the SB, then fill it in.

2B. Possible answers

Tanya is 16 as this is the first year she is in the upper secondary class (10th grade). Dmitri is obviously younger. He may be 11. The recording clearly indicates this, as the voice is younger.

Katya is 14 as she mentions she has passed her exams, that is the 9th grade. Grigori is the oldest. He is 17, as he mentions his intention to go to university next year.

C. Then ask the students to listen and to decide what they feel using the picture from 2A. It's not typical to introduce the new vocabulary in a listening activity, but the feelings vocabulary fits here very well. After that let Ss add to the list of feelings. They can use a dictionary or ask for teacher's / other students' assistance. Ask them to make more sentences to describe their feelings.

Tapescript (Ex. 2B, C)

- A girl of 16** Hi. I'm Tanya and I'm looking forward to my first year in an upper secondary class. I'm delighted to see all my friends again after the summer holiday.
- A boy of 11** Hello. My name is Dmitri. I only speak a little English. I'm nervous about English lessons.

- A girl of 14** I'm Katya and I'm very proud because I passed all my exams last year. I feel excited because I like working hard at school and I was bored at home during the holidays.
- A boy of 17** My name is Grigori. I don't like school because there are too many rules. I often feel frustrated. I'm going to university next year to study engineering if I pass my final exams.

Suggested homework

Ask Ss to make sentences describing the feelings of the people in the picture and Ss' own feelings on the 1st of September or to do Workbook (WB) activities Unit 1, Lessons 1-2.

Suggested lesson break

Reading

- 3 A. Ask Ss to read as they listen to a poem by Roger McGough. The poem has no title, so far. They are to give the title. Although the most obvious is 'First Day at School', encourage them to use their imagination. They may end up with 'The End of Childhood', 'The Shadows of Childhood', 'I am afraid', 'I have grown up', etc. List on the board the titles Ss offer.

Tapescript (Ex. 3A)

A millionbillionmillion miles from home
Waiting for the bell to go. (To go where?)
Why are they so big, other children?
So noisy? So much at home they
Must have been born in uniform.
Lived all their lives in playgrounds.
Spent the years inventing games
That don't let me in. Games
That are rough, that swallow you up.
And the railings.
All around, the railings.
Are they to keep out wolves and monsters?
Things that carry off and eat children?
Things you don't take sweets from?

Perhaps they're to stop us getting out.
Running away from the lessins. Lessin.
What does a lessin look like?
Sounds small and slimy.
They keep them in glassrooms.
Whole rooms made out of glass. Imagine.
I wish I could remember my name.
Mummy said it would come in useful.
Like wellies. When there's puddles.
Yelloowwellies. I wish she was here.
I think my name is sewn on somewhere.
Perhaps the teacher will read it for me.
Tea-cher. The one who makes the tea.

- B. Allow Ss a few minutes to answer the questions in pairs or individually, then discuss the answers in class.

3B. Answers

- Lessin, glassroom, millionbillionmillion, yellowwellies, tea-cher; there's puddles = there is puddles.
- The words are new for the small child, he doesn't know exactly what they mean. Besides, he is confused and nervous.
- Lesson, classroom, yellow wellingtons, teacher, there are puddles.

Language work

- 4 A. Ask Ss how they felt at school when they were small and what has changed for them. Draw their attention to the verb expression 'used to' in the example and what it signifies.
- B. Ask Ss to make their own sentences describing how things have changed for them and tell their partners about it.
- C. Ss work in pairs and tell their partners about these changes.

Writing

- 5 This activity introduces students to a diary style. Let them read the extract from a diary and draw their attention to some stylistic peculiarities of diary writing. Tell the students that there is no need to be very serious about it, but their work will be confidential if they want.

Lessons 3-4 School rules

Objectives

Ss will be able

- to express and justify an opinion
- to resolve conflicts by coming to a consensus

Skills development

Ss will practise

- reading for gist and specific information
- ways of permitting and forbidding
- writing rules
- expressing and justifying opinions

Active vocabulary

put at risk
distract from
have a row
prohibit
rebellious
unacceptable
sit for an exam

Useful phrases:

Expressing and justifying opinions
What do you think about...?
Do you really think that...? I doubt that.
Yes, I see. But you haven't convinced me yet...
I can agree with you, but only up to a point...
Don't forget that...
Perhaps you're right, but what about...?
I know, but even so...
What makes you feel that...?

Structures

Ways of permitting and forbidding:
may (not)
can
will not
must not
be (not) allowed to do sth
be (not) permitted to do sth
you may under no circumstances

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue and activate the background knowledge	individual / in pairs
2	Reading	to practise reading for gist to practise reading for detail to introduce new vocabulary	individual / whole class
3	Speaking	to practise expressing and justifying opinions to practise summarising	pair work
4	Language work	to practise reading for gist to present ways of permitting and forbidding	individual / pair work / whole class
5	Speaking	to practise discussing rules	pair / group work
6	Writing	to practise writing rules	individual work

Warm-up

- 1 A. This activity will help to start Ss thinking about the issue. Ask Ss to do exercise individually, if necessary help them with vocabulary.
- B. Give Ss 2-3 minutes to discuss the questions in pairs, then ask some pairs to share their ideas with the whole class.

Reading

- 2 A. Tell Ss they have a short time: they will not have the time to read each word carefully. Instruct them to skip unimportant or unknown words and to find the answers only to the given task. Allow 5-7 minutes for reading.
- B. This is to practise reading for detail. Encourage Ss to find evidence in the text to support their answer.
- C. This exercise helps Ss improve their understanding of new words from the context and dictionary skills.
- Working with the whole class. Ask Ss to give a Russian word, which is closest in meaning to the definitions. Say that a one-word equivalent is preferable. They may think of
- 1 отвлекать
 - 2 неприемлемый
 - 3 запрещать
 - 4 неуправляемый / строптивый
 - 5 в опасности / под угрозой
 - 6 ссориться
 - 7 сдавать экзамены
- Then let them look for the English equivalents in the text. In a more advanced group / group familiar with this activity, this stage can be omitted.

Speaking

- 3 Ask Ss to study the Language Support box, which contains possible ways of expressing an opinion. Go through the flowchart to make sure that Ss understand what functions they are supposed to do in each case.
- You may divide Ss into groups of 3-4. In each group while the first pair will role play a dialogue the second pair will observe them to be ready to summarise and report it to the rest of the class. Then they do it vice versa. In groups of 3 two Ss role play and the third one prepares a report. Move around the classroom, listen to the students talking and help them if necessary.
- This is a fun role play activity. You can either get students to do it privately in groups / pairs or you could help the pairs prepare a script for them to do as a performance for the whole class.

Suggested homework

As As homework, Ss can write a follow-up summarising the results of the role play or do WB Unit 1, Lessons 3-4 activities chosen by the teacher.

1A. Possible answers

I wouldn't wear loose long hair at school, as many teachers would not like it.
I think platform shoes is all right for school. Etc.

2A. Answers

a student B
a teacher A
a parent C

2B. Answers

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

2C. Answers

1 distract from
2 unacceptable
3 prohibited
4 rebellious
5 put at risk
6 have a row
7 sit for an exam

Suggested lesson break

Language work

- 4 A. Allow Ss to read the regulations quickly. Listen to their opinions.
- B. Ss do it either individually or in pairs, then report to the class.

Background information for the teacher

The rules date back to 1915, New Zealand, and are all for teachers.

Speaking

- 5 Besides speaking practice this activity will provide ideas for the writing task, that is why you should ask them to take notes in the course of the discussion. Students may work in pairs or in small groups.
- In a stronger group after the reports (and time permitting) you may want to discuss how the school administration can regulate students' looks (writing clear rules and regulations about it, discussing the problem with students and their parents, etc.).

Writing

- 6 Turn Ss to the Language Support box in Ex. 4B and then to the Language Support box in Ex. 6 with phrases that can help to write a set of rules for English language classes. Copy it into students' notebooks if necessary. The task could be given to be continued and finalised at home. Remind Ss to put them on A4 sheets, so that they could be used for the Express yourself page. Then the rules can be pinned to a notice board in the class for all the students to read and choose the most sensible / funny / etc.

Suggested homework

Finish Ex. 6 or choose from WB activities, Unit 1, Lessons 3-4.

Lessons 5-6 Town vs gown

Objectives

- Ss will be able
- to compare university education in Russia and Great Britain
 - to appreciate some aspects of student life in the UK

Skills development

- Ss will
- read for specific information (scan leaflets and mind map)
 - listen for gist and for specific information
 - practise storytelling from pictures
 - become more aware of the importance of informal spoken discourse

Grammar

Expressions with comparatives:

- much
- a lot
- far (= a lot)
- a bit
- a little
- slightly

the Adj + er the better

Useful expressions

Connectives:

- On the one hand..., on the other hand...
- whereas
- while

Procedure

Stage	Purpose	Classroom management
1 Warm-up	to introduce the topic	whole class
2 Reading	to elicit cross-cultural information to practise reading for information (leaflets and brochures) for specific information to present facts for further use in the language work	individual work pair and group work
3 Language work	to enlarge active vocabulary on the topic to present expressions with comparatives and connectives to practise comparing information	individual work pair work whole class
4 Listening	to practise listening to an anecdote for gist and for specific information to provide material for storytelling	individual work
5 Speaking	to review linguistic / textual features of an anecdote to practise storytelling from pictures	pair individual work

Warm-up

- 1 Let Ss discuss the questions in pairs for one or two minutes. Their answers will help you estimate how much background information they need.

Background information for the teacher

The student on a bike is wearing a university gown, a long loose piece of clothing worn by members of universities. In Oxford and Cambridge it is obligatory to wear a gown on the territory of the university. Gowns are also worn by judges and lawyers.

Reading

- 2 A. These questions will prepare students to read for information (leaflets and brochures). Discuss the questions with the whole class and note down Ss' answers on the board. Then you might want to compare the notes with the facts from TB using an OHP transparency or the class board.
- B. Explain to the Ss that they are going to scan the mind map (a) and the leaflet (b) with the information about two famous universities very quickly and complete the chart. It is advisable to emphasise that the time will be very limited, and that they will need this information for further work.
- Allocate five to seven minutes to do the work then ask someone to report the results.
 - The alternative may be that the class is divided into groups and each group will only read the information about one of the universities. Then Ss can be paired and each partner will fill his / her empty boxes based on the other partner's oral report.

2B. Answers

Cambridge University: founded in 1209; number of students — 15,500.

St Petersburg University: founded in 1724; 17,000 students.

The 3rd column depends on Ss' choice.

Language work

- 3 Ss continue working in the same group or you can swap the groups.
- Ask Ss to study the Language Support box and see whether the concept is clear.
 - Tell them to look through the texts again and answer the questions using the expressions with comparatives and connectives from the Language Support. It is possible to do it in writing, but with a prior oral discussion. You can then offer to report the ideas to the rest of the class.
- Although this seems like a speaking exercise, Ss, in fact, will drill the new functions in what may be called context — this is one of the specific features of this textbook.

Suggested homework

Ask Ss to collect information and prepare a mind map of facts about their school or the nearest university. It will help to prepare students for the last lesson in the unit where they will create a poster about their school.

Suggested lesson break

Listening

Tell Ss that they are going to listen to the passage twice. In the first listening they will have to understand the main points only and answer in the following way

1) T / F / NS (Not stated)

- 4 A. Play the recording, then give a minute to go over the questions, and then discuss the answers with the whole class. You could also do the listening with the textbook closed, and with the questions on the board. In this case, after listening,

the whole class can answer the questions. This works better if Ss are not familiar with this type of activity, and it will serve as a demonstration of the procedure.

4A. Answers

- a) F — She used to be a local resident.
b) NS — Not all of them are from her own experience.

c) T — There are three main stories.

d) T — She gives the evidence of how and when the stories happened.

B. If you do not favour Ss' writing in the books, before the second listening, ask them to prepare an answer sheet — write in a column numbers from one to six in their copybooks.

4B. Answers

1 a 2 b 3 d 4 b 5 c 6 b

Tapescript (Ex. 4A, B)

Although I didn't study at Cambridge, I am actually a local person, I was born and bred in Cambridge. And perhaps I should tell you right from the start that there's always been a little bit of ... a bad feeling between those people who come to Cambridge to study at the university and those people who live there. And sometimes in the past the bad feeling actually resulted in some fights and things, but these days it's not usually like that. But there is still some ... some sort of feeling that the people in the university just come down to study for a few weeks each year and try to tell the city how it should develop or not develop and so on, which really isn't any of their business because they don't really live there. So that's just a little bit about the traditional relationship between what's called 'town and gown', gown being university gowns.

It's a beautiful university. If you haven't been there you should go and visit it, er, perhaps one of the good things about having a guided tour of Cambridge by someone who's a resident is that they will likely tell you some things you won't find in the tourist brochure. I'll give you three examples of interesting things to go and look at if you go to Cambridge.

One of the colleges is called Clare College and it's right in the centre of the town next to King's College and like many colleges it's on both sides of the river and it has a bridge across the river and Clare Bridge is an old Renaissance bridge built out of stone and on the top of the bridge there are big stone ... er ... circles like globes, complete spheres and there are a certain number along each side of the bridge. If you put your hand round the back of about the fifth or sixth one along on the left hand side from the main college you'll feel something very strange: the back of it is missing. And there's an interesting story of how it came to be missing. Er, it was removed by

the students. Every year the students collect money for charity and the day when they collect that money is called Rag Day and they do all sorts of crazy things to get the money. And one year they removed this big stone ball off the top of the bridge and then auctioned it to the College to get money to return it and in doing that somehow something went missing from the back of it.

They've also done some very strange things. For example, another famous building ... it's almost next to Clare College, very close by is the Senate House, it's a big building — several storeys high and one year ... er, in the morning, when we woke up there was a car on top of the building. Nobody really knows how the car got up there, but there it was. It was another joke for Rag Day.

So there are all these strange things that students do and there are many traditions like that. Another thing that was very common, I don't know if it's still being done, was something called the Senate House leap.

I mentioned before the Senate House building, down the side of the Senate House building is a very narrow lane and next to that is Caius College. And there used to be a competition called the Senate House leap. You have to climb to the top of Caius College and jump across the lane and land on the Senate House. Remember, this is several stories up and though the lane is narrow — it's probably about eight or nine feet wide — it's not an easy jump! So you can see that as well as being clever the students were also ... er, you might say brave, you might say reckless — I am not sure what you call it — but there used to be all kinds of competitions that were famous in the University. So that's something about some of the customs, and there are many more I could tell you about.

Speaking

- 5 This activity is not only aimed at Ss practising one of the types of oral texts, but also to raise their awareness of informal spoken *discourse* (the term is not supposed to be used with Ss).
- Ask Ss to look at the pictures and say what part of the anecdote about Clare Bridge each of them represents.
 - Tell them that they are going to practise storytelling. Remind that as a type of oral text it has certain rules to follow. Only then will listeners enjoy a story.
 - Dwell on the diagram, which shows the structure of a story.
 - Allow one or two minutes to prepare, then let each student give his / her version of the story in pairs. You may walk around and listen. You will hear only bits of stories, but you will be able to evaluate Ss' fluency and even give marks.

Background information for the teacher

Discourse *noun* a formal speech or essay on a particular subject.

Discourse analysis *Linguistics* the study of continuous stretches of language, both in speech and writing, to discover their structure, and the features, which bind sentences in a sequence. For example, cohesion is created by the use of the pronouns *she* and *him* in the sequence *Anne met Peter yesterday. She was surprised to see him.* (Chambers Encyclopedic English Dictionary).

'Traditionally, language teaching has concentrated on pronunciation, grammar and vocabulary, and while these remain the basis of foreign language knowledge, discourse analysis can draw attention to the skills needed to put this knowledge into action and to achieve successful communication.' (Guy Cook, *Discourse*, OUP, 1990)

Suggested homework

Ex. 5 (started in the class and continued at home) or activities from WB Unit 1, Lessons 5-6.

Lessons 7-8 They travel the world

Objectives

- Ss will
- become aware of the existence of national stereotypes
 - learn to write statement of purpose

Skills development

- Ss will
- practise reading for gist
 - practise note-taking while listening to an interview
 - enlarge their vocabulary on the topic
 - practise writing a statement of purpose

Active vocabulary

adapt to
applicant
application form
apply for (a programme)
apply knowledge
be nominated for (a programme)
break a stereotype
build a bridge between the countries
represent

Grammar

Conditionals with *if (not)* and *unless*

Procedure

Stage	Purpose	Classroom management
1 Warm-up	to introduce students to the topic	whole class work
2 Reading	to practise reading for gist to elicit Ss' background knowledge	individual work whole class work
3 Listening	to practise predicting to practise listening for gist to practise note-taking to enlarge vocabulary on the topic	individual work pair work group work
4 Writing	to raise Ss' awareness of the features characteristic of this type of writing to practise writing a statement of purpose	individual, pair or group work

Warm-up

- 1 Try to elicit and activate Ss' background knowledge about some well-established exchange programmes, which are run for students. Please note that the spelling in these lessons in SB is American English, as the programmes we are speaking about are American.

Background information for the teacher

E.g. Freedom Support Act — FLEX Program is run for secondary school students aged 15-16 to study in American high schools for an academic year. Local exchange programs — many regions in Russia run exchange programmes for students with their sister-cities or partner-schools in Great Britain or the USA.

Reading

- 2 Tell Ss that they have very little time to read the texts. It is not important to understand every detail. They should be only able to answer the questions. Questions 2, 3, 4 in Text A go beyond the text, so the students are expected to read and interpret the text.

2A. Possible answers

- They are going to study in another country.
- Yes, as they have seen many things, which we haven't seen.
- Problems connected with the language, local traditions, food, cultural differences, etc.
- They cannot have this experience in any other way.

2B. Answers

- No, they didn't. The only feelings they had were 'cold war' related.
- As they said, 'They started putting faces and names to a country that during their childhood was their enemy,' i.e. it stopped being an abstract idea.
- They know a lot about Russia, and even the youngest one when she hears the news about Russia on TV, recognises the country and says it's where her big sister lives.
- She began to learn art, which may change her whole life.

Listening

- 3 A. Let Ss brainstorm very quickly ideas in pairs or small groups and make lists, then put the ideas on the board avoiding repetitions.

B. Tell Ss they are going to listen to a person in charge of the exchange programmes for secondary school students. When listening for the first time, ask only to compare their predictions with what the officer really thinks of the programmes.

C. Let Ss go over the questions. Play the recording for the second time and tell the students to take notes to answer them.

3C. Answers

- There are two main goals: for Russians to learn more about the United States and for Americans to break stereotypes about Russians.
- The person needs to demonstrate good command of English, ability to adapt to a very different way of life, ability to make friends, to represent their own country and flexibility.
- The desire to know more about the USA. Also the participants bring their knowledge back to Russia and try to apply it in their home country.
- The major problem is adaptation to a new situation and to new people.
- Americans had no idea of real Russia and Russians during the Soviet period and Russian children have learnt a lot about the real America.

Tapescript (Ex. 3B, C)

Well, I am in charge of exchange programs in this part of Russia. Our programs have very distinctive goals. The first very important goal is for Russians to learn the truth about America, what America is beyond what they see on the television and in the films. The second even more important goal is for Americans to learn about Russians, to learn what real Russians are beyond the stereotypes. So the programs are mostly about breaking the stereotypes and preparing new generations of young Russians and Americans to live in the future world. I see it as

a way of building a new bridge between the two countries.

We have a great many applicants for each vacancy. Of course, in order to study in the United States some knowledge of English is required, so we are looking for good students of English. But that is not the only criterion. There are several important criteria: ability to speak English, ability to adapt to a very different way of life and ability to make friends easily and to represent your country.

I would say you need to be flexible, outgoing, you

need to have a good sense of humour. If we take the starting point of the Russian-American exchange programs I must admit there was very little exchange between our two countries during the Soviet period. During the Soviet period a very limited number of Americans came to Russia, mostly to Moscow and St Petersburg. But almost no Russians were able to go to the States. These days it's the opposite situation: many more Russians go to America to study or under the professional exchange programs. The programs are very successful. The desire to know more about the States is an important reason why students decide to participate in the program, and in fact they do learn a lot about America and bring this knowledge back with them to Russia in order to build a better future in their own country. We'd like to think that they are taking all of the good things

they learn in the States and trying to apply them to life here in Russia.

Well, of course, there are problems. We often say that students going to America feel like they are on a different planet, everything is so different: the way Americans eat, sleep, work and all the various leisure activities are so different. So there are some problems of adaptation especially with those students living with host families — people living in a new family need to get used to one another.

But I think the programs are tremendously positive for both the countries: Americans get to see the real Russia, in the Soviet period I think they had no idea what the real Russia and real Russians were like, and the Russian children learn about the real America — both the good and the bad — and they apply that knowledge when they return to Russia.

D. Ss will learn some vocabulary, which is related to exchanges and which will be also expanded in WB.

Suggested homework

Ex. 3D. WB Unit 1, Lessons 7-6, Ex. 1-2.

Suggested lesson break

Writing

4 A. To raise Ss' awareness about writing a statement of purpose, they first read the letter of a successful candidate and answer the question. Draw their attention to the clear organisation of the text and the points the author mentions, to the choice of the linking devices and appropriate vocabulary. Use the diagram and the Language Support box.

B. Then the students write their own Statement of Purpose. Ss may finish it at home.

Reminder

Remind Ss that they are going to do a project. (See Unit 1, Lesson 10.) Ask them to bring to the next lesson:

- 'Feeling diaries' (Lessons 1-2)
- rules of the classes of English (Lessons 3-4)
- the information collected about school (Lessons 5-6).

All this information will be very useful for making a poster. Ask also to bring coloured paper, scissors and some glue.

