Державний університет телекомунікацій

Навчально-науковий інститут телекомунікацій та інформатизації

кафедра іноземних мов

“**ЗАТВЕРДЖУЮ**”

Декан факультету телекомунікацій

Н.В. Коршун

“\_\_\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_\_ року

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

**ЩОДО ПРОВЕДЕННЯ ПРАКТИЧНИХ ЗАНЯТЬ З**

**НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

**іноземна мова**

галузь знань: 0301 Соціально-політичні науки

напряму: 6.030101 Соціологія

інститут: ННІМП

2014 – 2015 навчальний рік

Методичні рекомендації щодо проведення практичних занять з навчальної дисципліни «Іноземна мова» для студентів за напрямом підготовки 6.030101 Соціологія.

Розробники: старший викладач кафедри іноземних мов Дідурик А.І.

Методичні рекомендації щодо проведення практичних занять з навчальної дисципліни «Іноземна мова» схвалено на засіданні кафедри іноземних мов Навчально-наукового інституту телекомунікацій та інформатизації Державного університету телекомунікацій

Протокол від “\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_ року № \_\_\_

Зав. кафедрою іноземних мов \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Качанов В.І.

# **Мета та завдання навчальної дисципліни**

Метою практичних занять з навчальної дисципліни «Іноземна мова» є практичне володіння іноземною мовою в обсязі, необхідному для ситуативного та професійного спілкування у сфері телекомунікацій з метою одержання інформації. У процесі досягнення цієї мети студенти мають одержати достатній рівень комунікативної компетенції, яку складають мовленнєві вміння, сформовані на основі мовних, комунікативно-пізнавальних, мовленнєвих навичок, а також підготовку до подальшої самостійної роботи з мовним матеріалом для забезпечення освітніх запитів і гармонійного поєднання навчального процесу та наукової діяльності.

Основними завданнями вивчення дисципліни «Іноземна мова» є: формувати у студентів загальні та професійно орієнтовані комунікативні мовленнєві компетенції (лінгвістичну, соціолінгвістичну і прагматичну) для забезпечення їхнього ефективного спілкування в академічному та професійному середовищі; формувати у студентів загальні компетенції (декларативні знання, уміння і навички, компетенцію існування та вміння вчитися); сприяти розвитку здібностей до самооцінки та здатності до самостійного навчання, що дозволятиме студентам продовжувати навчання в академічному і професійному середовищі як під час навчання у ВНЗ, так і після отримання диплома про вищу освіту;залучати студентів до таких академічних видів діяльності, які активізують та розвивають увесь спектр їхніх пізнавальних здібностей;допомагати студентам у формуванні загальних компетенцій з метою розвитку їхньої особистісної мотивації (цінностей, ідеалів); зміцнювати впевненість студентів як користувачів мови, а також їхнє позитивне ставлення до вивчення мови;сприяти становленню критичного самоусвідомлення та вмінь спілкуватися і робити вагомий внесок у міжнародне середовище, що постійно змінюється;досягати широкого розуміння важливих і різнопланових міжнародних соціокультурних проблем, для того щоб діяти належним чином у культурному розмаїтті професійних та академічних ситуацій.

У результаті вивчення навчальної дисципліни студент повинен:

**знати:**

* граматичні структури, що є необхідним для гнучкого вираження відповідних функцій та понять, а також для розуміння і продукування широкого кола текстів в академічній та професійній сферах;
* правила англійського синтаксису;
* мовні форми, властиві для офіційних та розмовних регістрів академічного і професійного мовлення;
* лексику за темами згідно змісту програми (у тому числі термінологію), що є необхідним в академічній та професійній сферах;

**вміти**:

* розуміти інструкції в академічному та професійному середовищах;
* розуміти намір мовця і комунікативні наслідки його висловлювання (зауваження, поради та ін.);
* реагувати на основні ідеї та розпізнавати важливу інформацію під час обговорень, дискусій, лекцій, бесід, що пов’язані з навчанням та професією;
* реагувати на оголошення, повідомлення та інструкції в академічному і професійному середовищах;
* виступати з підготовленими індивідуальними презентаціями щодо широкого кола тем академічного та професійного спрямування.
* розуміти тексти, пов’язані з навчанням та спеціальністю, з підручників, газет, популярних і спеціалізованих журналів та джерел з Інтернету;
* розуміти автентичну академічну та професійну кореспонденцію.
* писати зрозумілі тексти різного спрямування, пов’язані з особистою та професійною сферами;
* готувати професійну кореспонденцію.

Практичні заняття з «Іноземної мови» спрямовані на формування професійної комунікативної компетенції, яка розглядається як мовна поведінка, що є специфічною для академічного і професійного середовища. Мовна поведінка вимагає набуття лінгвістичної компетенції (мовленнєвих умінь та мовних знань), соціолінгвістичної та прагматичної компетенцій, що є необхідними для виконання завдань, пов’язаних з навчанням та роботою. Розвиток комунікативної компетенції відбувається відповідно до здатності студентів навчатися, їх предметних знань та попереднього досвіду, і здійснюється в межах ситуативного контексту, пов’язаного з навчанням і спеціалізацією.

Мовленнєві вміння як важливий складник лінгвістичної компетенції включені до загальних цілей навчання. Попри те, що вони перелічені окремо, мовленнєві вміння розвиваються в інтегрований спосіб. Мовленнєві вміння визначаються й інтегруються відповідно до мовної поведінки, яка є специфічною для сфер і ситуацій, пов’язаних із навчанням та спеціалізацією.

Незалежно від того, в якій послідовності такі вміння з’являються в таблиці Навчальних цілей, пріоритет надається тим із них, які є більш важливими у даній ситуації. У цьому випадку вміння говорити має пріоритет над вміннями слухати, читати і писати. Проте коли йдеться про листування, вміння читати й писати набувають першочергового значення. Посередницькі вміння є необхідними там, де “користувач мовою покликаний не виражати свої власні думки, а просто діяти як посередник між співрозмовниками, неспроможними зрозуміти один одного прямо.” (ЗЄР, 2001 р., стор. 87). Посередництво може охоплювати такі види діяльності як усний та письмовий переклад, а також резюмування та переказ текстів тією ж мовою і таке інше. Беручи до уваги те, що посередницька діяльність є “лише другорядним продуктом навчання”, вона не відіграє важливої ролі у процедурах оцінювання, які можуть бути з нею пов’язані. Вміння учитися спрямовані на розвиток здатності студентів ефективно користуватися навчальними можливостями, створеними навчальними ситуаціями. Вони сприяють розвитку самостійності студентів у навчальній та пов’язаній зі спеціалізацією сферах. Лінгвістичні компетенції як знання та вміння використовувати мовні одиниці складаються з лексичної, граматичної, семантичної, фонологічної, орфографічної та орфоепічної компетенцій.

Лексична компетенція як складник лінгвістичної компетенції складається із лексичних та граматичних елементів. На вибір лексичних елементів впливають академічні та/або професійні сфери і ситуації, в яких вони мають вживатися, тому підбір лексики може у значній мірі різнитися в окремих робочих програмах.

Граматична компетенція як знання та вміння користуватися граматичними ресурсами мови розглядається як цілісний механізм виконання комунікативних завдань в рамках даної ситуації. Мовні функції, необхідні для виконання комунікативних завдань, визначаються контекстом, пов’язаним із навчанням і спеціалізацією. Семантична компетенція, яка розглядає здатність студента усвідомлювати й контролювати організацію змісту, інтегрується у розвиток мовленнєвої комунікативної компетенції, оскільки питання змісту посідають центральне місце в комунікації. Відношення слова до його загального контексту, внутрішньолексичні зв’язки, значення граматичних елементів, категорій, структур та процесів, такі логічні зв’язки як наслідковість, пресупозиція, імплікативність мають велике значення в розумінні та продукуванні дискурсу.

Структура навчальної дисципліни

|  |  |
| --- | --- |
| Назви змістових модулів і тем | Кількість годин |
| денна форма | заочна форма |
| усього  | у тому числі | усього  | у тому числі |
| л | п | лаб. | інд. | с. р. | л | п | лаб. | інд. | с. р. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Модуль 1 |
| Змістовий модуль 1.  |
| Тема 1. Double lives.Lies, liars & attitude to lying. Talking about yourself. Verbs with two meanings. Stative & dynamic verbs. Present simple & present continuous. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 2. BritishnessBritish and being British. Discussing answers to a British culture quiz.Self-image. Subject & object questions. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 3. First impressions.Describing people and discussing first impressions.Talking about first impressions.Describing people. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 4. Journeys. Long and interesting journeys. Talking about a film or book of a long journey. Phrasal verbs (separable & inseparable). Present perfect & past simple. Word linking.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 5. Down under. Travelling around Australia. Present perfect & past simple. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 6. Getting around.Different modes of transport.Verb collocations  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 7. Dream homes. Different types of accommodation and living preferences. Accommodation.Modals of obligation, permission & prohibition.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 8. Bedrooms.Attitudes to sleeping and bedrooms. Verbs collocations. Modals of obligation, permission & prohibition.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 9. Dinner date. Going out to dinner. Conversation fillers. Requests. Intonation (requests).  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Разом за змістовим модулем 1 | 36 |  | 18 |  |  | 18 |  |  |  |  |  |  |
| Змістовий модуль 2. |
| Тема 10. Luck of the draw.Taking risk; winning the lottery. Idioms (taking risk). Past simple & past continuous.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 11. Coincidences.Chances and coincidences. Both & neither.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 12. Twists of fate.Good luck and bad luck. Injuries. Time linkers. Past perfect simple.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 13. Hard sell.Advertising: targeting children and young people. Adjectives. Comparatives 1, 2.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 14. The office.Types of people who work in an office. Office activities. Comparing nouns. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 15. Paperwork. Things you find in the office, ordering office supplies. Office supplies. On the phone.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 16. Summer hoiday.Holidays – planning and preferences. Holidays 1. Holidays 2. Future 1. (future plans). Future 2. (predictions).  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 17. Perfect day. Travel plans. Getting travel information. Collocations with sound. Indirect questions.Day trips and weekend breaks. Present tenses in future time clauses.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 18. Test.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Разом за змістовим модулем 2 | 36 |  | 18 |  |  | 18 |  |  |  |  |  |  |
| Модуль 2 |
| Змістовий модуль 3. |
| Тема 19. Life changes.Life-changing experiences. Phrasal verbs with *live*. Metaphor. Present perfect continuous.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 20. Happy birthday.Stages in life; age. Life stages. Present perfect continuous.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 21. Dilemmas. Problems, dilemmas and advice. Exclamations with *what*. Giving advice.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 22. Breaking news.Newspapers. Newspapers. Would. Unreal conditions. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 23. Speeding.Driving offences and discouraging people from driving. Compound Nouns (driving). Offers.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 24. Bank robbers.Stories about robberies. Law & order. Unreal conditions. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 25. Shops and shoppers.Shopping habits; people who are addicted to shopping; planning a shopping area.Containers. Shopping. Articles & determiners. Quantifiers 1.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 26. E-shopping.Shopping on the internet. Collocations with ‘*take*’. Quantifiers 2.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 27. Telephone bills. Complaining; telephones. Prepositional phrases. Complaints.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 28. Secrets.Deceiving people and conspiracy theories. Illusions. Word families. Modals of speculation 1 (present time). Modals of speculation 2 (present time).  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 29. Mysteries.Mysterious stories. Verbs followed by infinitive. Modals of speculation (past time).  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 30. Strictly confidential.The right to obtain information on people. Idioms. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 31. Olympic dreams.Olympic athletes; hosting the Olympics. Sport. Nouns & adjectives (describing people). Passive. Verbs with two objects.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 32. The sporting year.British annual sporting events. Services. Causative.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 33. Sport relief. Raising money for charity with sport. “Make & do”. Questions tags (checking).  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 34. Money matters.Attitudes about having money and not having money. Verb collocations (money).Reported speech & thought. Reported questions. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 35. Sue! Gift of gold. Awards and gifts for special occasions; responding to news. Social expressions.Suing companies for personal injuries. Reporting verbs. *Tell* &*ask* with the infinitive.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 36. Test. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Разом за змістовим модулем 3 | 36 |  | 36 |  |  |  |  |  |  |  |  |  |
| Модуль 3 |
| Змістовий модуль 4. |
| Тема 37. Consuming passions.Being passionate about a hobby. Verb forms review.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 38. Painballing.Hobbies. Negatives & questions. Saying ‘*no*’. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 39. Autograph hunters.Collecting autographs. Time adverbials. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 40. Collectors. Collectors and the things they collect. Expressions with ‘*thing*’. ‘*What’* clauses. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 41. Wildlife.Wild animals and people’s attitudes to dolphins. Adjectives (character). Present habits.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 42. Animal rights.Attitudes towards wild animals and how we treat them. Verb idioms. Expressing opinions. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 43. Companions.People who have strange relationships with their pets. Past habits.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 44. Working animals.Dogs that care for people. Collocations with ‘*get*’. *be/get used to*.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 45. Fashion statements.Youth movements, cultures and fashions. Compound adjectives. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Разом за змістовим модулем 4 | 36 |  | 18 |  |  | 18 |  |  |  |  |  |  |
| Модуль 4 |
| Змістовий модуль 5. |
| Тема 46. The right look.People’s taste in fashion. Expressions with ‘*look’.* Defining & non-defining relative clauses. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 47. Mirror images.Imagined Ugly Syndrome: people who wrongly imagine themselves as being unattractive. Participle clauses. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 48. Model behavior.Life as a model. Slang. Addition. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 49. Living in fear.Examining fears and phobias. Word building. Explaining reasons. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 50. Gladiators.Going on a gladiator course to help you confront your fears and boost self-confidence. Present perfect & past simple.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 51. The land of the brave.Rosa Park, the abolition of the segregation laws in the US and the American Civil Rights Movement. Word class. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 52. Southern snakes.Rattlesnakes and 2rattlesnake shows in America’s Deep South. Present perfect simple & continuous. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 53. Performance art. Priceless.Choosing art to hang in a hospital and a company. -*ever* words. Art and artists. Narrative tenses.  |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Тема 54. Test. |  |  | 2 |  |  | 2 |  |  |  |  |  |  |
| Разом за змістовим модулем 5 | 36 |  | 18 |  |  | 18 |  |  |  |  |  |  |
| Модуль 5 |
| Змістовий модуль 6. |
| Тема 55. A good read.The story behind Vermeer’s painting ‘Girl with a Pearl Earring’. Past perfect continuous.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 56. Bookworm.Reading habits, what you read and book clubs. Phrasal verbs. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 57. At the polls.Celebrities and politics. Real & unreal conditionals.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 58. Women in politics.Electoral systems & encouraging women into politics. I wish & and if only. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 59. Politically incorrect.Politicians who have made embarrassing mistakes. Should have. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 60. Politically correct.Being politically incorrect in the workplace. -isms.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 61. Green issues.Environmental problems and solutions. The environment.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 62. Green houses.Making improvements to the home so that is more environmentally friendly.Expressions with ‘make’. Future review. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 63. Lifestyle changes.Getting advice from life coaches on how to change your lifestyle. Future perfect & future continuous. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 64. Trends.Making predictions about lifestyles in the future. Nouns & prepositions. Giving examples.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 65. Cold comfort.Symptoms of illnesses, prevention and treatment. Symptoms.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 66. Bill of health.Health care, medical errors and compensation. Health idioms. Modals of speculation. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 67. Alternative therapies.Making changes using alternative therapies to promote a healthy environment in the workplace. Modals (permission, obligation & prohibition). |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 68. Back pain.Persuading people to change their habits and behavior in order to adopt a better lifestyle. Phrasal verbs with objects.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 69. Celebrity heroes. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 70. Local hero. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 71. Villains. Hate list. |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Тема 72. Test.  |  |  | 2 |  |  |  |  |  |  |  |  |  |
| Разом за змістовим модулем 6 | 36 |  | 36 |  |  |  |  |  |  |  |  |  |
| Усього годин | 216 |  | 144 |  |  | 72 |  |  |  |  |  |  |

**Теми практичних занять**

|  |  |  |
| --- | --- | --- |
| №з/п | Назва теми | Кількістьгодин |
| 1 | Тема 1. Double lives.Lies, liars & attitude to lying. Talking about yourself. Verbs with two meanings. Stative & dynamic verbs. Present simple & present continuous. | 2 |
| 2 | Тема 2. BritishnessBritish and being British. Discussing answers to a British culture quiz. Self-image. Subject & object questions. | 2 |
| 3 | Тема 3. First impressions.Describing people and discussing first impressions.Talking about first impressions.Describing people. | 2 |
| 4 | Тема 4. Journeys. Long and interesting journeys. Talking about a film or book of a long journey. Phrasal verbs (separable & inseparable). Present perfect & past simple. Word linking.  | 2 |
| 5 | Тема 5. Down under. Travelling around Australia. Present perfect & past simple. | 2 |
| 6 | Тема 6. Getting around.Different modes of transport. Verb collocations  | 2 |
| 7 | Тема 7. Dream homes. Different types of accommodation and living preferences. Accommodation. Modals of obligation, permission & prohibition.  | 2 |
| 8 | Тема 8. Bedrooms. Attitudes to sleeping and bedrooms. Verbs collocations. Modals of obligation, permission & prohibition.  | 2 |
| 9 | Тема 9. Dinner date. Going out to dinner. Conversation fillers. Requests. Intonation (requests).  | 2 |
| 10 | Тема 10. Luck of the draw. Taking risk; winning the lottery. Idioms (taking risk). Past simple & past continuous.  | 2 |
| 11 | Тема 11. Coincidences. Chances and coincidences. Both & neither.  | 2 |
| 12 | Тема 12. Twists of fate. Good luck and bad luck. Injuries. Time linkers. Past perfect simple.  | 2 |
| 13 | Тема 13. Hard sell. Advertising: targeting children and young people. Adjectives. Comparatives 1, 2.  | 2 |
| 14 | Тема 14. The office.Types of people who work in an office. Office activities. Comparing nouns. | 2 |
| 15 | Тема 15. Paperwork. Things you find in the office, ordering office supplies. Office supplies. On the phone.  | 2 |
| 16 | Тема 16. Summer holiday. Holidays – planning and preferences. Holidays 1. Holidays 2. Future 1. (future plans). Future 2. (predictions).  | 2 |
| 17 | Тема 17. Perfect day. Travel plans. Getting travel information. Collocations with sound. Indirect questions.Day trips and weekend breaks. Present tenses in future time clauses.  | 2 |
| 18 | Тема 18. Test.  | 2 |
| 19 | Тема 19. Life changes. Life-changing experiences. Phrasal verbs with *live*. Metaphor. Present perfect continuous.  | 2 |
| 20 | Тема 20. Happy birthday. Stages in life; age. Life stages. Present perfect continuous.  | 2 |
| 21 | Тема 21. Dilemmas. Problems, dilemmas and advice. Exclamations with *what*. Giving advice.  | 2 |
| 22 | Тема 22. Breaking news. Newspapers. Newspapers. Would. Unreal conditions. | 2 |
| 23 | Тема 23. Speeding. Driving offences and discouraging people from driving. Compound Nouns (driving). Offers.  | 2 |
| 24 | Тема 24. Bank robbers. Stories about robberies. Law & order. Unreal conditions. | 2 |
| 25 | Тема 25. Shops and shoppers. Shopping habits; people who are addicted to shopping; planning a shopping area.Containers. Shopping. Articles & determiners. Quantifiers 1. | 2 |
| 26 | Тема 26. E-shopping. Shopping on the internet. Collocations with ‘*take*’. Quantifiers 2.  | 2 |
| 27 | Тема 27. Telephone bills. Complaining; telephones. Prepositional phrases. Complaints.  | 2 |
| 28 | Тема 28. Secrets. Deceiving people and conspiracy theories. Illusions. Word families. Modals of speculation 1 (present time). Modals of speculation 2 (present time).  | 2 |
| 29 | Тема 29. Mysteries. Mysterious stories. Verbs followed by infinitive. Modals of speculation (past time).  | 2 |
| 30 | Тема 30. Strictly confidential. The right to obtain information on people. Idioms. | 2 |
| 31 | Тема 31. Olympic dreams. Olympic athletes; hosting the Olympics. Sport. Nouns & adjectives (describing people). Passive. Verbs with two objects.  | 2 |
| 32 | Тема 32. The sporting year. British annual sporting events. Services. Causative.  | 2 |
| 33 | Тема 33. Sport relief. Raising money for charity with sport. “Make & do”. Questions tags (checking).  | 2 |
| 34 | Тема 34. Money matters. Attitudes about having money and not having money. Verb collocations (money).Reported speech & thought. Reported questions. | 2 |
| 35 | Тема 35. Sue! Gift of gold. Awards and gifts for special occasions; responding to news. Social expressions.Suing companies for personal injuries. Reporting verbs. *Tell* &*ask* with the infinitive.  | 2 |
| 36 | Тема 36. Test. | 2 |
| 37 | Тема 37. Consuming passions. Being passionate about a hobby. Verb forms review.  | 2 |
| 38 | Тема 38. Painballing.Hobbies. Negatives & questions. Saying ‘*no*’. | 2 |
| 39 | Тема 39. Autograph hunters. Collecting autographs. Time adverbials. | 2 |
| 40 | Тема 40. Collectors. Collectors and the things they collect. Expressions with ‘*thing*’. ‘*What’* clauses. | 2 |
| 41 | Тема 41. Wildlife. Wild animals and people’s attitudes to dolphins. Adjectives (character). Present habits.  | 2 |
| 42 | Тема 42. Animal rights. Attitudes towards wild animals and how we treat them. Verb idioms. Expressing opinions. | 2 |
| 43 | Тема 43. Companions. People who have strange relationships with their pets. Past habits.  | 2 |
| 44 | Тема 44. Working animals. Dogs that care for people. Collocations with ‘*get*’. *be/get used to*.  | 2 |
| 45 | Тема 45. Fashion statements. Youth movements, cultures and fashions. Compound adjectives. | 2 |
| 46 | Тема 46. The right look. People’s taste in fashion. Expressions with ‘*look’.* Defining & non-defining relative clauses. | 2 |
| 47 | Тема 47. Mirror images. Imagined Ugly Syndrome: people who wrongly imagine themselves as being unattractive. Participle clauses.  | 2 |
| 48 | Тема 48. Model behavior. Life as a model. Slang. Addition. | 2 |
| 49 | Тема 49. Living in fear. Examining fears and phobias. Word building. Explaining reasons. | 2 |
| 50 | Тема 50. Gladiators. Going on a gladiator course to help you confront your fears and boost self-confidence. Present perfect & past simple.  | 2 |
| 51 | Тема 51. The land of the brave. Rosa Park, the abolition of the segregation laws in the US and the American Civil Rights Movement. Word class. | 2 |
| 52 | Тема 52. Southern snakes. Rattlesnakes and rattlesnake shows in America’s Deep South. Present perfect simple & continuous. | 2 |
| 53 | Тема 53. Performance art. Priceless. Choosing art to hang in a hospital and a company. -*ever* words. Art and artists. Narrative tenses.  | 2 |
| 54 | Тема 54. Test. | 2 |
| 55 | Тема 55. A good read. The story behind Vermeer’s painting ‘Girl with a Pearl Earring’. Past perfect continuous.  | 2 |
| 56 | Тема 56. Bookworm. Reading habits, what you read and book clubs. Phrasal verbs. | 2 |
| 57 | Тема 57. At the polls.Celebrities and politics. Real & unreal conditionals.  | 2 |
| 58 | Тема 58. Women in politics. Electoral systems & encouraging women into politics. I wish & and if only. | 2 |
| 59 | Тема 59. Politically incorrect. Politicians who have made embarrassing mistakes. Should have. | 2 |
| 60 | Тема 60. Politically correct. Being politically incorrect in the workplace. -isms. | 2 |
| 61 | Тема 61. Green issues. Environmental problems and solutions. The environment.  | 2 |
| 62 | Тема 62. Green houses. Making improvements to the home so that is more environmentally friendly. Expressions with ‘make’. Future review. | 2 |
| 63 | Тема 63. Lifestyle changes. Getting advice from life coaches on how to change your lifestyle. Future perfect & future continuous. | 2 |
| 65 | Тема 65. Cold comfort. Symptoms of illnesses, prevention and treatment. Symptoms.  | 2 |
| 66 | Тема 66. Bill of health. Health care, medical errors and compensation. Health idioms. Modals of speculation. | 2 |
| 67 | Тема 67. Alternative therapies. Making changes using alternative therapies to promote a healthy environment in the workplace. Modals (permission, obligation & prohibition). | 2 |
| 68 | Тема 68. Back pain. Persuading people to change their habits and behavior in order to adopt a better lifestyle. Phrasal verbs with objects.  | 2 |
| 69 | Тема 69. Celebrity heroes. Being obsessed with celebrities and describing celebrities. Adjective order.  | 2 |
| 70 | Тема 70. Local hero. The attraction of superheroes. Adjectives with prepositions. | 2 |
| 71 | Тема 71. Villains. Hate list. Professions people love to hate. Compound nouns (jobs), contrast. Screen villains; crime & punishment. Adjectives & modifying adverbs.  | 2 |
| 72 | Тема 72. Test.  | 2 |
| Всього | 144 |

**Самостійна робота**

|  |  |  |
| --- | --- | --- |
| №з/п | Назва теми | Кількістьгодин |
| 1 | Double lives. Lies, liars & attitude to lying. Talking about yourself. Verbs with two meanings. Stative & dynamic verbs. Present simple & present continuous. BritishnessBritish and being British. Discussing answers to a British culture quiz. Self-image. Subject & object questions. | 2 |
| 2 | First impressions. Describing people and discussing first impressions. Describing people. Long and interesting journeys. Talking about a film or book of a long journey. Phrasal verbs (separable & inseparable). Present perfect & past simple. Word linking.  | 2 |
| 3 | Down under. Travelling around Australia. Present perfect & past simple. Getting around. Different modes of transport. Verb collocations  | 2 |
| 4 | Dream homes. Different types of accommodation and living preferences. Accommodation. Modals of obligation, permission & prohibition. Bedrooms. Attitudes to sleeping and bedrooms. Verbs collocations. Modals of obligation, permission & prohibition.  | 2 |
| 5 | Dinner date. Going out to dinner. Conversation fillers. Requests. Intonation (requests). Luck of the draw.Taking risk; winning the lottery. Idioms (taking risk). Past simple & past continuous.  | 2 |
| 6 | Coincidences. Chances and coincidences. Both & neither. Twists of fate. Good luck and bad luck. Injuries. Time linkers. Past perfect simple.  | 2 |
| 7 | Hard sell. Advertising: targeting children and young people. Adjectives. Comparatives 1, 2. The office.Types of people who work in an office. Office activities. Comparing nouns. | 2 |
| 8 | Paperwork. Things you find in the office, ordering office supplies. Office supplies. On the phone. Summer holiday.Holidays – planning and preferences. Holidays 1. Holidays 2. Future 1. (future plans). Future 2. (predictions).  | 2 |
| 9 | Perfect day. Travel plans. Getting travel information. Collocations with sound. Indirect questions. Life changes. Life-changing experiences. Phrasal verbs with *live*. Metaphor. Present perfect continuous.  | 2 |
| 10 | Happy birthday. Stages in life; age. Life stages. Present perfect continuous. Dilemmas. Problems, dilemmas and advice. Exclamations with *what*. Giving advice.  | 2 |
| 11 | Breaking news. Newspapers. Newspapers. Would. Unreal conditions. Speeding. Driving offences and discouraging people from driving. Compound Nouns (driving). Offers.  | 2 |
| 12 | Bank robbers. Stories about robberies. Law & order. Unreal conditions. Shops and shoppers. Shopping habits; people who are addicted to shopping; planning a shopping area.Containers. Shopping. Articles & determiners. Quantifiers 1.  | 2 |
| 13 | E-shopping. Shopping on the internet. Collocations with ‘*take*’. Quantifiers 2. Telephone bills. Complaining; telephones. Prepositional phrases. Complaints.  | 2 |
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| 15 | Strictly confidential. The right to obtain information on people. Idioms. Olympic dreams. Olympic athletes; hosting the Olympics. Sport. Nouns & adjectives (describing people). Passive. Verbs with two objects.  | 2 |
| 16 | The sporting year. British annual sporting events. Services. Causative. Sport relief. Raising money for charity with sport. “Make & do”. Questions tags (checking).  | 2 |
| 17 | Money matters. Verb collocations (money).Reported speech & thought. Reported questions. Awards and gifts for special occasions; responding to news. Social expressions. Reporting verbs. *Tell* &*ask* with the infinitive.  | 2 |
| 18 | Consuming passions. Being passionate about a hobby. Verb forms review. Painballing. Hobbies. Negatives & questions. Saying ‘*no*’. | 2 |
| 19 | Autograph hunters. Collecting autographs. Time adverbials.Collectors. Collectors and the things they collect. Expressions with ‘*thing*’. ‘*What’* clauses. | 2 |
| 20 | Wildlife. Wild animals and people’s attitudes to dolphins. Adjectives (character). Present habits. Animal rights.Attitudes towards wild animals and how we treat them. Verb idioms. Expressing opinions.  | 4 |
| 21 | Companions. People who have strange relationships with their pets. Past habits. Working animals. Dogs that care for people. Collocations with ‘*get*’. *be/get used to*.  | 2 |
| 22 | Fashion statements. Youth movements, cultures and fashions. Compound adjectives. The right look. People’s taste in fashion. Expressions with ‘*look’.* Defining & non-defining relative clauses.  | 2 |
| 23 | Mirror images. Imagined Ugly Syndrome: people who wrongly imagine themselves as being unattractive. Participle clauses. Model behavior. Life as a model. Slang. Addition. | 2 |
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| 25 | The land of the brave. Rosa Park, the abolition of the segregation laws in the US and the American Civil Rights Movement. Word class. Southern snakes.Rattlesnakes and rattlesnake shows in America’s Deep South. Present perfect simple & continuous. | 2 |
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| 30 | Green houses. Making improvements to the home so that is more environmentally friendly.Expressions with ‘make’. Future review. Lifestyle changes.Getting advice from life coaches on how to change your lifestyle. Future perfect & future continuous. | 2 |
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| 32 | Bill of health. Health care, medical errors and compensation. Health idioms. Modals of speculation.Alternative therapies. Making changes using alternative therapies to promote a healthy environment in the workplace. Modals (permission, obligation & prohibition). | 2 |
| 33 | Back pain. Persuading people to change their habits and behavior in order to adopt a better lifestyle. Phrasal verbs with objects. Celebrity heroes. Being obsessed with celebrities and describing celebrities. Adjective order.  | 2 |
| 34 | Local hero. The attraction of superheroes. Adjectives with prepositions. Villains. Hate list. Professions people love to hate. Compound nouns (jobs), contrast. Screen villains; crime & punishment. Adjectives & modifying adverbs. | 4 |
| Всього | 72 |

**Theme 1. Double lives.**

Speaking: Lies, liars & attitude to luing. Pairwork: discussing what people are most likely to lie about. Groupwork: talking about yourself.

Reading: Liars! magazine extract about the theme of lying.

Listening: Monologue: radio review of TV programme: How Michael Portillo became a single mum.

Vocabulary: Verbs with two meanings.

Grammar: Stative & dynamic verbs. Present simple & present continuous.

Did you know ? British political parties.

**Starter:**

Write the following on the board: *Pinocchio* and *polygraph*.

Ask if any students know what connects these two items. They almost certainly won’t – so you’ll probably need to explain both items – but the odd question might stimulate some interest!

Commentary: The two items are connected by the theme of *lying*. *Pinocchio* is an Italian fairytale character. He is a wooden puppet whose nose grows longer every time he tells a lie. A *polygraph* is a machine used by police and business people to help discover if people are telling lies – sometimes called *a lie detector*.

**Speaking:**

Groupwork. Write the list on the board with information about yourself to check Ss understand what to do, and also to introduce yourself to the class if the Ss are new to you. Get feedback from the class to find out which information they think is the most important. Ss discuss the questions. Then compare their answers.

*Are all lies bad – or can you tell a ‘good lie?’*

*Is it OK to tell lies in order for you not to hurt other people’s feeling (i.e. a white lie?)*

*How many lies do you think most people tell in a day?*

*Is there anyone in the world who never lies?*

*Have you ever told a lie that caused a big problem for you?*

*A lie that is repeated many times and told to as many people as possible is called a ‘big lie’. Can you think of any famous or recent ‘big lies’?*

*Do you think people are more likely to believe a ‘big lie’ than a ‘small one’?*

**Reading:**

Ex. 1.Ss read two texts about liars. The first text is on how to recognize a liar, and the second text is on the main character from the film *About a Boy*, who lies about himself in order to date women. Ask Ss to answer the questions.

Ex. 2. Ss read the text and say if the sentences are true or false.

Ex. 3. Ask Ss to look back at the texts and find words that match the definitions. Ss can then check their answers in pairs, before you check them with the class.

Ex. 4. Ss work in pairs. Discuss the questions.

**Language work:**

Stative & dynamic verbs.

Ss look at the verbs in italics. They should circle the stative verbs and underline the dynamic verbs. Then Ss work on their own and correct the mistakes in the two paragraphs. Make sure they understand that they are looking for three mistakes in each paragraph.

*Stative verbs* describe conditions or state that exist. No one actually *does* anything.

These verbs describe things in the world that ‘are’ i.e. permanent or semi-permanent characteristics of things. They also describe things in our head such as feelings, thoughts, sensations and ownership.

*Dynamic verbs* describe things that happen, i. e. events or actions or things people do. Ss often seem uncertain about the definitions of stative and dynamic, though when they see examples, they can often recognize the differences without too many problems.

Present simple & present continuous.

Ask Ss first complete the rules by choosing either present simple or present continuous.

Use the present simple:

- to talk about facts and permanent situations.

- to talk about habits and actions that happen regularly.

Use the present continuous:

- to talk about actions that are happening at the moment of speaking.

- to talk about temporary situations and activities.

**Listening:**

Ex. 1, 2. Play the first part of the review. Ask Ss to listen to the text and discuss the questions in pairs. Direct Ss’ attention to the man in the photo and ask them what sort of man they think he is and what type of job they think ha has. Ss then read the TV review. Check their answers.

Voc.: *reality TV, volunteer, part-time, classroom assistant, supermarket cashier, arrogant, likeable, impressed, pretend, character, challenge*.

Ex.3, 4. Before you play the second part of the interview allow Ss a short time to read the questions. Ss answers the questions. They can check their answers in pairs, then check with the whole class.

**Word list:***average, bald, blond, build, complexion, dark, healthy, narrow, pale, pointed, prominent, round, shiny, slim, straight, wide, muscular, shaved, tanned, wavy, accounts, analyst, arrest, approachable, arrogant, automatic, base, beefeater, bite, branch, businesslike, button, cashier, challenge, chaos, chew, clip, cope, courtroom, decent, dial, diplomacy, eye-opener, fake, fidget, flatly, fuel, fuss, get away with, watch out, tight, tension, telltale, stumble, sweaty, stubborn, soft spot, snottiness, single parent, royalties, right-wing, reviewer, refugee, rebellious, palm, moodle, modest, mess around.*

**Theme 2. Britishness**

British and being British.

Speaking:

Pairwork: discussing answers to a British culture quiz.

Groupwork: devising a quiz about culture in your country.

Reading: Are you British enough? Magazine article about attitudes to what it is to be ‘British’.

Vocabulary: Self-image.

Grammar: Subject & object questions.

**Starter:**

*When foreigners think about your country, what picture come to mind?*

*What national symbols or distinctive characteristics are associated with your country?*

*Are you proud to be a citizen of your country? Why or why not?*

*What is more important to you: to be a citizen of your country or a citizen of the world?*

*In your country can immigrates become citizens? Would it be easy or hard for them to really fit in with local people?*

*What are the most important things a new immigrant to your country would need to know about?*

Write up the following words in random positions around the board:

*who, what, why, do, does, did, she, the, chicken, eat, eats.*

Ask Ss to study the words quietly for a short time and see if they can make a question using some of them. Get them to write it clearly. ( Why did she eat chicken?; What do you eat?; Did she eat chicken?; Why do you eat?;Does she eat chicken?; What did the chicken eat?; Who eats chicken?)

**Speaking:**

Write *Britain* in the centre of the board. With the whole class, ask Ss to suggest anything they associate with it. Add item around the country name as they are mentioned.

Big Ben London rain the Beatles

Fish and chips the Queen

Red buses David Beckham Princess Di

The Ss complete the sentences , they rewrite the sentences so that they ate true about themselves. They read their sentences to their partner and compare them.

**Reading:**

Ex. 1. Tell Ss that they are going to read an article about a test being introduced by the British government for people who want to become British citizens. Then they discuss the questions in pairs.

Voc.: *Snottiness, Yorkshire, Lancaster, Prada & Nike, Winston Churchill, Beefeaters, Cricket, Cucumber sandwiches, Union Jack.*

**Language work:**

Ask Ss to look back at the questions in *Reading* and find four subject questions and four object questions. Ss work individually. Then compare their answers and check with the whole class.

Object questions:

If the question word is the object of a question, you use normal question word order with ***do, does, did.***

*Who does he work for?*

*What did she say?*

Subject questions:

When the question word (who, what, which, how many) is the subject of the question, you do not need an auxiliary verb with the present simple or past simple.

*Who cares about these things?*

*How many people describe themselves as British?*

*What happened to patriotism?*

Ask Ss to do Ex. 1, 2, 3, in written form on their own and then check them with the whole class.

**Word list:***average, bald, blond, build, complexion, dark, healthy, narrow, pale, pointed, prominent, round, shiny, slim, straight, wide, muscular, shaved, tanned, wavy, accounts, analyst, arrest, approachable, arrogant, automatic, base, beefeater, bite, branch, businesslike, button, cashier, challenge, chaos, chew, clip, cope, courtroom, decent, dial, diplomacy, eye-opener, fake, fidget, flatly, fuel, fuss, get away with, watch out, tight, tension, telltale, stumble, sweaty, stubborn, soft spot, snottiness, single parent, royalties, right-wing, reviewer, refugee, rebellious, palm, moodle, modest, mess around.*

**Theme 3. First impressions.**

Describing people and discussing first impressions.

Speaking: Pairwork: talking about first impressions.

Listening: three conversations in an office.

Vocabulary: Describing people.

**Starter:**

Collect together a number of large colour magazine photos of people. Get as much of a range of different looks as you can – smart, scruffy, rich, poor, proud, nervous, friendly, bossy.

Tell Ss that you will show them a picture. They shouldn’t say anything but instead note down their first impressions about the person. After a short time, tell Ss to show each other their notes.

Continue with the other pictures in the same way.

**Speaking:**

Ex. 1, 2, 3. Pairwork. Ss discuss the questions. Read the phrases aloud and ask Ss for their opinions about the saying. You could give a couple of examples yourself to get the discussion going.

**Listening:**

Ss listen to the three conversations and answer the questions.

Do Ex. 1, 2, 3. Ss could work in pairs. Then compare their answers with the whole class.

**Vocabulary (functional language):**

Ss write down as many parts of the body as they can. Ss work in pairs. They could then join up with another pair to compare their lists and add any new words to them. Ss then match the groups of adjectives to the nouns. Ss work on their own and write down the names of eight famous people. They describe one of the people on their list to their partner who tries to guess who it is from the description.

Ex. 1, 2, 3. Ss match the questions to the answers. They work on their own and write down the names of four people they know. They work in pairs. Ss ask and answer questions about the people on their lists. Make sure they practice the question types. They could use: *like, as if*.

**Pronunciation: intonation.**

Ask Ss to listen to the extract and draw their attention to the way the speaker’s voice rises and falls. Allow Ss time to practice saying the sentence after the recording, using the correct intonation.

Ss can practice saying the lists with a partner, using the correct intonation. Then they think up one more item to add to each list of words. After adding a word to a list, they should repeat that list from the beginning, using the correct intonation.

**Word list:***average, bald, blond, build, complexion, dark, healthy, narrow, pale, pointed, prominent, round, shiny, slim, straight, wide, muscular, shaved, tanned, wavy, accounts, analyst, arrest, approachable, arrogant, automatic, base, beefeater, bite, branch, businesslike, button, cashier, challenge, chaos, chew, clip, cope, courtroom, decent, dial, diplomacy, eye-opener, fake, fidget, flatly, fuel, fuss, get away with, watch out, tight, tension, telltale, stumble, sweaty, stubborn, soft spot, snottiness, single parent, royalties, right-wing, reviewer, refugee, rebellious, palm, moodle, modest, mess around.*

**Theme 4: Journeys.**

Long and interesting journeys.

Speaking: Pairwork: discussing travelling. Talking about a film or book of a long journey.

Reading: *Lawyer gives up job to cycle around South America*. Magazine article description of lawyer’s trip around South America where he worked as a clown.

Listening: Three monologues/dialogues about unusual journeys.

Vocabulary: Phrasal verbs (separable & inseparable).

Grammar: Present perfect & past simple.

Pronunciation: Word linking.

**Starter:**

Discuss questions:

*What’s the longest journey you have ever taken?*

*Which is more important: to go somewhere or to get away from somewhere?*

*Would you ever go on overland journey to more than three countries?*

*Do you cycle? What’s the longest bike ride you’ve ever done?*

*If you got very, very tired of your current life, and you wanted to ‘get away’, where would you go?*

*Do clowns make people happier?*

*Have you heard of Doctors without Frontiers (famous international aid organization that works anywhere, without paying attention to race, belief, sex, politics).*

*Do you think there are any other groups of people who could be ‘… without frontiers’?*

**Speaking:**

Ask Ss to think of three unusual or interesting things they have done in their life. Ask Ss to draw a simple picture to represent each one. Then Ss meet a partner and show a picture. The partner has to ask questions about the picture and find out what it represents and have a short conversation about when and where it was, and what happened. When they’ve finished, Ss should swap and ask about one of their partner’s pictures. Ss can repeat the activity with new partners and different pictures.

**Reading:**

This article is about a Spanish lawyer who gave up his conventional job to cycle around South America and perform shows as a clown. Ss read this article and do Ex. 1, 2, 3. In Ex. 4 they discuss the questions.

**Language work:**

Present perfect & past simple.

Ask Ss to look back at the first three paragraphs of the article only. They underline every example of the present perfect and the past simple that they find. Then they answer the questions. Do Ex. 1, 2, 3, on their own and check with the whole class.

**Listening:**

Ss listen to the stories and do the tasks on their own.

Voc.: *Vespa, Posted, tractor, Land Rover, cub, hitchhiking*.

Then they check their answers with the whole class. Ss discuss the questions and give the reasons for their choices.

**Vocabulary: phrasal verbs**.

Ex. 1, 2, 3, 4, Ss do on their own then check with the whole class.

There are 4 types of phrasal verbs.

1.- intransitive – takes no direct object – particle is an adverb.

2. – inseparable – you can’t put the object between the verb and particle – particle is a preposition.

3. separable – you can put the object between the verb and particle – but you don’t have to unless it’s a pronoun! – particle is an adverb.

4. – two inseparable particles – the verb has two particles, you can’t put the object between them – first particle is an adverb – second particle is a preposition.

**Speaking:**

Tell Ss that they are going to discuss with a partner a film they have seen or a book they have read that describes a long journey. To prepare for the discussion they must make brief notes on their answers to the questions. Ss work in pairs. They tell their partners about the film or book they have chosen.

**Word list:** *bring together, come across, drop off, get by, get over, give up, look after, pick up, pull out, run into, see off, set out, sort out, stand up, stop off, turn in, catch a bus/plane/train, get in a bus/car/taxi, get out of a bus/car/taxi, get off a bur/plane/train, get on a bus/plane/train, miss a bus/plane/train, take a bus/taxi/train, adventure, amazed, apparently, backpack, bear, bet, cab, campfire, cave, charity, cub, custom, darken, dawn, double-decker, dragon, eventually, fire station, four-wheel drive, frontier, goldfield, hitchhike, hug, injury, juggling, landmark, outback, rescure, sacred, spellbound, taxi rank, tiger, van*.

**Theme 5. Down under.**

Travelling around Australia.

Speaking: Pairwork: talking about Australia. Groupwork: planning a journey across your country.

Reading: *Nerina Klein’s Travel Weblog*. Wxcerpt from a web diary about a trip round Australia.

Grammar: Present perfect & past simple.

**Starter:**

Ask Ss if they can guess which country British people refer to as *Down under*. Don’t immediately confirm answers, whether right or wrong. Draw a glob on the board, roughly sketching in Africa and Europe. Add a little triangle for Britain. Ask where Australia is in relation to Britain. Write a word Australia in the middle od a mind map. Add branches with sub-heading such as *Places, People* and other things. Ask Ss to add items.

Places People

Great Barrier Reef (Coral)

Beaches

Sydney Opera House

Uluru (Ayer’s Rock)

Sydney Harbour Bridge

Nocole Kidman

Kylie Minogue

Aborigines

Mel Gibson

 Other things

Hot

Kangaroos

Koalas

Beer

Olympics (2000)

**Speaking:**

Ex. 1, 2. Find out if anyone has been to Australia and ask them for their general impression. Put Ss into groups of five to six. Ask Ss to look at the photos on the website and use the idea in the box to discuss all they know about Australia. Ask Ss to take notes and then write a short quiz of about four to five questions on Australia. Ss then join up with another group and test them on Australia using their questions.

*Do you know anyone that has ever been to Australia?*

*What can a tourist see or do in Australia?*

*How would you spend a month there?*

*Would you rather go surfing, have a beach barbecue or go scuba diving?*

**Reading:**

Ss read the first part of the web diary and answer the questions. Ex. 1. Then they say if the sentences are true or false. Ex. 3. Ss find the adjectives in the web diary and match them to the phrases.

**Language work:**

Present perfect & past simple.

Ex.1, 2, 3, Ss complete the notes by looking back at the highlited phrases in the web diary and choosing the correct phrase. Ss mark the phrases finished time (F) or unfinished time (U). Then Ss complete the text by putting the verbs in brackets into the present perfect or the past simple.

Ex. 4 Ask Ss to write 5 true sentences about themselves using the verbs in the list and the time expressions. Ss work on their own and then read their sentences out for their partners.

Voc.: *in the last few days, last year, two days ago, over the past year, last month, up till now, during the last two weeks, yesterday, this week, recently.*

**Word list:** *bring together, come across, drop off, get by, get over, give up, look after, pick up, pull out, run into, see off, set out, sort out, stand up, stop off, turn in, catch a bus/plane/train, get in a bus/car/taxi, get out of a bus/car/taxi, get off a bur/plane/train, get on a bus/plane/train, miss a bus/plane/train, take a bus/taxi/train, adventure, amazed, apparently, backpack, bear, bet, cab, campfire, cave, charity, cub, custom, darken, dawn, double-decker, dragon, eventually, fire station, four-wheel drive, frontier, goldfield, hitchhike, hug, injury, juggling, landmark, outback, rescure, sacred, spellbound, taxi rank, tiger, van*.

**Theme 6. Getting around.**

Different modes of transport.

Speaking: Pairwork: talking about daily transport.

Listening: Three conversations about trying to ger somewhere.

Vocabulary: Verb collocations

**Starter:**

Ask Ss to write as many different kinds of transport as they can in two minutes. The ask them to mark them ‘E’ for ‘everyday’ transport (to ger to school, work) and ‘S’ for ‘special’ for unusual transport (for sports or on a holiday). Collect answers on the board.

Some possible answers:

*E: car, bus, train, tram, trolley bus, coach, minibus, underground/metro, bicycle, motor bike, van, lorry/truck.*

*S: buggy, roller skates, skateboard, surfboard, go-kart, limousine, plane, helicopter, hang-glider, stilts, rickshaw, horse, fire engine*.
**Speaking:**

Ex. 1 Ss discuss the questions about transport in their town. Do this task in pairs.

Ex. 2, Ss choose the correct verbs to complete the information from a tourist guide.

Ex. 3. The Ss decide on a city they both know well, then rewrite the description in exercise 2 to make a true description about the city they chose.

**Writing:**

Ask Ss to write their city texts. When they have written the text, you should quickly check that there are no errors. Now ask students to use white correction fluid to blank out five words from their text – verbs if possible. Ss do this task in pairs then compare their answers.

**Listening:**

Ask Ss to look at the pictures. They listen to the three conversations and match them to the pictures. Then they say if the sentences are true or false.

Functional language: travel.

Ask Ss to cover the questions and look back at the pictures. Ask them if they can remember any of the phrases from the recording that would go with the pictures. Ss do Ex. 1, 2.

Ex. 4. Ss work in pairs. They write a short dialogue for each of the situations. They then practice reading out their dialogues. Make sure that they swap roles so that they are not always the person asking the questions. You could ask a few pairs to act out one of their dialogues in front of the class.

**Word list:** *bring together, come across, drop off, get by, get over, give up, look after, pick up, pull out, run into, see off, set out, sort out, stand up, stop off, turn in, catch a bus/plane/train, get in a bus/car/taxi, get out of a bus/car/taxi, get off a bur/plane/train, get on a bus/plane/train, miss a bus/plane/train, take a bus/taxi/train, adventure, amazed, apparently, backpack, bear, bet, cab, campfire, cave, charity, cub, custom, darken, dawn, double-decker, dragon, eventually, fire station, four-wheel drive, frontier, goldfield, hitchhike, hug, injury, juggling, landmark, outback, rescure, sacred, spellbound, taxi rank, tiger, van*.

**Theme 7. Dream homes.**

Different types of accommodation and living preferences.

Speaking: Pairwork: discussing where you live. Groupwork: designing a luxury holiday home.

Reading: Paradise Ride. Magazine article about living in a closed community in the Canadian mountains.

Listening: Interviews with resident talking about disadvantages of living in Paradise Ride. Interviews with people who live in unusual homes.

Vocabulary: Accommodation.

Grammar: Modals of obligation, permission & prohibition.

**Starter:**

Before the lesson, find four or five large magazine photos of contrasting areas to live ( a ‘posh’ but dull suburb, a dirty inner city area, a quiet country cottage, a penthouse in a tower block, a touristy postcard location). Show Ss these photos and ask them to write five adjectives to describe:

- what the place is like;

- what they think it would be like to live there.

Then Ss should compare their words for each picture and see if they have similar expressions of each location and make a list of adjectives.

**Speaking:**

Ex. 1

*If you could live in any part of this town, where would you live?*

*What facilities (useful things) does your part of town have?*

*Which part of town do most people wish they could live in? Why?*

*Is it important to know your neighbours? Why?*

Allow time for Ss to read and think about the statements.