Lesson 9 Check your progress

Objectives

Ss will

- be able to check their own progress in grammar and vocabulary through accuracy type activities
- develop self-evaluation skills, as a part of study skills

Ex.	Focus
1	verb tenses
2	vocabulary, tenses, ways of permitting / forbidding
3	vocabulary
4	ways of permitting / forbidding
5	vocabulary
6	word order

Answers

- 1 A. (1) designed
(2) has won
(3) was
(4) invented

- B. (5) afford
(6) has been accepted
(7) has had to
(8) comes forward
(9) will be
(10) is

- 2 (1) in (10) allowed
(2) of (11) about
(3) was (12) to wear
(4) than (13) both
(5) by (14) forbidden
(6) code (15) much / (16) the
(7) had (17) blazer
(8) have (18) at
(9) uniform (19) style

- 3 1 excitement — excited
2 pride — proud
3 delight — delighted
4 boredom — bored
5 nervousness — nervous
6 anxiety — anxious
7 confusion — confused
8 confidence — confident
9 enthusiasm — enthusiastic
10 cheerfulness — cheerful
11 inspiration — inspired
12 frustration — frustrated

- 4 (1) can
(2) must
(3) will
(4) will
(5) will
(6) must
(7) can / must
(8) permitted / allowed
(9) can
(10) allowed
(11) allowed
(12) must

5 To sit exams; was put at risk; unacceptable; distract from.

- 6 1 Don't look up every word in the dictionary, you'll soon get fed up!
2 Try to get used to listening to speech at natural speed.
3 Use every opportunity to practise English in class.
4 Think about what you want to say before starting to write.

Lesson 10 Express yourself

Objectives

- Ss will learn
- to appreciate and write about their own school in a positive way
 - to present information in an organised and reader-friendly way

Procedure

Stage		Purpose	Classroom management
1	Preparation	to motivate for the activity to give instructions to Ss to form working groups to prepare materials and tools	whole class group work
2	Activity	to provide Ss with experience of group work to review the work done in the unit to provide Ss with opportunity to express themselves in a creative way to practise making a poster	group work
3	Presentation	to develop presentation skills	whole class
4	Evaluation	to train and encourage Ss to reflect on their work	individual work
5	Follow-up	to give Ss the feedback	whole class

1 Preparation

- Tell Ss what they are going to do. If possible show booklets of the kind. Explain that the product should meet certain criteria. It should be interesting, attractive, neat, reader-friendly, informative.
- Divide the class into several groups. Mixed ability groups are preferable as they give an opportunity for each student to participate.
- Remind that while working in groups and presenting the product they are to speak only English.

ENGLISH

2 Activity

- Get Ss started. Walk around the class and help with the language if necessary. Encourage Ss to speak only English. Keep reminding that this is one of the points for evaluation.
- Don't panic if there is a lot of noise — the students can move around the classroom as they are going to cut, glue, draw and write.
- Monitor the time. Leave enough time for joining the materials into one poster.
- Start filling in teacher's evaluation card.

3

Presentation

- Pin the poster on the board or show them in other classes or in the teachers' room. If possible award a small prize for the best part of the poster.
- If school facilities allow, place the poster on the internet. Perhaps somebody overseas will be interested in establishing contacts with your school.

4

Evaluation

- Give Ss five to seven minutes to do self-evaluation with the self-evaluation card. If possible photocopy the forms in advance.
- It is very important to explain to Ss what it is and encourage them to reflect on what they are doing. They might not be objective but it will make them think about their work.
- It is good if your Ss are mature enough to discuss the results of self-evaluation. But DO NOT insist on it.

5

Follow-up

To sum-up praise specially those Ss who showed a definite effort to use English. To assess Ss' participation and the product, you can use the teacher's evaluation card given in the Photocopiable section. Score from one to five.

2 Identity

Lessons 1-2 Living on the edge

Objectives

- Ss will
- be able to reflect on and express their attitude to extreme opinions

Skills development

- Ss will practise
- reading for gist
 - understanding new words from the context
 - exchanging opinions

Active vocabulary

get one's message across
hurt sb
like-minded
make a statement
narrow-minded
originate from / in
participate in sth
protest against sth
take one's beliefs to extremes
tension (between sb)

Word formation

Prefixes *in-, im-, un-*
Suffixes *-ance, -ence, -ment*

Useful phrases

Giving opinion
I think / believe / guess / suppose...
In my opinion...

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue and arouse Ss' interest	whole class
2	Reading	to practise predicting the content of reading to practise reading for gist to introduce active vocabulary in context to check comprehension	individual pair work
3-5	Vocabulary	to practise active vocabulary to develop learning to learn strategies to practise using prefixes for word formation of opposites to practise recognising international words	individual pair work whole class
6	Language work	to practise word formation of different parts of speech	individual
7	Speaking	to help Ss develop their attitude to and reflect on the text to practise exchanging opinions to prepare Ss for the next lesson	pair work whole class

Warm-up

- 1 Ss look at the picture and answer the questions suggesting hypotheses about the person and the symbol. You may need to pre-teach the meaning of the expression 'living on the edge' i.e. 'being extreme' in some way. You may also use this picture to teach the vocabulary concerning appearance. With stronger groups ask Ss to describe the appearance of a straight edger.

Reading

- 2 A. Pre-teach the words you think Ss might not know (e.g. usual route, teenage rebellion, approach to life, to participate in sth). Ss read the introduction to the article and try to predict what straight edgers' lifestyle is like. This is done in pairs.

B. Ss read the article and check whether their predictions were right. They read the article again and match the titles to the paragraphs. You may need to explain some titles beforehand (e.g. hard-line — having extreme beliefs and refusing to change them).

Background information for the teacher

This article is written in American English.
'sXe' is a straight edge symbol, in which 'X' is the universal symbol of straight edgers.

Salt Lake City — a city in West central US, the capital of Utah, one of the states. Known as the centre of the Mormon religion.

2B. Answers

After reading the article Ss will reveal that all these statements are true of different groups of straight edgers.

- b) Origins
- d) Disagreement
- e) Extremists
- a) Fashion statement
- c) A sense of belonging

C. Doing this exercise Ss guess the meaning of new words from the context. Tell Ss to use the expressions from the text in their answers for practising them. Stronger Ss may try to explain these words in English; weaker Ss try to translate them into Russian.

2C. Possible answers

- Narrow-minded people aren't likely to accept other people's ideas.
- No, they are not.
- The Russian word "экстремист" originated from the English word 'extreme / extremist'.
- They want to be understood: they want to get their message across.
- Yes, they make a statement with their appearance, i.e. use it to show that they are different.
- The right choice is a) it can be seen from the context.

D. Ss read the article again and answer several comprehension questions to make sure they got the message.

2C. Possible answers

- They can't agree within their group because they take their beliefs to different extremes.
- Extreme straight edgers are impatient with anyone who drinks or smokes or does not fit in to their strict philosophy.
- A typical straight edger has a tidy appearance, wears baggy trousers and T-shirts. He / She has pierced earlobes with large holes. He / She wears chains and heavy chain necklaces.
- The reasons may be the lack of any other way to express themselves, need to show their solidarity with like-minded friends and get their message across, wish to contribute to the future of the world.

Suggested homework

Ex. 2D. For more practice see WB Unit 2, Lessons 1-2, Ex. 1, 2.

Suggested lesson break

Vocabulary

3 This exercise is meant to activate the vocabulary of the lesson. Ss can do it individually and then check in pairs.

4-5 These exercises present an alternative way of treating language work: Ss hypothesise about a language phenomenon, experiment with the language, make mistakes and come to conclusions themselves. The T only facilitates this work but doesn't give any ready answers.

4 A. Ss find the words given in bold type in the text (**unhappy, intolerant, impatient**) and try to say what they have in common. They are supposed to come to the conclusion that they have negative meaning and they have prefixes used for formation of opposites.

B. Ss try to form opposites to the words given in the box. They do it in pairs trying to guess if they don't know the answer. The answers are checked with the whole class. T helps Ss by giving some written examples on the board. Ask Ss, 'When is the suffix *im-* used?' They try to formulate the rule on their own. (Answer: suffix *im-* is mostly used for formation of the opposites to the words beginning with the letter 'p'. You may give more examples: imperfect, impractical, impartial, etc.).

1A. Answers

polite — impolite
usual — unusual
patient — impatient
fortunate — unfortunate

grateful — ungrateful
fashionable — unfashionable
fair — unfair
possible — impossible

effective — ineffective
tolerant — intolerant
pure — impure
familiar — unfamiliar

5 Optional This activity is meant to help Ss recognise international words, which don't need a translation, as they are similar in their own language. T should encourage Ss to make their own hypotheses about the reasons of this fact.

5. Answers

They are international words which exist in a similar form in two or more languages.

Language work

6 Ss copy and complete the word formation table (suffixes *-ance*, *-ence*, *-ment*) in pairs in their vocabulary notebooks. T should encourage Ss to make this kind of table open-ended and use it as often as possible as a means of storing and expanding their vocabulary. T then checks it with the whole class or encourages Ss to check it with a suitable dictionary. This exercise is extremely important for developing Ss' study skills and their independence.

6. Answer key

noun	verb	adjective
involvement	involve in	involving / involved
tolerance	tolerate sth	tolerant
dependence	depend on	dependent
difference	differ from	different
agreement	to agree to do sth / with sb / on sth	agreeable
patience	to be patient with	patient

Speaking

7 This is an output exercise where Ss exchange their opinions on the issue of the text. At the same time it prepares Ss for the next pair of lessons where they will express their attitude to belonging to a group.

Suggested homework

Ex. 7. T may ask Ss to make notes in which they answer the questions in written form.

For more practice see WB Unit 2, Lessons 1-2, Ex. 3, 4.

Lessons 3-4 Same or different?

Objectives

- Ss will
- develop their attitude to belonging to a group and expressing individualism
 - learn and experience the process of writing
 - learn to evaluate the results of the group work

Skills development

- Ss will practise
- expressing and exchanging opinions
 - writing a for / against essay

Useful expressions:

Linking words

- As a result...
 Besides...
 By contrast...
 Finally...
 Firstly...
 For example / For instance...
 Furthermore...
 In conclusion...
 In fact...
 It is true...
 Moreover...
 On the one hand / On the other hand...
 Other people, however, disagree / have a different opinion...
 Sadly...
 Secondly...
 Some people say / believe...
 To begin with...
 To sum up...
 Unfortunately...
 Whereas...
 To summarise...

Procedure

Stage	Purpose	Classroom management
1 Warm-up	to introduce the issue to arouse Ss' interest in the issue	whole class
2 Reading	to practise reading for gist to reflect on the issue	individual
3 Speaking	to practise expressing and exchanging opinions to start collecting ideas for the writing task	pair work
4 Writing	to raise Ss' awareness of the process of writing to practise all steps of the writing process to practise using linking words to practise evaluating results of group work	group work

Warm-up

- 1 Ss match the pictures to the names of the groups and say what they know about them. They might have read or seen something or have had some personal experience. If Ss know nothing about these groups they may try to describe the pictures and guess what these people are like.

1. Answers

- 1 — Goths
 2 — hippies
 3 — punks

Reading

- 2 Ss read the texts and match them to the names of groups individually, then check the results in class.

2. Answers

- a) 1970-1980 — punks
 b) 1980-1990 — Goths
 c) 1960-1970 — hippies

Speaking

- 3 Explain that Ss are going to report the results of the pair discussion to the class and later use the ideas in writing. That is why it would be very useful to take notes of the reasons for and against joining a group.
 Ss discuss the information from Ex. 2 in pairs and try to apply it to their own life experience and personality with the help of the questions in Ex. 3. Then report it.

Writing

- 4 This complex activity is extremely important for the upper secondary Ss. It allows Ss to view writing as a many-stage process, develop their ability to collaborate with each other in a group, to perceive evaluation as a criteria-based activity. It implies a great deal of Ss autonomy: T should interfere with Ss' work as little as possible.

Reminder

For this activity you will need:

- a) sheets of A4 paper (according to the number or work groups) for brainstorming
 b) 1/2 of A4 paper (according to the number of Ss) to write draft paragraphs
 c) 1/4 of A4 paper (number of work groups) multiplied by 4 to add introduction, links and conclusion
 d) coloured pens to make corrections and to edit
 e) Sellotape to join the parts into one text.

A. While doing this exercise Ss define the format of their composition. They decide on the target reader, the purpose for their writing and the type of the text. First explain the importance of all these aspects and comment on them (e.g. formality of the language). Ask Ss to choose a 'secretary' to take notes and insist on their coming to an agreement within the group.

B. Ss generate ideas for their composition in groups. Encourage them to let their imagination run wild and give as many suggestions as possible. Caution against being critical at this stage.

C. Ss reconsider their ideas from the practical point of view. They should choose only the ideas they will be able to support with arguments, examples, their life experience, etc.

D. This exercise may be given as homework. Each S gets that part of the composition he / she is responsible for. At home or in class Ss develop the idea they got into a number of sentences with the help of supporting arguments. Remind that each is responsible for just one paragraph, not a complete text.

Suggested homework

Ex. 4D. For more practice see WB Unit 2, Lessons 3-4, Ex. 4.

Suggested lesson break

E. Ss work in their groups again and listen to each other's parts of composition for the first time. Then they decide on the order of these parts.

F. At this stage Ss will need to refer to the Language Support box before editing the text. Ss read the information on their own and ask questions. With weaker Ss you may need to translate some words. Make sure that Ss understand the importance of a clear organisation of their composition and the necessity of connecting its parts with linking words. Give them smaller sheets of paper and coloured pens for additions and corrections.

G. When Ss have arranged the parts of the composition they can use sellotape to join them into a whole text.

H. **Optional** Before Ss start to cross-evaluate their work T should familiarise them with the system of criteria. Write the criteria on the board and explain that each of them scores three points, and the maximum number of points is 15. Then Ss read the drafts and give scores according to the criteria. At the end of the lesson Ss give a brief oral evaluation report (or choose the best composition, if there is enough time for every group to read every composition). Keep reminding them that each evaluation statement should be based on the criteria. The compositions may be displayed on the wall. T gives feedback to the class praising different aspects of their work, e.g. the fastest group, the most harmonious group, the most disciplined one, etc.

Criteria for evaluation

- 1 Content — maximum 3 points
- 2 Organisation — maximum 3 points
- 3 Grammar — maximum 3 points
- 4 Vocabulary — maximum 3 points
- 5 Spelling — maximum 3 points

Suggested homework

For more practice see WB Unit 2, Lessons 3-4, Ex. 1-3.

Lessons 5-6 Play your game

Objectives

Ss will

- be able to understand some non-verbal means of communication
- try to analyse their own behaviour
- think about how to build their own confidence

Skills development

Ss will practise

- reading for detail
- listening for detail
- describing and interpreting pictures
- writing personal action plan

Active vocabulary

be perceived as
be (un) sure of oneself
cover sth up
cross one's legs
defensive
feel secure
feel (un) certain (of oneself)
feel (un) confident (of oneself)
fold one's arms
give sth away
look someone in the eye
put on a fake smile
scratch one's face
telltale

Word formation

suffixes -ence / -ent, -ity, -ion, -ive

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to launch the topic to elicit some generic words for the future discussion	pair work whole class
2	Vocabulary	to introduce active vocabulary	whole class
3	Reading	to pre-teach vocabulary to practise reading for detail to practise understanding a text without a dictionary (from the context and word form)	individual pair work
4-5	Vocabulary	to enrich and practise topic vocabulary to develop learning strategies	individual pair work
6	Speaking	to practise describing and interpreting pictures	pair work
7	Vocabulary	to practise word formation to develop learning strategies	individual whole class
8	Listening	to practise predicting to practise listening for detail to practise note-taking	individual pair work whole class
9	Writing	to practise writing a personal action plan	individual

Warm-up

- 1 Write on the board: GETTING YOUR MESSAGE ACROSS and ask Ss what a person does to do that. To give Ss a clue draw their attention to the pictures in SB. Ask them to be as general as possible (a word that describes a whole class of things is called generic). Help Ss if they forget the English for some topic words.

Vocabulary

- 2 Ask Ss to mime what every expression means. Correct if they are wrong. Then invite a S to perform while other Ss describe the posture. This activity can be done as a fun activity. You might organise a competition between teams to mime the actions. Another option is giving Ss cards with the phrases and asking them to mime the actions, or with verbal descriptions of a scene in which a few persons participate. One group will read and 'illustrate' the verbal description, while the other group could give a title to the 'living picture'. Thus new vocabulary is more likely to stay in Ss' memory.

Reading

- 3 A. Before reading the text Ss match the pictures to the gestures.
B. Set a time limit of five minutes to read the text quickly and find the meaning of the gestures.

3B. Answers

- 1 sign of nerves 3 'Don't mind me.' / insecure
2 feeling less than confident 4 'I am worth this much space.' / confident

C. After the second reading Ss do the matching exercise, which checks Ss' understanding of the expressions and trains in understanding unknown words without a dictionary from the context or the form of the word.

Vocabulary

- 4 Draw Ss' attention to the fact that they will need to change the form of the words to make sentences correct.

5 Optional

- A. Ss try to find other expressions with the same meaning in the text.
B. Ss look through the text once more and write out the expressions for feelings in two word maps in their vocabulary notebooks.

5B. Possible answers

Feeling secure: to radiate the sense of confidence, to feel confident, to be perceived as confident and attractive, to be sure of oneself

Feeling insecure: feeling less than confident, defensive gesture, to demonstrate insecurity, to be uncertain of ourselves, eyes downcast, to be unsure of oneself, to be defensive

1. Possible answers

gestures
postures
body language
ways of speaking
words
etc.

3A. Answers

1 a 2 c 3 d 4 b

3C. Answers

1 a 2 b 3 a 4 c 5 b

4. Answers

- 1 given away, telltale
2 is perceived as
3 gave away
4 to cover up
5 to be perceived as, cover up

C. Ss check their word maps in pairs and then add some words for feelings and write them in their notebooks.

Suggested homework

Ex. 5. Encourage Ss to use their personal vocabulary notebooks and Unit 1. For more practice see WB, Unit 2, Lessons 5-6, Ex. 1, 2.

5C. Possible answers

to feel (un)certain of oneself, to feel (un)easy, shy, nervous, assured, positive, etc.

Suggested lesson break

Speaking

- 6 This exercise gives an opportunity to practise the active vocabulary of the lesson. Ss think what people might feel in difficult situations. They describe and interpret pictures. T may write an example on the board: 'I think this person feels *unsure of himself* because he is standing with his arms folded'. Ss try to find some expressions in the text and add their own ideas. This is done in pairs. Encourage Ss to use verb expressions in their answers by asking them questions like 'How can you easily understand what other people feel?'
With weaker groups write the list of vocabulary on the board.

Vocabulary

- 7 A. Ss work individually and fill in the table with missing words. Some of the words are well known to them, some come from the text. So Ss' answers will be based partly on their knowledge and partly on intuition.

7A. Answers

confidence — confide — confident tension — tense — tense
defence — defend — defensive perception — perceive — perceptive
security — secure — secure / insecure

B. This exercise is aimed at practising word formation in context. Ss do it individually and then check with the whole class. The questions will help to develop Ss' study skills and vocabulary strategy. This is a useful strategy for doing tests too.

Listening

- 8 A, B. Ss try to predict what can help someone look confident. They tick the right answers and listen to the psychologist to check themselves.

While they are listening to the recording for the second time they take notes and produce a list of tips on how to look confident.

8 A. Answer key

relaxing your muscles	✓
wearing bright colours	✓
holding your back straight	✓
touching your face and hair	
smiling	✓
crossing your arms	

Tapescript (Ex. 8B, C)

Interview with a psychologist (extract)

- Q: How can we look confident in difficult situations like job interviews?
- A: Well, you can always fake it! For example, it's a well-known fact that when breakfast TV presenters need a little bit of help to look confident, bright-eyed and full of energy first thing in the morning, they often wear bright clothes.
- Q: But not everyone feels good in bright colours...
- A: That's right. It's even more important to wear something you like ... something you feel you look good in. That way, you're more likely to smile and be relaxed.
- Q: People are often pretty tense when they arrive for an interview, especially in the moments just before it. Can you offer any advice on this?
- A: Yes, sure. It's always a good idea to take a few deep breaths and gently shake your arms and legs to release all the tension. This will stop you from looking embarrassed or awkward, too.
- Q: And what about when you walk into the interview room?
- A: A tip from modelling courses might help here! New models are taught to hold their backs straight and to lift their chins slightly. This creates an impression of self-confidence and pride.

Writing

- 9 Ss write a personal confidence building plan concentrating on their problems and ways of dealing with them.
- If Ss feel they have no problems ask them to give a piece of advice to a friend on how to look confident.

Suggested homework

For more practice see WB Unit 2, Lessons 5-6, Ex. 3, 4.

Lessons 7-8 Sweet smell of success

Objectives

Ss will

- think critically about the issue of success in life and qualities necessary for it
- become aware of the meaning and linguistic features of reporting speech

Skills development

Ss will

- listen for the gist and for detail
- practise intensive reading
- write a report based on an interview

Active vocabulary

admit (to) doing sth / (that)
 complain (that)
 deny doing sth / (that)
 insist (that)
 persuade sb to do sth
 promise to do sth
 remind sb to do sth
 reply (that)

Structures

reporting speech

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue to brainstorm ideas	whole class
2	Listening	to practise predicting to practise listening for detail to check comprehension	individually pair work whole class
3	Language work	to train Ss in noticing grammar phenomena to revise grammatical features of reporting speech to raise Ss' awareness of the function of reporting speech in oral and written texts	pair work whole class
4	Vocabulary	to revise and build up vocabulary (reporting verbs)	individually whole class
5	Writing	to practise writing a report	individually

Warm-up

- 1 Begin the lessons with SB closed. Write this quotation on the board and invite the Ss to comment on it, producing ideas.

There are many paths to the top of the mountain, but the view is always the same.

Chinese Proverb

You may ask questions:

- What can the quotation refer to?
- What is sometimes compared with the top of the mountain?
- Is it difficult or easy to get to the top? Etc.

Direct Ss' thinking to the issue. Then ask them to look at the mind map in the SB and answer the questions. You might want Ss to share their opinions in pairs first. Or to revise the topic vocabulary, like: business, career / job, arts, sports, fame, triumph, science; to make money, to gain, to achieve; some personal qualities.