Ex. 2. Ss compare their answers and discuss the questions. You could go on to have a class discussion to find out where your class would most like to live.

**Reading:**

This reading passage is about choosing an alternative lifestyle and living in a community far away from city life.

Ex. 1. First ask Ss if they can guess from the two photos which section of the magazine the article comes from. Then ask them to read the article and check their answers.

Ex. 2. Ss read the article again and tick the information that is mentioned.

Ex. 3. Ss work in pairs. They think of three possible disadvantages of living in Paradise Ridge.

**Language work:**

Modals of obligation, permission & prohibition (present time).

Ex. 1. Ask Ss to complete the rules with the words and phrases.

Obligation:

It means that you must do something, because of a rule, law, moral or other reason. We use ‘*must*’ and ‘*have to’* (used when an obligation is regular, such as a job, homework).

*Alan has to phone the Australian office every morning*.

*‘have to’* is used when there is something that needs to be done at a certain time or in a certain place.

*We have to arrive before noon.*

*‘Must’* is more often used when a rule or a law exists.

*You must show your passports at the counter.*

‘*Don’t need to’* is often used by a person who has authority to give permission for someone not to do something

*Martina doesn’t need to get here early tomorrow.*

‘*Don’t have to’* is used to refer to outside rules or laws.

*Workers don’t have to arrive early on Fridays*.

Permission & Prohibition.

‘*Be allowed to/ not be allowed to’* express permission/prohibition.

*The security guard allowed me to enter the stadium.*

*The students must be allowed to come in when it rains*.

**Vocabulary: accommodation**.

Ex. 1. Ask Ss to look at the photos and try and identify the country.

Ex. 2. Ss match the words in bold to the definition.

Voc.: *detached house, semi-detached house, terraced house, suburbs, bungalow, flat (UK), apartment (US), studio flat, penthouse flat.*

**Listening:**

In the listening, three unusual homes are being talked about. The owners describe what the best and the worst things are about living there.

Ex. 1. Ss work in pairs. They match the words in the box to the photos and then tell their partner which type of home from the list they would most like to live in.

Ex. 2. Ss discuss the questions.

Voc.: *mobile home, lighthouse, tree house*.

Ss listen to the recording and make notes on the best and worst things the people mention about where they live. They do this task on their own and then check then with the whole class.

**Language work:**

Make, let & allow.

***Let*** means the same as ***allow***. *Allow* is more often used in formal situations to describe laws or regulations. The other difference is to do with the grammar they need:

You ***allow*** someone ***to do*** something.

You ***let*** someone ***do*** something.

***Make*** means force, require.

Ss do ex-s. 1, 2, 3.

**Writing:**

Ask Ss to write as many true sentences about themselves as they can. Then they compare their answers with the partners.

**Word list:**

*cabin, campsite, cave, communal, dormitory, facilities, houseboat, lighthouse, local authority, lock, mobile, monthly charge, ownership, resident, tent, wallpaper, windmill, airy, arsenic, best-seller, calamari, chef, conviction, crash, deserved, workhouse, wooden, valet, vacation, slice, refugee, poverty, obviously, monk, mayonnaise, inn, incense, homesick, gossip, fully clothed, dull, dreadful.*

**Theme 8: Bedrooms**.

Attitudes to sleeping and bedrooms.

Speaking: Pairwork: talking about sleeping and dreaming.

Reading: 6 things you probably didn’t know about beds and bedrooms. Magazine article about some famous people and their beds.

Vocabulary: Verbs collocations.

Grammar: Modals of obligation, permission & prohibition.

**Starter:**

Write these words on the board: *four-posted, camp, sofa, water, single, river, twin, double*.

Ask Ss to guess which one word could come after all the words (bed). Then ask them to see if they can guess which bed they will probably never sleep in throughout their whole life. ( *four-poster, camp-bed, sofa bed, water bed, single bed, river bed, twin bed, double bed*).

**Speaking:**

Ss complete the sentences with a verb from the box. Then they discuss the questions.

Then ask Ss to find out five things that can help you sleep better. Find five surprising things about sleep. Do this task in plenary.

**Reading:**

The six articles focus on unusual information and stories about beds and bedrooms.

Ex. 1. Ask ss to tell you what they know about the people in the photos. Then they match the articles to the heading. Do Ex-s. 3, 4, individually and then check them with the whole class.

**Language work:**

Modals of obligation, prohibition & permission (past time).

Ex. 1. Ss can work in pairs and decide which headings go in the box.

Present Past

*Must had to*

*Have to had to*

*Have got to had to*

*Could* is used to say that something was allowed or wasn’t allowed in the past. It can also be used to ask for permission in the present.

*Didn’t need to/ didn’t have to*

Both this items mean that something was not necessary, and that people didn’t know that it wasn’t necessary.

Ex. 3, 4. Ss do these tasks individually. Ask them to look on the photo and allow them three to four minutes to think of five rules. Put students into pairs to compare their rules. Then Ss discuss the questions in small groups.

**Word list:**

*cabin, campsite, cave, communal, dormitory, facilities, houseboat, lighthouse, local authority, lock, mobile, monthly charge, ownership, resident, tent, wallpaper, windmill, airy, arsenic, best-seller, calamari, chef, conviction, crash, deserved, workhouse, wooden, valet, vacation, slice, refugee, poverty, obviously, monk, mayonnaise, inn, incense, homesick, gossip, fully clothed, dull, dreadful.*

**Theme 9: Dinner date.**

Going out to dinner.

Speaking: Pairwork: describing a recent dinner party.

Listening: Three conversations at a dinner party.

Vocabulary: Conversation fillers. Requests.

Pronunciation: Intonation (requests).

**Starter:**

Write a few simple topics on the board: *family, music, pets, school, hobbies, learning English*. Put students inti A and B pairs. Tell Students A to talk with their partner about one of these topics. Students B must listen and show that they are interested. They are only allowed to either make noises or say single word (oh! Yes).

Listen in while students are speaking and note if students are using English fillers or are, perhaps inappropriately, using versions of fillers from their own language.

**Writing.**

Ask Ss to make some notes and on their notes and describe the meal to their partner.

Then check their answers in plenary.

**Listening:**

Ex. 1. Ss could work in pairs to describe what they think is happening in the pictures and what they think the people are saying to each other.

Ex. 2. Focus Ss’s attention on the pictures and play the recording right through. As they listen Ss should note down any differences between the recording and the pictures. They then compare their answers with a partner.

Ex. 3, 4, Ask Ss to listen to the recording again and say if the sentences are true or false. Then Ss check their answers with the whole class.

**Language work:**

Requests pronunciation: intonation (requests).

Ss do Ex-s from the book, they underline phrases which mean:

- asking someone to do something (can you, could you, do you think you could, would you mind + ing);

- asking for permission to do something ( could I, could I, do you mind if I, do you think I could, is it all right, OK if I). Then they compare their answers and check them in plenary.

**Vocabulary:**

Conversation fillers.

Ex. 1 Ss match the groups of conversation fillers to their meanings. Then ask Ss to do exercises 2, 3. Then Put Ss into A and B pairs. They take it in turns to read the text to their partner who must respond with appropriate conversation fillers whenever they can.

**Speaking:**

Role play the situation. Communication activities are in Student’s book on pages 126 & 131. Put Ss into pairs, they read their roles and turn to their respective pages. Remind Ss to use functional language from the previous exercises. Tell them that they should try to be polite by using the correct intonation and saying ***please***.

Check their answers with the whole class.

**Word list:**

*cabin, campsite, cave, communal, dormitory, facilities, houseboat, lighthouse, local authority, lock, mobile, monthly charge, ownership, resident, tent, wallpaper, windmill, airy, arsenic, best-seller, calamari, chef, conviction, crash, deserved, workhouse, wooden, valet, vacation, slice, refugee, poverty, obviously, monk, mayonnaise, inn, incense, homesick, gossip, fully clothed, dull, dreadful.*

**Theme 10. Luck of the draw.**

Taking risk; winning the lottery.

Speaking: Pairwork: inventing a story about a lottery winner.

Reading: Lottery winners & losers. Magazine article about who gains from the lottery: those that play it or the government?

Vocabulary: Idioms (taking risk)

Grammar: Past simple & past continuous.

**Starter:**

Prepare for Ss sentences.

*It’s just the luck of the draw!*

*Beginner’s luck!*

*You’re out of luck!*

*Good luck!*

*Hard luck!*

*You’re pushing your luck!*

*Go on. Try your luck!*

Read Ss phrases and ask them to agree the best comments from the list to say in response.

*‘I’m going to take a very difficult exam tomorrow’ (good luck).*

*‘I passed my driving test first time’ (beginner’s luck)*

*‘I really want a strawberry ice cream, but the waitress says she’s just sold the last one’ (you’re out of luck).*

*‘I failed my exam by just one mark’ (hard luck)*

*‘I always cheat in tests – and my teacher hasn’t ever noticed’ (you’re pushing your luck)*

*‘I wanted to work with Petra, but the teacher told me to work with Susie’ (It’s just the luck of the draw).*

*‘do you think I should I enter this competition? I don’t know if I’m good enough’. (go on. Try your luck).*

**Vocabulary:**

Ex. 1. Ss match the phrases in bold to the definitions. Then ask Ss if there are similar expressions in their own language.

Show Ss pictures of a risky activities. Discuss with Ss questions:

*Do you ever do the thing in the picture?*

*Would you ever do this?*

*Is it risky?*

**Reading:**

Ex. 1. Ask Ss to look at the title of the article and guess which words from the box they think they will find in the article. (*governments, jackpot, millionaires*). Then Ss read the article and check their guesses.

Ex. 3, 4, 5, Ss do these tasks on their own and then check them with the whole class.

**Language work:**

Past simple & past continuous.

Use the *past simple*  for completed past actions.

Use the *past continuous* for actions that were in progress at a particular time in the past.

You often use the *past continuous* with the *past simple*.

Use the *past continuous* for longer activities.

Use the *past simple* for shorter, completed actions.

Ex. 2. Ss complete the stories with the verbs in brackets in the past simple or the past continuous.

**Speaking:**

Pairwork: Ss invent a story about someone winning the lottery, it could be either someone they know or an imaginary person. They should work with a partner to discuss the questions listed and make notes. Ss then join up with another pair and tell their story.

**Word list:**

*A bit of a gamble, a lot at stake, against the adds, give something a go, it’s a lottery, play safe, try your luck, ankle, black eye, bleed, bruise, frostbitten, scratch, shock, sprain, wrist, twist, unconscious, according to, addict, all-night, balcony, bang, billion, burglar, catch fire, coincidence, corpse, critic, destroy, droppings, end up, explode, explosion, fancy, fortune, fry, gamble, good cause, governor, handful, have something in common, have something on your mind.*

**Theme 11. Coincidences.**

Chances and coincidences.

Speaking: Pairwork: identifying & discussing coincidences.

Listening: Conversation between Clive and Linda, discussing things in common.

Vocabulary: Both & neither.

**Starter:**

Write on the board: *home, TV & films, sports, food, holidays*. Ask Ss to walk around and meet four other people. With each person they should talk about any ONE of the topics on the board and try to find one similarity and difference between them and note this down. Do this task with the whole class.

**Vocabulary:**

Both & neither.

Ex. 1, 2, 3, Ask Ss to look at the photos and the example sentences in the vocabulary box. Ss complete the sentences with *both* or *neither*. Then Ss complete the rules. Then Ss work in pairs. They answer the questions with the partner to find out six things that they have in common.

***Both*** means ‘one of them and the other one of them’. Because it always refers to two things it needs a plural verb.

***Neither*** means ‘not one of them and not the other one of them’. Because it is talking about two separate singular items. It is usually used with a singular verb.

**Listening:**

Ex. 1. Ask Ss to read through the list of topics before they listen to the conversation. Then they tick the topics that are discussed in the conversation.

Voc.: *squash, crescent*.

Ex. 2. Then they make notes of the things Linda & Clive have in common. Ask Ss to study the expressions in context. They could then work with a partner to discuss what each expression means. You could then ask Ss if they have similar expressions in their own language.

**Language work:**

Talking about similarities & differences.

Ex. 1, 2, 3. Ask Ss to look back at the preceding sentence of each example and notice what tense it is in. Then they identify the main verb in that sentence which corresponds to the auxiliary verb in the response. Then they choose the best response to complete the exchanges. Then put Ss into groups of three. They take it in turns to read out the statements for the rest of the group to respond to. Encourage Ss to maintain a fast pace as they read out the statements and respond to them.

**Speaking:**

Ex. 1. Focus Ss’s attention on the photos and ask them to name the two men. Put Ss into A and B pairs. Student A turns to page 127 and Student B to page 130, to read their texts about the American presidents. Then Ss ask their partners questions to complete the text.

**Word list:**

*A bit of a gamble, a lot at stake, against the adds, give something a go, it’s a lottery, play safe, try your luck, ankle, black eye, bleed, bruise, frostbitten, scratch, shock, sprain, wrist, twist, unconscious, according to, addict, all-night, balcony, bang, billion, burglar, catch fire, coincidence, corpse, critic, destroy, droppings, end up, explode, explosion, fancy, fortune, fry, gamble, good cause, governor, handful, have something in common, have something on your mind.*

**Theme 12. Twists of fate.**

Good luck and bad luck.

Speaking: Pairwork: inventing a bad luck story.

Reading: The world’s luckiest man. Magazine article about Frane Selak, who has miraculously escaped injury in many dangerous situations.

Listening: Three radio monologues about basd luck stories.

Vocabulary: injuries. Time linkers.

Grammar: Past perfect simple.

**Starter:**

Ask Ss to discuss these questions:

*Do you think of yourself as especially lucky … or unlucky?*

*Why is that?*

*What do you think luck is?*

*Are some people naturally lucky?*

*Is it genetic?*

*Can you catch luck like a virus?*

*Can we make our own luck?*

**Vocabulary:**

Ex. 1, 2, 3. Ss work in pairs. They match the injuries to the pictures. Then they number the sentences about injuries in order of seriousness.

Put Ss into A and B pairs. They each choose an injury and explain to their partner how it happened. Their partner listens and decides what injury it is. You could then ask Ss if any of them have had any of the injuries from the pictures and would like to explain to the class exactly how it happened.

**Reading:**

The newspaper article is about a Croatian music teacher who has experienced incredible luck in his life, and lists a number of remarkable escapes he has made from accidents and disasters.

Ex. 1, 2. 3, 4, Ss work in pairs. They discuss the questions. Then read the article and find out if any of their ideas were correct. Then put the events in the correct order. Then Ss check these tasks with the whole class.

**Language work:**

Past perfect simple.

 Ex. 1. Ss complete the text with the verbs in the past simple or the past perfect simple.

Then Ss should discuss and answer the questions. They check their answers with thr whole class.

**Listening:**

The listening is from a radio show, which was broadcast on Friday the thirteenth. The presenter reads out three bad luck stories from the international press. Ss answer the questions for each story. Then they check their answers with the whole class.

**Word list:**

*A bit of a gamble, a lot at stake, against the adds, give something a go, it’s a lottery, play safe, try your luck, ankle, black eye, bleed, bruise, frostbitten, scratch, shock, sprain, wrist, twist, unconscious, according to, addict, all-night, balcony, bang, billion, burglar, catch fire, coincidence, corpse, critic, destroy, droppings, end up, explode, explosion, fancy, fortune, fry, gamble, good cause, governor, handful, have something in common, have something on your mind.*

**Theme 13. Hard sell**.

Advertising: targeting children and young people.

Speaking: Groupwork: planning & presenting an advertisement for a mineral water. Pairwork: carrying out a market research survey.

Reading: Catch them young. Magazine article about the ways companies try to win consumers over while they are still young.

Listening: Dialogue: phone conversation about selling a credit card.

Vocabulary: Adjectives.

Grammar: Comparatives 1, 2.

**Starter:**

Show Ss some advertisements and discuss questions with them.

*When would you see these ads?*

*Who are they for?*

*How do you feel about them?*

*Should companies be allowed to advertise to children in this way?*

**Vocabulary:**

Adjectives (advertising).

Ex. 1. Direct Ss’s attention to the products in the photo. Ss think of three different brands names for each of the products. You could find out which brands are the most popular in your class for each product.

Ex.2. Ss match the adjectives in the box to the products in Ex. 1. They could then work in pairs to think of other adjectives for the products.

Ex. 3. Ss work on their own. They think of another product and write six adjectives ti describe it. They can use the adjectives in the box. Then they take turns to read the adjectives out for the class to guess the product.

**Reading:**

Ex. 1. The article examines how and why advertising companies are using schools to specifically target young children in order to influence what they buy now and in the future. Ss add more products to the list. They can then compare their list with a partner. Ss discuss questions.

Voc.: *hard sell, sponsorship*.

**Language work**:

Comparatives 1.

Ss work on their own and write the comparative and superlative forms of the adjectives in the box.

*bad worse the worst*

*big bigger the biggest*

*good better the best*

*happy happier the happiest*

*healthy healthier the healthiest*

*strong stronger the strongest*

*surprising more surprising the most surprising*

*more reliable than, less busy than, more expensive than, more interesting than.*

Ex. 2, 3. Ss do on their own and then check with the whole class.

Comparatives 2.

Ss read the text and correct grammatical mistakes. They check their answers in pairs before you check with the whole class.

*as … as, the same as.*

Ss choose a product from the list and write a slogans for each of the products.

**Listening:**

The listening is the telephone call between a salesman and Mr Jones. Then they discuss the questions in pairs. After that they check their answers in plenary.

**Word list:**

*Comfortable, crowded, delicious, efficient, fashionable, fresh, healthy, popular, reliable, strong, stylish, dishonest, disloyal, dissatisfied, impatient, impolite, impossible, improbable, inaccurate, inconvenient, incorrect, unbelievable, unemployed, unhappy, unlucky, unprepared, unsuccessful, biro, drawing, filing, highlighter, in-tray, ink cartridge, mouse mat, note pad, paper clip, post-its, stapler, tippex, advertiser, annoying, appeal, approval, bankrupt, blank, bossy, bully, call round, cereal, client, commercial, cutback, fizzy, interest rate.*

**Theme 14. The office.**

Types of people who work in an office.

Speaking: Groupwork: planning an office party.

Reading: Office stereotypes. Magazines article about different office stereotypes.

Vocabulary: Office activities.

Grammar: Comparing nouns.

**Starter:**

Write the following words on the board in two columns:

1: more, less, fewer, least, most.

2: homework, mistakes, holidays, chocolate, arguments, sleep.

Ss make sentences about themselves and other students in class. Each sentence must include one word from column 1 and one word from column 2. Tell Ss to think about whether the words are countable or uncountable.

**Vocabulary:**

Ex.1. Ss match the verbs in column A to the phrases in column B in as many ways as possible. Then can then compare their answers with their partners. Then Ss discuss questions.

**Reading:**

The article describes the typical characteristics of types of people that work at office. (*trainee, flirt, workaholic, boss*).

Then Ss do some activities. Ex. 1, 2 they do on their own and then they check with the whole class.

**Language work:**

Comparing nouns.

( *most, more, least, fewer, less, fewest*)

Ss do Ex-s 1, 2, 3. On their own and compare their answers with the whole class.

**Speaking:**

Groupwork. Put Ss into groups of four. Tell them that they work in the same office and they have to organize a staff party. Encourage them to think about the type of company they work for and the type of staff they have. They also have to invent a name for their company. Ss turn to their respective pages, read their rolecard and think about their character. Ss then answer the questions according to how they think their office type would answer them.

**Word list:**

*Comfortable, crowded, delicious, efficient, fashionable, fresh, healthy, popular, reliable, strong, stylish, dishonest, disloyal, dissatisfied, impatient, impolite, impossible, improbable, inaccurate, inconvenient, incorrect, unbelievable, unemployed, unhappy, unlucky, unprepared, unsuccessful, biro, drawing, filing, highlighter, in-tray, ink cartridge, mouse mat, note pad, paper clip, post-its, stapler, tippex, advertiser, annoying, appeal, approval, bankrupt, blank, bossy, bully, call round, cereal, client, commercial, cutback, fizzy, interest rate.*

**Theme 15. Paperwork.**

Things you find in the office, ordering office supplies.

Speaking: Roleplay: phone conversation ordering office supplies.

Listening: Dialogue: ordering office supplies over the phone.

Vocabulary: office supplies. On the phone.

**Starter:**

Ask Ss to answer some questions.

*Open your bag/pencil case: what items of stationery do you have with you now?*

*Which item have you had longest?*

*Some people love buying stationery. Do you? Why or why not?*

*Do any of these have a special meaning for you (given by boy/girlfriend)?*

*Have computers reduced the amount of paper in our lives?*

*Are you good at filing things (can you find important documents later)?*

Discuss these question with the whole class.

**Vocabulary:**

Ss learn some new words: *biros, drawing pins, highlighter, in tray, ink cartridge, mouse mat, notepad, paper clips, pencil sharpener, post-its, rubber, Sellotape,*

*tipp-ex.*

Ask them to add any more objects to these list and discuss them.

**Listening:**

Ex. 1, 2, 3. Ss are going to listen to the conversation in which Dave has some problems when he tries to order some office supplies. Play the conversation and ask Ss to do these tasks on their own and then check their answer with the whole class.

**Functional language: on the phone**.

Ss make as many telephone expressions as they can with the words from the box. You could give the Ss a four-minute time for them to complete the task.

*can/Could I …*

*ask who’s calling?*

*ask your name?*

*call (you) back later?*

*give him/her a message?*

*leave a message?*

*speak to (name)?*

*take a few details?*

*take a message?*

*take your name?*

*can/Could you …*

*call (me) back later?*

*give him/her a message?*

*give me a few details?*

*give me your name?*

*hold on?*

*say that again?*

*speak up?*

*take a message?*

*tell him/her who’s calling?*

*tell him/her I called?*

Ask Ss to work with a partner to make questions for the replies.

**Speaking:**

Pairwork. Put Ss into A and B pairs. Ss read their roles and do the roleplay. To make a telephone conversation a bit more realistic, ask Ss to sit back so they can’t see each other.
You could ask several pairs to perform their roleplay in front of the class.

**Word list:**

*Comfortable, crowded, delicious, efficient, fashionable, fresh, healthy, popular, reliable, strong, stylish, dishonest, disloyal, dissatisfied, impatient, impolite, impossible, improbable, inaccurate, inconvenient, incorrect, unbelievable, unemployed, unhappy, unlucky, unprepared, unsuccessful, biro, drawing, filing, highlighter, in-tray, ink cartridge, mouse mat, note pad, paper clip, post-its, stapler, tippex, advertiser, annoying, appeal, approval, bankrupt, blank, bossy, bully, call round, cereal, client, commercial, cutback, fizzy, interest rate.*

**Theme 16. Summer hoiday.**

Holidays – planning and preferences.

Speaking: Roleplay: making plans with other holiday makers.

Groupwork: planning a holiday for a family group.

Reading: What kind of holiday person are you? Questionnaire about students’ holiday habits.

Listening: Six short interviews at the airport.

Vocabulary: Holidays 1. Holidays 2.

Grammar: Future 1. (future plans).

Future 2. (predictions).

**Starter:**

Discuss with Ss the following questions:

*Do you take regular holidays?*

*Do you usually holiday in your own country or abroad?*

*Do you go to the same place every year or do you like to explore different places?*

*Do you book everything in advance or do you just go somewhere and then see what happens?*

*What would you prefer: two weeks on a sunny beach or exploring interesting towns and countryside?*

*Are you a good packer?*

*What’s more boring: waiting at an airport or sitting on the plane?*

*What would you find in your ideal hotel?*

*‘When you come back from a holiday, that’s when you really need a holiday!’ Do you agree?*

*‘For the first week it’s great to get up late and have nothing to do. After that it’s just boring.’ Do you agree?*

Ss work on their own. Ask them to note down at least six things they are planning to do over the next week, month, year, five years – they should include things that are definite and things that they are uncertain about. Then ask Ss to show their pictures to their partner and tell them what each picture mean.

**Vocabulary:**

Ss do exercises 1, 2, on their own, learn new words, then check in plenary.

Ex. 3 Ss note down about planning their last holiday trip, using as many of the expressions from the previous exercises.

**Reading:**

Ss read the text and do Ex – s 1, 2, 3, on their own and then check them with the whole class. They use new vocabulary. Ss do a questionnaire. Then they compare their answers to the questionnaire with the partner. They then read the results to the questionnaire on page 127 and see and discuss with their partner whether they agree with them.

**Language work:**

Future plans.

- Use ***will + infinitive***  for predictions about what will happen ( to talk about the future when you haven’t made any plans or arrangements).

- If the location and the exact time of something have been decided and agreed, then we are more likely to use present continuous.

- We also use present continuous if it is something that affects us personally.

- If something has already started to do something, then the time is ‘immediately’, and we often use the present continuous.

- But we can’t use the present continuous with the stative verbs.

***Be going to + infinitive*** we use to talk about intentions: things you definitely want to do.

Ss do Ex-s 1, 2, 3, 4. They do them on their own and then discuss the answers in plenary.

**Listening:**

Ex. 1, 2, 3. Ask Ss to listen to the dialogue and do Ex-s. Discuss the questions in pairs and the check in plenary.

**Word list:**

*action-packed, airline, beach, bedding, brochure, capital, check out, cosmopolitan, deposit, destination, exclusive, excursion, exotic, find your way around, laid-back, off the beaten track, picturesque, resort, sandy, secluded, sightseeing, sunscreen, attraction, travel agent, travel rep. upmarket, abbey, amazing, ancient, awful, babysitter, bargain, battery, bay, bird’s-eye view, brand-new, breathtaking, colony, depth, discreet, dreadful, eloquent, anjoyable, excellent, exhausted, harbor, harp.*

**Theme 17. Perfect day.**

Day trips and weekend breaks.

Speaking: discussing the perfect day out.

Reading: Emerald tours. Magazine article about famous places to visit in Ireland.

Grammar: Present tenses in future time clauses.

**Starter:**

Write on the board: *holiday, excursion, weekend break, journey, tour*.

Discuss with the Ss the following questions:

- *When you want a ‘day out’ do you prefer town or countryside? … walking, sport, sightseeing or shopping?*

*- Where do members of this class go for days out? Which is the most popular place?*

*- What’s the best day out in this area for a family with young children?*

*- Do you take a picnic or buy food while you are out?*

 Ask Ss to prepare some notes about the things from your perfect day. Start describing, speaking naturally at normal speed, using contractions, sounding enthusiastic.

Ask Ss to recall the list of things you talked about and discuss whether they like the same things or not.

**Reading:**

The reading text is a page from a travel brochure, giving information on four different types of excursions that the holiday company has on offer in Ireland.

Ex. 1, 2, 3, 4, Ss read the article and then do exercises individually and then check tasks with the whole class.

**Language work:**

Present tenses in future time clauses.

Use a present tense to talk about future time after conjunction like ***if, when, after, before, as soon as, once***. You often use ***will*** in the main clause of the sentence.

***He’ll get*** in touch with you ***as soon as he arrives***.

Use the present perfect if you want to emphasize that the future action will have finished.

***Once I’ve finished*** this, *I’ll give* you a call.

Ss answer the questions. Do Ex-s 1, 2, 3, on their own and check them with the whole class.

**Word list:**

*action-packed, airline, beach, bedding, brochure, capital, check out, cosmopolitan, deposit, destination, exclusive, excursion, exotic, find your way around, laid-back, off the beaten track, picturesque, resort, sandy, secluded, sightseeing, sunscreen, attraction, travel agent, travel rep. upmarket, abbey, amazing, ancient, awful, babysitter, bargain, battery, bay, bird’s-eye view, brand-new, breathtaking, colony, depth, discreet, dreadful, eloquent, anjoyable, excellent, exhausted, harbor, harp.*

**Theme 18. Test**

1. Читання

Студент розуміє прочитані автентичні тексти різних жанрів і стилів, розглядаючи їх як джерело різноманітної інформації і як засіб оволодіння нею; знаходить та аналізує необхідну інформацію, робить висновки з прочитаного; виділяє головну думку/ідею, диференціює основні факти і другорядну інформацію; аналізує і зіставляє інформацію, розуміє логічні зв'язки між частинами тексту.

Тексти для ознайомлювального читання можуть містити незнайомі слова – до 5%, а для вивчаючого та вибіркового читання – до 3%, про значення яких можна здогадатись із контексту, за словотворчими елементами, за співзвучністю з рідною мовою (слова-інтернаціоналізми). Загальний обсяг текстів до 1500 друкованих знаків,

Оцінюється рівень розуміння тексту, уміння узагальнювати зміст прочитаного, виокремлювати ключові слова та визначати значення незнайомих слів за контекстомабо словотворчими елементами.

Добір текстів для читання, а також ситуацій для писемного мовлення має здійснюватись відповідно до тематики спілкування, окресленої в Програмі з іноземних мов. Основними критеріями вибору текстів є їхня автентичність, прозорість, обсяг і відповідність інтересами сучасної молоді.

**2.** Письмо

Студент володіє функціональними стилями писемного мовлення в межах, визначених Програмою з іноземних мов, що також відповідає Загальноєвропейським рекомендаціям з мовної освіти (рівень В2).

Студент уміє писати особисті і ділові листи, використовуючи формули мовленнєвого етикету, прийняті в країнах, мова яких вивчається, розповідаючи про окремі факти та події свого життя, висловлюючи власні міркування і почуття, описуючи плани на майбутнє та запитуючи аналогічну інформацію, а також передавати повідомлення у вигляді записки довільної форми.

Студент уміє повідомити про перебіг подій, описати людину або предмет; написати повідомлення про побачене, прочитане, почуте; уміє обґрунтувати власну точку зору.

Завдання для писемного мовлення формулюється у вигляді мовленнєвих ситуацій, у змісті яких мають бути чітко визначені мета і об’єкт спілкування. Вибір комунікативної ситуації передбачає міжкультурне спілкування, і відтак зміст мовленнєвих ситуацій має включати соціокультурні особливості країни, мова якої вивчається.

Обсяг письмового висловлювання складає не менш ніж 100 слів.

Вимоги щодо володіння мовними компетенціями (англійська мова)

Лексика

Лексичний мінімум студента складає2500 одиниць, відповідно до тематики ситуативного спілкування, передбаченої Програмою загальноосвітніх навчальних закладів з іноземних мов та Європейським стандартом В2.

Морфологія

Іменник.Вживання іменників у однині та у множині.

Використання іменників у ролі прикметників. Присвійний відмінок.

Артикль.Основні випадки вживання означених і неозначених артиклів. Нульовий артикль.

Прикметник.Вживання прикметників. Ступені порівняння прикметників.

Займенник.Види займенників. Вживання займенників.

Дієслово.Видо-часові форми дієсловав активному та пасивному стані.

Умовні речення (0, І, ІІ, ІІІ типів). Наказовий спосіб дієслів. Правильні та неправильні дієслова. Безособові форми дієслова та їх конструкції. Герундій. Модальні дієслова. ParticipleI, ParticipleII.

Фразові дієслова з: get, be, look, keep, go, come, take, run, turn, call, break, give, put, make, clear, cut, fall, hold, let, hand.

Структура *to be going to do smth.*

Прислівник.Вживання ступенів порівняння прислівників. Прислівники місця і часу Основні прислівникові звороти.

Quantifiers/Intensifiers (*quite, abit, etc)*

Числівник. Кількісні та числівники. Порядкові числівники.

Прийменник.Види прийменників. Вживання прийменників.

Частка.Особливості вживання toз дієсловами.

Сполучники.Вживання сполучників сурядності та підрядності.

Синтаксис

* Структура різних типів речень.
* Прості речення.
* Безособові речення.
* Складні речення (складносурядні і складнопідрядні).

Пряма і непряма мова.

* Узгодження дієслівних часів у складнопідрядних реченнях.

Словотворення

Слова, утворені від відомих коренів за допомогою суфіксів іменників, прикметників і дієслів; префіксів прикметників і дієслів.

Тест з іноземної мови складається з трьох частин:

* Читання.
* Використання мови.
* Письмо.
* *У тесті з англійської мови використовуються завдання чотирьох форм:*
* 1. Завдання на встановлення відповідності .У завданнях пропонується підібрати заголовки до текстів/частин текстів із поданих варіантів; твердження/ситуації до оголошень/текстів; запитання до відповідей або відповіді до запитань. Завдання вважається виконаним, якщо абітурієнт встановив правильну відповідність і позначив правильний варіант відповіді у бланку відповідей .
* 2. Завдання з вибором однієї правильної відповіді.

До кожного завдання подано чотири варіанти відповіді, з яких лише один правильний. Завдання вважається виконаним, якщо абітурієнт вибрав і позначив правильну відповідь у бланку відповідей .

* 3. Завдання на заповнення пропусків у тексті. У завданнях пропонується доповнити абзаци/речення в тексті реченнями/частинами речень, словосполученнями/словами із поданих варіантів. Завдання вважається виконаним, якщо абітурієнт обрав і позначив правильний варіант відповіді у бланку відповідей .
* 4. Завдання з розгорнутою відповіддю. Завдання передбачає створення абітурієнтом на бланку відповідей власного висловлення у письмовій формі відповідно до запропонованої комунікативної ситуації.

**Theme 19. Travel plans.**

Getting travel information.

Speaking: discussing the different ways men & women think.

Listening: Enquiring about flights over the phone.

Vocabulary: Collocations with sound.

Grammar: Indirect questions.

**Starter:**

Ask Ss to think of some personal questions they’d like to ask people:

- *When you ever go on holiday do you ever use a travel agent?*

*- Would you book a plane flight over the phone, at a travel agent or in the internet?*

*- Do you think women are better at planning and organizing holidays – or men?*

*- If you are choosing a flight, a coach journey or a hotel, what is more important to you – the price or the quality?*

*- Do you mind waiting at an airport or does it drive you mad?*

*- Have you ever had to change planes/trains many times on a journey?*

*- Do you buy a guidebook when you go to a new place?*

Ask Ss to make some notes ant then discuss answers with their partners.

**Listening:**

Ask Ss to listen to the story and do tasks. They are going to listen to the telephone conversation and then discuss it. Explain them the meaning of some phrases:

- ***it’s all very much up in the air*** means ‘it’s still uncertain; nothing has been finally decided’.

- a ***direct flight*** is one that doesn’t stop at other airports during the journey.

- ***hold on a sec*** means ‘wait a second’.

- ***the flight time*** is how long the flight takes (not the time the plane takes off).

***Language work:***

Indirect questions.

The longer the question, the more polite it sounds.

Use indirect questions when you are making polite enquiries. Direct questions can sometimes sound impolite. Being indirect questions with introduction + *if* or question word + indirect question.

***Do you know*** *if he wants to go direct?*

Here are some more common introductions to indirect questions:

*I wonder …*

*I’d like to know …*

*Could you tell me … ?*

*Do you think you could tell me … ?*

Note that the word order in an indirect question is the normal affirmative sentence word order (subject + verb).

Ss do Ex-s 2, 3 on their own and then check them with the whole class.

**Vocabulary:**

Collocations with ***sound***.

Ss listen to three extract from conversation and ask them for each extract tick the endings they hear.

***Sound:***

noun:

- something that you hear, or what ca be heard.

- the sound produced by a television or radio programme, a film

- the loudness of a television, radio, film

verv:

- seem ( *it sounds as if, it sounds like*)

- noise (*I heard what sounded like firework*)

- voice (*her voice sounded very young*)

- warning (*several earlier studies had sounded similar warnings*)

- make a noise (*she was unable to sound the alarm*)

- pronounce (*the ‘s’ in ‘island’ is not sounded*)

-measure depth (*to measure the depth of the sea, a lake – soundings*)

**Word list:**

*action-packed, airline, beach, bedding, brochure, capital, check out, cosmopolitan, deposit, destination, exclusive, excursion, exotic, find your way around, laid-back, off the beaten track, picturesque, resort, sandy, secluded, sightseeing, sunscreen, attraction, travel agent, travel rep. upmarket, abbey, amazing, ancient, awful, babysitter, bargain, battery, bay, bird’s-eye view, brand-new, breathtaking, colony, depth, discreet, dreadful, eloquent, anjoyable, excellent, exhausted, harbor, harp.*

**Theme 20. Life changes.**

Life-changing experiences.

Speaking: discussing important life events and life-changing events.

Reading:

Redundancy was the best thing that ever happened to me. Magazine article about a woman who changes her lifestyle when she moves from the city to the country.

Listening: interview with a househusband.

Vocabulary: phrasal verbs with ***live***. Metaphor.

Grammar: Present perfect continuous.

**Starter:**

-Imagine that your life so far divides up into a number of ‘stages’ or ‘periods’. How many are there? What name would you give to each stage?

- *What are the times when people’s lives change in important ways?*

*- What do you think is the biggest change in a human’s life?*

*- If you could change one of the following which would it be: where you were born; when you were born; where you went to school; ?*

Ask Ss to make some notes and then discuss questions with the whole class.

**Vocabulary:**

Phrasal verbs with ‘***live***’.

Some of these phrasal verbs are used only in certain fixed expressions.

*live up, live through, live out a suitcase, live off a social security, to live on, live for something*.

Ss complete the sentences with phrasal verbs. Then check their answers with the whole class.

***Metaphor.***

Ask Ss to read a poem from *The Lord of the Rings* by JRR Tolkien. Elicit ideas from students about the meaning of the poem.

*The Road goes ever on and on*

*Down from the door where it began.*

*Now far ahead the Road has gone,*

*And I must follow, if I can,*

*Pursuing it with eager feet,*

*Until it joins some larger way*

*Where many paths and errands meet.*

**Reading:**

Ss read the article and answer the questions. Ss note down some phrases and do Ex. 2. : ***redundancy, PR consultant, the unthinkable happened, farm hand, moving experience***.

Then Ss discuss the questions.

**Language work:**

Present perfect continuous.

We use the *present perfect continuous* rather than the *present perfect* when we want to emphasize the duration of something - how long it lasted.

This is why it regularly goes with the verbs *wait, live, work* – when we are talking about the length of time we have been doing things. But it isn’t used very much and it is most often used with a limited number of verbs (working, waiting, living, studying, doing) in a few typical sentences and questions.

*How long have you been waiting/living here/ working here/ doing that?*

*Have you been waiting/ living here/ working here/ doing that long?*

*What have you been doing?*

*I’ve been studying/ waiting/ living here/ working here/ doing this since nine o’clock/ last week/ month/ year*.

Other common verbs are: *studying, getting, making, thinking, trying, expecting*.

Ex. 1. Complete the text by putting the verbs in brackets into the present perfect continuous. Then Ss divide sentences into time expressions used with ***for*** and those used with ***since***.

**Listening:**

The listening is about a man who is experiencing a life-changing experience, when he gives up his job to look after his young son. Ask Ss to note down disadvantages and benefits of his change of life. Then they do exercises on their own and then discuss the answers with the whole class.

**Word list:**

*live for sth, live on sth, live off sth, live out sth, live through sth, live up to sth, adolescent, adult, elderly, in your early/late forties, middle-aged, pensioner, retired, teenager, toddler, violinist, unthinkable, unsure, tropical, expenses, tiredness, take sth/sb seriously, superficial, stressful, social security, sherry, scholarship, regret, redundancy, redical, put two and two together, pursue, PR (public relations), overworked, outfit, odd, nappy, miss out on sth, lamb, ketchup, jealous, get in touch with sb, farmhand, eyesight, errand, eager, dither, ditch, childcare, blush, blow out.*

**Theme 21. Happy birthday.**

Stages in life; age.

Speaking: discussing different stages of life. Talking about changes in student’s lifetimes.

Reading: Maria prepares to celebrate her 110th birthday. Newspaper article about an elderly lady looking forward to her birthday and talking about the past.

Vocabulary: Life stages.

Grammar: Present perfect continuous.

**Starter:**

*Are birthday important?*

*Do you like celebrating your birthday or do you prefer to keep it quiet?*

*What’s the best birthday you’ve ever had?*

*How will you/did you celebrate your 21st birthday? Your 50th birthday? Your 100th birthday?*

*Do you hope to live to be very old?*

*‘Life begins at 40’. Do you agree?*

Discuss these questions with Ss.

**Speaking & vocabulary: life stages.**

Ex. 1. Ss match the sentences to the pictures.

Then ask Ss to look at the vocabulary in typical chronological order (adds a few more).

*new-born baby, infant, toddler, child/schoolchild/youngster, adolescent/teenager, young adult, parent, thirty-something, middle-aged person, retired person/pensioner/senior citizen*.

Then ask Ss to use these words and discuss the questions.

**Reading:**

Ss read the article about the oldest woman in Scotland. They discuss the questions as a class. It may help if you ask them to imagine that they are her age, how they would wish to celebrate their 110th birthday and to think back to the major inventions of the last century.

***The odd drop of sherry*** – a way of saying that you don’t take very much of a drink (probably alcoholic).

***Recipe for a long life*** – the word ‘*recipe*’ here is used metaphorically (life is a meal) to mean ‘***plan***’ or ‘***instructions***’.

***Secret admirer*** – the word ‘*admirer’* is a euphemism, (something you say to avoid saying something embarrassing. It means someone who is really attracted to you. Sometimes you may know that you have a secret admirer but not know who it is.

A ***special outfit*** – are clothes for a special event. An outfit is more than a single piece of clothing. It is a number of things (blouse, skirt, jacket) worn together.

Ex. 3. Ss work on their own, read the article again and put the topics in the correct order. Then Ss work in pairs. They ask and question each other’s questions. (it’s a memory test and Ss should not look back at the text while they are answering the questions). Ss take notes of their partner’s answers to check them against the article when they have finished.

**Language work:**

Present perfect continuous.

We use the *present perfect continuous* rather than the *present perfect* when we want to emphasize the duration of something - how long it lasted.

*wait, live, work, studying, doing*, *getting, making, thinking, trying, expecting –* are commonly used in present perfect continuous.

Ex. 1, 2. Ss do on their own and then they check the answers with the whole class.

**Word list:**

*live for sth, live on sth, live off sth, live out sth, live through sth, live up to sth, adolescent, adult, elderly, in your early/late forties, middle-aged, pensioner, retired, teenager, toddler, violinist, unthinkable, unsure, tropical, expenses, tiredness, take sth/sb seriously, superficial, stressful, social security, sherry, scholarship, regret, redundancy, redical, put two and two together, pursue, PR (public relations), overworked, outfit, odd, nappy, miss out on sth, lamb, ketchup, jealous, get in touch with sb, farmhand, eyesight, errand, eager, dither, ditch, childcare, blush, blow out.*

**Theme 22. Dilemmas.**

Problems, dilemmas and advice.

Speaking: discussing three people’s dilemmas. Giving advice about a problem.

Listening: Dialogue: Derek talks to Dave about a dilemma at work.

Vocabulary: Exclamations with *what*.

Grammar: Giving advice.

**Starter:**

*Have you ever been in a position where you had to decide between two really good things … and you could only have one, not both? What did you do?*

*How do you make difficult decisions? Do you think about them for a long time and choose the most logical option? Or do you make instant decision based on your feelings?*

Write these questions on the board and discuss them with Ss.

**Speaking:**

Tell Ss that they are going to read about three people who have to make some difficult decisions. Allow Ss plenty of time to read and think about the situation. Thy could discuss the situations with a partner before deciding as a class which person has the most difficult decision to make. Ss work in pairs and discuss these questions.

**Listening:**

Play the dialogue for Ss and ask them to look at the picture and identify the two characters. Ask them a few questions about the characters.

*Where are they?*

*What time of day is it?*

*How are they feeling?*

*What are they talking about?*

*What is the relationship between them?*

Discuss these questions and them complete sentences with missing word.

**Language work:**

Giving advice.

*You should/shouldn’t …*

*I (don’t) think you should …*

*What you need to do is …*

*If I were you, I’d …*

*Why don’t you …?*

*Have you tried … ?*

*What about … ing?*

*Have you thought about … ?*

*There’s no harm in … .*

Ask Ss to look at these sentences and complete them. Ss do Ex. 2, 3, 4, on their own and then check them with the whole class.

**Word list:**

*live for sth, live on sth, live off sth, live out sth, live through sth, live up to sth, adolescent, adult, elderly, in your early/late forties, middle-aged, pensioner, retired, teenager, toddler, violinist, unthinkable, unsure, tropical, expenses, tiredness, take sth/sb seriously, superficial, stressful, social security, sherry, scholarship, regret, redundancy, redical, put two and two together, pursue, PR (public relations), overworked, outfit, odd, nappy, miss out on sth, lamb, ketchup, jealous, get in touch with sb, farmhand, eyesight, errand, eager, dither, ditch, childcare, blush, blow out.*

**Theme 23. Breaking news.**

Newspapers

Speaking: discussing three related newspaper articles. Planning the front page for a newspaper.

Reading: Five newspaper reports.

Listening: Interview with an investigative journalist.

Vocabulary: Newspapers.

Grammar: Would. Unreal conditions.

**Starter:**

*Do you like to read newspaper?*

*Do you read one EVERY day? Why or why not?*

*Can you believe what you read in newspapers?*

*Do you think being a journalist as a good job?*

*Do you think it’s hard for a journalist to write the truth?*

*What news would be more interesting for you to watch: a scandal about a famous celebrity, a report on how the World Bank fails to help developing countries?*

Write the word ‘***would***’ on the board. Ask Ss to write three sentences using the word, each with a *different* meaning. When Ss have finished ask them to check if they are grammatically correct.

**Vocabulary:**

Ss look at the words in the box and complete the sentences. Then Ss work in pairs and discuss the questions about the newspapers in different countries.

**Listening:**

Play the radio interview with a journalist who has just written a new book about the World Bank. Ask them to read the list of topics that he is going to discuss. Ss listen to the interview and put the topics in the correct order. Then they check their answers with the whole class.

**Language work:**

Would.

Use a conditional clause beginning with *if* to imagine impossible or improbable situations in the present or in the future. Note that you use a past tense in the conditional clause.

*If we had decent living conditions, this wouldn’t be necessary.*

Use would (‘d) + infinitive to talk about the consequence or the result of the imagined situation.

*How would you feel if you were living on that kind of money?*

Ss do the grammar exercises on their own and then check the answers with the whole class.

**Speaking:**

Put Ss into two groups, A and B, and tell them to read the information. In larger classes, divide the class up into two Group As and two Group Bs. Then ask Ss to turn to page 128 and 130 where they will find a list of possible stories to choose from. In their groups, they must agree on appropriate stories for the front page of their newspaper. They should also decide on photo an dwrite headlines for the stories.

**Reading:**

Ask Ss to read the newspaper article. Then ask then to discuss the questions in pairs and check answers with the whole class. Then Ss find the new words un the article.

**Word list:**

*article, circulation, feature, headline, left wing, news coverage, right wing, child-minder, credit card, driving license, ID card, no-parking zone, one-way street, police station, seatbelt, traffic lights, arrest, clue, court, evidence, gangster, innocent, judge, jury, punishment, rob, robber, robbery, stick-up, trial, violent, witness, write-off, vulnerability, summing-up, strip, strike, slip, scribble, public figure, pompous, pie, pathetic, naked, look-alike, living conditions, launderette, flan, cyclist, cheerful*.

**Theme 24. Speeding.**

Driving offences and discouraging people from driving.

Speaking: discussing the seriousness of driving offences. Discussing the advantages & disadvantages of a life without cars.

Listening: Two conversations between Linda & Clive involving driving offences.

Vocabulary: Compound Nouns (driving). Offers.

**Starter:**

*Do you know how to drive?*

*How long have you been driving?*

*What was your driving test like? Easy? Difficult?*

*Has your driving important or got worse since your test?*

*What the best thing about your driving? And the worst?*

*Do you ever speed?*

*What do you think about drivers who speed? Is it OK to drive too fast?*

*Imagine that a roadside camera has just taken a photo of you driving too fast. How would you feel?*

*In your opinion, what are the most serious examples of bad driving?*

Discuss these questions with the whole class.

Write these words on the board: *pizza, video, window, party, car, money, baby, homework*. Ask Ss to tell you some ways that people can make offers. Tell Ss to stand up and mingle. Every time they meet another student they should offer to do something using one of the words on the board.

**Speaking:**

Compound nouns (driving).

Pai up male ss and female Ss. They discuss the questions and give good reasons for their opinions. Then Ss complete the compound nouns in the phrases. Then ask them to decude on the three most serious traffic offences.

**Listening:**

Play the dialogue and ask Ss to look at the two pictures and ask them if they can identify the two characters from the listening story. Ss listen carefully and try and catch what has just happened in each of the pictures from the two conversations. They then briefly describe their impressions.

**Functional language: offers.**

Ss complete the offers from the conversations in *Listening* with a verb from the box. Then they match responses to the offers. Allow Ss three to four minutes to read through the situations and think of ways of offering to help. Ask Ss to check the answers in pairs.

**Word list:**

*article, circulation, feature, headline, left wing, news coverage, right wing, child-minder, credit card, driving license, ID card, no-parking zone, one-way street, police station, seatbelt, traffic lights, arrest, clue, court, evidence, gangster, innocent, judge, jury, punishment, rob, robber, robbery, stick-up, trial, violent, witness, write-off, vulnerability, summing-up, strip, strike, slip, scribble, public figure, pompous, pie, pathetic, naked, look-alike, living conditions, launderette, flan, cyclist, cheerful*.

**Theme 25.Bank robbers.**

Stories about robberies.

Speaking: continuing a dialogue from a film. Talking about films with robberies.

Reading: Newspaper article about idiot robbers.

Vocabulary: Law & order.

Grammar: Unreal conditions.

**Starter:**

*Why do people rob banks?*

*Do you know the names of any ‘celebrity’ criminals from the past?*

*Why do people think of some historical criminals in a romantic way, even when they were sometimes murderers?*

*Why are films about criminals so popular?*

*When you watch a film abou crime, do you ever want the criminals to win or ‘get away with it’*.

Discuss these questions with the whole class.

**Speaking:**

Ss work in pairs. They discuss the questions. Ask Ss to look at the poster advertising the film ‘*Bonnie and Clyde’* and read the description of it. Ss then should turn to the information gap activity and make up a dialogue. Role play these dialogues.

**Vocabulary: law & order.**

Ss complete the article with the words from the box. Ss do this task individually. Then check the answers with the whole class. Some words have different forms:

***noun verb***

*a witness to witness*

*a suspect to suspect*

*arrest to arrest*

*a trial to try*

*thief steal*

*a sentence to sentence*

**Reading:**

Ss read the article about a couple of incompetent bank robbers, and write an appropriate headline for it. Then they answer the questions. Ss do these tasks in pairs and then check the answers with the whole class.