Listening

- 2 A. Tell Ss they are going to listen to an interview with a famous British actress. Here some background information may be necessary. Adapt it for the level of your class. Then allow some time for the Ss to make their guesses. Ask them to make notes. Ss may mention money, somebody's support, talent, etc.

Background information for the teacher

fringe theatre — a theatre, which puts on non-official, modern plays.

Golden Globe Award — a prize given by a group of newspaper writers for excellent work in films or television.

Cannes — a fashionable seaside holiday town in the South of France where an important international film festival is held every year.

Stratford (-upon-Avon) — a town in central England on the river Avon, which is famous as the birthplace of William Shakespeare. The Royal Shakespeare Theatre is situated there.

- B. Before asking Ss to listen, pre-teach some unknown words and give some cultural information (see the list of words and expressions below). If you have time you may write the words on the blackboard and allow Ss time to make their guesses about the meaning of the words, but finally you must be sure that Ss understand them. With stronger groups give explanations in English. Then let Ss listen to the interview and check whether their predictions were right.

pinch oneself — ущипнуть себя (чтобы удостовериться, что происходящее — правда)

I am hopeless with dates. — Я безнадежна, когда дело касается дат.

do waitressing and secretarial stuff — работать официанткой и заниматься секретарской работой

put much faith in sth — возлагать большие надежды, твердо верить

take the bit between your teeth — предпринимать серьезные усилия, чтобы справиться с трудным делом

a casting agent — агент по подбору актеров

a piece — пьеса

script — сценарий

screen test — кинопроба

director — режиссер

be proud of — гордиться чем-либо

borrow money from — одалживать деньги у кого-либо

- C. Optional Allow Ss some time to look through the True / False statements and make an answer sheet. Play the recording again and give the key on the board, so that Ss can see how many details they were able to get right.

2B. Answers

Emily mentions her family's support and faith (she borrowed money from them), she also possesses useful personal qualities such as persistence (sth stubborn about me...) and ambition. Probably she means her talent and confidence (I thought somewhere secretly inside me 'I can do this'...)

2C. Answers

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

Tapescript (Ex. 2B, C)

I think that the press was really sensational about your success: 'Young British theatre actress, previously unknown, suddenly finds herself in Hollywood nominated for a Golden Globe.' What's your attitude to this?

I'm still sitting here pinching myself saying, 'What's going on?'

I read that you didn't start acting till you were twenty-two.

I think I give a different age in every interview. I think I left university when I was twenty-one. I think it's because I'm so hopeless with dates. I can't quite remember when everything was. I left school, went to university, did my three years, got my degree. I applied to drama school and didn't get in. Went to London, did waitressing and secretarial stuff and did some fringe theatre. I applied to drama school again, got in and did a one-year course. I got my first professional job at the Royal Shakespeare Company in 1992. I just turned thirty a couple of days ago, so ... I can't work it out. I was twenty-four or twenty-five when I started acting professionally.

Had you been interested in acting before?

I did some at school and I really enjoyed it. And when I got to university I did lots of plays and I thought somewhere secretly inside of me, 'I can do this.' Although I didn't put much faith in it.

Faith in...?

My ability to make it work. Well, once you've got the bit between your teeth. There's something quite stubborn about me maybe.

How did you get the main part in the film? I read the casting agent spotted you and said to the

director, 'I think you ought to look at this actress.'

I don't know actually. They were seeing loads of actresses, thirty or forty of them — all kind of young things. Initially the casting agent and I just had a chat about the project and about the nature of the piece. And she asked if I was interested in reading a script and I said yes. And I went and read the script and went back and did a screen test for her in London and they sent the tape to the director. I think he pretty much decided when he saw the tape that he wanted me to do it. But I went to meet him and did another test.

What is your sudden success and all this attention like for your family?

I think it's quite strange for them. They are terribly proud of me and I think my mother is kind of orbiting Mars with excitement. But it's been going on since Cannes about a year ago so they are getting used to it.

Were they supportive of you going into theatre?

They were. I learned later that when I said I was going to drama school and borrowed money from them to pay for it, they were very worried. But they never said anything to me. They were completely supportive when talking to me, which is brilliant. I can remember my mum saying that when I was in my first play at Stratford — a tiny part — they came up and saw it. And when the production transferred to London, my father said, 'Well, we'd better go and see the play again because you never know, we may never see Emily on the stage again.'

Suggested homework

As homework ask Ss to write down five questions about her / his friend's ambitions in life. Help them by giving the directions of their questions:

- attitude to achieving success
- personal qualities needed
- how they succeeded
- attitude to doing some jobs
- the means of achieving one's goals
- why they chose their career
- who helped them on their way
- how they feel about being famous
- ambitions they still have, etc.

Tell Ss they will need these questions for Lesson 10. For more practice see WB Unit 2, Lessons 7-8, Ex. 2, 3.

Suggested lesson break

Language work

- 3 A. This exercise presents a way of studying grammar at discourse level. Ss are supposed to read the text paying close attention to grammar structures they encounter and to notice their meaning, discover their functions and try to answer the questions by themselves. Teacher should be patient and not spur Ss on or give the answers herself. T may refer Ss to the Grammar reference section of the book to revise the rules of reporting speech.

3A. Answers

- 1 See Tapescript.
- 2 The verb in the main sentence is in a past tense (sequence of tenses).
- 3 For stylistic reasons, it would be clumsy to keep repeating the same reporting verbs.
- 4 See Tapescript.
- 5 Before. It's clear from the context and the past perfect forms emphasise this.
- 6 To make this utterance sound personal.
- 7 To link the previous paragraph and the next.

B. This exercise helps Ss to generalise their ideas and observations of the usage of reporting speech. T should encourage Ss to come up with their answers and praise all the ideas given by them. Sum up by reminding Ss that they have choices when writing a report:

- they can choose reporting or direct speech
- they can choose reporting verbs
- they can choose to omit reporting verbs in connected writing

3B. Possible answers

- 1 Ss answers may vary. E.g.: they differ in length, language style, register, and form of presentation (not questions and answers but a kind of a text).
- 2 It summarises the content of the interview, gives the essence — reporter's job.
- 3 It is the topic sentence, it sets the scene.
- 4 Some of the colour of the language is taken out; the language of the report is more neutral and objective.

- 5 Because there isn't space in a report. Reporting an interview also shortens it and 'tidies' it up, omitting all the hesitations, repetitions, backtracking, etc. The narrative is simply continued.
- 6 Each of the words gives additional meaning, shows the speaker's tone and mood. (E.g. to admit — modesty; to recall — nostalgia; to explain — neutral.) This would otherwise be lost in a report.

Vocabulary

- 4 A. Tell Ss that there are many reporting verbs in English, which give additional meaning to what a speaker says and reveal their tone and mood. This matching exercise provides with a greater choice of reporting words and gives them patterns in which they are used.

4A. Answers

- | | | | |
|----------|------------|------------|----------|
| 1 deny | 3 promise | 5 admit | 7 reply |
| 2 insist | 4 complain | 6 persuade | 8 remind |

Lesson 10 Express yourself

Objectives

- Ss will
- develop integrated skills
 - assess their progress throughout the unit

Procedure

	Stage	Purpose	Classroom management
	Introduction	to motivate Ss for further activity to give instructions	whole class
1	Preparation	to familiarise Ss with the roles to prepare for the activity	group work, individual
2	Activity	to assess Ss' progress throughout the unit to develop speaking to practise self-evaluation as a learning skill	whole class individual
3	Follow-up	to give feedback on Ss' progress	

Introduction

- Take care of a 'celebrity' in advance. Give a stronger S homework beforehand (see Lesson 9). Ask him / her to choose a famous person, imagine that person's identity, learn some facts about his / her life and prepare a life story according to the mind map in Lesson 10.
- Ask 'journalists' to write down questions they would like to ask during the press conference as a homework (see Lessons 7-8).
- Give a short talk on the nature of the lesson and on the Ss' role. Remind them that their participation will be assessed.

1 Preparation

- Divide Ss into groups.
- Set up a time limit of ten minutes for Ss to review, exchange ideas and practise questions in groups.
- Walk around and help if necessary.

2 Activity

- Start the activity by bringing the whole class together and briefing Ss on the situation.
- Make the seating arrangement look like a press conference.
- Ask 'the journalists' to put their questions to 'the celebrities' and remind them to take notes.
- Stay behind the audience. Still, keep in control of what is happening. Help the interviewee if necessary.

- Start filling in the evaluation cards.
- When 'the journalists' exhaust their questions, round up the activity and thank all the participants.
- Allow five minutes for Ss' self-evaluation using the charts, then let them say whatever they find important about their performance.
- If somebody doesn't want to speak, do not insist.

Follow-up

- At the end of the lesson give your feedback and assess Ss' work.
- Be positive and draw Ss' attention to strong points and good examples.
- You may give marks for the life stories prepared by 'the celebrities' and the questions asked by 'the journalists'. You may use evaluation cards (see p. 167) during the lesson.

Suggested homework

Ask Ss to write a newspaper / magazine report of the information they got during the press conference.

Lessons 1-2 What is a tradition?

Objectives

Ss will

- be able to discuss traditions in a broader sense and the role of tradition in everyday life
- make cross-cultural comparisons

Skills development

Ss will

- practise reading for gist
- learn to focus on structure of a spoken text while listening for gist and detail
- practise giving spontaneous answers
- improve oral fluency

Vocabulary

be associated with
be reminded of
date back to
declining
define oneself
long-standing
protect against
survive / survival
symbol
unique

Useful phrases

Giving opinions:

I think...
Perhaps...
I don't think...
Personally...
In my opinion / view...

Giving reasons:

...because...
...as...
...since...
...for...

Giving examples:

for example
for instance

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the topic and to activate Ss' prior knowledge to make cross-cultural comparisons	pair work whole class
2	Reading	to practise reading for gist to introduce active vocabulary	individual whole class
3, 4	Vocabulary	to guess the meaning of the new words from the context to practise topic vocabulary to prepare for the listening exercise	individual pair work whole class
5	Listening	to practise listening for gist to practise listening for details	individual
6	Vocabulary	to check listening comprehension to practise active vocabulary	pair work whole class
7	Speaking	to develop Ss' personal attitude to the issue to develop fluency	group work whole class

Warm-up

- 1 Ss try to find the names of the festivals and match them to the pictures. Ask Ss whether they know why these particular pictures were chosen for the festivals and what they mean. Try to elicit Ss' knowledge about a Russian or some local festival, its meaning and symbols, e.g. Yuletide, Kupala's Night, etc.

1. Answers

- 1 Easter — a decorated egg
- 2 Christmas — mistletoe plant
- 3 Halloween — jack'o'lanterns

Background information for the teacher

Mistletoe — common name for various parasitic plants belonging to the mistletoe family. The common European mistletoe grows on various trees, usually apples and junipers. It is an evergreen plant with small, greenish flowers and white berries. The common mistletoe figured significantly in the folklore and religions of pre-Christian Europe. It was believed to have magical powers and was used as a cure for sterility and as an antidote for poisons. It is used as a Christmas and New Year's decoration, and kissing under a branch of mistletoe is still customary.

Easter — annual festival commemorating the Resurrection of Jesus Christ, and the principal feast of the Christian year. It is celebrated on a Sunday on varying dates between the 22 March and the 25 April and is therefore called a movable feast. Traditions

associated with the festival survive in the Easter rabbit, a symbol of fertility, and in coloured Easter eggs, originally painted with bright colours to represent the sunlight of spring, and used in Easter-egg rolling contests or given as gifts.

Jack-o'-lantern — the most celebrated Halloween decoration is traditionally a hollowed-out pumpkin carved to resemble a grotesque face and illuminated by a candle placed inside. The jack-o'-lantern derives its name from a character in British folktales. According to these tales, the soul of a deceased person named Jack O'Lantern was barred from both heaven and hell and was condemned to wander the earth with his lantern. Orange and black, colours associated with pumpkins and darkness respectively, figure prominently in most Halloween decorations.

Reading

- 2 Allow Ss a maximum of five minutes to do the matching exercise. This task is done individually. Check how Ss cope with the task. You may ask which words helped them do the exercise.

Vocabulary

- 3 **A.** This exercise is meant to introduce active vocabulary which Ss are to guess from the context and translate into Russian.
- B.** Point out to Ss that they will need to use the new words in their translation. This exercise is done by Ss individually, then they compare and improve their versions in pairs. Teacher monitors the work and helps when necessary. Listen to one or two versions at the end.
- 4 Ask Ss to give a definition of the word 'tradition'. Say that all ideas are accepted and there are no 'right' and 'wrong' answers. Then, Ss think of the traditions they can see in their everyday life and prepare short stories (see Ex. 3B) about one of them, e.g. a family meal, a traditional wedding ceremony, etc.
- Optional** You may give Ss the definition of the word 'tradition' in jumbled order and ask them to reconstruct it.
- Tradition — the passing down of the beliefs, practices, and customs from the past to the present. (The Longman Dictionary of English Language and Culture.)*

Suggested homework

Ex. 4. For more practice see WB Unit 3, Lessons 1-2, Ex. 3A, B.

Suggested lesson break**Listening**

Before listening to the recording help Ss with vocabulary if necessary. Pre-teach the words they may not know: *declining, to reassure, to define oneself, continually, to survive.*

- 5 **A.** Ss listen to the recording for the first time and write down the ideas in the order they mentioned in the interview. Stop the recording after each part to give Ss time to take notes. The answers are checked and discussed with the whole class.

B. Optional Ss listen to the recording again and do the multiple choice exercise. They do it individually and then check the results with the whole class.

5B. Answers

1a 2b 3c 4b

5. Tapescript (Ex. 5A, B)**1 What is a tradition?**

I think traditions are a very important way of defining who people are. They are, I think, quite an important part in the way the British people, in general, define themselves. I think, perhaps, Britain is slightly unique in having such a link with quite ancient traditions, and it's not just traditions, the institutions are often very old and, I think, it's important to British people that some of these traditions do survive because, certainly, now Britain is what you might call a declining country, in the world. And so, I think, it's very important to people to remember certain parts of ... erm ... certain customs and certain traditions which have taken place in Britain for a long time just to ... erm ... a kind of reassure themselves.

2 What everyday traditions are important to you?

Yeah, I mean for me everyday life is usually concerned with University and Oxford is special in ... that it is one of the oldest universities in the world and has such a reputation for its traditional practices which have stood for hundreds of years, I think, that's why traditions probably ... probably influence me more in that ... I am continually reminded every time I go to a lecture or have a tutorial that the buildings are very old, famous people ... have been here, their photos are on the wall, and pictures, and paintings, and so it's hard to escape in Oxford, I think. Student life is quite modern but there are certain things where the traditions are kept and we are quite proud of them.

5A. Answers

- importance of traditions in Britain
- traditions in Oxford
- celebrating Christmas

The balls that take place every summer are very important traditions for most people, I think. We all enjoy them, I think, the fact that they are quite unique, I suspect, and also the formal events each week where we do have to wear a gown and do have to listen to speeches in Latin and that type of things, so I think, it's quite important, it makes people a little bit proud inwardly, I suspect, they are quite proud of the fact that we are a little bit different.

3 What are the traditions most people celebrate in Britain?

I don't know whether ... erm ... Christmas is traditional but I don't know, I think, Christmas is such a big event I wouldn't particularly call it a tradition. I would say traditions are, perhaps, smaller things. For example I think, for most people the smaller things are often most important so if you get married you wear 'something old, something new, something borrowed, something blue' — that type of tradition ... Christmas in my family ... we don't really celebrate Christmas in my family that much, perhaps, not as much as most people ... We do gather together but, I think, it is a kind of more political thing within our family. We all gather together because we feel we ought to, not really because we are celebrating a tradition ... so, I don't know, maybe the people will have different opinions on Christmas...

Vocabulary

- 6 Ss do the exercise individually and then compare the results in pairs.

Speaking

- 7 This activity is meant to help Ss develop their individual point of view on the place of traditions in modern life and gives them the opportunity to use new expressions. Set a time limit for this group discussion, e.g. five minutes, and walk around listening to the Ss working. Then ask representatives of some groups to report to the class.

Suggested homework

Inform Ss that at this point they are starting to collect materials for Lesson 10 and suggest that they should keep all their notes for it. It could be given as homework. For more practice see WB Unit 3, Lessons 1-2, Ex. 1, 4.

6. Answers

- (1) define oneself
- (2) survive
- (3) declining
- (4) long-standing traditions
- (5) reminded of
- (6) unique
- (7) proud

Lessons 3-4 Talking turkey**Objectives**

Ss will

- be able to understand contrasting points of view
- develop and express their own attitude to a certain custom / holiday
- be able to conduct a survey and report the results in written form

Skills development

Ss will

- practise reading critically to understand attitudes
- practise asking for and giving opinions
- take notes
- write a report

Vocabulary

Formal / Informal register

Distinguishing between formal and informal expressions

Useful phrases

Expressing attitudes

I guess the main reason why I like... is because...

I just think it's time to...

It's not that I'm against...

The thing is...

I do like...

I can honestly say...

I hate everything about...

That's what I love best about...

Reporting results

Almost everybody...

The majority of people...

A minority of people...

Only a few people...

reported that...

said that...

thought that...

complained that...

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce Ss to the issue to encourage Ss to verbalise their associations quickly	individual whole class
2	Reading	to practise reading to critically understand attitudes to practise reading for gist to personalise the issue	individual pair work whole class
3	Vocabulary	to introduce some informal expressions to understand the importance of register to reflect on the text	individual whole class
4	Speaking	to practise asking about and stating attitudes to practise note-taking	individual pair work whole class
5	Writing	to summarise the results of the survey to practise writing a report to start getting ready for Lesson 10 (final unit activity)	individual

Warm-up

- 1 Ask Ss to look at the picture of a roast turkey and note down as many associations as they can. Ss are welcome to give any ideas they like. Try to elicit some vocabulary connected with Christmas and put it on the board, e.g. tinsel, toys, Christmas tree, Santa Claus, socks, stockings, chimney, sleighbells, decorations, lights, reindeer, gifts, etc. Ss try to guess what 'talk turkey' might mean. They are not likely to give the right answer but it would be nice to elicit 'talk in a special way' from them.

Reading

- 2 A. Ss copy the charts into their copybooks read the extracts and try to decide who the words belong to. After the first reading they put numbers in the table. Having read the texts the second time Ss fill in the table with the main points of each paragraph. They all are about attitudes. Ss work individually and compare their answers in pairs.

2A. Answers

Lydia

- 3 thinks that people are made to buy things they don't need and which are too expensive.
- 4 thinks Christmas is outdated, considers it the most horrible holiday.
- 6 hates Santa Claus because he seems disgusting to her.

B. Ss work in pairs putting questions about each paragraph. Then they compare questions and try to change them if necessary. Ss may need your help while doing this activity, as it requires the ability to generalise.

C. Ss answer the questions from Ex. 2B and try to express their ideas in four to five sentences. It helps them start thinking about their attitude to Christmas.

Suggested homework

Ex. 2C. For more practice see WB Unit 3, Lessons 3-4, Ex. 2.

Suggested lesson break

Vocabulary

- 3 A. Ss find the expressions given in bold in the text and match them with their equivalents. Draw their attention to the information about colloquial language in the box. Ask if the ones in the interview are formal or informal.

1. Answers

turkey is a typical Christmas meal and people's attitude to this holiday will be expressed frankly.

talk turkey (informal) to speak frankly and get down to the basic facts of a matter.

Roy

- 1 thinks that Christmas is a great time of the year.
- 2 loves the way Santa looks.
- 5 Commercialisation of Christmas doesn't bother him.

2B. Answers

- 1 What is your attitude to Christmas?
- 2 What do you most (dis)like about Christmas?
- 3 What do you think of the commercialisation of Christmas?
- 4 How do you feel about Santa Claus?

3A. Answers

- | | |
|------------------|----------------|
| 1 mates | 5 to go in for |
| 2 to be into sth | 6 stuff |
| 3 to knock sth | 7 cool |
| 4 rubbish | 8 to rock |

B. Ss may have difficulties with this question. Refer to the photo of Roy. Ss may guess that some words sound strange from a middle-aged person.

C. Ask Ss the question 'How do you understand whether they love Christmas or hate it? Which particular words and phrases help you understand that?'. E.g. in the first passage Roy says, 'I wish it could be Christmas every day'; this is a reference to his song with the same title.

Draw the scale on the board and ask Ss to place Roy and Lydia on the scale. Write down the expressions from the text Ss use to prove their opinions.

Do it with the whole class, or alternatively, ask them to do it first in pairs. (Lydia's attitude is totally negative while Roy's is closer to positive but not totally positive; Lydia's attitude to life is typical of punks.) This can't be done precisely as many of the phrases express similar attitudes. What Ss are supposed to say is whether the phrases are: totally positive, close to positive, neutral, close to negative, totally negative.

Ask Ss where they would place themselves and why. Encourage them to use the expressions they have just placed on the scale.

Remind them that they should be very careful when using colloquial expressions and avoid using them in formal situations.

Speaking

- 4 This exercise is meant to practise asking and answering questions. At first Ss fill in the first line of the table with their own answers. Tell Ss that they must take notes while interviewing in order to be able to prepare a radio report later. Remind Ss that they should be polite. To finalise the activity Ss may place the results of the survey on the scale from totally negative to totally positive and make a short comment.

Go round the class, listen to the conversations and help if necessary. You can also spot the mistakes. Later you may analyse and correct the most common ones in front of the whole class. But do not interfere too much, as this is a fluency type activity.

Writing

- 5 This activity develops the ability to summarise and report on collected information. It can be set as homework. While giving this task remind Ss that they should keep to the tips (SB Writing) while planning their reports and that they will use them in Lesson 10.

Suggested homework

Ex. 5. For more practice see WB Unit 3, Lessons 3-4, Ex. 1A, B.

3B. Possible answer

Being a rock musician, Roy uses words in his speech that may be more typical of younger generations.