**Language work:**

Unreal conditions.

Ss do the tasks 2, 3, they complete the sentences with the correct tense of the verb in brackets. Then ask Ss to write five sentences about it, with ***if*** and the past perfect simple.

Ss think of the five important events in their life and note them down. They then tell their partner about them and explain what would have happened to them if the events hadn’t taken place. Remind them to use the unreal conditional when talking about these events.

**Word list:**

*article, circulation, feature, headline, left wing, news coverage, right wing, child-minder, credit card, driving license, ID card, no-parking zone, one-way street, police station, seatbelt, traffic lights, arrest, clue, court, evidence, gangster, innocent, judge, jury, punishment, rob, robber, robbery, stick-up, trial, violent, witness, write-off, vulnerability, summing-up, strip, strike, slip, scribble, public figure, pompous, pie, pathetic, naked, look-alike, living conditions, launderette, flan, cyclist, cheerful*.

**Theme 26. Shops and shoppers.**

Shopping habits; people who are addicted to shopping; planning a shopping area.

Speaking: planning a shopping centre.

Reading: checking out the checkout. Magazine article about the contents of the typical British shopping basket.

Listening: interview with a shopaholic.

Vocabulary: containers. Shopping.

Grammar: articles & determiners. Quantifiers 1.

**Starter:**

*What ‘new’ food products have you eaten for the first time in the last three years?*

*When you go shopping for food do you know what you want to buy – or do you choose things because you see them in the shop?*

*Do you buy ready-made or processed foods? Why or why not?*

*Are you a healthy eater?*

*What is organic food? Do you eat it? Why or why not?*

Discuss these questions with the whole class.

Then ask Ss to write every piece of *shop* vocabulary they can think of. Emphasize that students should not write product names – but things and people that you can find in a shop. Then discuss these with the whole class.

**Vocabulary:**

*Containers.*

Ss look at the photo of the shopping basket and complete the phrases with a word or phrase from the box.

With Ss do the following activity.

|  |  |  |
| --- | --- | --- |
| containers | contents | example sentence |
| jarboxcartonpacketcanbottle | biscuitsmilkchocolatecolalemonade | a packet of biscuits |

Ask Ss to write out the list of containers and add more items for each one. They can then compare their answers in small groups and add any new items to their list.

*Shopping.*

Ask Ss to look at the list of categories and then match the words in the box of them. (*shop assistant, shoplifter, shopaholic, window-shopping, online shopping, high street shopping, shopping centre/mall, corner shop, discount shop*)

Ss do these Ex-s in written forms and then check the answers with the whole class.

**Reading:**

This is a magazine article about a study carried out by the British National Office of Statistics. Ask Ss to read the first two paragraphs only of the article and answer the questions. Then ask them to read the article t the end and make a list of things. Check these tasks with the whole class.

**Language work:**

*Articles & determiners.*

We use ‘***the***’ with all nouns, countable and uncountable.

We use ‘***a/an***’ only with singular countable nouns.

Plural countable nouns and uncountable nouns can be used without any article.

Then ask Ss to do written exercises on their own and then check then with the whole class.

*Quantifiers 1.*

Quantifiers are determiners. They tell us how much or how many of something there are: ***some, any, many, much***.

**Listening:**

Play the radio interview and ask Ss to do the tasks. Then discuss the answers with the whole class.

Ex. 3. Put Ss into A/B pairs. Ask them to read the instructions and make up a short conversation. Encourage them to swap roles that they both have a chance to practice giving advice.

**Speaking:**

Divide the class into three groups, A-C, and ask the to read the information. Tell Ss that each group represents a different section of the public who are interested in the plans for the shopping area in their town, and want to represent a proposal to the local council about it. Ask the groups to read the points that they must include in their proposal. Then ask them to turn to their respective pages, read the information and make notes for their proposal. All Ss should write notes.

**Word list:**

*High street shopping, basement, buff, burger, cater, chain, chart, connoisseur, contact, cracker, cranberry, crisp, cross, cybernaut, decaffeinated, free-range, gin, herb, hot-air balloon, household, lighter, low-fat, out of favour, outskirts, parade, peak, peanut, refrain from, screenplay, spill, tissue, tuna, what a cheek, wheelchair, wish list, wrap.*

**Theme 27. E-shopping.**

Shopping on the internet.

Speaking: devising a quiz to test whether classmates are cybernauts or technophobes.

Reading: Eezeemail. Webpage advertising a shopping mall.

Vocabulary: Collocations with ‘***take***’.

Grammar: Quantifiers 2.

**Starter:**

*Have you ever bought anything online? What was it?*

*Do you think online shopping is reliable? What potential problems are there?*

*Would you ever buy clothes online?*

*Have you ever used on online auction site?*

*Do you think CDs will still exict in 20 years – or will people download all their music?*

*Do you think DVD films will still exist in 20 years – or will people download all their films and TV*?

Discuss these questions with the whole class.

Then write these words on the board in random positions:

*I, wasn’t, diary, away, in, the, Mary, my, player, took, room, breath, look, advice, about, when, new, Clive, took, MP3, a, at, my, it, took, my, buying, a.*

Ask Ss to write sentences from these words. Then check their answers with the whole class.

**Reading:**

Ask Ss to read the text from the homepage of a shopping mall website, with information about what it includes: a list of the links of the shops in the mall, a guided tour of the mall, bargains for music lovers and details of a free gift wrapping.

And ask them to do the Ex-s on their own and then check the answers with the whole class.

**Vocabulary:**

Collocations with ‘*take*’.

Sometimes ‘*take*’ means ‘*accept, receive, believe*’. Sometimes it has no specific, easy-to-define meaning.

(***take our advice, take something away, takes your breath away, take a little time, take advantage of something, take our word***).

**Language work:**

Quantifiers 2.

|  |  |  |
| --- | --- | --- |
| **countable** | **uncountable** | **both** |
| fewtoo many | littlemuchtoo much | lots ofloads ofplenty ofenough |

|  |  |  |
| --- | --- | --- |
|  | **positive connotation** | **negative connotation** |
| **countable** | plenty of/enough | too many |
| a few | few |
| **uncountable** | plenty of/enough | too much |
| a little | little.  |

Ask Ss to make true sentences about themselves with a quantifier.

**Speaking:**

Put Ss into small groups of four. They use the prompts to write a quiz for their classmates to find out whether they are cybernauts or technophobes.

A ***cybernaut*** is someone who uses the internet a lot.

A ***technophobe*** is someone who is frightened of and avoids new technology such as computers, mobile phones, DVD recorders.

**Word list:**

*High street shopping, basement, buff, burger, cater, chain, chart, connoisseur, contact, cracker, cranberry, crisp, cross, cybernaut, decaffeinated, free-range, gin, herb, hot-air balloon, household, lighter, low-fat, out of favour, outskirts, parade, peak, peanut, refrain from, screenplay, spill, tissue, tuna, what a cheek, wheelchair, wish list, wrap.*

**Theme 28.Telephone bills.**

Complaining; telephones.

Speaking: choosing a ring tone, fascia & logo for classmates’ mobile phones. Role play: making a complaint.

Listening: Three dialogues about problems with phones & phone bills.

Vocabulary: Prepositional phrases. Complaints.

**Starter:**

*Do you have a mobile?*

*How often do you use it?*

*Do you find it annoying when other people have conversations on their mobiles in public places?*

*How much do you spend a month on phone bills?*

*What extra things have you bought for your phone?*

*Could you live without your phone? For a day? For a month?*

*Do you text (SMS) a lot?*

*Is there a ring tone that drives your mad?*

Discuss these questions with the whole class.

**Speaking:**

Ask Ss to look at the advertisement and say whether they have bought any of the products. Ask them to give reasons why they bought the product or why they haven’t. Then Ss choose three of their classmates, think about their personalities and decide on a fascia and ringtone that they think would be appropriate for that person.

**Listening:**

Play the dialogue. Ask Ss to look at the pictures and tell you who the characters are. Ss listen to the recording and say who is unhappy in each of the conversations and why. Then ask Ss to look at the phrases and try to remember them.

**Functional language:**

*Complaints.*

Ask Ss to do the Ex-s in written forms and then discuss them with the whole class. They use such phrases: *I’m having problems, could you get someone, I’m afraid that’s not good, I’ll see to it this afternoon, I mean it’s totally unacceptable, I’ve got a problem with, what seems to be the matter, I think there’s something wrong with, the phone doesn’t work, could I speak to, I’d like a refund, I want to have my money back.*

Ask Ss to write five sentences on their own using these phrases. Then check the answers with the whole class.

*Roleplay:*

Ask Ss to read the situations and choose one of them. Tell them that they have five minutes to prepare a roleplay with their partner. After five minutes, Ss take turns to perform their roleplay.

**Vocabulary:**

Prepositions: ***by, in, on*** are commonly use din prepositional phrases. Ask Ss to complete the sentences with these prepositions. Then check the answers with the whole class.

(*by chance, by mistake, by accident, in danger of, on file, in a mess, in trouble*.)

**Word list:**

*High street shopping, basement, buff, burger, cater, chain, chart, connoisseur, contact, cracker, cranberry, crisp, cross, cybernaut, decaffeinated, free-range, gin, herb, hot-air balloon, household, lighter, low-fat, out of favour, outskirts, parade, peak, peanut, refrain from, screenplay, spill, tissue, tuna, what a cheek, wheelchair, wish list, wrap.*

**Theme 29. Secrets.**

Deceiving people and conspiracy theories.

Speaking: discussing conspiracy theories. Performing a magic trick.

Reading: The tricks of the trade. Magazine article about Lenny Montano, who explains how magic tricks are done and annoys fellow magicians.

Listening: Radio phone-in about The Da Vinci Code, a controversial new best-seller.

Vocabulary: Illusions. Word families.

Grammar: Modals of speculation 1 (present time). Modals of speculation 2 (present time).

**Starter:**

*Have you ever been to a magic show? Or seen a magician at work?*

*Which famous magicians have you heard of?*

*Do you believe in magic*?

Discuss the se questions with the whole class.

Put Ss into pairs and allow them sime time to make some notes and then check the answers.

**Vocabulary:**

***Illusions.***

Ss read the text about a knife trick. They replace the words in italics with a word from the box. Then ask Ss if anyone can explain how the magician did the trick.

*illusion* – is when you think you see something but it isn’t real.

*magic trick* – is an entertainment in which the magician seems to do something impossible.

*card trick* – is done with a pack of playing cards.

*conjuring trick* – is when things appear or disappear.

*close-up magic* – is done directly in front of you.

*stage magic* – is done as entertainment.

**Reading:**

Ask Ss to read the article about a series of programmes in which a magician reveals how some of the world’s most amazing magic tricks are done.

Ask Ss to read the article quickly and choose the best explanation for the phrase. Then ask Ss to do exercises on their own and then check them with the whole class.

**Language work:**

Modals of speculation 1, 2.

The opposite of ***it must be true*** is ***it can’t be true***, not ***it mustn’t be true***. ***Mustn’t be*** is not used for speculation – only for prohibition.

We can use modal verbs followed by ***be*** and the verb –***ing***.

The main point to notice here is the use of ***be + a continuous verb*** from to show the ‘***in progress***’ nature of the action. All these things happening now or around the present time.

*They may be waiting for the right moment.*

*They can’t be doing a very good job.*

*Gary may be spending too much time in front of the TV*.

**Speaking & vocabulary:**

Word families.

Divide the class into two groups. Tell Ss that they are each going to perform a magic trick to someone from the other group. Ask them to turn to their respective pages and read the instructions. Allow them a little time to practice their tricks within their own groups.

Then ask Ss to note new words.

Tell them that ***nouns*** often end in –***ity/-ty*** or –***hood***, ***negative adjectives*** and ***nouns*** are often made with ***im-/un***-, ***adverbs*** are often made with –***ly***. Ss try to make forms of the words themselves and then check the answers with the whole class.

**Listening:**

Play a radio phone-in programme and ask Ss to do the tasks. Ask Ss to find the connection between all the words and the phrases listed. Ss work in pairs and then check the answers with the whole class.

**Word list:**

*magician, reveal, trick, vanish, bright and early, drag your feet, get cracking, get to the point, high point, play it safe, accuse, alien, ape, bulling, bury, CCTV, compartment, dating agency, deaf, float, furious, grave, guardian, heel, hoot, imposter, in the long/short term, minority, rabbit, ruin, spy on, traitor, worthless*.

**Theme 30. Mysteries.**

Mysterious stories.

Speaking: solving a mystery.

Reading: The return of Martin Guerre. Story about Martin Guerre, a Frenchman who disappeared for twelve years and then returned home to find someone was pretending to be him.

Vocabulary: Verbs followed by infinitive.

Grammar: Modals of speculation (past time).

**Starter:**

*Have you ever pretended to be someone else? Why? Did it work?*

*Why might a person pretend to be another person for one evening?*

*If you didn’t see your boy/girlfriend/wife/husband for eight years, would you recognize them when they returned?*

Discuss these questions with the whole class, compare their answers.

**Reading:**

Ask Ss to read text about the story of Martin Guerre, a French man who went missing for eight years and then suddenly returned home to his wife and son. Then ask them to do exercises on their own and check them with the whole class.

**Language work:**

Modals of speculation (past time).

The use of ***modal verb + have + past participle*** to speculate about the past may be puzzling for students for many reasons:

If you want to say that you strongly believe something happened, use ***must have + past participle***.

*The burglars must have come in the back door.*

When you want to say that you strongly believe something didn’t happen, the negative of ***must have + past participle*** is ***can’t have + past participle*** or ***couldn’t have + past participle***.

*The burglars can’t have come in the back door*.

If you want to say that you think it is possible that something happened, use ***may have + past participle***, ***might have + past participle*** or ***could have + past participle***.

*The burglars might/may/could have come in the back door.*

***Could have + past participle*** can also be used to say that someone was able to do something in the past.

*I could have made a number one pop record.*

***Could have + past participle*** is also often used for criticism. If you want to criticize someone about something you wanted/expected/hoped for them to do, you can use ***could have + past participle***.

*You could have cooked supper for us!.*

You can say that something was possible but didn’t happen, using ***might have + past participle or could have + past participle***.

*You might have got into trouble.*

**Vocabulary:**

Verbs followed by infinitive.

Ask Ss to look back at the story and find the highlighted words in the story and underline them and the two words that followed them. Then Ss do the exercises on their own and then check then with the whole class.

**Speaking:**

Write the verbs in this order on the board:

*seem/try/refuse/manage/begin/claim/pretend/deserve*.

Underneath write the word: *magic*.

Ss works in pairs and prepare a story that uses all these verbs and also the word *magic*. The story must be set in the past. Allow Ss some time and then discuss thei stories with the whole class.

**Word list:**

*magician, reveal, trick, vanish, bright and early, drag your feet, get cracking, get to the point, high point, play it safe, accuse, alien, ape, bulling, bury, CCTV, compartment, dating agency, deaf, float, furious, grave, guardian, heel, hoot, imposter, in the long/short term, minority, rabbit, ruin, spy on, traitor, worthless*.

**Theme 31.Strictly confidential.**

The right to obtain information on people.

Speaking: discussing confidential information. Role play: debate about installing CCTV cameras in secondary schools.

Listening: Dialogue: conversation about the installation of spy software at work.

Vocabulary: idioms.

**Starter:**

*Do other people have a right to know what you are doing? At work? In public places? At home?*

*If you write an email letter to a friend, does anyone else have a right to look at it?*

*What about if you write the email while you are at work, on a work computer?*

*Do you think advertisers should be allowed to see your emails?*

Discuss these questions with the Ss. Allow them some time to make some notes and then check their answers.

**Listening:**

Play the dialogue for Ss. Then ask them to do exercises and check them with the whole class. Before playing the dialogue tell them new words: *site, hack, confidentiality*.

**Functional language**:

Advantages & disadvantages.

Ss choose the correct words and phrases to complete the sentences. Then check their answers with the whole class. Tell them new words: *pros, benefits, drawbacks, thing, trouble, disadvantages, point, problem, gained*.

Then Ss complete the conversation. They work in pairs and then check their answers.

**Speaking:**

Role play.

Ask Ss to look at the small photo under the newspaper headline and say what the object is and what it is used for. Ask them if they have them in their town. Then tell them that they each represent a different group of people who are either for or against the introduction of CCTV cameras. Ask them to read the information about their group and then discuss five reasons for or against the introduction of the cameras. Allow them some time to prepare the task and then represent their discussion to the class.

**Vocabulary:**

Idioms.

Tell Ss some idiomatic expressions.

*Bright and early* – means ‘very early’.

‘*get to the point*’, ‘*come to the point*’.

*Play it safe*.

*High point*.

Then ask Ss do the tasks on their own and then check them with the whole class.

**Word list:**

*magician, reveal, trick, vanish, bright and early, drag your feet, get cracking, get to the point, high point, play it safe, accuse, alien, ape, bulling, bury, CCTV, compartment, dating agency, deaf, float, furious, grave, guardian, heel, hoot, imposter, in the long/short term, minority, rabbit, ruin, spy on, traitor, worthless*.

**Theme 32. Olympic dreams.**

Olympic athletes; hosting the Olympics.

Speaking: talking about sports & how to play them. Planning and presenting an Olympic bid.

Reading: Magazine article about Louise Crandal, Olympic sportswoman.

Listening: Dialogue: interview with a psychologist about child sports stars.

Vocabulary: sport. Nouns & adjectives (describing people).

Grammar: Passive. Verbs with two objects.

**Starter:**

*Do you watch the Olympic games on TV?*

*Would you like to win an Olympic medal? For which sport?*

*Why do sports people think the Olympics is so important?*

*Which sport is your favourite?*

*Which sport is your least favourite?*

*Which Olympic sport is the most dangerous?*

*Do you think there are any sports that shouldn’t be in the Olympics?*

Discuss these questions with the class.

Write these words on the board: *TV, saw, last, opening, on, the, ceremony, I, Olympic, night*.

Ask Ss to arrange the words to make a sentence. Allow them some time and then check their sentences with the whole class.

**Speaking:**

Write the verbs on the board to check Ss know them (***catch, hit, jump, kick, pass, run, serve, throw***). Then ask Ss to match at least one sport to each verb. Check their answers and add more words to their lists.

**Reading:**

Ask Ss to read the article about Louse Crandal, and do tasks. Allow them some time to make notes and answer the questions, then check their answers with the whole class. Then ask them to read the article again quickly to find out which topic is not mentioned in it. Tell them to note some sports ( *paragliding, hang-gliding, skydiving*)

**Language work:**

Passive.

The passive is formed with the verb to be and past participle. Tell Ss forms of passive forms of the verbs of different tenses: *present simple – are held, present continuous – are being held, past simple – was introduced, present perfect – has been named, future simple – will be added, modal verbs – must be played.*

Ss do tasks on their own, then they check them with the whole class.

Verbs with two objects.

A *direct object* is a person or a thing that is affected by the action of a verb.

An *indirect object* is the person or thing that receives something as a result of the action, or has some other benefits.

Verbs with two objects are usually to do with either:

- *transfer (give, pass, send, lend, post, take, get);*

*- communication (tell, show, explain, refuse, write, teach);*

*- benefit (buy, pay, read, built, sing, book, make, paint).*

**Word list:**

*anorexia, award, bet, calendar, casual, charitable, check out, contribution, courier, cycle, declare, design, devote, disability, donation, downhill, dress up, estimate, fed up, fill in, gang, glory, in the meantime, majesty, massive, royal, shave, tiny, unpaid*.

**Theme 33. The sporting year.**

British annual sporting events.

Speaking: interviewing each other about services.

Reading: UK sporting events. Extract from a guidebook about sporting events in Britain.

Vocabulary: Services,

Grammar: Causative.

**Starter:**

*What sports events do you like to watch – at the location? On TV?*

*Are there any annual sports events you regular go to?*

*Which sports events in your country is most difficult to get tickets for?*

*Which sporting events in your country has the longest history?*

*Is sponsorship helping or ruining sports?*

Discuss these questions with the class.

**Reading:**

Ask Ss to read three extracts from a guidebook about famous annual sporting events in Britain. Before reading ask them to look at the three photos and find out if the students know what the events are. Then they read these extracts and do exercises.

Allow them some time and then check their answers.

**Language work:**

Causative.

Use ***have*** something ***done*** to talk about an action that you ask someone else to do for you.

*We’re having hats made.*

Note that it is not necessary to say who does the action, as it is usually understood. If you want to say who does the action, use ***by + the person.***

*They had the tickets delivered by special courier.*

Ss do the exercise on their own and then check the answers with the whole class.

**Vocabulary:**

Services.

Tell Ss new words: *bring, test, cook, cut, deliver, develop, service, serve, iron*.

Then complete the questions using the past participle of the verbs. Then ask Ss to work in pairs and ask and answer the questions.

**Word list:**

*anorexia, award, bet, calendar, casual, charitable, check out, contribution, courier, cycle, declare, design, devote, disability, donation, downhill, dress up, estimate, fed up, fill in, gang, glory, in the meantime, majesty, massive, royal, shave, tiny, unpaid*.

**Theme 34. Sport relief.**

Raising money for charity with sport.

Speaking: discussing ways to raise money for charity.

Listening: Four dialogue about Dave’s sponsored bike ride.

Vocabulary: Make & do.

Grammar: Questions tags (checking).

**Starter:**

*Have you ever taken part in an event to raise money for charity? Was it successful?*

*In your country is it common to raise money through sports events?*

*Do you think that it is important for children to have playing fields and other sports facilities they can use? Why or why not?*

*What sports can disabled people take part in?*

*Should every child learn how to swim?*

Discuss these questions with the whole class.

**Speaking:**

Ask Ss to think of different ways that you could raise money for a charity which involves sport.

Tell the Ss to read the three ways to raise money for charity and answer the questions. Divide the class up into groups of three. Tell that they have time limit of three minutes in which to read about a charity. They turn to their respective pages and read the information on the charity. After the time limit is over, tell Ss to close their books and tell the other Ss about the charity.

**Listening:**

Play Ss a dialogue and ask them do exercise on their own and then check the answers with the whole class.

**Vocabulary:**

Tell Ss that verbs ‘*make*’ and ‘*do’* are both delexicalized verbs, they do not have much meaning in themselves. They have the problem of collocation, *do* goes with some nouns*, ‘make’* with others. Ss may have problems using the wrong verb. It may be best for Ss to simply learn the collocations.

***Make****: an offer, a suggestion, a phone call, a choice, a decision, your bed, good progress, an arrangement, an effort, a promise, an enquiry, a trip, a noise, a profit, a signal;*

***Do****: the washing-up, your best, business with someone, your homework, the ironing.*

Use ‘*make*’ for things that we build or create, make a meal.

Use ‘*do’* for actions that require work, effort and time to complete, especially things done in the home or to do with the home, do the shopping.

Use ‘*do*’ when talking generally.

*Question tags.*

Tell Ss how to form these questions and show them the examples.

*That was a great film, wasn’t it?*

*It’s time to go, isn’t it?*

If there is no auxiliary verb, we use ***do*** as a dummy auxiliary. Ss do the exercises on their own and then check their answers with the whole class.

**Word list:**

*anorexia, award, bet, calendar, casual, charitable, check out, contribution, courier, cycle, declare, design, devote, disability, donation, downhill, dress up, estimate, fed up, fill in, gang, glory, in the meantime, majesty, massive, royal, shave, tiny, unpaid*.

**Theme 35. Money matters.**

Attitudes about having money and not having money.

Speaking: ordering important things in life. Discussing answers to a survey about money. Asking and answering questions about money.

Reading: I never thought it would happen to me. Magazine article about a nurse who discovers that she has fallen in love with a homeless drug addict. The money survey. Magazine survey which aims to find out people;s attitudes to money.

Listening: Dialogue: the results of the money survey.

Vocabulary: Verb collocations (money).

Grammar: Reported speech & thought. Reported questions.

**Starter:**

Discuss these questions with the whole class.

*Do you waste money?*

*Are you a saver or a spender?*

*Do you have ambitions to be rich?*

*How much of your money do you spend on entertainment and having fun?*

**Speaking:**

Ss work in pairs. Ask them to look at the photo and imagine what life is like for this person. Ss then work with a partner and number the sentences in order if importance for the person in the photo.

Working with the same partner, ss tell each other what things are most important to them.

Then Ss discuss the questions.

**Reading:**

Ss read the article about a nurse who took pity on a homeless man. Ask Ss to quickly read the first part of the magazine article and discuss with a partner how they think the story ends. Elicit a few ideas from the class, but do not confirm or reject any of them. Then Ss turn to page 134 to see if their predictions were correct.

Then ask Ss do the exercises on their own and then check them with the whole class.

**Language work:**

Reported speech & thought.

To report a ***wh-*** question

- move the verb tenses into the past;

- drop the question mark;

- change the word order.

*‘What are you saving your money for?’*

*He asked me what I was saving money for.*

Note that in ***yes/no*** questions you also use ***if*** or ***whether*** to introduce the question.

*‘Do you have a savings accounts?’*

*She wanted to know if/whether I had a savings account.*

Note that you do not need an auxiliary verb (*do/does/did*) to report questions in the present simple or the past simple.

*He asked me whether I saved money regularly*.

Ask Ss do Ex. 1, 2, 3, on their own and then check them with the whole class.

**Listening:**

Play the story about the woman who conducted the survey talking about the results she obtained. Ss should tick the most popular answer given for each question on the survey. Then listen to the recording again and do some exercises on their own and then check them with the whole class.