Lessons 5-6 The family meal

Objectives

- Ss will
- be able to understand and appreciate differences of attitudes and cultural differences
 - be able to see things in historical perspective
 - be able to describe their family meal in speaking and writing
 - be reminded of some important family values

Skills development

- Ss will practise
- reading for gist
 - listening to detect attitudes
 - expressing and justifying opinions

Active vocabulary

ask permission to do sth
be forced to do sth
be held
be served
leftovers
on special occasions

Structures

Expressing probability
may / might have done

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the topic to help Ss spot details and differences	whole class
2	Reading	to understand the main ideas to introduce active vocabulary to guess the meaning from the context to personalise the issue	individual pair work
3	Language work	to notice and revise modal verbs <i>may</i> and <i>might</i> used to express probability in the past to analyse their usage to practise hypothesising in sentences to practise hypothesising in a situation	pair work individual whole class
4	Listening	to practise listening to detect attitudes to practise listening for detail	individual / pair work whole class
5	Speaking	to practise speaking on the basis of Ss' personal experience to practise expressing and justifying opinions	individual pair work

Warm-up

- 1 Ss look at the pictures and give their ideas about them. You may need to help Ss with the language of comparing and contrasting and write some Ss' ideas on the blackboard.

Reading

- 2 A. Before reading the first part Ss should read the questions. Then Ss do the exercise in pairs and answer the questions. Glossary helps Ss with difficult words.

2A. Answers

- a) He ate first, took the best bits and sat near a bowl of salt.
b) A bowl of salt. Salt was extremely expensive then.

B. This exercise develops Ss' ability to spot historical changes in this aspect of family life. Give Ss some time to discuss the questions in pairs and then ask them to report to the class.

C. Ss work individually and rewrite the sentences with the words from the text then compare their versions in pairs. Help Ss when necessary.

2C. Answers

- | | |
|-------------------|----------------------------|
| 1 be served | 5 on special occasions |
| 2 leftovers | 6 ask permission to do sth |
| 3 be held | 7 be forced to do sth |
| 4 take precedence | 8 impose |

D. Ss write sentences about their family meals individually. Tell them to use the words from the text.

Suggested homework

Ex. 2D. For more practice see WB Unit 3, Lessons 5-6, Ex. 3.

Suggested lesson break

Language work

- 3 A. This grammar activity is meant to revise modal verbs *may* and *might* used to express possibility in the past.

B. The questions will help Ss understand the function of the modals.

To make sure Ss understand the structures correctly ask them to translate the sentences into Russian. Ss are likely to come up with translations like: "Возможно, первобытные люди толпились вокруг каменного стола". "Возможно, миска с солью исчезла, но..."

C. When you are sure everyone has a clear understanding of the structure get Ss to practise it by guessing what family meals might have been like in Russia in the last century. They finish the sentences individually and later discuss them with the whole class.

D. Optional This exercise enables Ss to practise *may* / *might* constructions in context. Make sure that Ss understand the text and draw their attention to the example. Explain that there are no right and wrong answers; encourage them to imagine possible explanations. Ss write sentences individually and in pairs compare and correct them.

3D. Possible answers

- 1 During a family meal the girl ate an apple without using a knife. The girl asked what the table rules suggested in that situation. Her father told her she should use a knife but the girl's mother thought it was OK to do that at home where the situation was

2B. Answers key

- In prehistoric times children were served last and got leftovers. In Victorian times children had to follow a set of rules.
- Father of the family became top dog and took precedence over all others.
- Children were required not to speak until spoken to, ask permission to leave the table.

3A. Answers

The answer to both questions: May be, we don't know.

3B. Answers

- may* and *might* express probability
- they refer to the past; there is often little difference in meaning but '*might*' can suggest that there is less possibility.
- they are followed by perfect infinitive

3C. Possible answers

- In the last century a family meal in Russia might have been more formal than nowadays.
- There might have been lots of servants who served meals.
- Parents may have been strict with children during meals.
- Children might not be allowed to speak much at the table.
- Food might have been a lot healthier.

- informal. That disagreement caused an argument and the mother decided to write to a newspaper to find out what etiquette said about that.
- 2 Is it all right to behave in an informal way during family meals at home?

3E. Possible answers

- The girl might have asked how to behave at formal meals.
- Mother might not have known how to answer.
- Parents might have doubted / argued if it was important.

- The girl might have been interested in etiquette.
- Parents and their daughter might have had some arguments about table rules.

Listening

- 4 A. Ss listen to the interviews and try to write in the table which speakers are for having family meals (+), which are against (-), and which are neutral (0). If necessary play the recording twice; ask Ss what words helped them understand attitudes.

B. Ask Ss to read the opinions first and then play the tape. Ss listen to the tape and match opinions to the people. Check the answers with the whole class.

4A, B. Answers

Susie	-	b
Roger	0	d
Nick	+	a
Bell	+	c

Tapescript (Ex. 4A, B)

Susie

Parents put a promise in a meal: they make it as an act of love and giving, but the kids don't interpret it as that at all. They just want to get the fuel in and go. It's a moment which leaves both kids and parents irritated. I think it's worth bringing the family together, but doing it at meals creates fantastic tension.

Roger

I have both negative and positive memories of the family meal. It used to be a central part of a child's education, a chance to engage in a conversation with parents, without the child understanding all that was spoken of. Life for a child is easy if he can avoid adults' altogether, and at a family meal he can't.

Nick

I was very fortunate to eat a meal with my family at least five times a week, and I remember having political arguments with them across the table, aged 15. There should be a Minister for Food to ensure that children grow up aware of cooking: some kids don't even know where the chips come from.

Bell

My children have never been allowed to eat in front of the television, and if I say dinner is at 8 p.m., they will be there without a peep. I'm a child of the 50s. We lived in a flat in Liverpool and gathered round the table every night — we didn't have television. Good food and good conversation matter. Solitary eating is depressing.

Speaking

- 5 Ss work individually. They read through the list of opinions. Make sure they understand the opinions. Then Ss decide whether it is for the family meal, against it, or simply comments on it. Invite Ss to turn back to the lesson materials and add more opinions to their lists.
- Ask Ss to show their lists to their partner and compare them. Ss should get ready to explain their point of view to each other and exchange opinions.

Suggested homework

You may ask Ss to write a short story describing their memorable meal.

For weaker Ss you may give a plan:

- When? Where? Was it a special occasion?
- Who were there? Who served the food?
- What was the atmosphere like? Why?

For more practice see WB Unit 3, Lessons 5-6. Ex. 1.

Lessons 7-8 Exotic festivals

Objectives

Ss will

- be able to understand and appreciate the diversity of cultures
- be introduced to the language of encyclopedia entries
- be able to produce their own description of one of the Russian festivals

Skills development

Ss will

- practise reading encyclopedia entries for specific information
- describe a traditional festival
- write an encyclopedia entry

Active vocabulary

be in existence
carnival
celebration
essential
festival
festivities
parade
take place

Structures

revision of the past and present tenses

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce Ss to the topic to practise comparing and contrasting pictures	pair work whole class
2	Vocabulary	to introduce active vocabulary	pair work
3	Reading	to practise reading for specific information to practise understanding new words through answering comprehension questions	individual work pair work
4	Vocabulary	to practise active vocabulary	individually
5	Language work	to practise noticing grammar phenomena in context to practise using different tenses in encyclopedia entries	pair work
6	Speaking	to practise describing a traditional festival	pair work
7	Writing	to practise writing an encyclopedia entry	individually

Warm-up

- 1 Ss work in pairs answering questions, then discuss them with the whole class. Try to elicit some useful vocabulary and write it on the board.

Background information for the teacher

Shrovetide (picture B) — Масленица, старинный славянский праздник проводов зимы, от которого остался обычай печь блины и устраивать увеселения.

Steel band — a group of people who play a type of music from Trinidad, in which you hit different areas on metal drums to produce different music sounds. Originally these were oil drums (Trinidad produces oil).

...vocabulary necessary for further discussion. Ss match the words to their definitions and later this is checked with

...time limit, e.g. three minutes), picture B and picture A — Notting Hill carnival. Ss have to find in the pictures the festival in the picture.

...of two things. First, it helps Ss understand the text and extension. Second, to answer these questions Ss have to use the meaning of the active vocabulary. See the list so the questions actually introduce the new vocabulary in context. Let Ss go over the questions individually or (to lower the risk) in pairs, then check the answers in class.

Vocabulary

4 To practise the new vocabulary Ss fill in the gaps with the words from the box.

Suggested homework

Ex. 4. For more practice see WB Unit 3, Lessons 7–8, Ex. 1, 3.

Suggested lesson break

Language work

5 A. Set a time limit of three minutes and ask Ss to read text in Ex. 3A and divide it into three parts: definition, history and present day. After that Ss fill in the table with the verb forms. Lead Ss to a conclusion that a definition normally requires the present simple, history — the past simple, etc.

5A. Answers

	present simple	present simple passive	present perfect	present perfect passive	past simple
giving a definition	is				
giving history					was
giving link from past to present			— has been in existence — has evolved	has been held	
present day	— takes place — are — winds — plays host	is placed			

2. Answers
1 d 2 e
4 f 5 b

3A. Answers
procession of
costumes; drum

3B. Answers
1 a 2 c 3 b

4. Answers
(1) has been in existence
(2) celebration
(3) festival
(4) takes place
(5) carnival
(6) parade
(7) essential

B. Set a time limit for reading and the grammar task, and then check in class. Tell Ss that they will have to decide whether the verb they choose has an active or a passive form.

5B. Answers

(1) is connected (2) is celebrated (3) describes (4) defined (5) is
(6) was (7) burnt (8) are lit (9) throw (10) make up

Speaking

6 Tell Ss that this activity will help them do the writing task. Ask Ss to work in pairs and agree on a festival they are going to describe. Ss think of what they know about this festival and make notes. Tell them that the Language Support box may not only help with the vocabulary, but also provide some ideas for their description. You may ask some Ss to report to the class or to join Ss in groups of four and exchange their descriptions orally.

Writing

7 Tell Ss they will need this material in Lesson 10. Ss write their own encyclopedia entries for a festival. This time they have to choose a festival that hasn't been described in the textbook. Tell them to follow the flow-chart given in the book. If you are pressed for time ask them to do it at home (or start in class and finish at home).

Suggested homework

Ex. 7. For more practice see WB Unit 3, Lessons 7–8, Ex. 2.

Reminder

- Remind Ss that they are going to have a project. (See Lesson 10, Unit 3.)
- Ask Ss to look through the description of the task in Lesson 10.
 - Tell Ss that to make a radio programme they will need their notes about festivals and traditions. (See Lessons 1–8.) Ask to finalise their notes and bring them to Lesson 10.
 - Ss might like to accompany their programme with music: it could be either chosen and recorded at home or prepared to be performed at the lesson (e.g. if it is a traditional song).

Lesson 9 Check your progress

Objectives

- Ss will
- be able to check their own progress in grammar and vocabulary through accuracy type activities
 - develop self-evaluation skills, as a part of study skills

Ex.	Focus
1	verb tenses
2	vocabulary
3	may / might have done for expressing probability
4	prepositions
5	vocabulary (crossword)

Answers

- 1 (1) is celebrated
(2) get
(3) eat
(4) are given
(5) light
(6) visit
(7) have been passed
(8) did... start
(9) was
(10) swallowed
(11) was terrified
(12) came
(13) put
(14) let
(15) is considered
(16) ends
(17) are filled
(18) will bring
(19) vary
(20) have

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

- 3 1 I may / might have left my bag at school.
2 He may / might not have meant what he said.
3 Tom may / might have seen me.
4 Sally may / might not have enjoyed the meal.
5 He may / might not have left yet.

- 4 (1) around / about
(2) on
(3) into
(4) into
(5) into
(6) around
(7) in
(8) on
(9) at
(10) onto / on
(11) between
(12) in
(13) in
(14) from
(15) from

- 5 1 carnival
2 turkey
3 (across) pumpkin
3 (down) permission
4 mistletoe
5 Christmas
6 Oxford
7 (across) Easter
7 (down) egg
8 London

Lesson 10 Express yourself

Objectives

- Ss will
- integrate the language skills
 - be able to get feedback on their progress throughout the unit

Procedure

	Stage	Purpose	Classroom management
	Introduction	to give detailed instructions to Ss to motivate Ss for further work	whole class
1	Preparation	to group Ss to help Ss have a clear understanding of what they are going to produce to divide responsibilities	group work
2	Activity	to experience collaborative work to make the programme to prepare for the presentation	group work
3	Presentation	to practise presenting the products to assess Ss' progress in the unit	group work whole class
4	Evaluation	to encourage Ss to reflect on their work to practise evaluation as a learning skill	individual
5	Follow-up	to give feedback to Ss	whole class

Introduction

This stage is very important as it gives Ss a clear and detailed picture of what they are to produce as a result.

- Tell that a radio programme is a specific genre and the time allowed will be very strictly limited to three minutes.
- Remind that the audience will not see them, so they should express their ideas clearly, as no visual support is available. That is why it was important to make some notes in advance.
- Tell that they are supposed not only to demonstrate what they have learnt in the unit but to show their creativity because the main purpose of a radio programme is to attract the listeners and get them interested.
- Remind that while preparing and 'broadcasting' they should speak only English.

1 Preparation

- Divide Ss into three to four groups. You may allow Ss to choose the groups but make sure they are mixed ability groups. Otherwise there may be a group of weaker Ss who may fail completely.
- Set a time limit for discussing the programme (10 to 15 minutes), choosing roles and dividing responsibilities (3 minutes) rehearsing (10 to 12 minutes).



Activity

- In their groups Ss look at all the materials they have brought and agree on the theme of the programme they are going to make. They should be given freedom here as they might like to focus on a particular festival or decide to focus on one aspect of several festivals (e.g. traditional food, celebrations, etc.), or on a local area and its traditions. It all depends on the material available.
- When the theme of the programme has been agreed upon Ss distribute responsibilities inside their groups. For possible roles see SB.
- Ss might need some time for individual preparation but most of all they will need to collect all the bits together and to rehearse the whole programme. This stage is the longest one and T should provide Ss with support if necessary.
- Walk around observing Ss' working. Help with the language or ideas if necessary.
 - You might also start filling in the teacher's evaluation chart.
 - Get ready with your tape recorder.



Presentation

- When all the preparations are made, tell Ss they will be on the air in several minutes.
- Record Ss' programmes.
- Be very positive and supportive in the course of the presentation. It is the most challenging part of the activity for Ss.



Evaluation

Allow three to four minutes to complete the self-evaluation cards. It would be more convenient if you could photocopy the forms in advance. Remind Ss what it is and encourage to reflect on what they are doing. They might not be objective but it will make them think about their work.

Do not insist on discussing the results of self-evaluation in public.



Follow-up

As you are not likely to have time left at the end of the lesson you can comment on the programmes at the next lesson. You may focus on typical mistakes and difficulties but try to be positive as the task is really challenging.

To assess the recorded radio programmes T can use the set of criteria (see p. 168). You may give five points maximum for each criterion.

Keep the recording. It may be a valuable present for the Ss at their graduation.

The root of all evil?

Lessons 1-2 How materialistic are you?

Objectives

Ss will

- learn to think critically about values systems
- be able to express themselves concerning materialism

Skills development

Ss will

- practise listening for gist and for specific words
- practise giving summaries in Russian
- improve speaking fluency

Active vocabulary

be content (with sth)
be into sth
be materialistic (about sth)
be part of (a group)
competitive
designer clothes / labels
grow out of sth
impress sb (with / by sth)
possessions
promote sth / sb
trend
worldwide

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to get Ss start thinking about the issue	whole class work
2	Listening	to practise listening for gist and specific words to practise reporting speech to practise note-taking to collect ideas for the speaking activity	pair work and whole class
3	Translation	to make Ss aware of summarising as a specific skill	group work
4	Vocabulary	to practise active vocabulary	pair work
5	Speaking	to develop speaking fluency and to ask questions accurately to practise active vocabulary	group work individual

Warm-up

- Write on the board 'If I had 1,000,000 roubles, I'd...' Ask Ss to finish the sentence and jot down some of their ideas on the board in two columns: more and less materialistic.
- At the stage of warm-up activity you might like to introduce and explain the words: **'materialism / materialistic'** and **'possessions / possess'**. With weaker groups it might be reasonable to discuss their meanings in Russian to make sure they understand them correctly.

Background information for the teacher

The title of the unit comes from a saying 'Money is the root of all evil.'

materialism — the belief that money and possessions are more important than art, religion, moral goodness, etc.

possessions — something that someone owns and keeps or uses him / herself

Listening

- 2 A. Tell Ss to read the questions from the table before listening. In weaker groups you should pre-teach active vocabulary. Ss listen to five people speaking about materialism. They complete the table with yes / no answers (first two lines) and phrases (three lines) and then in pairs compare and edit it.

2A. Answers

	Terry	Caroline	Russell	Alex	Olga
Are you materialistic?	no	yes	no	yes	no
Were you materialistic when you were younger?	yes	yes		yes	
What is important to materialistic people?	possessions, sneakers	designer clothes	designer labels	clothes	labels, possessions

- B. Tell Ss they are going to listen to the recording again and this time they are to catch the exact words or phrases and to complete the sentences. This activity involves revision and practice of reporting statements. If necessary remind Ss of the present-present construction, or refer them to the Grammar reference section. Ss do this task in pairs and then discuss it with the whole class.

2B. Possible answers

- Terry believes that music promotes materialism.
- Terry used to have lots of possessions.
- Caroline just wants to feel good in what she's wearing.
- Caroline thinks that teenagers need to have the right designer clothes.
- Russell says that we live in a competitive world where success is important.
- Russell thinks that when people get older they grow out of it.
- Alex always gets what he wants.
- Alex says that teenagers want to impress the girls and their mates.
- Olga really doesn't like the way that labels and possessions have become so important.
- Olga is happy to pay for quality but she wouldn't buy something just because of its name.

- C. Optional Ask Ss to brainstorm some ideas about what makes people materialistic. Encourage Ss to produce their own ideas as well as use the ideas from the interviews. Ss report the results to the class. Limit the speaking time in this case. (This activity is not shown in the book.)

Suggested homework

Ex. 2. For more practice see WB Unit 4, Lessons 1-2, Ex. 1A, B.

Suggested lesson break

Translation

- 3 Optional This activity is aimed at practising such a real life skill as giving a brief summary in Russian of what is said in English for someone who doesn't understand English. It will also help Ss realise what summarising skill is an ability to quickly select main points, omitting details and expressing the points in the most economical way.

- Tell Ss that they are to understand the gist of the paragraph and to summarise it in Russian, i.e. select only main points, leave out details and express them as short as possible.
- Divide the class into groups of three or four.
- Ss listen to one of the interviews at T's choice. Allow Ss enough time to do the task, i.e. to briefly discuss and write down.
- Ask Ss to read their summaries aloud and compare them. Comment on the most successful ones.

In this activity you may do two to three out of five interviews with stronger groups.

Tapescript (Ex. 2A, B; 3)

Terry (TV producer from Canada):

American teenagers are the worst in the world. I would say the music promotes materialism over there. You've got people who are living in poverty buying \$200-300 sneakers, they are out there killing people for sneakers. I'm not at all materialistic. I used to be, but I'm not now! I used to have lots of possessions. Now I'm content.

Caroline (student from Paris):

I try not to be too materialistic, but I think everyone is a little bit. When I was younger I wanted designer labels, but now it's not that important. I just want to feel good in what I'm wearing. I think the way you look is really important especially for teenagers who want to be part of a group, so they need to have the right designer clothes.

Russell (tourist from South Africa):

I'm not materialistic at all. I think it is becoming a lot more important for teenagers of 15 or 16, you know, to have designer labels, but I think as people get older

they grow out of it. I think it's a world-wide trend, we live in a competitive world where success is important, and so people are going to be more materialistic.

Alex (still at school in London):

I think all kids are materialistic and a bit selfish. I'm materialistic about clothes. I always get what I want. Teenagers are always going to be socialising and you want to impress the girls and your mates. You feel better about yourself if you look good. A year ago I wouldn't have bought something if it didn't have a designer label, but I don't care as much now.

Olga (student from Russia):

I really don't like the way that labels and possessions have become so important in people's life. I like nice things and I'm happy to pay for quality, but I wouldn't buy something just because of its name. I don't think I'm materialistic, but I think that many young people have grown up in a materialistic world which has become a natural way of life to them. This makes me very sad.

Vocabulary

- 4 This is to practise the active vocabulary of the lesson introduced in the interviews. They do the rephrasing exercise individually and then compare the answers in pairs or in class. As this activity involves some grammar work you might need to help weaker Ss.

4. Answers

- She is content with her job at the moment.
- He is (very / so) materialistic.
- I've grown out of my childish habit of shocking people by my bizarre hairstyle.
- We are impressed by the work you've done. / You've impressed us by the work you've done.
- I'm into rock music.
- I had to pack all my possessions in the suitcase.
- I've never wanted to be part of a group.
- Music promotes materialism among young people.
- It's a worldwide trend.
- Young people nowadays live in a competitive world.
- My friend wears only designer labels.
- He always gets what he wants.

Speaking

- 5 A.** Tell Ss that the activity they are going to do is aimed at improving both speaking fluency and accuracy, and that they are supposed to follow all the instructions carefully.
- This activity is a sort of game in which Ss lose points when they are not able to speak without stopping and score points if they follow the rules.
- There are two general rules Ss have to follow:
- 1 Ss can't give short answers. They are to develop their ideas adding two to three more details every time they have to speak. (Answer-Add-Ask formula.)
 - 2 Ss are to answer only correct questions. (If a question is incorrect they are to say 'Sorry, but I can't answer your question. Could you say it correctly, please?')
- Ss are supposed to use expressions from the vocabulary activity.
- Ss work in groups of three. Two of them ask and answer questions and the third S takes notes of what has been said, adds points and scores the result. When the first pair has covered all the questions, Ss change roles and continue the game. When the game is finished Ss count up the final score.
- B.** Tell Ss they will have two minutes to give a detailed answer to the question 'Are young people today materialistic?' You can either get Ss to work in pairs, or listen to one to two Ss with the whole class.

Suggested homework

Ex. 5B. Using their notes from listening and speaking activities and their own ideas Ss answer the question 'Are young people today materialistic?' in writing. Remind Ss that they will need their notes for Lesson 10 of this unit.

For more practice see WB Unit 4, Lessons 1-2, Ex. 2A, B; 3.

Lessons 3-4 Fighting for life

Objectives

Ss will

- speculate about causes and effects of poverty
- be able to discuss ways of dealing with social problems
- be able to write and make a short speech

Skills development

Ss will

- listen for gist and for specific information
- practise reading for gist and for detail
- write a speech on social problems
- make a speech

Active vocabulary

burglary	lack of sth
causes and effects	lone parent
debts	low pay
disabled	poverty
facilities	sharing sth
fighting for sth	human rights
housing conditions	

Word formation

prefixes with negative meaning

Useful phrases

Language to express causes and effects
 Low pay **causes** debts.
 Malnutrition **leads to** bad health.
 Poor housing conditions **result in** stress.

Structures

V-ing forms (*gerund*) as subjects and objects

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the topic	whole class
2	Vocabulary	to introduce and to practise topic vocabulary	individual pair work
3	Listening	to activate Ss' personal experience to practise listening for gist and for specific information to practise active vocabulary to start collecting ideas for the final activity	individual pair work
4	Reading	to practise reading for gist to practise reading for detail to collect ideas for the final activity	individual whole class
5	Vocabulary	to focus on word structure (prefixes with negative meaning) to practise active vocabulary	pair work whole class
6	Language work	to review noun phrases to practise V-ing forms as subjects and objects	whole class pair work
7	Writing	to practise writing a short speech on social problems	individual
8	Speaking	to practise making a speech	individual whole class

Warm-up

- 1 Ask Ss to comment on the picture giving factual and emotional comments.

Vocabulary

- 2 Topic-related vocabulary is introduced in the form of a list.
- Help Ss with the words they don't know by giving explanations in English or even translating them with weaker groups and asking for their own explanations in stronger ones.
 - Ask Ss to group words from the list according to **causes** and **effects** of poverty. Make sure they understand exactly what these two words mean.
 - Ask Ss to give reasons for their grouping.
- The scheme in the box helps Ss give their explanations and is in fact a substitution exercise aimed at practising active vocabulary.

Listening

- 3 A. Ss try to work out why the speech has its title. It is a predicting activity. Welcome any ideas at this stage and don't give the right answer.
- B. Start with pre-teaching some vocabulary, which you think, might prevent Ss from understanding the main ideas of the speech. Your choice will depend on the level of your Ss. Remember that these words are passive and Ss are not supposed to learn them. They can be pre-taught in Russian.
- Ss are to understand the main points of Moraene's speech. Refer Ss to the list of causes and effects of poverty and explain to Ss that they have to understand which of them Moraene mentions in her speech. After that Ss listen to the first part of the speech and tick the items from the list which Moraene comments on. With weaker groups stop the recording after each paragraph to allow Ss some time to find the right item in the list.

Suggested words for pre-teaching

to have special educational needs — a child has them if he / she can't be educated with other children but needs a special place or class

breakdown — a serious medical condition in which someone becomes mentally ill and is unable to deal with even the simplest situations

suicidal — wanting to kill oneself

charity — an organisation that collects money or goods in order to help people who are poor, sick, etc.

place a child in care — a child who is in care is being looked after by a local council home, not by his / her parents

Moraene mentions all the items from the list of causes and effects in Ex. 2.

- C. This activity develops listening for specific information skill. Ss write their answers in pairs. Then the answers are discussed with the whole class.

- D. Pre-teach the words from the box if necessary. This activity involves summarising main ideas from the interview. On the other hand, it is aimed at practising active vocabulary in chunks and introducing noun phrases which will be dealt with later in the lesson.
- Ss may do this activity in pairs and then check with another pair.

2. Possible answers

Ss may produce different lists of causes and effects but they are to explain their choice, e.g. *Poor housing conditions result in bad health. Low pay leads to lack of leisure.*

3C. Answers

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

3D. Possible answers

- Struggling against poverty may be a total failure
- Eating leftovers leads to malnutrition
- Poor people can't afford to reach free facilities

Tapescript (Ex. 3B, C)

...Poverty takes over your whole life, changing your future and your children's. I spent years struggling against its effects, living in damp conditions in a place where burglary and personal attack were common. I was trying to get help for my older son who had special educational needs. Feeling like a total failure. Finally, six years ago, I had a breakdown and became suicidal. A friend got in touch with a charity that supports families living in poverty. Sharing experience can help. People from diverse backgrounds and cultures fight together for their right to take an active part in society, to get recognition of their human rights. These are the bravest and strongest people I have ever met.

For all of us, living in poverty has meant giving up rights and choices. To get the right education for my elder son, I had to place him in care. I felt guilty. He felt rejected and our relationship was damaged. Parents give the most nutritious food to the children, while they eat bread, margarine and leftovers. Some don't eat much at all. Malnutrition is common. We have to accept low paid work or lose out. We cannot choose how to use our free time. We cannot afford the cost of public transport to reach free facilities. As for the arts, a seat at the opera can cost more than a week's benefit. Debts, illness, imprisonment for unpaid fines can leave us homeless or without our children.

Suggested homework

- Ask Ss to write five to seven sentences giving the main points of the first part of Moraene's speech and following the words and the example in Ex. 3D. For more practice see WB Unit 4, Lessons 3-4, Ex. 2, 5.

Suggested lesson break

Reading

- 4 A. Ask Ss to read the text quickly, recall their predictions in Ex. 3A and say why the speech has its title. Ss read the text intensively answering all the questions in pairs. It is then discussed with the whole class.

4A. Possible answers

- a) People who are in charge of deciding policies. They should ask the poor. They should ask what the poor people need first of all.
- b) When these children start school they can't keep up with the rest because they don't have necessary social and learning skills.
- c) Parents want to be able to help their children with their studies.
- d) Moraene's speech is so impressive because it is very personal and she uses lots of contrasting ideas.

- B. Ss imagine that they are important people who take important decisions in their country. They work in pairs to make up lists of possible ways out of this situation then report it in class.

Vocabulary (optional)

- 5 A. Ss work matching the words to the definitions. Draw Ss' attention to how prefixes change the meaning of the word to negative.
- B. Ss practise using the same words in the sentences about Moraene.

5A. Answers

1d 2c 3a 4e 5h 6g 7f 8b

5B. Answers

a) lone, b) disabled, c) unemployed, d) unemployable, e) unable

Language work

This is a grammar exercise which introduces and practises V-ing forms as subjects and objects.

- 6 A. Ss are supposed to notice that in all of the sentences V-ing forms are subjects.
 B. Ss go back to the text and find the necessary passages in the text. (In the second example V-ing is an object.)
 C. This exercise is aimed at practising noun phrases first in the context being discussed and second in their own examples referring to their life experience.

6C. Answers

- 1 Organising new schools will make it easier for disadvantaged children to get education.
 2 Learning to read and count will enable parents to contribute to their children's education.

3 Asking a charity for help will help them to cope with poverty.

4-6 Ss give examples of their own.

Writing

- 7 Ask Ss to write a short speech about problems of poverty in their country. Tell them to follow the flow chart given in the coursebook. They may give some examples from the life of their city / town. Remind Ss to use notes from the listening and reading tasks and keep their speeches as they will need them for Lesson 10 of this unit.

Speaking

- 8 Ss make their speeches to the whole class. Set a time limit for Ss' presentations of three minutes and remind them of the way Moraene delivered her speech. You may organise voting for the best speech in class.

Suggested homework

Ex. 7. For more practice see WB Unit 4, Lessons 3-4, Ex. 1, 3, 4.

Lessons 5-6 Do you plan your budget?**Objectives**

Ss will

- think critically about their spending habits
- think about budget planning
- exchange opinions on the issue discussed

Skills development

Ss will practise

- reading for gist and detail
- expressing and justifying opinions
- evaluating a translation
- expressing opinions

Active vocabulary

to spend on
 to waste sth
 essentials
 to save
 to budget
 bank account
 to economise
 to do without

Structures

time-tense relationships

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the topic	in pairs
2	Reading	to practise reading for gist and for specific information	individual / whole class
3	Vocabulary	to practise noticing active vocabulary in a context	individual / in pairs
4	Language work	to focus on time-tense relationships to revise tenses and associated time expressions	individual / in pairs
5	Reading	to practise reading for gist and for specific information	individual / in pairs
6	Translation	to focus on time-tense contrasts in Russian and in English to raise Ss awareness of translation skills	pair / group work
7	Speaking	to practise expressing opinions to practise active vocabulary	individual / group work

Warm-up

- 1 This activity will help Ss start thinking about the issue. Give Ss 2-3 minutes to discuss the questions in pairs, then ask some pairs to share their ideas with the whole class.

Reading

- 2 A. Ask Ss to read the text individually and do the task. Then check them with the whole class.
 B. Ss read the texts once again and do the task. Encourage Ss to find evidence in the text to support their answer. Check the answers in pairs or with the whole class.

2A. Answers

a) Andrew b) Daniel c) Ann

2B. Answers

a) Andrew b) Daniel c) Ann
 d) Andrew e) Ann f) Daniel

Vocabulary

- 3 This activity is aimed at practicing active vocabulary. Ss match the words from the text to the definitions individually and compare the results in pairs. Provide Ss with help if necessary, tell them to find the words in the text and then do the task. As this vocabulary is active avoid using Russian while working with it.

Language work

- 4 A. This exercise helps Ss to revise tenses and associate them with the time expressions. Ss may do it individually or in pairs (with less advanced groups). Draw Ss' attention to the difference between date and period of time. Remind Ss to find the sentences in the text and then link them to the time references.
- B. Ss practise tenses individually and compare their answers in pairs. Teacher monitors and helps the weaker Ss.

Suggested homework

Ss may do Ex. 4B at home.
For more practice see WB, Unit 4, Lessons 5-6, Ex. 1A, B, C

Suggested lesson break

Reading

- 5 A. This exercise practises reading for gist. Give Ss 2-3 minutes to think of what 'budget' means for them and ask some of them to share their ideas with the whole class. Then ask Ss to read the text and compare their idea with the author's.
- B. This activity is aimed at developing reading for comprehensions and interpretation. Ask Ss to support their choices.
- C. This activity introduces questions that go beyond the text and is aimed at developing critical thinking. Ss evaluate the author's ideas and express their personal opinions. Ask them to work in pairs and set a time limit (5-7 minutes). Ask some pairs to share their ideas with the whole class.

Translation

- 6 A. The pre-translation exercise will help Ss understand the differences between English and Russian versions of the same sentences (vocabulary, tenses, word order) and difficulties in rendering the main ideas of the sentences in Russian.

6A. Answers

- Many people think that it is something connected with the big business and have nothing to do with them.
- This is not truth but this is the reason why many attempts to plan budgets fail.
- Think of budgeting as managing your money.
- Personal budget helps to solve this problem.
- When you create a budget, you are creating a plan for spending and saving money.

3. Answers

1 e 2 a 3 c 4 g 5 b
6 d 7 f 8 h

4A. Answers

- usually
- at the moment
- a few years ago
- since I was 14
- by now
- in future

4B. Answers

- often
- at the moment
- for several years
- by 2017
- last year
- now
- next summer
- by now

5B. Answers

1 c 2 b 3 b 4 a

- B. Optional If you feel your Ss might be discouraged by such a task you can make it easier. Give a smaller part of the text. Ss translate the passage from the text and then work in groups to improve their translations. They should agree on the best version and get ready to present it. T should monitor Ss' work and help if necessary. Take notes of characteristic mistakes and then analyse them.

6B. Sample translation

Что такое "планирование бюджета" для вас? Многие люди считают, что бюджет связан с большим бизнесом и не имеет к ним никакого отношения. Некоторые убеждены, что планирование бюджета — это постоянная экономия денег и покупка только самого необходимого. Это неправда, но именно поэтому проваливаются многие попытки спланировать бюджет. Подумайте о планировании бюджета как об управлении своими деньгами. В этом случае цель — не сделать вас несчастными и заставить отказаться от привычного комфорта, а помочь управлять вашими деньгами.

У вас есть карманные деньги и определенные расходы — без тщательного планирования вам может не хватить денег на запланированные покупки. Личный бюджет помогает решить эту проблему. Планирование бюджета помогает понять, сколько у вас денег и сколько вы тратите за определенный период времени. Когда вы планируете бюджет, вы планируете, сколько денег вы потратите и сколько сэкономите. Для многих людей экономия денег — это сложная задача. Следующие советы могут помочь вам спланировать бюджет.

Speaking

- 7 A, B. This activity helps Ss think critically of their personal budget planning. They answer the questions individually and then work in groups. Set a time limit for the discussion. Ask groups to report on the results of their budget planning at the end of the activity.

Suggested homework

Ss may translate the part of the text at home (Ex. 6B).
For more practice see WB Unit 4, Lessons 5-6, Ex. 2, 3.

Lessons 7-8 No short cuts to success

Objectives

- Ss will be able to
- think critically about life values and ways of achieving success
 - speak about their goals in life and personal qualities needed to achieve these goals

Skills development

- Ss will
- read for implied meaning
 - speak about life goals and ways to success
 - practise taking notes
 - practise reporting the results of a discussion
 - practise creative writing

Active vocabulary

ambitious — ambition
 considerate — consideration
 decisive — decisiveness
 domineering — dominance / domination
 easy-going
 flexible — flexibility
 obstinate — obstinacy
 rebellious — rebellion
 snobbish — snobbishness

Structures

conditionals with *if (not)* and *unless*

Useful phrases

Expressing probability
 I'm absolutely sure...
 He is likely to be...
 He seems rather...
 It might be that he is...
 He is probably...
 He can't be...

Reporting a discussion
 Both my classmates think...
 A believes that... whereas B finds it...
 They couldn't agree that...
 They came to an agreement that...
 To sum up...

Procedure

Stage	Purpose	Classroom management
1	Warm-up to launch the topic to elicit from Ss some useful vocabulary for further discussion	group work whole class
2-3	Reading to practise reading for gist and for specific information to practise reading for implied meaning	pair work whole class
4	Vocabulary to introduce active vocabulary (descriptive adjectives) to practise active vocabulary to collect ideas for the final activity	individual / pair work whole class
5	Speaking to practise speaking about qualities needed to achieve life success	whole class individual / pair work
6	Language work to introduce and practise conditional sentences with <i>if (not)</i> and <i>unless</i>	pair work
7	Speaking to develop Ss' fluency to practise summarising a discussion and reporting them to the class	groups of three individual
8	Writing to practise creative writing	individual

Warm-up

- 1 Start this activity with the SB closed.
- Prepare two sets of cards according to the number of your Ss. On one set (for a half of Ss) there is the word 'a millionaire'. On the other (another half of Ss)

there is an instruction to open the textbook and find the picture which starts the lesson.

- Ss group themselves according to the task on their cards and start producing ten associations they have with the given images. Then ask Ss for their ideas and write on the board the two sets of associations.
- Ask Ss to guess who was described by the other group.
- When in the end it becomes clear that Ss have described the same person ask them why there was such a big difference between their associations.

Reading

- 2 A. Ss read the first part of the text in pairs and answer the questions alongside the text. The questions are aimed at understanding the words which might be unknown to Ss from the context, thus providing them with a skill that is necessary for extensive reading. With weaker groups you might ask Ss to translate these words to make sure they understand them.

2A. Answers

- a) **unpretentious** — it doesn't seem special or luxurious
 b) **to spoon** — to pick up food with a spoon
 c) **smudged** — dirty, with marks
 d) **tousled** — untidy (about hair)

B. The second set of questions is aimed at analytical reading for implied meaning. Invite Ss to make guesses and produce as many ideas as possible. Draw Ss' attention to the difference between 'look like' and 'be like' (for description of appearance and personality). The task is done in pairs and then discussed in the whole class.

2B. Answers

All the four questions of the second set are open-ended and Ss are supposed to be able to support their opinions and to be creative while describing the person. Welcome any ideas.

Encourage Ss to use structures:
 He is + *adj*
 He looks + *adj* as if he is

- 3 Ss read the second part of the text quickly and check whether their guesses were correct. Then they read it again and answer the questions on the left of the text. These questions are meant to help Ss with some unknown words like in the first part of the text.

3. Answers

- 1 **despite his wealth** — he has enough money to travel the way he likes
 2 **at a breakneck speed** — very quickly
 3 **to alter** — to change; his parents didn't want him to stay rebellious
 4 **drop out** — to leave an activity before it has finished (esp. school or university course)

Vocabulary

- 4 A. This exercise provides Ss with more words for describing personality. This vocabulary is active, that is why all explanations and examples should be given in English. Ss work in pairs matching adjectives to their definitions.

4A. Answers

- 1b 2a 3i 4c 5h
 6g 7a 8f 9d

B. Ss do word formation exercise in pairs trying to guess the right answer if they don't know the necessary word. T checks the task with the whole class and suggests writing the words and definitions into Ss' vocabularies in the form of a table.

Speaking

5 This activity involves analytical thinking about the text and expressing findings. Ss work in pairs. Give every pair three adjectives from the list and they start looking for some evidence from the text to say whether Bill Gates has these qualities or not. Ss should use the expressions from the Language Support box to express the probability of their conclusions.

The next step is for personalisation. Ss say which of the qualities from the list they have. Every idea is to be developed and supported with examples. Ss listen to their partners and report their findings back to the class. E.g. I have to admit I'm **obstinate**. I can hardly change my ideas even if my parents or friends try to persuade me. Even if I know myself that I'm wrong it's still not easy for me to admit I'm wrong.

5. Answers

There are no right or wrong answers to the question about Bill Gates' qualities but still there is some information, which may help draw several conclusions.

E.g. I'm **absolutely sure** Bill Gates is **domineering** because he regularly checks on the progress of his staff.

Bill Gates is **unlikely to be snobbish** because it is said in the text that he often travels by coach.

I **don't think that** Bill Gates is **considerate** because he often criticises people openly.

Suggested homework

Ex. 5 can be given as homework. Ss read the text once more and answer the questions, the exercise can be checked at the beginning of the next lesson. For more practice see WB Unit 4, Lessons 7-8, Ex. 1, 2.

Suggested lesson break

Language work

6 A.

- Ask Ss to read the quotations containing *if* and *unless*. Make sure they understand them.
- Ask them to work in pairs trying to produce as many sentences as they can joining 'work hard' and 'achieve success' together using *if* and *unless*.
- Write all the correct sentences on the board giving necessary comments as Ss report their sentences to the class.

4B. Answers

Adjective	Noun
snobbish	snobbishness
domineering	dominance / domination
ambitious	ambition
considerate	consideration
easy-going	—
decisive	decision
obstinate	obstinacy
flexible	flexibility
rebellious	rebellion

6A. Possible answers

- If you work hard you'll achieve success.
- If you don't work hard you won't achieve success.
- You won't achieve success unless you work hard.

There are other possible answers. Accept anything which is grammatically correct and makes sense.

B.

- Ask Ss to work in pairs and study the example carefully. Give additional explanations if necessary.
- Ss have to produce (write down) two chains giving advice to their partner as shown in the example. Encourage them to be inventive and original. Say they are allowed to add their own ideas.
- Go around the class, monitor Ss working, give help. Praise the best Ss by reading their chains aloud to the whole class.

Speaking

7 A. To lead into this activity, ask Ss to give examples of situations where they will need to speak for a long time — two minutes (public speaking, exams, presentations, future work, etc.). Remind Ss that practising 'long turn' speaking will be needed at the final lesson of the unit. Split Ss in groups of three. Allow Ss some time to prepare. Two of them will discuss the issue; the third one will work as a secretary and will jot down what is being said.

B. The secretary then reports to the class the results of the discussion following the steps in the flow chart and using the expressions from the Language Support box.

Writing (optional)

8 Encourage Ss to be creative while writing the ending of the story. Tell them that it shouldn't be too long but don't be too restrictive because it is creative writing. When they bring their stories to the class, display them for everyone to see and discuss. It might be organised as a competition. When all the discussion is finished, show the Ss the ending of the story.

Suggested homework

Ex. 8. For more practice see WB Unit 4, Lessons 7-8, Ex. 3, 4, 5A, B, C.

Reminder

Remind Ss that they are going to have a Meeting of the School 'Council' (see Lesson 10, Unit 4):

- Ask to look through the description of the activity in Lesson 10.
- Tell to revise the material from Lesson 1, Ex. 5B; Lesson 3, Ex. 7 and Lesson 7, Ex. 7 and bring their notes for these exercises to the next class.