**Word list:**

*Bank account, cash machine, dependent, earnings, get into, invest, make money, open an account, pay a bill, save, savings account, share, stock, take out a mortgage, withdraw, write a cheque, student union, steady, settlement, plaintiff, pickle, outline, multiplex, motor home, men’s room, kick out, distress, cruise, chin, cheek, beggar.*

**Theme 36. Test.**

Читання

Студент розуміє прочитані автентичні тексти різних жанрів і стилів, розглядаючи їх як джерело різноманітної інформації і як засіб оволодіння нею; знаходить та аналізує необхідну інформацію, робить висновки з прочитаного; виділяє головну думку/ідею, диференціює основні факти і другорядну інформацію; аналізує і зіставляє інформацію, розуміє логічні зв'язки між частинами тексту.

 Тексти для ознайомлювального читання можуть містити незнайомі слова – до 5%, а для вивчаючого та вибіркового читання – до 3%, про значення яких можна здогадатись із контексту, за словотворчими елементами, за співзвучністю з рідною мовою (слова-інтернаціоналізми). Загальний обсяг текстів до 1500 друкованих знаків,

Оцінюється рівень розуміння тексту, уміння узагальнювати зміст прочитаного, виокремлювати ключові слова та визначати значення незнайомих слів за контекстомабо словотворчими елементами.

Добір текстів для читання, а також ситуацій для писемного мовлення має здійснюватись відповідно до тематики спілкування, окресленої в Програмі з іноземних мов. Основними критеріями вибору текстів є їхня автентичність, прозорість, обсяг і відповідність інтересами сучасної молоді.

Письмо

Студент володіє функціональними стилями писемного мовлення в межах, визначених Програмою з іноземних мов, що також відповідає Загальноєвропейським рекомендаціям з мовної освіти (рівень В2).

Студент уміє писати особисті і ділові листи, використовуючи формули мовленнєвого етикету, прийняті в країнах, мова яких вивчається, розповідаючи про окремі факти та події свого життя, висловлюючи власні міркування і почуття, описуючи плани на майбутнє та запитуючи аналогічну інформацію, а також передавати повідомлення у вигляді записки довільної форми.

Студент уміє повідомити про перебіг подій, описати людину або предмет; написати повідомлення про побачене, прочитане, почуте; уміє обґрунтувати власну точку зору.

 Завдання для писемного мовлення формулюється у вигляді мовленнєвих ситуацій, у змісті яких мають бути чітко визначені мета і об’єкт спілкування. Вибір комунікативної ситуації передбачає міжкультурне спілкування, і відтак зміст мовленнєвих ситуацій має включати соціокультурні особливості країни, мова якої вивчається.

Обсяг письмового висловлювання складає не менш ніж 100 слів.

Вимоги щодо володіння мовними компетенціями (англійська мова)

Лексика

Лексичний мінімум студента складає2500 одиниць, відповідно до тематики ситуативного спілкування, передбаченої Програмою загальноосвітніх навчальних закладів з іноземних мов та Європейським стандартом В2.

Морфологія

Іменник.Вживання іменників у однині та у множині.

Використання іменників у ролі прикметників. Присвійний відмінок.

Артикль.Основні випадки вживання означених і неозначених артиклів. Нульовий артикль.

Прикметник.Вживання прикметників. Ступені порівняння прикметників.

Займенник.Види займенників. Вживання займенників.

Дієслово.Видо-часові форми дієсловав активному та пасивному стані.

Умовні речення (0, І, ІІ, ІІІ типів). Наказовий спосіб дієслів. Правильні та неправильні дієслова. Безособові форми дієслова та їх конструкції. Герундій. Модальні дієслова. ParticipleI, ParticipleII.

Фразові дієслова з: get, be, look, keep, go, come, take, run, turn, call, break, give, put, make, clear, cut, fall, hold, let, hand.

Структура *to be going to do smth.*

Прислівник.Вживання ступенів порівняння прислівників. Прислівники місця і часу Основні прислівникові звороти.

Quantifiers/Intensifiers (*quite, abit, etc)*

 Числівник. Кількісні та числівники. Порядкові числівники.

 Прийменник.Види прийменників. Вживання прийменників.

 Частка.Особливості вживання toз дієсловами.

 Сполучники.Вживання сполучників сурядності та підрядності.

Синтаксис

* Структура різних типів речень.
* Прості речення.
* Безособові речення.
* Складні речення (складносурядні і складнопідрядні).

Пряма і непряма мова.

* Узгодження дієслівних часів у складнопідрядних реченнях.

Словотворення

Слова, утворені від відомих коренів за допомогою суфіксів іменників, прикметників і дієслів; префіксів прикметників і дієслів.

Тест з іноземної мови складається з трьох частин:

* Читання.
* Використання мови.
* Письмо.
* *У тесті з англійської мови використовуються завдання чотирьох форм:*
* 1. Завдання на встановлення відповідності .У завданнях пропонується підібрати заголовки до текстів/частин текстів із поданих варіантів; твердження/ситуації до оголошень/текстів; запитання до відповідей або відповіді до запитань. Завдання вважається виконаним, якщо абітурієнт встановив правильну відповідність і позначив правильний варіант відповіді у бланку відповідей .
* 2. Завдання з вибором однієї правильної відповіді.

 До кожного завдання подано чотири варіанти відповіді, з яких лише один правильний. Завдання вважається виконаним, якщо абітурієнт вибрав і позначив правильну відповідь у бланку відповідей .

* 3. Завдання на заповнення пропусків у тексті. У завданнях пропонується доповнити абзаци/речення в тексті реченнями/частинами речень, словосполученнями/словами із поданих варіантів. Завдання вважається виконаним, якщо абітурієнт обрав і позначив правильний варіант відповіді у бланку відповідей .
* 4. Завдання з розгорнутою відповіддю. Завдання передбачає створення абітурієнтом на бланку відповідей власного висловлення у письмовій формі відповідно до запропонованої комунікативної ситуації.

**Theme 37. Autograph hunters.**

Collecting autographs.

Speaking: discussing signatures and autographs.

Reading: The Autograph man. Magazine article about the life of a man who buys and sells autographs.

Vocabulary: Time adverbials.

**Starter:**

Discuss these questions with the whole class.

*Would you go to an event just to get the autograph of a star you like?*

*Why do you think autograph have become the thing people like to collect when they meet stars?*

*Would you pay to get an autograph you really wanted?*

*What about a signed book or a piece of their clothing?*

*Which dead person do you think has the most valuable autograph?*

**Speaking:**

Before Ss do the activity, check that they know the difference between a signature and an autograph by asking them where they would find a signature and where would they find an autograph. Put Ss into pairs, ask them to write their signatures on a pece of paper and give it to their partner. Then Ss turn to page 138 and read the guide which characterize their signatures and say what personalities they are. Then Ss represent their ideas to the whole class.

**Reading:**

Ss read the article about the James Morton, an autograph dealer, and answers the questions. Then they match the phrases to the gaps and complete the sentences. Ss work on their own. They can compare their answers with the partner and then check with the class.

**Vocabulary:**

***Time adverbials*.**

Time adverbials show a relationship between one event and another. They help to show the sequence of events in a narrative. They are: *initially, at first, at the beginning, to begin with, eventually, finally, in the end, subsequently, later on, afterwards, after a while*.

They can have three possible positions in the sentence:

1. They **(B)** went to the café **(C).**

Ex 2, 3. Ask Ss to look at the rule and do exercises on their own and then check them with the whole class.

**Word list:**

devote, painballing, aficionado, conversation, way of life, CV, terminate, insist, typos, stand out, resist, temptation, fan, get a taste for, get the bug for, be into, be keen of, be obsessed with, passion, supporter, take (sth) up, after a while, afterwards, eventually, initially, later on, subsequently, in-thing, antique, attend, babysit, background, backstage, badge, bat, bloke, blood-crazed, blood-donating, bulging.

**Theme 38. Collectors.**

Collectors and the things they collect.

Speaking: discussing collections.

Listening: Five people talk about their collections.

Vocabulary: expressions with ‘*thing*’.

Grammar: ‘*What’* clauses.

*Why do people collect things?*

*Do you collect anything only because you hope it will become more valuable in the future?*

*Would you ever sell your own collection?*

*Should people be allowed to collect historic guns?*

*Are there any other things that people shouldn’t be allowed to collect?*

Discuss these questions with the class.

Then give them a few minutes to think of something you could collect. Ask them to report their ideas and the class agrees which ones are the most unusual, most clever or the funniest.

**Speaking:**

Put Ss into pairs, ask then at the photos and match the phrases to them. Then they discuss the questions with their partner. At the end, ask Ss if they found anything interesting from their partner.

**Listening:**

Play the talks of five people talking about collecting things. Then ask Ss to answer the questions and discuss the answers with the class. They could compare their answers with their partners before they report them.

**Grammar:**

***‘What’ clauses.***

A ‘**what**’ clause announce that something important is going to be said. The structure acts in a similar way to a relative clause.

We can make a ‘*what*’ clause using this guideline:

*what + subject + main verb + is/was…*

Ask Ss do Ex-s 2, 3, 4 in written forms on their own and then check them with the class.

**Vocabulary:**

Tell Ss new words and phrases to complete the sentences. Tell that word ‘*thing*’ is one of the most flexible words in the language, it has very wide, non-specific meaning. There are many phrases with this word.

*one thing led to another, a thing about something, just one of those things, it’s a good thing, a thing of the past, the thing-in, for one thing*.

Ss do the exercises, use new words and phrases and then compare their answers with the class.

**Word list:**

devote, painballing, aficionado, conversation, way of life, CV, terminate, insist, typos, stand out, resist, temptation, fan, get a taste for, get the bug for, be into, be keen of, be obsessed with, passion, supporter, take (sth) up, after a while, afterwards, eventually, initially, later on, subsequently, in-thing, antique, attend, babysit, background, backstage, badge, bat, bloke, blood-crazed, blood-donating, bulging.

**Theme 39. Wildlife.**

Wild animals and people’s attitudes to dolphins.

Speaking: describing and discussing animals.

Reading: Cold-blooded killers? Newspaper article about the aggressive behavior of dolphins, and a reply to the article in defense of dolphin.

Vocabulary: Adjectives (character)

Grammar: Present habits.

**Starter:**

*Why do some people feel happier or calmer in the presence of animals?*

*Do you think animals can help humans to recover from illnesses? If yes, which animals, and why?*

*Which animals do you think are most intelligent? Why?*

*In your country which animals are most feared or disliked? Why?*

Discuss these questions.

Then ask Ss to work on their own and make a list of all the animals they have ever had as pets and all the animals they have ever heard of people having as pets. Get Ss to compare in pairs and see if (a) they have had similar pets ( both had no pets), (b) if they thought of any pets that their parents didn’t list. As a whole class collect together the list for (a) and (b) and discuss them with the Ss.

**Speaking & vocabulary:**

*Adjectives (character).*

Tell Ss words that mean character , tell them that they can use their dictionaries. They match the adjectives to the animals. Point out that more than one answer is possible. They could then compare their answers with their partner before you check with the class.

**Reading:**

Ss read the article about the aggressive nature of dolphins. They look at the photo and discuss the questions. They do Ex-s on their own and then check them with the whole class.

**Grammar:**

Present habits.

Tell Ss that we can use ‘*will*’, *present continuous* or ‘*keep*’.

Ask Ss to rewrite the sentences using the words in brackets. Check them with the class.

Allow Ss a few minutes to think of three people who annoy them. Ask them to make brief notes on any annoying behavior or habits that they might have.

Ss tell their partner about the people they have chosen and why they annoy them so much.

**Word list:**

aggressive, cuddly, cute, docile, ferocious, inquisitive, lovely, obedient, playful, tame, vicious, add up, butt in, clear up, draw the line, miss the point, blow (your) top, insane, livid, lose (your) temper, need (your) head examined, round the bend, worked up, get along, get around, get in touch with, get involved, get on with it, abandon, afloat, assault, banish, breed, bury, trial, tortoise, loyal, mildly, napkin, nose butt.

**Theme 40. Animal rights.**

Attitudes towards wild animals and how we treat them.

Speaking: discussing animal rights.

Listening: A radio debate about culling foxes.

Vocabulary: Verb idioms. Expressing opinions.

**Starter:**

*What do you know about foxes?*

*Are there foxes in your country?*

*What other wild creatures live or find food in cities in your country?*

*Is it right to hunt and kill animals such as foxes that annoy people in town?*

Discuss these questions with the class.

**Listening:**

Play the radio debate about urban foxes in which a member of a resident’s association complains about the problems in her area with urban foxes and calls on them to be culled to control the numbers.

Ss work in small groups of four to six and tell each other any stories or legends they know about foxes. Then ask Ss to report their ideas with the class.

**Vocabulary:**

*Verb idioms.*

Ss choose the correct idioms in the box to replace the phrases in the sentences. They look at tapescript and check their answers.

Then ask Ss to ex-s on their own and check them with their partner.

*Expressing opinions.*

We can use the following phrases to express their opinion:

*personally, as far as I’m concerned, to be perfectly honest, frankly, we are absolutely convinced that , I really don’t think that, I don’t believe for a minute that, I may be wrong, but*.

Ask Ss to write the sentences on their own, using phrases, expressing opinion, then report them to their partners.

**Speaking:**

Put Ss into pairs. They read the list of activities, then discuss the questions below the list with their partner. Then they report their ideas to the class.

**Word list:**

aggressive, cuddly, cute, docile, ferocious, inquisitive, lovely, obedient, playful, tame, vicious, add up, butt in, clear up, draw the line, miss the point, blow (your) top, insane, livid, lose (your) temper, need (your) head examined, round the bend, worked up, get along, get around, get in touch with, get involved, get on with it, abandon, afloat, assault, banish, breed, bury, trial, tortoise, loyal, mildly, napkin, nose butt.

**Theme 41. Companions.**

People who have strange relationships with their pets.

Speaking: discussing people and their pets.

Reading: Animal crackers. Magazine article about three men and their accentric attitude towards their pets.

Vocabulary: strong reactions.

Grammar: Past habits.

**Starter:**

Tell Ss a story about a woman who likes animals. Ask Ss to decide what they think about the woman. Allow them a few minutes to compare their reactions with the partner and then discuss with the whole class.

**Reading:**

Ask Ss to read the text about three eccentric upper-class men and he strange relationship they had with their pets.

Ss do ex-s. they read the list, then discuss the questions. They compare their answers with the partners and then check them with the class.

**Grammar:**

*Past habits.*

***used to*** and ***‘d/would*** suggest regularity or habit, a contrast between the past and now.

*I used to work in Barcelona.*

***‘d/would*** cannot be used with stative verbs (believe, live, want, hope, hear, love, be, hate, think).

Then Ss do Ex.2. they should decide which sentences are wrong, then correct them. Then they compare their corrections with the partner before they check with the class.

**Vocabulary:**

*Strong reactions.*

Ss turn to page 147 and read the dictionary extract for the word ***mad***. Then Ss read the sentences and say which ones refer to anger and which to craziness.

They could then compare their answers with a partner before you check with the class.

**Word list:**

aggressive, cuddly, cute, docile, ferocious, inquisitive, lovely, obedient, playful, tame, vicious, add up, butt in, clear up, draw the line, miss the point, blow (your) top, insane, livid, lose (your) temper, need (your) head examined, round the bend, worked up, get along, get around, get in touch with, get involved, get on with it, abandon, afloat, assault, banish, breed, bury, trial, tortoise, loyal, mildly, napkin, nose butt.

**Theme 42. Working animals.**

Dogs that care for people.

Speaking: comparing and contrasting two photos about working animals.

Listening: A radio interview with a trainer for the guide dogs for the blond.

Vocabulary: Collocations with ‘***get***’.

Grammar: *be/get used to*.

**Starter:**

*Dogs or cats – which do you like most? Why?*

*Dogs or cats – which help man the most? How?*

*Can you remember any famous dogs from news stories or history?*

*Why do some blind people have dogs?*

*What can the dogs do for them?*

*What other jobs can dogs do?*

Discuss these questions with the whole class.

**Listening:**

Ex. 1. Play the radio interview with a trainer of guide dogs for the blind. Ss listen to the story and the discuss the questions.

Ex. 2. Find out from Ss if they personally know anyone who owns a dog that helps them, and ask them what the dog does.

Ss can compare their answers with a partner before you check with the class.

**Grammar:**

*be/get used to.*

Explain Ss the difference in meaning of some phrases.

***used to*** = a regular habit in the past. (I used to smoke)

***get used to*** = become familiar with something over a period of time (I got used to English food)

***be used to*** = be familiar with something. (I’m used to driving on the right)

Ex.2. Ss read the restaurant description, then focus on the expressions in italics and correct them.

Then Ss work in pairs. They look at the newspaper headline and answer the questions. Then they discuss their answers with the whole class.

**Vocabulary:**

Collocations with ‘***get***’.

Ask Ss to look at the extract from the interview and answer the question.

Explain Ss that ‘***get***’ has wide range of meanings and uses. It means:

- receive or obtain (getting a guide dog);

- become (getting involved with);

- sometimes it has a journey/travel/movement/arrival meaning (I have to get to the church);

In many expressions ‘***get***’ has no precise meaning in itself; it is simply a part of the expression which must be understood as a whole. (*get along, get on with, get in touch*).

Ex.2. Ss do this exercise on their own and then check it with the whole class.

**Speaking:**

Put ss into pairs and ask them to turn to their respective pages and study the photo. They then work with their partner and show each other their photo. They describe the similarities and differences between the two photos and decide what links them. Then Ss report their ideas to the class.

**Word list:**

aggressive, cuddly, cute, docile, ferocious, inquisitive, lovely, obedient, playful, tame, vicious, add up, butt in, clear up, draw the line, miss the point, blow (your) top, insane, livid, lose (your) temper, need (your) head examined, round the bend, worked up, get along, get around, get in touch with, get involved, get on with it, abandon, afloat, assault, banish, breed, bury, trial, tortoise, loyal, mildly, napkin, nose butt.

**Theme 43. Fashion statements.**

Youth movements, cultures and fashions.

Speaking: discussing teenage daughter’s radical style.

Reading: The lost tribes of London. Magazine article about late twenties century youth cultures in London.

Vocabulary: Compound adjectives.

**Starter:**

*Do you know anyone who is a member of a social group that wears particular clothes, listen to certain kinds of music, goes to the same places or does the same things?*

*What are the advantages or disadvantages of being part of such a social group?*

*Were your parents punks, hippies or Goths when they were young?*

Discuss these questions with the class.

**Reading:**

Tell Ss to read the article about various youth movements in London in the second half of the twenties century. Then Ss look at the people in the photos and discuss the questions. Then they read the article again and explain the meaning of the title. Tell them the definition of the word ‘***tribe***’.

Ask Ss do the exercises in written forms. Allow them some time to do these tasks and then check them with the whole class.

**Vocabulary:**

**Compound adjectives.**

Tell Ss about compound adjectives.

Ex. 1, 2. Ss do the exercises on their own. They match the beginning of the compound adjectives with their endings. Then they match the compound adjectives with their meanings. Then Ss check their answers with the whole class.

**Speaking:**

Put Ss into pairs and ask them to discuss questions; Ss read the situation and decide what they would say. Allow Ss plenty of time to think about the situation, how the people are feeling and what they would say. Then they compare their ideas with the rest of the class.

**Word list:**

clean-shaven, easy-going, short-lived, well-off, worn-out, by the look of it, feminine-looking, have a look, look your best, look through, looks, the (sth) look, airhead, beat, blow, dumb, psyched, abnormal, accessory, aftershave, blemish, bothered, bound to, bully, catwalk, chuck, commune, conquer, crave, cynical, dare, deep-rooted, fit in.

**Theme 44. The right look.**

People’s taste in fashion.

Speaking: Interviewing other members of the class about their dress style.

Listening: Two conversations about people’s fashion style in clothes.

Vocabulary: Expressions with ‘*look’.*

Grammar: Defining & non-defining relative clauses.

**Starter:**

*Do people think differently about you if you wear ald, unfashionable clothes?*

*Are the clothes you wear important?*

*Do clothes express your personality or just show how much you spend?*

Discuss these questions with the class.

**Listening:**

Play the story to Ss and ask them to listen to it and complete the summaries.

Then they answer the questions. Ss could then compare their answers with a partner before you check with the class.

**Vocabulary:**

Ss look at the underlined expressions with ‘*look*’ in the extracts from the conversation and decide if the meaning of ‘*look*’ in each is to do with appearance or eye movement.

Ex. 1, 2, they do these tasks on their own and then check them with the whole class.

**Grammar:**

***defining & non-defining relative clauses.***

Defining clauses tells you essential information that actually defines the noun. (*The picture that I bought was worth double the price*).

Non-defining clauses gives you extra information to help describe the noun, rather than define it (the picture, which showed some trees on a lake, cost me over $ 1,000).

Ex. 1, 2, 3 Ss do these exercises in written forms and then ask Ss check then in pairs. Before they check these exercises with the whole class.

**Word list:**

clean-shaven, easy-going, short-lived, well-off, worn-out, by the look of it, feminine-looking, have a look, look your best, look through, looks, the (sth) look, airhead, beat, blow, dumb, psyched, abnormal, accessory, aftershave, blemish, bothered, bound to, bully, catwalk, chuck, commune, conquer, crave, cynical, dare, deep-rooted, fit in.

**Theme 45. Mirror images.**

Imagined Ugly Syndrome: people who wrongly imagine themselves as being unattractive.

Speaking: discussing photos of a man before abd after having a makeover.

Reading: Imagined Ugly Syndrome. Article about women who think they’re ugly.

Grammar: Participle clauses.

**Starter:**

Write up on the board:

*People who live in glass houses shouldn’t throw stones*.

Say that this sentence is nine words long. Ask if Ss can rewrite this sentence in eight words with exactly the same meaning. (*People living in glass houses shouldn’t throw stones*).

Discuss these sentence with the class.

**Reading:**

Ss read the article about a medical conditions called Body Dysmorphic Disorder or Imagined Ugly Syndrome, which seems to affect quite a lot of celebrities. Ask Ss to look at the photos and discuss the question. Then ask Ss for their opinion. Ss can compare their answers with a partner before you check with the class.

**Grammar:**

Participle clauses.

-*ing participle clauses* are a way of getting a more detailed description of someone or something, by saying what they are doing or generally do.

*Past participle clauses* tell us more about what is done to the object of an action. They show how the action affects the person or thing it is done to.

Ask Ss do exercises on their own, ask them rewrite the phrases in italics using participle clauses. They could then check their answers with a partner before you check with the class.

**Speaking:**

Put Ss into pairs and ask them turn to page 145 and look at the photo of the man. Explain that the man is thinking of having a complete make-over. Ask them to discuss what things they would want to change if they were the man. Elicit a few examples from the class and report them before the class.

**Word list:**

clean-shaven, easy-going, short-lived, well-off, worn-out, by the look of it, feminine-looking, have a look, look your best, look through, looks, the (sth) look, airhead, beat, blow, dumb, psyched, abnormal, accessory, aftershave, blemish, bothered, bound to, bully, catwalk, chuck, commune, conquer, crave, cynical, dare, deep-rooted, fit in.

**Theme 46. Model behavior.**

Life as a model.

Speaking: discussing how to determine how good-looking a man is.

Listening: interview with a model.

Vocabulary: Slang. Addition.

**Starter:**

*Would you like to work as a mode?*

*Do people have a false idea about what a model’s lifestyle is like?*

Discuss these questions with the whole class. Ask Ss to discuss which man is the most handsome and which woman is the most beautiful. Ask them to decide if there are any specific facial or bodily factors that make a person beautiful, large eyes.

**Listening:**

Play the interview with a model. She talks about how she became a model, what type of modelling she does, the advantages and disadvantages of being a model, if she’s treated differently now she’s a model and how modelling affected how she thought about herself.

Ss listen to the story and do the exercises. Then they check their answers with their partners before checking with the class.

**Vocabulary:**

*Slang.*

Ss learn the slang expressions (*airhead – someone who is stupid or idiotic, beat - tired, blow all your money – you spend it all or lose it all, drag - boring, dumb – means stupid, grand – thousand pounds*).

Ex. 2. Ss do on their own and then check with the class.

*Addition.*

On their own ***besides, what’s more, on top of that, in addition*** all means the same and are usually interchangeable. We use these expressions when we want to say that there is more information, or more exact information, in addition to the information already stated.

Ask Ss do the exercises on their own and check them with the whole class.

**Speaking:**

Put Ss into groups, so that male students work together and female students work together to do this activity. Ss put the list of characteristics in the order they think is important to them when they judge how good-looking a man is. Then ask Ss to compare and report their ideas.

**Word list:**

clean-shaven, easy-going, short-lived, well-off, worn-out, by the look of it, feminine-looking, have a look, look your best, look through, looks, the (sth) look, airhead, beat, blow, dumb, psyched, abnormal, accessory, aftershave, blemish, bothered, bound to, bully, catwalk, chuck, commune, conquer, crave, cynical, dare, deep-rooted, fit in.

**Theme 47. Living in fear.**

Examining fears and phobias.

Speaking: discussing phobias. Interview about a phobia.

Reading: Fears & phobias FAQs. Article examining what fears and phobias are; their clauses and treatments.

Vocabulary: Word building. Explaining reasons.

**Starter:**

Discuss these questions with the class.