Lesson 9 Check your progress

Objectives

- Ss will
- be able to check their own progress in grammar and vocabulary through accuracy type activities
 - develop self-evaluation skills, as a part of study skills

Ex.	Focus
1	Verb tenses
2	V-ing forms as subjects and objects, conditional sentences
3	Vocabulary
4	Question forms
5	Phrasal verbs

Answers

1 Tim's story

- (1) do
- (2) was saved
- (3) suggested
- (4) could
- (5) followed
- (6) was waiting
- (7) was tapped
- (8) explained
- (9) was embarrassed
- (10) wanted
- (11) turned
- (12) went
- (13) took
- (14) saw
- (15) had lost
- (16) was still wondering
- (17) saw
- (18) had taken
- (19) came up
- (20) checked / had checked

- 2
 - 1 Changing money on the streets is a slightly dangerous practice.
 - 2 Having the right designer clothes has always been his wish.
 - 3 She is used to getting what she wants.
 - 4 Creating their own image is important to teenagers.
 - 5 Dealing with problems effectively needs optimism.
 - 6 Unless you work hard you won't make a fortune.
 - 7 If you are considerate to others you will establish good relationships.
 - 8 Unless you are self-confident, people won't listen to you.
 - 9 If you don't have the right education / if you are not well educated, you may be forced to accept low paid work.
 - 10 Unless you pay fines, you can be sent to prison.
- 3
 - 1 c 2 b 3 a 4 c 5 d 6 b 7 b 8 d 9 a 10 d 11 c 12 b 13 d 14 a 15 a
- 4
 - 1 What is life like?
 - 2 Where did the grandfather come?
 - 3 Why did the grandfather come into a café?
 - 4 Did anybody come to take his order?
 - 5 Who informed the grandfather how a cafeteria worked?
 - 6 What did he have to do to get food?
 - 7 Where did he have to pay?
 - 8 What can you get in life as long as you are willing to pay?
 - 9 Will you ever get anything if you wait for someone to bring you success?
 - 10 What do you have to do if you want to get success?
- 5
 - 1 b 2 a 3 c 4 e 5 d

Lesson 10 Express yourself

Objectives

Ss will

- develop integrated skills
- get feedback on their progress throughout the unit
- practise public speaking

Procedure

	Stage	Purpose	Classroom management
	Introduction	to motivate Ss for further work to give detailed instructions	whole class
1	Preparation	to form working groups to distribute the roles among Ss to get prepared for the role play	whole class
2	Activity	to assess Ss' performance to experience the process of decision making to encourage Ss to reflect on their progress to practise self-evaluation as a learning skill	individual group work
3	Follow-up	to give feedback on Ss' work	whole class

Introduction

Lesson 10 is a fluency-oriented lesson, so Ss should be given an opportunity to express themselves freely.

- Tell Ss that they will take part in a meeting of the School 'Council'. Their interests will be different as they will represent different people.
- Emphasise that the aim of the whole lesson is to come to a decision which in this activity is more important than to speak correct English.
- Remind Ss that they are supposed to use English through all the session as their ability to do it will also be assessed at the end of the lesson.

1 Preparation

- Go over the all role cards and give additional comments if necessary. If there are more Ss than roles, group them according to their roles. There might be two to three Ss who have the same role card.

Possible groups:

- Chairperson, secretary — they plan the procedure, decide on the order of speakers.
- Speaker for computers
Speaker for crafts
Speaker for helping the poor
Librarian
Headmaster
Teacher
Parent
- their aim is to persuade the donors to invest money in their projects so they have to brainstorm the ideas and think of arguments to defend them

Donors — they may discuss how they are going to make decisions by producing a set of criteria. They will listen to the speeches attentively and take notes. At the end the donors are to make a decision and explain it.

- Set a time limit of about 10–15 minutes, so that Ss could get prepared with their talks — look through their copy-books, make notes, etc.
- Walk around the class and help with the language if necessary.

ENGLISH

2 Activity

- At this stage of the lesson the chairperson and the secretary take the responsibility of managing the 'school council' meeting.
- T's role is to monitor the process and to support Ss if necessary but you shouldn't interfere with the process.
- Stay behind the audience and start filling in the teacher's evaluation charts.
- Invite Ss to do self-evaluation of their presentations. Photocopy Student's evaluation card (p. 169) or ask Ss to copy it from the blackboard and answer the questions after presentations.

3 Follow-up

Give feedback and assesses Ss' work.

To be able to do this, while monitoring Ss' work in groups and listening to their individual presentations fill in the table according to the specified criteria (you may decide to choose only the most important of them).

Give Ss points from five to one, this will enable you to see Ss' progress and support your judgement of their work. It may be useful to acquaint your Ss with the criteria you are going to use in advance, so that they feel secure.

When giving feedback be positive, emphasising Ss' progress rather than criticising them.

To deal effectively with Ss' typical mistakes do a few more exercises with the whole class or recommend some specific ones to certain Ss.

UNIT 5

Family issues

Lessons 1–2 What makes a family?

Objectives

Ss will

- start thinking about family values
- continue developing their own strategies for dealing with unknown words

Skills development

Ss will practise

- reading for detail
- listening for gist and for specific words
- negotiating and reaching an agreement

Active vocabulary

background	mutual respect
caring (n)	privacy
childcare	run sth
comfort (n)	security
extended family	sharing (n)
household	trust
in-laws	

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce Ss to the topic	whole class
2	Reading	to help Ss realise the importance of word structure and context for dealing with unknown words to practise reading for detail to build up topic vocabulary	individual whole class
3	Listening	to practise listening for detail and specific words to practise understanding from the context	individual pair work
4	Vocabulary	to introduce and practise active vocabulary	pair work whole class
5	Speaking	to develop speaking fluency	group / pair work
6	Writing	to practise writing a paragraph	individual

Warm-up

- 1 Allow two or three minutes for Ss to answer the questions in pairs, then listen to what they say in class. Encourage Ss to give reasons.

1. Possible answers

Ss might say that C – J are one family, or that some of them are just visitors. A and B look like business people.

Reading

- 2 A. This activity will help Ss realise that it is possible to understand unknown words without a dictionary.
 - 1–2 The words can be divided into meaningful components: house (дом) + hold (держать) = все, что содержится в доме, домовладение, etc.
 - 3 Ss find the context. It can be one sentence, or more. Now they can see that it means "все люди, живущие в одном доме". It is important to mention that quite often there may not be a simple one-word equivalent. It would be even more convincing if you could provide at least one dictionary for a pair of Ss to check their hypotheses.

- 4 Now Ss will easily guess that 'run' means руководить, управлять, отвечать за (b).

2A. Possible answers

- 1 back (позади) ground (участок земли) = что-то, что находится позади
2 in (в) law (законе) = по закону

- 3 child (ребенок) care (забота) = забота о ребенке
4 extended (расширенный) family (семья) = семья в широком смысле

B. Allow five to seven minutes for reading and discussing the photograph, then check with the whole class.

Background information for the teacher
Billingsgate Market the main fish-market in London.

2B. Answers

- A. John King B. not mentioned
C. younger brother D. Christina
E. F. grandparents G. Kypros
H. Adriana I. George J. uncle

Listening

- 3 A. Ss will listen to the people whom they know from the article. Say, that there are more photos than speakers. You might need to go over the names again.

B. Allow a few minutes to discuss possible words in pairs. In weaker groups they may give their suggestions in Russian. Even in stronger groups Ss can make guesses which are close in meaning, but not exactly the word used by the speaker (e.g. *talk* instead of *chat*). It is still a good result, as here Ss learn to derive meaning from context.

C. Pause immediately after the gap and let Ss pronounce the word. You need to repeat the sentence twice until they reproduce the word exactly or something close to it. Help if necessary.

3A. Answers

- Adriana - 2 Christina - 1
Helen Wilkinson - 5 Kypros - 3
George - 4 John King - is extra.

3B. Answers

For answers see tapescript below.

Tapescript (Ex. 3A, C)

Christina, 24:

Our meals are highly animated. We **chat** about what's happening, who's doing what, it's lovely to have the family round you and **be close** to your brothers and your grandparents.

Adriana, 47:

We have never had to pay for babysitters, we've had help and advice from my parents over the years, and it's secure, there's always somebody home. You feel **protected**. The children are **in** every night, I know where they are.

Kypros, 25:

When I tell people I live with my **in-laws**, they say 'Argh!' But it's just like living with my own parents.

George, 51:

It means closer family relationships. We all sit round together and we can have a laugh. It works both ways; the children don't pay rent, but if the grass **needs cutting** or something needs doing, one of my sons will do it. We help each other.

Helen Wilkinson, 40:

People are becoming more aware of the importance of the family network. These days your job or partner might not be forever so people are looking to other parts of the network for stability. When the traditional family unit breaks down everything goes with it, but if you have parents, grandparents, even neighbours, the structure is more stable. It will be different and fresh. The old-style **extended family** could be very restrictive. The essential difference will be that in the future, living this way will have **been chosen**.

Suggested homework

Ask Ss to make a word-web on family vocabulary they know and add the new words they come across in Unit 5, Lesson 1, Ex. 1-3C. For more practice see WB Ex. 1-3.

Suggested lesson break

Vocabulary

- 4 A. Ask a stronger student to read the words in bold aloud. Correct and practise the pronunciation if necessary.

This is not a matching exercise! Ss read the definitions and work out a list of Russian equivalents in pairs. It is another opportunity to show Ss that we cannot always find a precise one-word equivalent.

4A. Answers

caring — забота, любовь
sharing — участие, совместные переживания
mutual respect — взаимное уважение
security — защищенность, безопасность

comfort — покой, утешение
privacy — уединение, частная жизнь
trust — доверие

B. Ss read what people say about family and decide what values (or the lack of them) are meant by the speaker. As the utterances are quite vague, Ss may see different values in them. Encourage Ss to offer different opinions.

4B. Answers

- a) sharing c) privacy e) caring / respect / trust
b) security / comfort d) trust / respect f) caring / sharing

C. This activity is meant to summarise Ss' understanding of family values. They try to correlate the notions with the examples from both texts (Ex. 2B and 3B).

4C. Possible answers

caring (Ex. 2B) Christina's parents, who are getting old, can be looked after, as can her uncle, who is mentally handicapped.

security and comfort (Ex. 3B) It's lovely to have the family round you... You feel protected.
sharing (Ex. 3B).

Speaking

- 5 Divide Ss into groups of three. Use the first statement as an example. Then let Ss negotiate each statement until they produce a version which satisfies all the members of the group. While talking Ss will have to use the topic vocabulary. Alternatively, if you find this discussion too abstract for your particular group of Ss you may hand out another set of issues for discussion:
- 1 Adult children should live at home with their parents.
 - 2 Mostly social institutions not children should take care of elderly people.
 - 3 An extended family (including grandparents, uncles, aunts, cousins, etc.) is becoming less important.
 - 4 Parents should always trust their children.
 - 5 Children who lack the security of a good family will never achieve.

Writing

- 6 This exercise gives Ss an opportunity to choose the topic they like more.

Suggested homework

Refer Ss to the Language Support box. For more practice see WB Unit 5, Lessons 1-2, Ex. 4-6.

Lessons 3-4 As soon as I'm old enough

Lesson objectives

- Ss will
- think critically about family relationships
 - discuss different ways of conflict resolutions

Skills development

- Ss will
- practise deducing the meaning of unknown words from context
 - practise reading for gist and detail
 - develop speaking skills
 - use the present continuous for speaking about annoying habits

Active vocabulary

- do a fair share
- go through
- keep / keep doing sth / keep out
- lack of privacy
- nag sb about sth
- show sb up
- treat sb (like)
- make comments about sb
- object to sth

Structures

- the present continuous for annoying habits

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue	individual / in pairs
2	Reading	to practise reading for gist to introduce and practise new vocabulary through reading	individual / pair work / whole class
3, 4	Language work	to present and practise the present continuous for annoying habits	individual / whole class
5	Reading	to practise reading for gist to practise reading for detail	individual / pair work
6	Speaking	to practise expressing and justifying opinions to practise summarising	group work

Warm-up

- 1 Ss are introduced to the issue of the lesson. You may write on the blackboard a list of words like: serious, naughty, ambitious, hardworking, confident, lazy, selfish, responsible, thoughtful, kind, etc. Ask Ss to choose the words that better describe the girl in their opinion.

Reading

- 2 A. Ss read the introduction to the text and do the task. Encourage them to use the Language Support box. Ss may write down their ideas. Encourage them to give reasons for their suppositions. Ss work in pairs or individually. You may ask some of them to share their suppositions with the whole class.

2A. Possible answer

Her dad might forbid her to go to a disco. She looks really upset. She might have argued with her sister. She looks sad.

- B. Ss read the text and say which of their guesses were right. Ss may work in pairs for 2-3 minutes and then ask some of the pairs to share their ideas with the whole class.

- C. Set a time limit to do the task. Encourage Ss to make notes. Then discuss Ss' translations and choose the most successful ones.

2C. Answers

- что я задумала сделать
- копается в моих вещах
- ...позорит меня перед друзьями. Когда я разговариваю по телефону с кем-нибудь из моих друзей, он берет трубку параллельного телефона и подслушивает.
- И еще мне надоело...

- D. Ask Ss to look through the text once again and find the words from the left column. Then allow some time for doing the task and check it with the whole class.

- E. This activity refers Ss to the text once again and makes them think critically about the situation described. They discuss the questions in groups of 3-4. Encourage Ss to be positive and come up with a piece of advice that may help Sasha cope with the situation.

Suggested homework

- You can ask Ss to summarise the discussion of the questions in Ex. 2E in writing as homework.
For more practice see WB Unit 5, Lessons 3-4, Ex. 1.

Suggested lesson break

Language work

- 3 A. This is an example of learning grammar in context. Guiding questions like: 'How does she feel about his behaviour?', 'What does she want to emphasise / stress?' can be of help.

3A. Answers

Present continuous is used to show an annoying behaviour. Sasha wants to emphasise that she is annoyed by it.

Other examples from the text:

- she's always complaining
- is always making nasty little comments

- B. Ss practise in pairs. Ask stronger Ss to suggest their own examples.

- 4 A. Give Ss some time for doing the task. Encourage them to work with the whole sentence or even a paragraph to understand the meaning of **keep** in each case.

4A. Answers

- 1 c 2 b 3 c 4 d 5 c

2D. Answers

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

- 4 B, C. In these exercises Ss practise active vocabulary and raise awareness of using present continuous for describing annoying habits. Draw Ss' attention to the verb forms while rephrasing.

Reading

- 5 A. Ss practise reading for gist. Set a time limit and check the answers with the whole class.

5A. Answers

- They all used to have family problems.
- Examples: problems with brothers and sisters, arguments with parents, sharing a room with a younger sister, etc.

B. Ask Ss to read the texts once again and do the task. They may compare their answers in pairs.

5B. Answers

The solutions mentioned:
Try to stay calm and control your emotions.
Treat each other fairly and respectfully.
Argue only when needed.
Establish family rules for conflict resolution.

Speaking

- 6 This is the final activity of the lesson. It develops speaking fluency and helps Ss think critically about family relationships and conflict resolution. Ask Ss to discuss questions in groups of 3-4. Encourage them to be positive and add their own ideas on conflict resolution to the list. You may display the final lists in the classroom for other groups.

Suggested homework

For more practice see WB Unit 5, Lessons 3-4.

4B. Answers

- He kept playing...
- I keep my CDs...
- ..., but you should keep it secret
- Keep out — ...

4C. Answer

keep doing

Lessons 5-6 I keep my stuff in a suitcase

Objectives

Ss will learn to

- think positively with respect to family problems
- establish connections between form and meaning in context

Skills development

Ss will

- practise reading for gist
- become aware of the importance of the title as a text component
- practise an argumentative discussion in a guided dialogue
- practise writing a letter

Active vocabulary

be on one's own
feel jealous of sb
for a bit, bit, a bit + *adj.*, quite a bit
stuff
staff

Structures

- have / get to do sth (modal verbs of obligation)
- V + to V / V + V-ing

Procedure

	Stage	Purpose	Classroom management
	Warm-up	to establish a link with the previous lesson to make a basis for further discussion	whole class
1	Reading	to develop Ss' ability to hypothesise on the context to encourage Ss' to evaluate and respond to the text to raise Ss' language awareness of certain grammar phenomena	individual whole class pair work
2-3	Language work	to practise the use of the modal verb <i>have to</i> in the meaning of obligation to practise discriminating between verb patterns V + to V / V + V-ing	pair work whole class
4	Vocabulary	to practise using new vocabulary and collocations to get Ss think of some arguments for further discussion	pair work whole class
5	Speaking	to practise participating in an argumentative discussion to encourage Ss think of family values and responsibility	pair work
6	Writing	to practise writing a letter of response to a youth magazine	individual work

Warm-up

Ask Ss to recall as many Sasha's problems (Lessons 3-4) as they can. Allow two minutes to collect the ideas (or look through the text). You may ask them to draw a chart in their notebooks.

Sasha	Kelly

Then let them talk. You may choose the winner — the student who gives the last problem. The second column is left for Kelly's problems, which will be filled in later.

Possible answers

Sasha's problems

- One of the worst things about her house is lack of privacy.
- They treat her like a baby.
- They treat her like an unpaid slave.
- Her sister acts like a baby.
- Nothing is safe in her room.
- Her sister goes through all her stuff.
- Her elder brother pushes her around.
- Her younger brother always shows her up in front of her mates. Etc.

Reading

- 1 A. Give Ss one minute to discuss the title in pairs. Encourage them to express any of their ideas.
- B. Allow Ss ten minutes for reading and checking their guesses.
- C. Set another five to seven minutes to do questions alongside the text individually or in pairs. Ss will have to rely on the context answering the language awareness questions and on their previous knowledge. Check the answers in class. As Ss are learning to hypothesise on various language phenomena, avoid discouraging.

1C. Answers

- 1 No, she doesn't, as she makes use of the present continuous for annoying habits.
- 2 Use of the modals *have to* / *get to do sth* means that someone is made to do sth under the circumstances and has no or very little control over his deeds. Иногда мне приходится жить в одной комнате... Мне нужно быть с ней... Мне приходится следить за тем, чтобы...
- 3 It is obvious from the context that she is speaking about past.
- 4 a bit = a little; for a bit = for a short time; quite a bit = a lot.
- 5 Feel jealous of (here) means — Feeling angry and unhappy because someone has something that you don't have.
- 6 staff [sta:f] or *AmE* — [stæf] = people working in an organisation; stuff = things.

D. Ss discuss and fill in the second column of the chart.

1D. Possible answers

- 1 The girl doesn't have a stable home and is ready to move anytime. She hopes to get a home for mum and for herself. Then she'll be able to unpack her suitcase at last.
- 2-3 The children's homes are okay, but they are not the best places to live. She would prefer to live in a family of her own.
- 4-5 She doesn't have control over her life because she is still a child and her mother cannot care for her due to her mental illness. She uses a lot of 'have' / 'get to' constructions in her speech which proves that she is not free in her actions.
- 6 Kelly's mother is ill. She doesn't have a real family and home and she often has to live with strangers. She has a lot of responsibilities unusual for a child.

Suggested homework

Ex. 1D. For more practise see WB Unit 5, Lessons 5-6, Ex. 1-2.

Suggested lesson break

Language work

- 2 Ss may refer to Lessons 3-4 and to the text in this lesson. Help Ss realise that Kelly has much more responsibilities.

2. Possible answer

- 1 Kelly has to stay in the children's home. She sometimes has to share a room and if she doesn't get on with the other girl, it's not much fun. She has to keep her stuff in a suitcase, under the bed.
- 2 Sasha has to keep her room clean. She says she has to do a lot of housework. She has to share a room with her younger sister.

- 3 Refer Ss to question 1 or to Grammar reference section in weaker groups. Then get Ss work in pairs and choose the correct answer. Attract Ss' attention to the correlation between the form and the meaning. Ss work in pairs and choose the correct answers. Then check the answers in class.

3. Answers

1 a 2 b 3 d 4 c 5 e 6 f 7 h 8 g
9 j 10 i

Vocabulary

- 4 Optional This activity is practising the active vocabulary of the unit in a meaningful context, not just drilling it. It certainly involves Ss' life experience. This activity prepares Ss for the final activities.

Speaking

- 5 Draw Ss' attention to the useful language within each box. For weaker Ss you may recommend to make notes while preparing. You could also help Ss with the language.

Writing

- 6 Remind Ss that this activity is supposed to be a part of the final project.

Suggested homework

Finish Ex. 6. For more practice see WB Unit 5, Lessons 5-6, Ex. 3-4.

4. Sample answer

To be on your own
... is good because nobody wants to know what you are up to.
... is bad because nobody is interested in you.

Lessons 7-8 Let's build a bridge

Objectives

- Ss will
- be able to discuss the issue of the generation gap
 - develop the ability to see different points of view

Skills development

- Ss will practise
- listening for gist and specific words
 - reading for gist and specific words
 - giving opinions, summarising
 - giving arguments, convincing, giving advice
 - writing a letter of advice

Active vocabulary

do teenage things
go out
focus on
get sb off one's back
go out of one's mind
hang out with (informal)
make fun of sb

Useful phrases:

Giving advice
Do / Don't ...
Have you ever thought of...?
If you want my advice...
I think you should...
My advice would be...
Have you ever thought of...?
Whatever you do, never...
You'd better...

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue	whole class
2	Listening	to practise listening for gist and specific words to start forming an opinion on the issue	whole class, pairs, individual
3	Reading	to practise reading for gist and for building up vocabulary to familiarise with a new genre (agony column) to practise summarising	individual pairs small groups whole class
4	Vocabulary	to introduce topic vocabulary to practise topic vocabulary	individual whole class
5	Speaking	to practise giving arguments	pair work
6	Writing	to practise the language of advice to practise writing a letter of advice	individual, pairs individual pair work

Warm-up

- 1 Although the best answer seems to be 2 — the generation gap, Ss may not come up with this answer. They may start a discussion, which should be encouraged but not for a very long time. In the end ask Ss to think of a Russian equivalent for 'generation gap', the closest equivalent being "проблема отцов и детей".

Listening

- 2 A. The music and the performance of this song is copyright, so you may want to use the original recording of Mike and Mechanics, or just read the verses aloud in a natural tempo. Ss will listen to it for the first time with their books closed. Before checking this exercise in class you may want to ask Ss discuss their answers in pairs. They will exchange their versions and this will help them come up with better answers.

B. With a weaker group pause after each gap and first ask them to pronounce the word. Praise especially weak Ss even if they do not pronounce the word exactly, but sth close to it. Even this small measure of success is very motivating in this difficult skill.

The Living Years

Every generation
Blames the one before
And all of their frustrations
Come beating on your door

I know that I'm a prisoner
To all my father held so dear
I know that I'm a hostage
To all his hopes and fears
I just wish I could have told him in the living years

Crumpled bits of paper
Filled with imperfect thought
Stilted conversations
I'm afraid that's all we've got

- C. Ss may want to learn the song and this activity will help them understand the song better.

2C. Answers

- generation
- He is dead; the words 'could have told him in the living years' show that.

- 3 It doesn't mean they were really speaking different languages, but they didn't understand each other.

- D. Ask Ss to discuss these questions in pairs and then check them as a class.