*Do you know anyone who is very frightened of something?*

*Imagine that you are terrified of crowds. How would that affect your life?*

*What other fears could dramatically change your life?*

**Speaking:**

Put Ss into pairs. Ask them look at the list of phobias in the box. Allow them a few minutes to decide which one they think would be the most difficult to live with and the reasons why. Ss report their ideas to the class.

**Reading:**

The reading text examines the topic of fears and phobias. Ss read the text and discuss the questions. Then they check the answers with the class.

**Vocabulary:**

*Word building.*

Adjectives are typically created from nouns by adding suffixes and/or prefixes:

Positive adjectives are made by using the suffixes: -*ful, -ous, -y, -able*;

Negative adjectives are made by using either the suffix –*less*, or the prefix –*un*;

Ask Ss do the exercises on their own and then check them with the class.

**Functional language:**

*Explaining reasons.*

We can use the following phrases: *so that, in order to, in case, otherwise*.

Ss complete the sentences with the missing words and check them with the class.

**Word list:**

Voc.: *acronym, a question of degree, acupuncture, conditioning, conditioned reflex, panic attack, prone, imbalance, capacity, hereditary, phobic*, *abolish, brave, disobey, equal, liberate, slave, weigh-in, tunic, trigger, toga, sword, strike someone as, stiff, starve, stand up, spark, short-changed, reverse, rave about, fang.*

**Theme 48. Gladiators.**

Going on a gladiator course to help you confront your fears and boost self-confidence.

Speaking: discussing how to react to difficult situations, being assertive.

Listening: Conversation between two friends about going on a gladiator course.

Grammar: Present perfect & past simple.

**Starter:**

Discuss these questions with the class:

*You have been queuing up at a supermarket in a line that says ‘Six items or fewer’, and you realize that the person in front of you has a whole basket full of goods. Would you say anything?*

**Speaking:**

Put Ss into pairs and ask them put adjectives in the box into three categories. Allow Ss a few minutes to think of someone they know who fits the description of each of the categories. They then tell their partner about these people. Then a few Ss report their ideas to the class.

**Listening:**

Play the conversation between two friends and ask Ss do the exercises on their own and then check them with the class. Make sure Ss know the words from the text.

Voc.: *assertive, reserved, confident, domineering, self-assured, shy, bossy, aggressive, timid, rave, gladiator, moral support, pretty daunting*.

**Grammar:**

*Present perfect & past simple.*

Tell Ss the ways of using present perfect & past simple and ask them do the exercises on their own then check them with the whole class.

**Word list:**

Voc.: *acronym, a question of degree, acupuncture, conditioning, conditioned reflex, panic attack, prone, imbalance, capacity, hereditary, phobic*, *abolish, brave, disobey, equal, liberate, slave, weigh-in, tunic, trigger, toga, sword, strike someone as, stiff, starve, stand up, spark, short-changed, reverse, rave about, fang.*

**Theme 49. The land of the brave.**

Rosa Park, the abolition of the segregation laws in the US and the American Civil Rights Movement.

Speaking: discussing freedoms.

Reading: It happened on … December 1. Magazine article about Rosa Parks and the abolition of the US segregation laws.

Vocabulary: Word class.

**Starter:**

*Are there any times when you think it is acceptable to break a law?*

*Is it acceptable if some people in society are treated differently from others?*

Discuss these questions with the class.

**Speaking & vocabulary:**

*Word class.*

It is the usual term for what we used to call parts of speech.

The main word classes are: nouns, pronouns, verbs, adjectives, prepositions, adverbs, conjunctions, determiners, interjections.

Ask Ss do the exercises on their own and then check them with the class.

**Reading:**

Ss read the article about Rosa Parks quickly and find the answers to the questions. They could then check their answers with a partner before you check with the class. make sure Ss know the meaning of the words from the article.

Voc.: *segregation, sparks, boycott, grant, second-class citizen*.

Then Ss choose the correct words or phrases in the article to complete the sentences.

**Word list:**

Voc.: *acronym, a question of degree, acupuncture, conditioning, conditioned reflex, panic attack, prone, imbalance, capacity, hereditary, phobic*, *abolish, brave, disobey, equal, liberate, slave, weigh-in, tunic, trigger, toga, sword, strike someone as, stiff, starve, stand up, spark, short-changed, reverse, rave about, fang.*

**Theme 50. Southern snakes.**

Rattlesnakes and rattlesnake shows in America’s Deep South.

Speaking: ordering a picture story.

Listening: radio report on rattlesnake shows in the US.

Vocabulary: Homophones.

Grammar: Present perfect simple & continuous.

**Starter:**

Discuss these questions with the Ss.

*Do you like snakes?*

*Why do you think many people are frightened of snakes?*

*Which kinds of snakes have you heard of?*

**Listening:**

Play the radio pragramme in which the presenter travels around America’s Deeo South visiting rattlesnake round ups and rattlesnake sackings. Ss read the actions and put them in the order from the most courageous action to the least courageous action. Then discuss with them which of the actions they would be willing to do, and under which circumstances. Make sure Ss know new words.

Voc.: *snake-charmer, serpent, hissing, herpetologist, venom, antivenin, rodeo, cookout, round up, weigh-in, snake handler*.

**Grammar:**

*Present perfect simple & continuous.*

Tell Ss the ways of using present perfect simple & continuous. Ask them do the exercises on their own and then check them with the class.

Then ask them write five true sentences about themselves using these tense forms.

**Vocabulary:**

*Homophones.*

Are the words that sound the same but have different spelling and meaning.

Do the exercises with the Ss and make sure they know the translation of these words. Ask them to remember these words.

**Word list:**

Voc.: *acronym, a question of degree, acupuncture, conditioning, conditioned reflex, panic attack, prone, imbalance, capacity, hereditary, phobic*, *abolish, brave, disobey, equal, liberate, slave, weigh-in, tunic, trigger, toga, sword, strike someone as, stiff, starve, stand up, spark, short-changed, reverse, rave about, fang.*

**Theme 51. Performance art.**

Art and artists.

Speaking: discussing Frida Kahlo’s life.

Reading: Orlan. Magazine article about the life and work of a performance artist.

Vocabulary: Art.

Grammar: Narrative tenses.

**Starter:**

*Do you ever go to art galleries or art exhibitions?*

*Do you have a favorite painter or artist?*

*Paintings or sculpture – which are more interesting?*

Discuss these questions with the class.

**Vocabulary:**

Go through the list of words with the class and see if Ss can name any abstract artists, landscape artists or any famous sculptures. Ask them to note some new words.

Voc.: *art dealer, abstract art, figurative art, paintings, landscape, seascape, portrait, mural, sculpture, still life, miniature, trompe l’oeil, performance art, installation art, prestigious, art fair, siren, work of art.*

**Reading:**

Ss read the article about the life and work of the French artist. Before reading ask Ss to recognize the artist in the photo. Then they do exercises on their own and then check the answers with the class.

**Grammar:**

*Narrative tenses.*

Tell Ss that past simple past continuous and past perfect are referred as narrative tenses because they are the ones mainly used to tell stories about sequences of events in the past.

Ss do the exercises on their own and then check them with the class.

**Speaking:**

Put Ss into groups and ask them to create the interesting life story for the woman on the photo. Then they report their ideas to the class.

**Word list:**

*Best-seller, boxed set, brass, catch up with, chin, clove, colossal, comply, conviction, craze, dangle, deafen, disbelief, elitist, faint, falter, farce, focal point, godsend, grab, greet, hallway, jug, lie on, needle, nosedive, overly, put forward, rate, sabre, set about, slip, slot, smarten up, stain, stench, sting, surgical, take over, tireless, unveil.*

**Theme 52. Priceless.**

Choosing art to hang in a hospital and a company.

Speaking: choosing art for a company.

Listening: interview with an art consultant about the value of art in hospitals.

Vocabulary: -*ever* words.

**Starter:**

*A street artist offers to draw your picture for £ 2 and you agree. What are your distinctive features that you hope he will catch?*

*If you had to use your own money, would you ever pay $ 500 or more for a work of art to go in your home?*

Discuss these questions with the class.

**Listening:**

Play the radio interview with an art consultant and curator. They talk about the importance of public art projects; if they are beneficial to society or whether they are just a waste of public money.

Ask Ss to do the exercises on their own and then check them with the class.

Make sure Ss know the new words.

Voc.: *curator, fuels the debate, consultant, overly, focal point*.

**Vocabulary:**

-*ever* words.

Tell Ss that whatever, whoever, etc. often act like pronoun (thy stand in place of noun phrases). They usually have an *any* or *every* meaning. These words often go together with expressions such as: *I don’t mind, it’s all the same to me*, and actions such as: *choose, decide, think, make up your mind, feel*.

Ask Ss do the exercises from the book on their own and then check them with the class.

**Functional language:**

*Evaluating.*

Ss must group the phrases into positive or negative opinion and note some phrases which mean evaluation.

|  |  |
| --- | --- |
| **very high value**it’s extremely valuableit’s pricelessit’s worth a fortune | **very low value**it’s absolutely worthlessit’s not worth anything at all |
| **very high quality**it’s a masterpiece | **very low quality**it has no redeeming features.it’s a load of rubbish. |

**Speaking:**

Divide the class into groups and ask them to look at the photos of the works of art. They must decide between them which two works they like best and why. Allow them some time to make some notes and ask to present their ideas to the class.

**Word list:**

*Best-seller, boxed set, brass, catch up with, chin, clove, colossal, comply, conviction, craze, dangle, deafen, disbelief, elitist, faint, falter, farce, focal point, godsend, grab, greet, hallway, jug, lie on, needle, nosedive, overly, put forward, rate, sabre, set about, slip, slot, smarten up, stain, stench, sting, surgical, take over, tireless, unveil.*

**Theme 53. A good read.**

The story behind Vermeer’s painting ‘Girl with a Pearl Earring’.

Speaking: discussing a painting.

Reading: extracts from the novel ‘Girl with a Pearl Earring’ by Tracy Chevelier.

Grammar: Past perfect continuous.

**Starter:**

Discuss these questions with the class.

*Have you ever read the book and seen the film of the same story? Which was better, the book or the film?*

*Can you think of any famous pictures that could inspire the story of a new film?*

*Have you heard of Vermeer? What do you know about him?*

Reading:

Tell Ss to read the text. Make sure they know the words from the text. Then ask them to look at the paintings and discuss the questions. Then Ss do the exercises to this text on their own and then check them with the class.

Make sure they know the new words from the text.

Voc.: *slip into a chair, glance, dangles, corner, farce, pierce, falter, close to done*.

Grammar:

Past perfect continuous.

The past perfect continuous describes actions or events in progress up to the time of another event. The second past event is in the past simple or past continuous not the past perfect continuous.

Ask Ss do the grammar exercises with the whole class. they read the text and change verbs from the sentence to the past perfect continuous.

**Word list:**

*Best-seller, boxed set, brass, catch up with, chin, clove, colossal, comply, conviction, craze, dangle, deafen, disbelief, elitist, faint, falter, farce, focal point, godsend, grab, greet, hallway, jug, lie on, needle, nosedive, overly, put forward, rate, sabre, set about, slip, slot, smarten up, stain, stench, sting, surgical, take over, tireless, unveil.*

**Theme 54. Test.**

Читання

Студент розуміє прочитані автентичні тексти різних жанрів і стилів, розглядаючи їх як джерело різноманітної інформації і як засіб оволодіння нею; знаходить та аналізує необхідну інформацію, робить висновки з прочитаного; виділяє головну думку/ідею, диференціює основні факти і другорядну інформацію; аналізує і зіставляє інформацію, розуміє логічні зв'язки між частинами тексту.

 Тексти для ознайомлювального читання можуть містити незнайомі слова – до 5%, а для вивчаючого та вибіркового читання – до 3%, про значення яких можна здогадатись із контексту, за словотворчими елементами, за співзвучністю з рідною мовою (слова-інтернаціоналізми). Загальний обсяг текстів до 1500 друкованих знаків,

Оцінюється рівень розуміння тексту, уміння узагальнювати зміст прочитаного, виокремлювати ключові слова та визначати значення незнайомих слів за контекстомабо словотворчими елементами.

Добір текстів для читання, а також ситуацій для писемного мовлення має здійснюватись відповідно до тематики спілкування, окресленої в Програмі з іноземних мов. Основними критеріями вибору текстів є їхня автентичність, прозорість, обсяг і відповідність інтересами сучасної молоді.

**2.** Письмо

Студент володіє функціональними стилями писемного мовлення в межах, визначених Програмою з іноземних мов, що також відповідає Загальноєвропейським рекомендаціям з мовної освіти (рівень В2).

Студент уміє писати особисті і ділові листи, використовуючи формули мовленнєвого етикету, прийняті в країнах, мова яких вивчається, розповідаючи про окремі факти та події свого життя, висловлюючи власні міркування і почуття, описуючи плани на майбутнє та запитуючи аналогічну інформацію, а також передавати повідомлення у вигляді записки довільної форми.

Студент уміє повідомити про перебіг подій, описати людину або предмет; написати повідомлення про побачене, прочитане, почуте; уміє обґрунтувати власну точку зору.

 Завдання для писемного мовлення формулюється у вигляді мовленнєвих ситуацій, у змісті яких мають бути чітко визначені мета і об’єкт спілкування. Вибір комунікативної ситуації передбачає міжкультурне спілкування, і відтак зміст мовленнєвих ситуацій має включати соціокультурні особливості країни, мова якої вивчається.

Обсяг письмового висловлювання складає не менш ніж 100 слів.

Вимоги щодо володіння мовними компетенціями (англійська мова)

Лексика

Лексичний мінімум студента складає2500 одиниць, відповідно до тематики ситуативного спілкування, передбаченої Програмою загальноосвітніх навчальних закладів з іноземних мов та Європейським стандартом В2.

Морфологія

Іменник.Вживання іменників у однині та у множині.

Використання іменників у ролі прикметників. Присвійний відмінок.

Артикль.Основні випадки вживання означених і неозначених артиклів. Нульовий артикль.

Прикметник.Вживання прикметників. Ступені порівняння прикметників.

Займенник.Види займенників. Вживання займенників.

Дієслово.Видо-часові форми дієсловав активному та пасивному стані.

Умовні речення (0, І, ІІ, ІІІ типів). Наказовий спосіб дієслів. Правильні та неправильні дієслова. Безособові форми дієслова та їх конструкції. Герундій. Модальні дієслова. ParticipleI, ParticipleII.

Фразові дієслова з: get, be, look, keep, go, come, take, run, turn, call, break, give, put, make, clear, cut, fall, hold, let, hand.

Структура *to be going to do smth.*

Прислівник.Вживання ступенів порівняння прислівників. Прислівники місця і часу Основні прислівникові звороти.

Quantifiers/Intensifiers (*quite, abit, etc)*

 Числівник. Кількісні та числівники. Порядкові числівники.

 Прийменник.Види прийменників. Вживання прийменників.

 Частка.Особливості вживання toз дієсловами.

 Сполучники.Вживання сполучників сурядності та підрядності.

Синтаксис

* Структура різних типів речень.
* Прості речення.
* Безособові речення.
* Складні речення (складносурядні і складнопідрядні).

Пряма і непряма мова.

* Узгодження дієслівних часів у складнопідрядних реченнях.

Словотворення

Слова, утворені від відомих коренів за допомогою суфіксів іменників, прикметників і дієслів; префіксів прикметників і дієслів.

Тест з іноземної мови складається з трьох частин:

* Читання.
* Використання мови.
* Письмо.
* *У тесті з англійської мови використовуються завдання чотирьох форм:*
* 1. Завдання на встановлення відповідності .У завданнях пропонується підібрати заголовки до текстів/частин текстів із поданих варіантів; твердження/ситуації до оголошень/текстів; запитання до відповідей або відповіді до запитань. Завдання вважається виконаним, якщо абітурієнт встановив правильну відповідність і позначив правильний варіант відповіді у бланку відповідей .
* 2. Завдання з вибором однієї правильної відповіді.

 До кожного завдання подано чотири варіанти відповіді, з яких лише один правильний. Завдання вважається виконаним, якщо абітурієнт вибрав і позначив правильну відповідь у бланку відповідей .

* 3. Завдання на заповнення пропусків у тексті. У завданнях пропонується доповнити абзаци/речення в тексті реченнями/частинами речень, словосполученнями/словами із поданих варіантів. Завдання вважається виконаним, якщо абітурієнт обрав і позначив правильний варіант відповіді у бланку відповідей .
* 4. Завдання з розгорнутою відповіддю. Завдання передбачає створення абітурієнтом на бланку відповідей власного висловлення у письмовій формі відповідно до запропонованої комунікативної ситуації.

**Theme 55. Bookworm.**

Reading habits, what you read and book clubs.

Speaking: discussing what you read, presenting reading choice to the class.

Listening: Radio programme about the talk show host Oprah Winfrey and her book club.

Vocabulary:Phrasal verbs.

**Starter:**

Discus the following questions with the class.

*Do you prefer to read classic novels or contemporary ones?*

*Have you ever read ‘Anna Karenina’? What is it about?*

*Do you prefer to borrow a book or to buy it?*

**Speaking:**

Ss look at the photos of the reading material and discuss the questions. Then they interview their classmates about their reading habits, using the question listed. Ask them to make notes of the person whose reading habits are the most similar to theirs.

**Listening:**

Play the radio pragramme and ask Ss answer the questions. Make sure the Ss know the new words from the radio inreview.

Voc.: *tireless, juvenile detention centre, regime, godsend, suspend, colossal, phenomenon, craze, literary circles, pretentious, elitist*.

**Vocabulary:**

*Phrasal verbs.*

Verbs with prepositions are called phrasal verbs. Tell Ss to note some most usable phrasal verbs and translate them.

Voc.: *turn out, take to, come up with, live up to, put someone off, set up, turns you down, turns you away*.

Ask Ss do the exercises on their own and then check their answers with the class.

**Word list:**

*Best-seller, boxed set, brass, catch up with, chin, clove, colossal, comply, conviction, craze, dangle, deafen, disbelief, elitist, faint, falter, farce, focal point, godsend, grab, greet, hallway, jug, lie on, needle, nosedive, overly, put forward, rate, sabre, set about, slip, slot, smarten up, stain, stench, sting, surgical, take over, tireless, unveil.*

**Theme 56. At the polls.**

Celebrities and politics.

Speaking: discussing celebrities’ involvement in politics.

Reading: The many faces of Arnold Schwarzenegger. Biography written at the time he first became governor of California.

Grammar: Real & unreal conditionals.

**Starter:**

Discuss the following questions with the students.

Is it necessary to speak good English with a clear accent in order to be a Hollywood star?

Do you think it is more likely or less likely that a film star could become a president of the USA (or another country) in the 21 st century than in the 20th century?

Can you imagine a pop singer or a supermodel becoming a president?

**Reading:**

Ask Ss to read a short biography of Arnold Schwarzenegger and his ambitions in politics. Before reading the article Ss discuss what do they know about Arnold Schwarzenegger . then ask them do answer the questions and discuss them with the whole class.

**Grammar:**

Real & unreal conditionals.

Tell Ss the ways of forming if- sentences and what tense forms can be used in thse sentences. Then ask them to do the exercises on their own and then check them with the class.

**Word list:**

*Ballot paper, candidate, constituency, general election, Member of Parliament, polling station, stand for, turnout, acutely, ashamed, blush, humiliating, squirm, ad, banner, banter, barely, bodybuilder, bribe, brush, chairman, close range, commit, deputy leader, deserve, dismissal, give (sb) the sack, governor, graduate, heel, laddish, wheel around, tearful, sure as hell, spin, spark, scribble, resign, punch.*

**Theme 57. Women in politics.**

Electoral systems & encouraging women into politics.

Speaking: discussing general elections.

Listening: radio programme about women in politics.

Vocabulary: Elections.

Grammar: I wish & and if only.

**Starter:**

Write the following words on the board: *constituency, polling station, turnout, ballot papers, quotas, suffragettes.*

Ask them to use the dictionary and write a short explanation of their meamings. Allow them some time to make notes and then ask them to present their ideas to the class.

**Listening:**

Play the radio interview of the programme about women in politics. Then ask them answer the questions. Check their answers with the whole class.

**Grammar:**

*I wish &if only.*

Make use of a past tense to refer to unlikely or improbable present or future situations, and past perfect for past situations.

Ask Ss to rewrite the sentences with the words given so that they mean the same as the original sentence. They could then compare their answers with a partner before you check them with the class.

**Word list:**

*Ballot paper, candidate, constituency, general election, Member of Parliament, polling station, stand for, turnout, acutely, ashamed, blush, humiliating, squirm, ad, banner, banter, barely, bodybuilder, bribe, brush, chairman, close range, commit, deputy leader, deserve, dismissal, give (sb) the sack, governor, graduate, heel, laddish, wheel around, tearful, sure as hell, spin, spark, scribble, resign, punch.*

**Theme 58. Politically incorrect.**

Politicians who have made embarrassing mistakes.

Speaking: discussing embarrassing situations.

Reading: Gloystein & Prescott. Texts describing embarrassing mistakes made by two politicians.

Vocabulary: Embarrassment.

Grammar: Should have.

**Starter:**

Discuss the following questions with the class.

*What sort of things make people feel most embarrassed?*

*Do you think politicians ever feel guilty or embarrassed about things they have done?*

**Speaking:**

Ask Ss to complete the sentences with the words in the box. Tell them that they can use their dictionaries if they want to. They could then compare their descriptions with the others.

**Reading:**

Tell Ss to read two stories about two political figures. They read the texts and make notes on the mistakes the politicians made. They could them compare their answers with the partner before you check with the class.

**Grammar:**

*Should have.*

One of the uses of *should* is to show present obligation. Similarly *should have + past participle* shows obligation in the past.

Ask Ss do the grammar exercises on their own and then check them with the class.

**Word list:**

*Ballot paper, candidate, constituency, general election, Member of Parliament, polling station, stand for, turnout, acutely, ashamed, blush, humiliating, squirm, ad, banner, banter, barely, bodybuilder, bribe, brush, chairman, close range, commit, deputy leader, deserve, dismissal, give (sb) the sack, governor, graduate, heel, laddish, wheel around, tearful, sure as hell, spin, spark, scribble, resign, punch.*

**Theme 59. Politically correct.**

Being politically incorrect in the workplace.

Speaking: meeting between a boss and an employee who is being sacked.

Listening: two people at work discussing someone’s sacking.

Vocabulary: -isms.

**Starter:**

Discuss the following questions with the class.

*A small Irish-style pub in your country wants to employ a new worker. Is it OK for them if they advertise that they want ‘a beautiful Irish blonde under 23’. Why or why not?*

*Can the law make any difference to prejudice between different people*?

**Listening:**

Play Ss the dialogue of two people discussing the advert and ask them to answer the questions. Then ask them do the exercises on their onw, then check them with their partners before you check them with the class.

**Functional language:**

*Asking for & giving clarification.*

Tell Ss ways of *asking for & giving clarification*, and ask them to do the grammar exercises from their book. Allow them a few minutes to make some notes. Then check them with the class.

**Word list:**

*Ballot paper, candidate, constituency, general election, Member of Parliament, polling station, stand for, turnout, acutely, ashamed, blush, humiliating, squirm, ad, banner, banter, barely, bodybuilder, bribe, brush, chairman, close range, commit, deputy leader, deserve, dismissal, give (sb) the sack, governor, graduate, heel, laddish, wheel around, tearful, sure as hell, spin, spark, scribble, resign, punch.*

**Theme 60. Green issues.**

Environmental problems and solutions.

Speaking: discussing environmental issues and persuading classmates to adopt a greener lifestyle.

Reading: ecochat. Webpage giving information, news and advice on environmental issues.

Vocabulary: the environment.

**Starter:**

Discuss the following questions with the class.

*Which things that you do has the greatest negative impact on the environment?*

*Which things that you do has the greatest positive impact on the environment?*

*Have you or your family changed the way that you live to become greener?*

**Reading:**

Tell Ss to read the webpage which gives information, news and advices about environmental issues. Then they do the exercises from their book, answer the questions and check their answers with the class.

**Speaking:**

Put Ss into pairs. Then ask them to read the instructions and then the suggestions for lifestyle changes on p. 149. Allow Ss plenty of time to think and make notes on how they would persuade someone to make these changes, and the impact these changes would make on someone’s life and the environment. Then Ss present their ideas to the class.

**Word list:**

*Climate change, exhaust fume, fossil fuel, global warming, greenhouse gas, organic food, solar panel, wind farm, make a difference, make a point of, make it easier, make sense, make the most of, make time for, make or break, advances in, consumption of, demand for, drive for, increase in, interest in, shortage of, taste for, account for, a host of, all the rage, asthma, back pack, bare bones, beachwear, wiring, willpower, widescale, tyre, tile, thermos bag, SUV, smash up, razor.*

**Theme 61. Green houses.**

Making improvements to the home so that is more environmentally friendly.

Speaking: judging a green lifestyle competition.

Listening: conversation between friends about doing up a house using green design.

Vocabulary: expressions with ‘make’.

Grammar: future review.

**Starter:**

Discuss the following questions with the class.

*Are you any good at DIY (do-it-yourself)?*

*Which household repair and improvement jobs are most difficult to do yourself?*

*Is it really possible to have a green home life in the modern world?*

**Listening:**

Play the conversation between Becky and her friends. Ss look at the four book covers and say what type of books they are, and which phrases in the box they would expect to find in them. Ask them discuss the questions and check them with the class.

**Grammar:**

*Futures review*.

Tell Ss the forms of the future tenses and ask them do the grammar execises. Allow them a few minutes to do the tasks and then check them with the class.

**Vocabulary:**

*Expressions with make*

Tell Ss that ‘make’ is a word with a huge range of meanings and uses. For example: *make it easier, make do, make sence, make a difference, make a point, make time, make or break, make the most of something*.

Ask Ss do the exercises on their own and then check them with the class.

**Word list:**

*Climate change, exhaust fume, fossil fuel, global warming, greenhouse gas, organic food, solar panel, wind farm, make a difference, make a point of, make it easier, make sense, make the most of, make time for, make or break, advances in, consumption of, demand for, drive for, increase in, interest in, shortage of, taste for, account for, a host of, all the rage, asthma, back pack, bare bones, beachwear, wiring, willpower, widescale, tyre, tile, thermos bag, SUV, smash up, razor.*

**Theme 62. Lifestyle changes.**

Getting advice from life coaches on how to change your lifestyle.

Speaking: life coaching session.

Reading: Close up: life coaching. Article where a life coach talks about helping a client to change their lifestyle; his client talks about her experience with the life coaching sessions.

Grammar: future perfect & future continuous.

**Starter:**

Discuss these questions with the class.

*What things does a sports coach do?*

*What things could a life coach help you with?*

*What special skills and qualities do you think a person needs to work as a life coach?*

**Reading:**

Tell Ss to read the article about Ginny who sought help from a life coach to change her lifestyle and stop smoking. Make sure Ss know all new words.

Then ask Ss to discuss the questions.

**Grammar:**future perfect &n future continuous.

Tell Ss the ways of formoing forms of the verbs in uture perfect &n future continuous and ask them to do the grammar exercises from their book on their own and then check them with the whole class.

**Speaking:**

Put Ss into groups. Ask groups to turn to their respective pages and read their instructrions. Allow Ss plenty of time to make some notes. Then ask them to present their ideas to the class.

**Word list:**

*Climate change, exhaust fume, fossil fuel, global warming, greenhouse gas, organic food, solar panel, wind farm, make a difference, make a point of, make it easier, make sense, make the most of, make time for, make or break, advances in, consumption of, demand for, drive for, increase in, interest in, shortage of, taste for, account for, a host of, all the rage, asthma, back pack, bare bones, beachwear, wiring, willpower, widescale, tyre, tile, thermos bag, SUV, smash up, razor.*

**Theme 63. Trends.**

Making predictions about lifestyles in the future.

Listening: Three lifestyle experts talk about changes people can expect in the future.

Vocabulary: nouns & prepositions. Giving examples.

**Starter:**

*How do you expect your life to change in the next 20 years?*

*What will be the most dramatic changes in the world over the same period?*

Discuss these questions with the class.

**Listening:**

Play three lifestyle experts talk about what advances they think will happen in future. Ask Ss to work with the partner and make a list of three changes they think will take place in the next 20 years for teach of the topic listed. Allow Ss some time to make some notes and then ask them to report their answers to the class.

**Vocabulary:**

*Nouns & prepositions.*

Ss work on their own to complete the sentences bwith prepositions. Tell them to use dictionary. Then they discuss whether they agree with the predictions.

Then ask Ss do the exercises from their book on their own and then check them with the class.

**Word list:**

*Climate change, exhaust fume, fossil fuel, global warming, greenhouse gas, organic food, solar panel, wind farm, make a difference, make a point of, make it easier, make sense, make the most of, make time for, make or break, advances in, consumption of, demand for, drive for, increase in, interest in, shortage of, taste for, account for, a host of, all the rage, asthma, back pack, bare bones, beachwear, wiring, willpower, widescale, tyre, tile, thermos bag, SUV, smash up, razor.*

**Theme 64. Cold comfort.**

Symptoms of illnesses, prevention and treatment.

Speaking: roleplaying three situations when you are ill.

Reading: How to … have a heavy cold. Humorous article about how to exploit having a heavy cold.

Vocabulary: symptoms.

**Starter:**

*How are you?*

*Are you feeling OK?*

*Anybody got a runny nose? A cough? A stomach ache? Stiff muscles?*

*Which illnesses are the easiest to fake?*

Discuss these questions with the students.

Speaking & vocabulary.

Symptoms.

Ask Ss complete the sentences with the words in the box. Make sure they know the translation of them. Then ask them do exercises on their own ang then check them with the class.

Voc.: *ache, hacking cough, rash, run-down, stiff, upset, throbbing headache., call in sick, swelling, heavy cold, raging fever, achiness, hot toddy*.

Reading:

The reading text is a humorous article about how to exploit having a heavy cold, in order to get maximum attention and sympathy from work colleagues, family and friends. Make sure Ss understand the meaning of heavy cols, and ask them to describe the symptoms. Ss read the article and answer the questions.

**Word list:**

*Absenteeism, achiness, alarmed, bed rest, boost, collapse, come across, concern, cordless, couch potato, cure, deathbed, disrupt, entitled, flu, fly of the handle, do off (your) food, junk food addict, lavatory, leftover, moan, moody, morale, osteopath, painkiller, prescribe, put aside, reflexology, renewed, repetitive stress injury, revitalize, slip, snap, sniff, sneeze, spinal, starve, stroke, tetchy, tissue, trace, wheelchair.*

**Theme 65. Bill of health.**

Health care, medical errors and compensation.

Speaking: discussing questions in a quiz.

Listening: radio news report about the increasing number of compensation claims for medical errors in the British National Health Service.

Vocabulary: health idioms.

Grammar: modals of speculation.

**Starter:**

*Have you ever seen advertisements from companies, that want to help you make compensation claims (if you sleep on the floor and hurt yourself in a fast food restaurant, or if your doctor makes a wrong diagnosis)?*

*Is it normal for doctors to make mistakes?*

*If you were a doctor, do you think fear of compensation claims would make you avoid certain types of work?*

*Have you ever used the internet to research symptoms that you have?*

Discuss these questions with the students.

**Speaking & vocabulary:**

*Health idioms.*

Ask Ss put the phrases in the correct order to make a short story. Then they should compare their story with a partner before you check with the class.

Then ask Ss to read a light-hearted quiz, which tests them on whether or not they are hypochondriacs. Then discuss the answers with the class.

Voc.: *under the weather, a clean bill of health, at death’s door, going down with, my back is killing me, a (nasty) bug going round, hypochondriac*.

**Listening:**

Play a radio news report about the problems faced by the British National Health service with the increasing number of people making compensation clams for medical errors. Ss listen to the recording and then answer the questions. Then they do vocabulary exercises.

**Grammar:**

Modals of speculation.

Tell Ss forms of modals and then ask them to do exercises on their own. Then check them with the class.

|  |  |
| --- | --- |
| *speculating about the past* | *speculating about the present and future* |
| *less certain:* | *less certain:* |
| could have been + past participle/noun phrase | could+ infinitivecould be + present participle/noun phrase |
| may have been + present participle/noun phrase | may + infinitivemay be + present participle/noun phrase |
| might have been + past participle/noun phrase | might + infinitivemight be + present participle/noun phrase |
| *more certain:* | *more certain:* |
| must have been + present participle/noun phrase | must + infinitivemust be + present participle/noun phrase |
| *certain that it didn’t happen or isn’t true:* | *certain that it isn’t happening or won’t happen or isn’t true:* |
| can’t have been + present participle/noun phrase | can’t/cannot + infinitivecan’t be/cannot be + present participle/noun phrase  |
| couldn’t have been + present participle/noun phrase | couldn’t be + infinitivecouldn’t be + present participle/noun phrase |

**Word list:**

*Absenteeism, achiness, alarmed, bed rest, boost, collapse, come across, concern, cordless, couch potato, cure, deathbed, disrupt, entitled, flu, fly of the handle, do off (your) food, junk food addict, lavatory, leftover, moan, moody, morale, osteopath, painkiller, prescribe, put aside, reflexology, renewed, repetitive stress injury, revitalize, slip, snap, sniff, sneeze, spinal, starve, stroke, tetchy, tissue, trace, wheelchair.*

**Theme 66. Alternative therapies.**

Making changes using alternative therapies to promote a healthy environment in the workplace.

Speaking: discussing changes you would make to your school to make it healthier.

Reading: The Office Doctors. Magazine articles about a company that can improve the office environment by using alternative therapies.

Grammar: Modals (permission, obligation & prohibition).

**Starter:**

*Can some places make you feel stressed?*

*What sort of things in the work environment could have this effect?*

*Is the room you are in now a good place to work?*

*Do the colours in the room help you feel good?*

Discuss these questions with the class.

**Reading:**

The reading article is about Office Doctors, a company which specializes in using alternative therapies to reduce the amount of stress-related illnesses in the workplace.

Go through the vocabulary in the box with the Ss to make sore that they know each of the therapies are and can pronounce them correctly.

Then ask Ss discuss the questions.

Grammar:

Modals (permission, obligation, prohibition).

Tell Ss the forms of the modals which can be used in the past and in the future.

|  |  |  |
| --- | --- | --- |
|  | present | past |
| permisson | you can eat it | you could eat it |
| you are allowed to eat it | you were allowed to eat it |
| obligation, duty or necessity | you must eat it | you had to eat it  |
| you have to eat it |
| not having an obligation, duty or necessity | you don’t have to eat it | you didn’t have to eat it |
| you don’t need to eat it | you didn’t need to eat it. |
| prohibition | you can’t eat it | you couldn’t eat it |
| you mustn’t eat it | you weren’t allowed to eat it |
| you aren’t allowed to eat it |

Ask Ss do the grammar ex-s on their own and then check them with the class.

**Speaking:**

Put Ss into groups. Ask them to make notes about how they would improve the university environment, and what effect it would have for the people in the university. Tell them that they will use these notes when they tell the class about their plans.

**Word list:**

*Absenteeism, achiness, alarmed, bed rest, boost, collapse, come across, concern, cordless, couch potato, cure, deathbed, disrupt, entitled, flu, fly of the handle, do off (your) food, junk food addict, lavatory, leftover, moan, moody, morale, osteopath, painkiller, prescribe, put aside, reflexology, renewed, repetitive stress injury, revitalize, slip, snap, sniff, sneeze, spinal, starve, stroke, tetchy, tissue, trace, wheelchair.*

**Theme 67. Back pain.**

Persuading people to change their habits and behavior in order to adopt a better lifestyle.

Speaking: discussing how to change another person’s lifestyle.

Listening: five conversations involving a man suffering from a bad back and his reluctance to take people’s advice to seek help for it.

Vocabulary: phrasal verbs with objects.

**Starter:**

Discuss these questions with the students:

*Imagine that you’re feeling quite ill. Are you the kind of person who would go straight to the doctor, or do you evoid seeing the doctor until it is absolutely essential?*

*When you have a medical problem, do you listen to advice from your friends?*

*Have you ever had back pain? What helped or cured it?*

**Listening:**

Play to Ss five conversations about Bob, who has been suffering from chronic back pain for long time. Then ask Ss look at the photo and discuss the questions.

**Functional language:**

*Changing the subject.*

***That reminds me*** is used to introduce a change in the subject of a conversation.

***Anyway, as I was saying*** is a way that a speaker can go back to a subject they were talking about earlier.

***By the way*** is used to introduce an extra piece of information that may not be completely relevant or follow the main line of argument.

***Come to think of it*** is used for adding a new item of information that you have just thought of, usually expanding on what you have just been saying.

***Talking of*** is used to introduce a change of subject that is still related to the current topic.

***As for*** to introduce a new subject that has some connection to the current topic.

**Vocabulary:**

*Phrasal verbs with objects.*

Ask Ss to note some phrasal verbs with objects and make sure they know the translation: ***get back to someone, sort itself out, put up with someone, put something off, puts you up to something, tell someone off***.

Ask Ss do the exercises on their own and then check them with the whole class.

**Word list:**

*Absenteeism, achiness, alarmed, bed rest, boost, collapse, come across, concern, cordless, couch potato, cure, deathbed, disrupt, entitled, flu, fly of the handle, do off (your) food, junk food addict, lavatory, leftover, moan, moody, morale, osteopath, painkiller, prescribe, put aside, reflexology, renewed, repetitive stress injury, revitalize, slip, snap, sniff, sneeze, spinal, starve, stroke, tetchy, tissue, trace, wheelchair.*

**Theme 68. Celebrity heroes.**

Being obsessed with celebrities and describing celebrities.

Speaking: film/sports stars as role models for your country.

Reading: The danger of hero worship. Magazine article about the dangers of being obsessed with celebrities.

Grammar: adjective order.

**Starter:**

*Who is you hero?*

*Have you ever wanted to be like a famous person, in looks or in life style or behavior?*

*Did you have any childhood heroes in the past that now you laugh about?*

*Does having heroes help us to be happier?*

*Are all celebrities suitable as heroes?*

Discuss these questions with the students.

**Reading:**

The reading article is about a condition called Celebrity Worship Syndrome in which people have an unhealthy obsession with celebrities.

Ask Ss to read the article quickly. Point out that the paragraphs are not in the right order, but tell them not to worry about this as all they have to do is choose the best title for the article.

Then discuss the questions with the students.

**Grammar:**

*Adjective order.*

Tell Ss that adjective always come before the noun. But note that comparative or superlative adjectives tend to come before any other.

Ask Ss do exercises in written form and then check them with the class.

Ex 2, ask Ss to work on their own and think of three famous film, music or sports stars. Tell them that they have three minutes in which to write aas many adjectives as they can to describe these people.

**Speaking:**

Put Ss into groups. Ask them to choose one of the celebrities they thought of in Ex 2. They then take it in turns to describe their celebrity to the other Ss in their groups, without telling them the name of the person they are describing. The other Ss have to guess the person being described.

**Word list:**

*disc jockey, estate agent, nightclub bouncer, rescue worker, tax inspector, telesales rep, traffic warden, all-consuming, an all-time low, bigoted, cape, cast, cold caller, dashing, despise, dungeon, elf/elves, emulate, gullible, handful, hook, liar, look up, lure, moped, perk, purse, satin, scar-faced, spit, stressed out, thug, tick tock, trick, tyre, vow, walk the plank.*

**Theme 69. Local hero.**

The attraction of superheroes.

Speaking: discussing superhuman powers. Interviewing a superhero.

Listening: two news reports about a superhero in a quiet English town.

Vocabulary: adjectives with prepositions.

**Starter:**

*Do you like superheroes in films or comic books?*

*Do any exist in real life?*

*Would the world be a better place if there really was a Superman, a Batman, a Spiderman?*

*Why might a person dress up to look as if they were a superhero?*

*If you were a superhero, what would be your priorities in your home town?*

Discuss these questions with the students.

**Listening:**

Play the recording of two radio news items. Ask Ss look at the photo and the newspaper headlines, then answer the questions. Check their answers with the whole class.

**Vocabulary:**

*Adjectives with prepositions.*

Ex 1 Ss match the adjectives to the prepositions. Then they complete the sentences with an adjectives and prepositions. They can compare their answers with their partners and check the answers with the whole class.

**Speaking:**

Put Ss into pairs. Ask then discuss the questions in Ex 1. Then ask them to invent a story about a superhero, using seven of the phrases learnt before. You can ask Ss to make notes about the story which will help them when they come to retelling to the other Ss in the class.

**Word list:**

*disc jockey, estate agent, nightclub bouncer, rescue worker, tax inspector, telesales rep, traffic warden, all-consuming, an all-time low, bigoted, cape, cast, cold caller, dashing, despise, dungeon, elf/elves, emulate, gullible, handful, hook, liar, look up, lure, moped, perk, purse, satin, scar-faced, spit, stressed out, thug, tick tock, trick, tyre, vow, walk the plank.*

**Theme 70. Villains.**

Screen villains; crime & punishment.

Speaking: discussing crimes in Ss’ own town, and crimes that have been in the news recently.

Reading: competition to vote for your favourite screen villain.

Vocabulary: crimes.

Grammar: adjectives & modifying adverbs.

**Starter:**

Discuss these questions with the class:

*Who’s your favourite film baddie?*

*Are film baddies more interesting that the heroes? Why or why not?*

**Reading:**

The reading text is a competition in which competitors have a choice of five villains, and must pu them in order of nastiness.

Read the text and do some ex-s with the class.

**Grammar:**

*Adjectives & modifying adverbs.*

The majority of adjectives are gradable, they can have various degrees of strength and intensity. Gradable adjectives often have opposites.

Adjectives that are ungradable can’t be placed on a cline.

Adverbs such as *absolutely, completely, really, totally, utterly, entirely, wholly* indicate totality.

Ask Ss do Ex-s 1, 2, on their own and then check them with the class. Ex 3 they do in pairs. They complete the sentences with their own ideas and then present them to the class.

**Speaking & vocabulary:**

*Crimes.*

Ask Ss to read the list of crimes first and make sure that they know the meaning of each one. Then they do ex-s on their own and they check them with the class.

Ss discuss the questions and then report their ideas to the class.

**Word list:**

*disc jockey, estate agent, nightclub bouncer, rescue worker, tax inspector, telesales rep, traffic warden, all-consuming, an all-time low, bigoted, cape, cast, cold caller, dashing, despise, dungeon, elf/elves, emulate, gullible, handful, hook, liar, look up, lure, moped, perk, purse, satin, scar-faced, spit, stressed out, thug, tick tock, trick, tyre, vow, walk the plank.*

**Theme 71. Hate list.**

Professions people love to hate.

Speaking: discussing jobs; deciding what to say in difficult situations.

Listening: radio news items giving the results of a survey about jobs.

Vocabulary: compound nouns (jobs), contrast.

**Starter:**

Discuss these questions with the class.

*Imagine that you meet someone at a party and they ask you what your job is. How do you think they will react when you tell them?*

*Which professions do you think inspire the most dislike in other people?*

*Which professions are the rudest, most impolite and unhelpful to members of the public?*

**Speaking & vocabulary:**

*Compound nouns.*

They are two nouns (or a noun and another word) that have come together to make a new noun. The second noun usually refers to a wide class of things, while the first noun tells you specifically which kind is being referred to. They may be written as a single word (doorkeeper), as two words (rescue worker), in some cases they can be hyphenated (pin-up).

Ss do Ex-s 1, 2, on their own and then check the answers with the whole class.

Ex. 3 Ss do in pairs. They read the situation and decide what they would say if they were these situations.

Then they write a short dialogue and act it out.

**Listening:**

Play the dialogue between the radio presenter and news reporter about their reaction to the result of a survey to find the UK’s top ten most hated professions.

Then discuss the questions with the Ss.

**Functional language:**

*Contrast.*

When we want to contrast two pieces of information we use the following words: ***but, although, even though, even, despite, in spite of, despite the fact that.***

Do Ex-s 1, 2, and 3 with the whole class and discuss the right answers.

**Writing:**

Ss should write a story. Ask them to turn to the pages 134-135 and use some notes which help them.

**Word list:**

*disc jockey, estate agent, nightclub bouncer, rescue worker, tax inspector, telesales rep, traffic warden, all-consuming, an all-time low, bigoted, cape, cast, cold caller, dashing, despise, dungeon, elf/elves, emulate, gullible, handful, hook, liar, look up, lure, moped, perk, purse, satin, scar-faced, spit, stressed out, thug, tick tock, trick, tyre, vow, walk the plank.*

**Theme 72. Test**.

Читання

Студент розуміє прочитані автентичні тексти різних жанрів і стилів, розглядаючи їх як джерело різноманітної інформації і як засіб оволодіння нею; знаходить та аналізує необхідну інформацію, робить висновки з прочитаного; виділяє головну думку/ідею, диференціює основні факти і другорядну інформацію; аналізує і зіставляє інформацію, розуміє логічні зв'язки між частинами тексту.

 Тексти для ознайомлювального читання можуть містити незнайомі слова – до 5%, а для вивчаючого та вибіркового читання – до 3%, про значення яких можна здогадатись із контексту, за словотворчими елементами, за співзвучністю з рідною мовою (слова-інтернаціоналізми). Загальний обсяг текстів до 1500 друкованих знаків,

Оцінюється рівень розуміння тексту, уміння узагальнювати зміст прочитаного, виокремлювати ключові слова та визначати значення незнайомих слів за контекстомабо словотворчими елементами.

Добір текстів для читання, а також ситуацій для писемного мовлення має здійснюватись відповідно до тематики спілкування, окресленої в Програмі з іноземних мов. Основними критеріями вибору текстів є їхня автентичність, прозорість, обсяг і відповідність інтересами сучасної молоді.

**2.** Письмо

Студент володіє функціональними стилями писемного мовлення в межах, визначених Програмою з іноземних мов, що також відповідає Загальноєвропейським рекомендаціям з мовної освіти (рівень В2).

Студент уміє писати особисті і ділові листи, використовуючи формули мовленнєвого етикету, прийняті в країнах, мова яких вивчається, розповідаючи про окремі факти та події свого життя, висловлюючи власні міркування і почуття, описуючи плани на майбутнє та запитуючи аналогічну інформацію, а також передавати повідомлення у вигляді записки довільної форми.

Студент уміє повідомити про перебіг подій, описати людину або предмет; написати повідомлення про побачене, прочитане, почуте; уміє обґрунтувати власну точку зору.

 Завдання для писемного мовлення формулюється у вигляді мовленнєвих ситуацій, у змісті яких мають бути чітко визначені мета і об’єкт спілкування. Вибір комунікативної ситуації передбачає міжкультурне спілкування, і відтак зміст мовленнєвих ситуацій має включати соціокультурні особливості країни, мова якої вивчається.

Обсяг письмового висловлювання складає не менш ніж 100 слів.

Вимоги щодо володіння мовними компетенціями (англійська мова)

Лексика

Лексичний мінімум студента складає2500 одиниць, відповідно до тематики ситуативного спілкування, передбаченої Програмою загальноосвітніх навчальних закладів з іноземних мов та Європейським стандартом В2.

Морфологія

Іменник.Вживання іменників у однині та у множині.

Використання іменників у ролі прикметників. Присвійний відмінок.

Артикль.Основні випадки вживання означених і неозначених артиклів. Нульовий артикль.

Прикметник.Вживання прикметників. Ступені порівняння прикметників.

Займенник.Види займенників. Вживання займенників.

Дієслово.Видо-часові форми дієсловав активному та пасивному стані.

Умовні речення (0, І, ІІ, ІІІ типів). Наказовий спосіб дієслів. Правильні та неправильні дієслова. Безособові форми дієслова та їх конструкції. Герундій. Модальні дієслова. ParticipleI, ParticipleII.

Фразові дієслова з: get, be, look, keep, go, come, take, run, turn, call, break, give, put, make, clear, cut, fall, hold, let, hand.

Структура *to be going to do smth.*

Прислівник.Вживання ступенів порівняння прислівників. Прислівники місця і часу Основні прислівникові звороти.

Quantifiers/Intensifiers (*quite, abit, etc)*

 Числівник. Кількісні та числівники. Порядкові числівники.

 Прийменник.Види прийменників. Вживання прийменників.

 Частка.Особливості вживання toз дієсловами.

 Сполучники.Вживання сполучників сурядності та підрядності.

Синтаксис

* Структура різних типів речень.
* Прості речення.
* Безособові речення.
* Складні речення (складносурядні і складнопідрядні).

Пряма і непряма мова.

* Узгодження дієслівних часів у складнопідрядних реченнях.

Словотворення

Слова, утворені від відомих коренів за допомогою суфіксів іменників, прикметників і дієслів; префіксів прикметників і дієслів.

Тест з іноземної мови складається з трьох частин:

* Читання.
* Використання мови.
* Письмо.
* *У тесті з англійської мови використовуються завдання чотирьох форм:*
* 1. Завдання на встановлення відповідності .У завданнях пропонується підібрати заголовки до текстів/частин текстів із поданих варіантів; твердження/ситуації до оголошень/текстів; запитання до відповідей або відповіді до запитань. Завдання вважається виконаним, якщо абітурієнт встановив правильну відповідність і позначив правильний варіант відповіді у бланку відповідей .
* 2. Завдання з вибором однієї правильної відповіді.

 До кожного завдання подано чотири варіанти відповіді, з яких лише один правильний. Завдання вважається виконаним, якщо абітурієнт вибрав і позначив правильну відповідь у бланку відповідей .

* 3. Завдання на заповнення пропусків у тексті. У завданнях пропонується доповнити абзаци/речення в тексті реченнями/частинами речень, словосполученнями/словами із поданих варіантів. Завдання вважається виконаним, якщо абітурієнт обрав і позначив правильний варіант відповіді у бланку відповідей .
* 4. Завдання з розгорнутою відповіддю. Завдання передбачає створення абітурієнтом на бланку відповідей власного висловлення у письмовій формі відповідно до запропонованої комунікативної ситуації.

Методичне забезпечення

Електронні та друковані інформаційні ресурси, ноутбук, диски.

Рекомендованалітература

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15. Е.В. Гольцова. Английский язык для пользователей ПК и программистов – Санкт-Петербург: КОРОНА принт, 2003 – 475 с.

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### 4.Форма підсумкового контролю успішності навчання

1, 2, 3, 4 - семестри – залік.

5. Засоби діагностики успішності навчання

Комплекти завдань для практичних занять, тестові контрольні роботи, індивідуальні завдання, завдання для самостійної роботи, бесіда, письмовий переклад.