2D. Possible answers

- arguments about children's rights
- misunderstanding of each other's fashion
- arguments about children's friends and acquaintances
- different views on life values and family life

Background information for the teacher

The term 'generation gap' was suggested by sociologists and anthropologists in the 1960s and is often still used today. One concept of the generation gap is that parents and offspring have different values and beliefs. As a result, many parents fear that they will lose influence with children when peer opinions become highly valued. (Steve Duncan, Extension service.)

2A. Answers

The author wanted to say that though it is very hard for different generations to understand each other, it is also very important, because often understanding comes when your parents are dead. He also says it is important to learn how to talk with mutual respect.

2B. Answers

- | | |
|----------------|---------------|
| (1) generation | (6) afraid |
| (2) know | (7) agreement |
| (3) father | (8) different |
| (4) hopes | (9) listen |
| (5) paper | (10) late |

You say you just don't see it
He says it's perfect sense
You just can't get agreement
In this present tense
We all talk a different language
Talking in defence

Say it loud, say it clear
You can listen as well as you hear
It's too late when we die
To admit we don't see eye to eye

Reading

- 3 A. Ask Ss to discuss the questions in pairs or small groups and then you may wish to discuss them as a class. Ss come out with their own answers.
B. It may become necessary to explain the difference between Burton's and Top Man.

Background information for the teacher

Burton's — a network of fashionable shops of quality clothes in Britain.
Top Man — a network of clothes shops for teenagers and young people.

C. Ss will do this exercise better if you ask them to discuss it first in pairs or small groups and then give their summaries in class. You may wish to organise a kind of competition for the most concise but comprehensive summary.

3C. Possible answers

Max says that his parents have too much control over his life and he lacks privacy.

Liam says that he and his mother have different views on fashion and it's the mother who decides what clothes to buy for Liam.

D. **Optional** It is necessary to discuss this exercise in class and maybe take notes on the blackboard as this is the first activity where Ss try to give some kind of advice.

Vocabulary

- 4 A. Ask Ss to explain the meaning of the words or let them translate if it proves too difficult. All these verb expressions are informal with one exception: 'focus on'. Ask Ss to find this exception.

4A. Answers

- **go out** — here: leave your house, especially in order to enjoy yourself
- **do teenage things** — do things common for teenagers, like listen to music, chat with friends, watch and discuss movies, etc.
- **focus on** — pay special attention to a certain person or thing
- **hang out** — spend a lot of time in a particular place or with particular people

- **get sb off one's back** — get free from sb annoying you or asking you to do things you don't want to
- **go out of one's mind** — start to become mentally ill or behave in a strange way
- **make fun of sb** — make a joke about sb that is insulting or makes them feel bad

3B. Answers

- 1 — 'Life is ruined'
- 2 — 'Tastes differ'

Speaking

- 5 Before you let Ss have their dialogues in pairs it may become necessary to ask Ss who they think is to blame. You should lead Ss to the idea that both sides may be right and wrong at the same time. This will help Ss accept their roles for the dialogue.
Allow Ss some time to prepare their arguments and if necessary to take notes.

Writing

- 6 A. Ss read the texts quickly. Allow about two or three minutes for this activity. Then discuss the questions with the whole class.

6A. Answers

- 1 Both answer the second letter by Liam.[...]
- 2 Ss may come up with the answer that the first text looks more like an instruction, whereas the second text gives a more personal opinion. The author emphasises several times that this is her personal view.
- 3 Ss may prefer the style of one of the texts though they will both serve the purpose quite well.

4 Expressions of advice:

- in the first version:
must
imperative form of choose, explain, ask, give
it a try, don't forget
- in the second version:
If you want my opinion...
Have you ever thought of...?
My advice would be to...
You'd better...
You should...
I really think you ought to...

B. Allow three minutes for your Ss to read Max's letter in Ex. 3B again. You may ask Ss to divide each letter into three parts in order to make them focus on the structure of the letter of advice.
Ask both Ss to take notes in their notebooks in case they have to write the first draft of the letter at home. This activity prepares Ss for homework.

Suggested homework

In case you don't have enough time in the lesson you may ask Ss do some steps of the writing process (Ex. 6B) at home. Ss' letters are supposed to be included in the final project, so ask them to use A4 paper for the final version.

Reminder

Remind Ss that they are going to make family magazines in the next lesson.
(See Lesson 10, Unit 5.)
Ask Ss to look through the description of the activity in Lesson 10.
Tell Ss to revise the material of the unit and to have all the materials they made in the unit.
For the lesson Ss may need construction paper, scissors, markers, crayons, glue, etc.

Suggested homework

WB Unit 5, Lessons 7-8, Ex. 1-2.

Suggested lesson break

B. This exercise could be done as a warm up if you have separate lessons. As an option you could ask Ss to dramatise the situations from the pictures.

4B. Answers

- Picture A — 3, 5
Picture B — 4, 6
Picture C — 1, 7
Picture D — 2, 8

Lesson 9 Check your progress

Objectives

Students will

- be able to check their own progress in grammar and vocabulary through accuracy type activities
- develop self-evaluation skills, as a part of study skills

Ex.	Focus
1-2	Verb patterns: V + to V / V + V-ing
3	Reading skills
4	Vocabulary of the unit
5	Grammar and vocabulary of the unit

Answers

1 b 2 b 3 a 4 c 5 c 6 a 7 b 8 c

2 A

Things people did	Things people are / were supposed to do
1, 3, 6	2, 4, 5

B

Giving up the activity	The reason for stopping
2, 3	1, 4

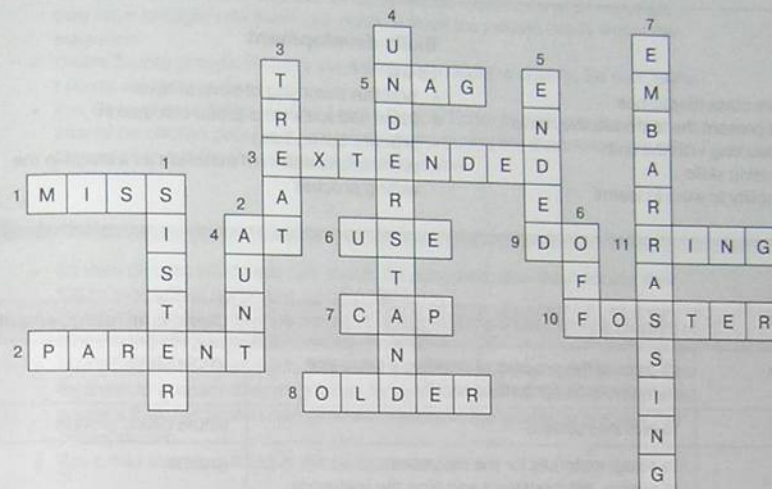
C

Making an effort to do something difficult	Experimenting in different ways
1, 4, 5	2, 3, 6

3

Name	Washing up	Shopping	Cooking	Walking the dog	Name	Comes home late	Makes fun of everybody	Forgets everything	Is a sleepy-head
Tanya	✓	—	—	—	Tanya	✓	—	—	—
Lena	—	—	—	✓	Lena	—	—	—	✓
Marina	—	✓	—	—	Marina	—	✓	—	—
Olga	—	—	✓	—	Olga	—	—	✓	—

4



- 5 Generation gap will always exist not only because teenagers and their parents enjoy (1) **listening** different kinds of music. A lot of things are different: tastes, manners, behaviour, and the (2) **stuff** like that. Teens often think that their parents just make fun (3) **of** them. They do not let them (4) **hang out** with their friends. They (5) **are** always nagging when their children do badly at school. They make them (6) **do** their homework, though sometimes it is unnecessary. Teens often feel a lack of privacy because their parents want (7) **to** know what they are up to. More than that — it is impossible for them to keep anything (8) **secret**. But I often wonder if we'll also have (9) **to** do the same when we are adults for our children's security and success? And our children will complain to others (10) **about** their boring parents...

Lesson 10 Express yourself

Objectives

- Ss will
- create their own class magazines
 - to discuss and present the materials they have created while working with the unit
 - practise integrating skills
 - develop their ability to work in teams

Skills development

- Ss will
- practise skimming of several texts
 - listen and speak in a group discussion
 - practise taking turns
 - practise evaluation of materials as a stage in the writing process

Procedure

	Stage	Purpose	Classroom management
	Introduction	to discuss the process of creating a magazine to motivate Ss for further activity	whole class
1	Preparation	to give instructions	whole class, groups
2	Activity	to select materials for the magazine to design, set, construct and bind the magazine	groups
3	Presentation	to present the magazines	groups whole class
4	Follow-up	to evaluate the magazines of peers according to the criteria given to give feedback to Ss	groups whole class

Introduction

- Announce the magazine competition and say that there will be two (3-4) magazines produced by the end of the lesson that will participate in the competition. (You may think of a prize for the winner.)
- **Optional**
For this activity you may wish to discuss with Ss the responsibilities of different people during the process of publishing a magazine.
On the board write the list of jobs. Ask Ss to explain what they think these people do. Help them by explaining the jobs they cannot explain themselves.
Or you may wish to revise the classroom language Ss may need for their group discussions (partially presented in the Language Support box).

Background information for the teacher

- Editor-in-chief: a person who decides what should be included into the magazine (see also Ex. 2A in SB)
- Deputy Editor: takes notes of key decisions, ensures that the magazine is ready by the agreed deadline (see Ex. 2B in SB)
- Designer: decides on the magazine's visual style — the layout of the cover and every page, the pictures or photos, and other visual details
- Picture editor: chooses pictures that could be used with this or that piece of material
- Technical editor: constructs all the materials to be set on every page according to the plan of the designer
- Correspondent: submits articles or other materials to the magazine
- Copy editor: usually is responsible for the copying process, here you may need to copy some draft materials in order to make them look reader-friendly

1 Preparation

- Set a time limit of three minutes for Ss to decide individually what materials they have brought with them and which of them they would like to see in the magazine.
- Divide Ss into groups of five or six. Make them read the criteria. Be sure all the criteria are clear to Ss.
- Ask Ss to choose Editor-in-Chief and a Deputy Editor in their groups. They should be chosen only for the purpose of structuring the discussion. You will also need to set the time limits for the discussion.



2 Activity

- Ss then discuss what materials should be published; also they discuss their future magazines according to the criteria.
- Remind Ss that they are supposed to use English for their discussion, address them to the Language Support box.
- Make Ss decide on what job they want to do in their groups and let some time for them to prepare their magazines for presentation. Tell Ss how they are to present their magazines and give two minutes to the groups to prepare their presentations.
- You could also start filling in the evaluation cards.

3 Presentation

- Each group takes turns to present their magazine.
- Carefully monitor the time, do not allow to exceed the two-minute limit.

4 Follow-up

- Photocopy peer-evaluation cards on p. 170 and distribute them between Ss.
- Ask Ss to read the magazines of the other groups (they may do it in groups, taking turns to read aloud) and fill in the evaluation cards. It would be better if Ss fill in the evaluation cards individually because it will make the process of evaluation more objective. Don't forget that you also may take part in the evaluation.
- Check the results and announce the winner of the competition. Note that the first and the second questions of the evaluation card have only two possible answers.
- Or you may prepare stickers of three different colours and distribute them between Ss — one of each colour to every student. Ask them to stick them on the magazines they liked. You may also distinguish between colours, for example,
red — the one you liked most
blue — the second you like most
green — the third you liked most

At the end it will be easy to choose the winner.
Give feedback on Ss' skills development in the usual way (see Lesson 10, Units 1-4). Use the evaluation card for the teacher.
To be more objective about writing skills, you may wish to collect the magazines and give your feedback in the next lesson.

UNIT 6 Sports

Lessons 1-2 Why sports?

Objectives

Ss will be able to

- develop and express their attitude to sports
- discuss in speaking and writing the role sport plays in people's lives

Skills development

Ss will practise

- listening for gist and specific information
- understanding new words from the context
- exchanging opinions

Active vocabulary

Discrimination between the collocations denoting different sport activities:

play a sport	overcome
do a sport	improve
go V-ing	allow
be into a sport	fitness
increase (v)	weight
decrease (v)	outlook on
acquire	

Structures

the present perfect for showing the connection between past and present

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue	whole class (pairs)
2	Vocabulary	to recycle names of sports to practise new words and expressions	individual pair work whole class
3	Listening	to practise predicting to practise listening for gist and specific information	individual pair work whole class
4	Language work	to recycle and practise the present perfect for showing the connection between past and present	whole class individual pair work group work
5	Speaking	to practise exchanging opinions and expressing attitudes to sport	group work
6	Writing	to practise writing a paragraph or a leaflet	individual

Warm-up

- 1 Ss express their opinions in class but in weaker groups you may ask Ss first to discuss questions in pairs.

1. Possible answers

Both pictures show how somebody is climbing something. Both the monkey and the man are doing some physical exercises, but the purpose of the man is to have fun, or to relax, while the purpose of the monkey is to get food.
Sport — an activity needing physical effort and skill and usually undertaken for pleasure or fun.

Vocabulary

- 2 A. Picture support is given for the names of sports, which Ss are less sure to know. As most names of sports are international words they are easy to understand and remember. Ss could do the exercise in pairs and then you might check it as a class.

B. The differences between the collocations are very important for comprehension and active use. Make Ss study the rules individually and discuss them in class if necessary.

C. Ask Ss to do the exercise individually or in pairs and if necessary check in class.

D. This activity is optional. If you do not have enough time you might ask Ss to take turns to say sentences in pairs or small groups, though written notes might help your Ss do their homework (see Ex. 6).

E. This activity introduces new vocabulary in mini context. Make Ss do it in pairs or small groups and then check the exercise in class because they will need the vocabulary at the later stages of the lesson.

2A. Answers

- | | |
|-------------------|------------------|
| 1 downhill skiing | 4 canoeing |
| 2 diving | 5 weight lifting |
| 3 yachting | 6 mountaineering |

2C. Answers

- | | | |
|----------------|----------|---------|
| a) go swimming | c) skies | e) into |
| b) play | d) do | f) swam |

2E. Answers

- 1 g 2 d 3 h 4 a 5 i 6 e 7 b 8 c 9 f

Listening

- 3 A. Let Ss do this exercise in pairs, then discuss their predictions in class. Though positive attitude is evident, ask Ss to predict which of the speakers might have a negative attitude to sports. You might ask for reasons.

B. Ss listen to the tape, take notes and then check in groups or in class.

C. Before second listening make sure Ss understand the statements. Tell Ss that similar statements might be made by more than one speaker.

3B. Answers

All are positive.

3C. Answers

- a 1 b 1, 2, 4 c 1 d 2, 5 e 1 f 2 g 2 h 3 i 1, 3 j 2, 4

Tapescript (Ex. 3B, C)

1. Fred Tomasino, an amateur cyclist

Racing has allowed me to meet and make friends with a number of enthusiasts of varying skill, age, and backgrounds. I have ridden in spectacularly scenic areas that I would not otherwise have explored. I've developed a deeper appreciation of our beautiful planet.
My fitness has increased, my weight has decreased. Racing has given me an increased sense of individuality.

2. Jack, a handicapped basketball player

Basketball has made me forget about my problems. I'm doing what other people are doing and it gives

me a great pleasure. I've got a chance to acquire self-confidence as I don't feel disabled any more. I'm looking into the future with optimism.

3. Tanya, an ex-downhill skier

... em, for me sport means a lot ... I spent my best years in sport and I have the best memories of those times, ... and my best friends ... But, ehm ... I also remember that sport can be quite intrusive and unfair. Your coaches are not very interested in what you feel or what you are — they need results and they don't care about anything else. If you have any problems — they forget about you.
And sport is real hard ... You train, and train, and

train. It takes all your time, so that you have no time for the disco, or a visit to the theatre, or anything else ... though when you get used to this routine, you start liking it, it's your life and you learn a lot about life.

4. Frank Posey, a handicapped mountain biker
I am a handicapped mountain biker. I've lost my left arm just below the elbow. I hold my handlebar with a prosthesis. I took up biking to get back in shape. At first I had trouble handling my old touring bike, so I purchased a mountain bike. I soon became addicted and prefer riding to driving a car.

Mountain biking has been a great experience. It's building both my arms. I've been able to overcome my difficulties. Other benefits include weight control. I don't drink alcohol any more to relax. And at 36, I feel like 20.

5. Ivan Yarygin, Olympic Champion in freestyle wrestling

Sport has become a part of my life, to be more exact, not a part, but the main concern of my whole life. My way to the top was difficult and thorny. But I don't have any regrets. Thanks to sport my outlook on life has improved.

Suggested homework

Ex. 3D. Ask Ss to write sentences. For more practice see WB Unit 6, Lessons 1-2, Ex. 1-4.

Suggested lesson break

As a warm up for the next lesson you may organise a short competition between Ss, or groups of Ss: Who can give more arguments in favour of sports?

Language work

4 A, B. This grammar activity is focused on meaning. Ss should become aware of one of the most important functions of the present perfect.

C. To do this activity in weaker groups you may wish to compare the forms of the present perfect and the present simple and briefly discuss the difference in meanings of these tenses.

4C. Possible answers

- 1 I have an increased sense of individuality now.
- 2 I don't think much about my problems now.
- 3 Now sport is a part of my life.

4A. Answers

- 1 Yes, he does.
- 2 Yes, he is.
- 3 Yes, he does.
- 4 Yes, he is.

4B. Answers

b

- 4 I better understand the beauty of our planet now.
- 5 I'm fit and slim now.

D. You may want to organise a competition between pairs. Set the time limit of five minutes and then make pairs compare their results. If necessary check the exercise in class.

4D. Possible answers

Alex: He has acquired a lot of friends.

He has developed a deeper appreciation of the beauty of our planet.

Jane: Her weight has decreased.

Boys have started to like her.

Sam: He has become busier.

The amount of his spare time has decreased.

Speaking

5 Divide Ss into two groups preferably according to their own wishes. If the number of Ss in groups is not equal you may wish to ask some Ss to change the group. You can explain your request by saying that it can be a challenge to try to see and understand the opposite point of view.

When Ss start working in two groups they might take notes of what they are discussing.

After Ss have worked in groups of four they may report to the class about the result of their discussion.

Writing

6 This exercise gives Ss an opportunity to choose the topic they like more. Writing an opinion essay is one of the most important writing skills and it is practised throughout the senior grades of the course.

Suggested homework

Do Ex. 7. For more practice see WB Unit 6, Lessons 1-2, Ex. 5-7.

Lessons 3-4 Is it worth a sacrifice?

Objectives

Ss will

- be able to speak about advantages and disadvantages of professional sport
- develop critical thinking

Skills development

Ss will practise

- listening for gist and specific information
- expressing opinions and attitudes
- writing a paragraph

Active vocabulary

coach (v)
compete
indulge in / indulgence
injure / injury
inspire (to be inspired)
moderate / moderation
role model

Useful phrases

Polite disagreement

- You could be right but I think...
- I'm not quite sure I agree
- I can see your point, but...
- I'm afraid I'm not of the same opinion
- I see what you mean, but...
- I'm sorry, but I can't agree with you

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue of the lesson	whole class
2	Vocabulary	to practise deducing meaning of the new words from mini context to practise new words and expressions	individual pair work whole class
3	Listening	to practise predicting to practise listening for gist and specific information	individual pair work whole class
4	Speaking	to practise expressing opinions and attitudes	group work whole class
5	Writing	to practise writing a paragraph	individual

Warm-up

- 1 In some groups you may want Ss first to discuss the questions in pairs.

Vocabulary

- 2 A. The aim of the exercise is to present new vocabulary in mini contexts. First ask Ss to do it individually or in pairs and then check in class.

2A. Answers

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

B. Make Ss work independently and then discuss the exercise in class.

2B. Answers

noun	verb	adjective
inspiration	inspire	inspired
coach	coach	
indulgence	indulge	indulgent
moderation	moderate	moderate
competition	compete	competitive
injury	injure	injured

C. Depending on the group, ask Ss to work in pairs and discuss three headlines in weaker groups and all the headlines in stronger groups.

2C. Possible answers

'Is moderation the key to success'

The article could be about a famous athlete who needs to keep a diet all the time in order to win, who cannot indulge in anything. But doing this helps this athlete to win.

'Pavel Bure's role model'

The article may be about an athlete or any other person who played a great role in Pavel's life. Maybe, this person inspired him to play hockey.

'Top ten indulgences of athletes'

This article could be about ten different things that athletes indulge in; for example, food, especially, sweets, drinking, other sports, discos, etc.

'My life is competition'

This article may be about a professional athlete who spends most of his or her time training and competing, having no time for rest, studies, socialising.

'Cyclist's biggest injury'

The article may be about a famous cyclist who has got an injury during some competition.

'I don't want to be coached'

It is quite possible that in this article an athlete complains that he / she has been coached all his / her life and that the coaches don't give him / her a chance for independent decisions.

Listening

- 3 A. Tell Ss they are going to hear an interview with three famous gymnasts. Set the time limit of three to five minutes for reading the information and thinking of questions. This activity will help to introduce the characters in the interview, provide background information to make listening easier and involve Ss' personal experience.

B. Ss may work individually or in pairs and then discuss the exercise in class. Anyway, the activity will help them predict the information they will hear.

3B. Possible answers

- Вы уже не тренируетесь. Какие слабости, от которых раньше вам приходилось отказываться, вы можете позволить себе сейчас?
- Что бы вы посоветовали молодым спортсменам, желающим пойти по вашим стопам?
- Как вы отдыхаете?
- Кто был вашим идолом в детстве?
- Каким был худший момент в вашей карьере?

In stronger groups Ss prepare the questions in English.

C. Ss listen to the interview and fill in the chart while listening. After listening check the answers.

D. This activity is **optional**. In weaker groups before doing it you may wish to let Ss listen to the interview one more time. In this case allow some time for Ss to read it and start doing it before listening.

3D. Answers

- | | | |
|----------------|-------------|----------------|
| (1) role model | (3) indulge | (5) injury |
| (2) competing | (4) coached | (6) moderation |

Suggested homework

Ask Ss to choose a headline from 2C and write a summary of a possible article. For more practice see WB Units 3-4, Lessons 3-4, Ex. 1-3.

Suggested lesson break

As a warm up you may ask Ss to read their summaries (homework) or revise the vocabulary.

E. Make Ss work in pairs. Ask them to correct the statements before listening. Then make them listen to the interview and check their answers. If necessary discuss the answers in class.

3E. Answers

- | | |
|--|--|
| 1 Mary Lou was inspired by watching Olga because Olga showed emotions. | 5 No, she didn't. |
| 2 Doctors didn't manage to force Retton to cancel the Olympics after the knee surgery. | 6 Comaneci says it doesn't matter how far children get competitively, because they will get a lot of things from sports. |
| 3 Yes, she does. | 7 Korbut likes to relax by swimming in her pool, playing ping-pong and cooking Russian food. |
| 4 Retton indulges in chocolate chip cookies, but not in spaghetti. | |

F. This activity gives a basis for the speaking activity that will follow. That is why it is important that Ss understand all factors given in the chart.

3F. Answers

Positive factors that are proved by the interview: 1, 3.
Negative factors proved by the interview: 2, 3, 4, 5, 6.

Tapescript (Ex. 3C, E)

Part A

Retton: I was originally inspired to get into gymnastics by watching Olga at the Olympics when I was about ten years old. What I remember most about her was that she was the Russian who showed emotion. Back then, we as Americans thought of Russians as robots. But Olga had emotion: she smiled, she cried. That made a big impact on me. Yet Nadia was definitely my role model. I remember being just in awe of her and thinking, 'I want to be like Nadia.'

Comaneci: That makes me happy and proud.

Part B

Retton: It was knee surgery six weeks before the Olympics.

The doctors were telling me there was no way I would go to the Olympics. I said, 'I've made it this far — no one's going to keep me from trying.' If I'd listened to the doctors and given up, I wouldn't be sitting here today.

Korbut: I don't remember my worst moment. I don't remember because if I didn't love gymnastics, I wouldn't stay in it, even now. Sometimes I say, 'Enough... all my life I've done gymnastics. Let's do something else.' But I was born in gymnastics and it is in my heart.

3C. Answers

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

Part C

Retton: I indulge in other sporting activities. When we were competing and we weren't actually working out, the coaches always wanted us to rest. Now I can go rollerblading and skiing and stuff. We were never really allowed to do those things because of the possibility of injury.

And I always have to watch my weight because I'd weigh over 300 pounds if I didn't. But I guess my guilty food secret is fat-free snacks — like a chocolate chip cookie or two.

Comaneci: I believe moderation in everything is the key. I can't think of anything I'm dying to do or eat. Well, maybe I indulge in sausage pizzas — and Snickers bars.

Korbut: At first when I stopped competing, I thought I would eat all the world. But now I don't have anything I particularly want. But I do like to stay up late. I like to watch TV and movies at night.

Comaneci: It's just like with little kids. You take things away from them, and that's what they want to have the most. But we make our living by the way we appear. If you want to be a role model, you have to make your own decisions. Either you can eat this, or you can look like that.

Retton: Actually, having to make my own decisions was one of the hardest things to get used to. We had been coached all our lives. We were told what to eat, what to wear, what to do our whole lives. I was never

the one who got to say yes or no. Planning my wedding was a turning point for me, because I was the one making all the decisions.

Part D

Retton: At the age of seven and eight and nine, all gymnastics should be fun.

Comaneci: That's what it's all about. Now, you ask every kid in the gym, 'What do you want to do?' and they all say they want to be in the Olympics. Which is okay to dream about, but the coaches and parents have to be realistic. They are going to get a lot of things from sports — discipline, how to commit themselves...

Retton: And you have to love it, because there's no way anyone could have forced us to work the hours that we worked in the gym.

Part E

Comaneci: We travel every two days. So I like to go home, because I can watch my soap operas — my favourite is *The Young and the Restless* — and I get to lay down in the sun.

Korbut: We have a pool and we play ping-pong. And also I like to cook — Russian food mostly that is the most delicious.

The best part of my life is when I am at home with my family. I feel relaxed. I have the chance to just be a normal person.

Speaking

- 4 Divide Ss into two more or less equal teams. Have them choose roles for the play. You may suggest Ss using names and images of athletes who really exist. Give teams one or two minutes to distribute the ideas from Ex. 3F between the team members. Set the time limit for Ss' individual work. Then let the teams work together and discuss the arguments they have prepared. Before the discussion draw Ss' attention to the Language Support box and revise the phrases from the box. Open the discussion by announcing the question and setting the time limits for every member (about one minute). At the end of the discussion summarise what has been said. E.g., 'We have discussed the problem of professional sport and there are enough arguments for and against it. Maybe it would be better to think about what changes must be done within the system of professional sport in order to improve it.'

Writing

- 5 You may address Ss to Ex. 3F for the ideas. It is not so important that Ss mention all the factors in their paragraph, maybe they will choose one or several ideas and develop them in more details.

Suggested homework

Ex. 5. For more practice see WB Unit 6, Lessons 3-4, Ex. 4.

Lessons 5-6 Good results at any cost?

Objectives

- Ss will
- reflect on a healthy way of life
 - develop and express their attitude to the use of drugs in professional sport

Skills development

- Ss will practise
- reading for gist, specific information
 - persuasive writing

Structures

- 2nd and 3rd conditionals
to express hypothetical meaning

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue of the lesson	whole class
2	Reading	to pre-teach new vocabulary to practice reading for gist and specific information to practise dealing with unknown words to practise prediction to practise summarising	individual work / pair work group work whole class
3	Language work	to raise Ss' awareness of the meaning of conditionals to practise using conditionals	individual work / pair work / group work / whole class
4	Writing	to practise persuasive writing	individual

Warm-up

- 1 Ss give their suggestions. They can be serious as well as humorous, but you need to keep in mind that the issue in the lesson is quite serious.

Reading

- 2 A. This activity covers some unknown words that will come up in the text. Ss are to guess what the new words might mean. Ask them to write pairs of synonyms in their notebooks.

2A. Answers

- | | |
|------------------------------|-----------------------|
| professional athlete — pro | dose — charge |
| get tired — run out of gas | cyclist — rider |
| former professional — ex-pro | one of the best — top |

B, C, D. These activities will help to focus on the key points of the text. Ss may share their opinions with each other or you may want to check them in class each time before Ss continue reading. Answers can be different, but Ss will then check if their predictions were right or not.

2B. Possible answer

The article might be about a cyclist who has used drugs and now has got some serious health problems because of that.

2C. Possible answer

The article may continue with information about how Paul Kimmage began to use 'things stronger than vitamin C'.
Paul Kimmage's reason for writing the article may be his wish to warn other athletes about the harm of drugs.

2D. Possible answer

Maybe he meant that drug use is a deed which cannot be approved by the Bible and Irish Catholics have a stronger opinion about this. Maybe, in the end he felt really bad because he didn't like it that he was using drugs and he was cheating.

Background information for the teacher

Tour de France — a prestigious international cycling race for professionals in France

E. To do this activity Ss may need to read the text one more time. Ask them to discuss the answers in pairs and if necessary check them in class.

2E. Answers

- | | |
|---|-----------------------------|
| ① no, 'ex' means 'former' (compare with 'ex-president') | ④ amateur |
| ② drugs | ⑤ remain in good condition |
| ③ the system of professional cycling. It is called 'system', as it has its organisation and laws. | ⑥ отказаться от |
| | ⑦ допинг-контроль |
| | ⑧ extremely annoying, sharp |

F. **Optional** Ss may come out with different versions, but if you join every two pairs together, they will be able to get some peer feedback. You may check some sets of questions in class.

In weaker groups perhaps you would like to have a diagram with question structure.

2F. Possible questions

- Why did Paul Kimmage decide to write this article?
- What changed for him when he became a professional?
- How did he begin using drugs?
- What effect did it have?
- How does he explain the fact that most cyclists take drugs?

G. This exercise gives a good opportunity to discuss the text and the issue. Ss may first work in pairs or small groups. Or you may ask them to express their opinions in class.

Suggested homework

You may ask Ss to write a summary of the text about Paul Kimmage. For more practice see WB Unit 6, Lessons 5-6, Ex. 1.

Suggested lesson break

Language work

- 3 A. Draw Ss' attention to the text again. Give them some time to think the questions over and then check them in class. The aim of the questions is to raise Ss' awareness about the meaning of the third conditional to show how grammatical meaning helps to understand a text.

3A. Answers

- 1 No, he isn't. (I would have been...)
- 2 No, he didn't. (If I had won...)
- 3 Yes, he did. (I would have never taken...)
- 4 No, he didn't. (If I had stuck...)
- 5 They did. (If there had been, none... would have used...)

B. You may want to ask Ss to write these sentences in their notebooks.

3B. Answers

- 1 ... , he would have been forced to abandon the Tour.
- 2 ... , none of the riders would have used drugs.

C. Allow some time for Ss to think the questions over, even to discuss them in pairs. Then discuss the answers in class.

3C. Answers

- 1 Both types of sentences are about unreal situations.
- 2 Sentences 1 and 2 were formed according to this pattern:
If ... had been Ved3 ... , ... would have Ved3.
(It is the third type of conditional)
- Sentences 3 and 4 were formed according to this pattern:
If ... Ved ... , ... would V. (Second type of conditional)
- 3 Sentences 1 and 2 refer to the past, sentences 3 and 4 — to the present.

D. Ask Ss to write the sentences in their notebooks. Allow about five minutes to do this exercise, then check it in class.

3D. Possible answers

- 1 ... , he would have had to abandon the Tour.
- 2 ... , they would organise dope control at every competition.
- 3 ... , he wouldn't have written the article.
- 4 ... , he wouldn't have ridden so well / shown good results / got \$600.
- 5 ... , they wouldn't use drugs to improve their results.

E. This activity is aimed at bringing Ss to realise that the sentences in 3C are contrary to fact. Class management as in the previous activity.

3E. Answers

- 3 But he didn't remain a professional cyclist.
- 4 But he used amphetamine.
- 5 But their aim is to earn money.

F. This is an accuracy-focused activity and if you decide to check how Ss have acquired the grammar material you could ask them to translate some sentences in class. Remember, before Ss do back translation ask them to close their books.

G. Ask Ss to develop their ideas within the issue of the lesson. Encourage them to come up with as many ideas as possible.

3G. Possible answers

- 1 ... , sport would become more fair / honest / just
- 2 ... , they wouldn't have a chance to use drugs.
- 3 ... , they wouldn't have died / would be still alive.
- 4 ... , athletes wouldn't have to use drugs.
- 5 ... , athletes would think more of their health than of the results.

Writing

- 4 You may wish to ask Ss to prepare posters that look like open letters and organise a contest for the best poster.

Suggested homework

Ex. 6. For more practice see WB Unit 6, Lessons 5-6, Ex. 2-4.

Lessons 7-8 Why are they doing this?

Objectives

- Ss will
- be able to develop and express their attitude to risky sports

Skills development

- Ss will
- practise listening for specific information
 - practise reading for gist and specific information
 - practise expressing opinions in speaking and writing
 - write an opinion essay

Active vocabulary

- desire (n)
do risky things
excitement
be addicted
go to extremes
risk-taker
satisfy one's curiosity
take risks
think twice before doing sth
thrill (n)

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue	whole class
2	Vocabulary	to introduce and practise new vocabulary to draw on Ss' personal experience to start forming personal attitudes about the issue	pair work whole class
3	Listening	to practise listening for specific information to get Ss think about the issue	individual pairs / groups whole class
4	Reading	to practise reading for gist and specific information to practise summarising opinions	individual whole class
5	Speaking	to practise expressing an opinion orally to prepare Ss for the writing activity to practise paraphrasing	individual whole class
6	Writing	to practise writing an opinion essay to express personal opinion on the issue	pair work individual

Warm-up

- 1 Ss may come up with different ideas but you need to check somebody mentions the one given in answers.

Vocabulary

- 2 A. Allow Ss a minute to discuss in pairs. The names of sports in this exercise are passive vocabulary, but Ss may wish to learn them and they will need them to discuss the issue of the lesson. The words may appear quite new for them but they will easily guess what they mean.

1. Possible answer

All these pictures describe risky or dangerous sports.

2A. Answers

a 4 b 3 c 6 d 2 e 1 f 5

B. First practise the pronunciation of the sports names from 2A. Then ask Ss to work in pairs and discuss the questions. For Ss to answer the first question you may refer them to Lesson 1 of this unit where they were to define what sport is. Then ask some Ss to share their opinions and the information about themselves in class. Try to listen to everyone, but do not allow Ss to talk for a long time.

2B. Possible answers

- All these activities need physical effort and skill, except, maybe, bungee jumping. People may compete in all of them, maybe, also except bungee jumping. So, probably all of them except bungee jumping can be called sports. Though lately bungee jumping is also called 'sport' by a great number of people.
- Excitement, risk, need to overcome your own fear.

C. This activity will make the listening piece easier and supply Ss with the vocabulary to discuss the issue.

2C. Answers

1 g 2 a 3 e 4 h
5 d 6 c 7 a 8 b 9 f
10 g

Listening

- 3 A. Ask Ss to copy the chart before listening. Play the recording and allow two minutes to fill in the chart individually. Before checking this exercise in class let Ss discuss what they have understood in pairs. They will come up with better answers and will feel more comfortable about offering their responses.

3A. Answer

All speakers do not like to take risks.

Tapescript (Ex. 3A)

Clare Lee from Korea

Some people are addicted to taking risks. Other people just want to go to extremes. Most risk-takers are men. Is it because men have more curiosity? Most women always think twice about taking risks because they are more rational than men. Men just want to take things to the edge, and get their adrenaline up high. Sometimes, I also want to go to extremes, but I wouldn't dare take risks for thrills. It is very dangerous, I think. We have only one life. Can you give up your life for thrills? I don't understand someone who is a big risk-taker. I don't know; maybe I'm a chicken, but I don't understand them.

Jose Davila from Mexico

People who like to do risky things are usually considered daring and outrageous. Also, they could be addicted to it; the more they do it, the more they want to do it. I don't know anybody personally who

takes things to the edge, but I guess that they do dangerous things such as bungee jumping for the thrill of it. A new experience, new emotions to conquer. I wonder what it would be like to do some of the risky things that I see on TV, but I am sure that I wouldn't try them because my fear would be much bigger than the desire to satisfy my curiosity.

Masha Trusova from Tula

I think it is a kind of need for them. They are addicted to dangerous sports or activities. I think that young people are likely to take risks, maybe because they want to look brave or strong. Maybe because they don't think twice about danger. They like to go to extremes. It is nice to talk about their new experiences with friends of theirs. I myself have never thought of taking these kinds of risks. They are too dangerous, and I'm addicted to safety.

3B. Possible answer

In general all three speakers are rather negative about risk-taking. They have never done any risky activities in their lives. But they try to understand those who like risky activities.

Reading

- 4 Allow one to three minutes to read the text.

4. Possible answer

- 1 Chris Rowan's opinion about risk-taking is positive, whereas the opinion of the previous three people is mostly negative.
- 2 Chris Rowan says that mountaineering is a chance to focus on one's purpose and to achieve it, to understand that there are more important things in the world than everyday routine and to experience the feeling of happiness.

Suggested homework

Ask Ss to make a list of any possible reasons for risk-taking.
For more practice see WB Unit 6, Lessons 7-8, Ex. 1-2.

Suggested lesson break

For the warm-up write on the blackboard the names of some risky sports and ask Ss to say which of these sports they would like to take up and why. This appeal to Ss' personal interests will motivate Ss at the beginning of the lesson.

Speaking

- 5 **A. Optional** This activity gives Ss an opportunity to extract information from a visual material. Ask Ss to explore the pictures first, then discuss them in class.

B. Allow Ss to prepare individually for the discussion for a minute or two (refer them to the Language Support box). Then ask them to discuss in groups of three. Large groups won't be very suitable for this activity, because it is necessary that all Ss participate in the discussion.

C. Let Ss discuss the quotations in small groups and then give time to make notes in copybooks. Ask some Ss to read their versions in class.

5C. Possible answers

- 1 This means that only those who are not afraid of dangers can achieve best results in their lives.
- 2 It means that only when you overcome some hardships, can you understand what success is.
- 3 This quotation means that when you do something dangerous, something you are afraid of, you learn to overcome your fear.
- 4 This means that only if you do something connected with risks, will you learn to appreciate your achievements.

D. Ask Ss to do this activity in pairs, then ask one or two Ss to report in class. If a discussion begins, you may wish to encourage it (if time permits).

Writing

- 6 This activity can be started in class (stages A-C) and finished as homework.

Suggested homework

Ex. 6. For more practice see WB Unit 6, Lessons 7-8, Ex. 3.

Reminder

Remind Ss that they will have to prepare a presentation of a new kind of sport. It should include the following:

- 1 A brief description of your sport — name, kind (team, individual, winter, summer, etc.), place where it can be done, equipment necessary, rules.
- 2 Explanation of the advantages of this sport —
 - How will this sport motivate people who are generally not interested in sports?
 - What age groups can do this sport?
 - How will it help people improve their health?
 - Can disabled people do this sport?
 - Is this sport safe? If it is risky, then how risky is it? Why have you invented a risky sport?
- 3 Advertisement for the sport (poster, radio advert, TV advert, brochure, etc.).

Lesson 9 Check your progress

Objectives

- Ss will
- be able to check their own progress in grammar and vocabulary through accuracy type activities
 - develop self-evaluation skills, as a part of study skills

Ex.	Focus
1-4	vocabulary of the unit
5	present perfect for presenting results
6	conditionals

Answers

1 Possible answers

- badminton, chess, swimming, athletics, gymnastics
- running, cycling
- tennis, badminton
- kick, pass, throw, catch, hit
- table tennis, chess

- 2 a) swimmer
b) horse rider / jockey
c) footballer
d) gymnast
e) hockey-player
f) high-jumper
g) darts-player
h) cyclist
i) long distance runner
j) sportsman / sportswoman

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- 4 A sport such as cycling has always made a big impact (1) on people. If you are into (2) cycling your life will completely change. You are sure to acquire self-confidence (3), your fitness (4) will increase (5). You will be able to indulge in (6) tasty things, because your intensive training will prevent

putting on the weight (7). Moreover, it will decrease (8). Cycling will help you overcome (9) difficulties and avoid injuries (10). Your friends will not recognise you because of your new looks and sense of individuality (11). And your outlook will be improved (12) as you will see new places and new faces.

5 Possible answers

- A He has won.
B He has lost his ski.
C Her weight has decreased.
D He has injured his foot.
E She has improved her results.
F She has inspired the girl.
G Father has forced him to box.

- 6 a) If I hadn't climbed the oak tree in high-heeled shoes, I wouldn't have fallen down from it.
b) If I didn't train so much, I would have time to spend with my family.
c) If it hadn't been raining and the track hadn't been slippery I wouldn't have injured my foot.
d) If I had had a bicycle in my childhood, I would have learnt to cycle.
e) If I didn't have to keep fit, I would be able to indulge in sweets.
f) If I lived by the sea, I would be able to go windsurfing and yachting.
g) If our team had trained enough, we wouldn't have lost the game.
h) If we had not been judged subjectively, our opponents wouldn't have won.
i) If I did sports, I wouldn't fall ill so often.
j) If I had managed to buy a ticket, I wouldn't have missed a very exciting football match.
k) If I hadn't watched a figure-skating championship on TV when I was 5, I wouldn't have taken up this sport.

Lesson 10 Express yourself

Objectives

- Ss will
- improve presentation skills
 - speculate on sporting values and a healthy life style
 - practise integrated skills

Skills development

- Ss will practise
- giving an oral presentation
 - exchanging opinions
 - peer evaluation

Procedure

	Stage	Purpose	Classroom management
	Introduction	to give instructions to motivate Ss for further activity	whole class
1	Preparation	to review the material of the unit	individual work
2	Activity	to help Ss structure their presentations to experience collaborative work to prepare for the presentation	pair work group work
3	Presentation	to get Ss familiar with the performance assessment criteria to practise giving a presentation	individual whole class
4	Evaluation	to practise evaluating presentations	individual / whole class
5	Follow-up	to give Ss feedback on their performance	whole class

1 Preparation

- Ask Ss to examine the pictures and discuss the questions in the class. You should lead your Ss to the idea that not all sports are universal and that is why it may be reasonable to invent new kinds of sport.
- Tell Ss to read the announcement and ask if they have any ideas.



2 Activity

- Ss can work individually, in pairs or small groups — this depends on how they did their homework for the lesson — individually or with their peers. If some Ss have not prepared their projects, you may either ask them to join some of the groups or to invent a sport during the lesson. In this case it will be necessary to focus on the ideas, not on the quality of prepared materials (e.g. posters).
- Tell Ss to read carefully through the Activity section and set the time limit for the discussion.
- Monitor the time spent on making the advertisement and preparation for the presentation.

Lessons 1–2 Born to serve?

3 Presentation

- Before starting the presentation let Ss read the criteria once again. Allow some time for Ss' questions about the criteria.
- Tell Ss that they will judge the presentations and distribute evaluation cards, one for a team or one for every student. Also choose three Ss to work as a jury. The duties of the jury will be to collect all evaluation cards, make calculations and announce the results.
- Establish the order in which Ss will give their presentations.

4 Evaluation

- Allow five minutes for Ss to fill in the evaluation cards and help the jury count the final score.
- Remind them that they should be positive while announcing the results.

5 Follow-up

Use the teacher assessment charts to give feedback to Ss.

Objectives

Ss will

- speculate on the role of animals in human society
- think and speak about cause-effect relationships

Skills development

Ss will

- practise intensive reading
- practise expressing cause-effect relationships
- writing for information

Active vocabulary

aesthetic pleasure
animal species
commercial exploitation
companionship
depend on sb / sth (for) sth
domestication
evidence (of)
medical research
selective breeding
spiritual strength

Structures

passive voice

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce the issue	whole class