

ОБРАЗОВАТЕЛЬНАЯ ЭКОСИСТЕМА УМК «АНГЛИЙСКИЙ ЯЗЫК. БАЗОВЫЙ УРОВЕНЬ. УЧЕБНИК ДЛЯ СПО»



ОГЛАВЛЕНИЕ

Разделы сборника	Содержание	Страница
РАЗДЕЛ I. Компоненты УМК «Английский язык. Базовый уровень. Учебник для СПО»	Учебник	3
	Электронная форма учебника (ЭФУ)	
	Тетрадь-тренажер	
	Аудиоприложение	
	Методическое пособие для СПО (Книга для учителя)	
РАЗДЕЛ II. Рабочий инструмент преподавателя СПО. Электронные методические ресурсы	Методическое пособие для СПО (Книга для учителя)	5
	Статья «Рабочий инструмент преподавателя СПО: методическое пособие к УМК по английскому языку»	7
	Справочные материалы:	13
	• Ключи к упражнениям учебника	14
	• Ключи к упражнениям тетради-тренажера	49
	• Аудио тексты	76
	• Раздел “Advanced reading”	139
	• Раздел “Skills”	151
	• Список неправильных глаголов	171
	• Список фразовых глаголов	174
	• Англо-русский словарь	175
	Вебинары	193
Видео рекомендации в сообществе ВКонтакте «Просвещение. Иностранные языки»	194	
РАЗДЕЛ III. Профильно - ориентированные материалы “My future is in Russia”	Статья и раздел «Учебно–методические материалы для проведения оценочных процедур в рамках общеобразовательной дисциплины «Английский язык» (на базе УМК «Английский язык. Базовый уровень. Учебник для СПО»)»	198
	Статья и раздел «Рекомендации, ресурсы и глоссарии для выполнения индивидуальных проектов по ОД СПО «Английский язык»»	201
	Статья и раздел «Атлас профессий»	204
	Статья и раздел «Календарь профессиональных праздников»	206
РАЗДЕЛ IV. Публикации в научно-методических журналах		208
РАЗДЕЛ V. Учебные пособия серии «Язык. Профиль. Карьера» для СПО		211
РАЗДЕЛ VI. Полезные ресурсы		213

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Дизайн обложки - Беляев Вадим Валерьевич

РАЗДЕЛ I.

Компоненты УМК

«Английский язык. Базовый уровень. Учебник для СПО»¹

Издательство «Просвещение» выпустило **новый учебно-методический комплект** (далее – УМК) по английскому языку, **«Английский язык. Базовый уровень. Учебник для СПО»**. УМК предназначен для студентов I курса с целью реализации образовательных программ СПО. УМК соответствует основным нормативным документам, включая ФГОС СПО, примерные рабочие программы для профессиональных образовательных организаций и методические рекомендации.

В соответствии с [приказом Министерства просвещения Российской Федерации от 21.02.2024 № 119](#) «О внесении изменений в приложения № 1 и № 2 к приказу Министерства просвещения Российской Федерации от 21 сентября 2022 г. № 858 «Об утверждении федерального перечня учебников, допущенных к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования организациями, осуществляющими образовательную деятельность и установления предельного срока использования исключенных учебников» (Зарегистрирован 22.03.2024 № 77603).

Компоненты информационно-образовательной среды **УМК**:

- Учебник
- Электронная форма учебного пособия (далее – ЭФУ)
- Тетрадь - тренажёр
- Аудиоприложение
- Методическое пособие для СПО (Книга для учителя)



Учебник является организатором информационно-образовательной среды и ядром учебно-методического комплекта. УМК направлен на изучение английского языка на базовом уровне и реализуется в **трех вариантах** согласно примерным рабочим программам ОД «Иностранный язык» (**вариант 1 – 72 ч., вариант 2 – 108 ч., вариант 3 – 144 ч.**). С тематикой учебника можно ознакомиться по [ССЫЛКЕ](#).

¹ Ссылка на статью URL: <https://iyazyki.prosv.ru/2024/01/english-educational-ecosystem-basic-level/>



Электронная форма учебного пособия соответствует по структуре и содержанию печатной форме издания. ЭФУ содержит все иллюстрации, содержащиеся в печатной форме с учётом их адаптации к электронному формату, мультимедийные и интерактивные элементы, а также средства контроля и самоконтроля.



Тетрадь-тренажер — организатор самостоятельной деятельности обучающихся. В тетради-тренажере предлагаются упражнения, направленные на закрепление изученного материала учебного пособия.



Аудиоприложение содержит аудио материалы ко всем упражнениям для развития навыков восприятия англоязычной речи на слух. Оно доступно для бесплатного скачивания на сайте издательства «Просвещение».

Английский язык. Общеобразовательный цикл СПО. Аудиокурс

Смирнова Е.Ю., Смирнов Ю.А.

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Версия: [Аудио](#)

Артикул: 24-7120-01

Авторы: Смирнова Е.Ю., Смирнов Ю.А.

Линия УМК, серия: [Учебник СПО. Английский язык. Смирнова Е. Ю., Смирнов Ю. А.](#)

Описание: Аудиоприложение – это необходимое дополнение к пособию, которое даёт возможность овладеть звуковой стороной изучаемого языка, ритмом, ударением, интонацией. Через аудирование идёт усвоение лексических и грамматических тем. Оно соотносится с пособием и содержит задания, направленные на развитие и отработку навыков восприятия иностранной речи на слух...

[Все характеристики и описание](#)

Бесплатный материал

Скачать

К этому товару есть [дополнительные материалы](#)



Методическое пособие для СПО — это рабочий инструмент преподавателя, который содержит учебно-методические **рекомендации** по проведению занятий, по работе с разделами учебного пособия, **тематическое планирование**, а также **ключи к учебнику и тетради-тренажёру, аудио тексты**. Подробнее – в разделе II.

РАЗДЕЛ II. РАБОЧИЙ ИНСТРУМЕНТ ПРЕПОДАВАТЕЛЯ СПО. ЭЛЕКТРОННЫЕ МЕТОДИЧЕСКИЕ РЕСУРСЫ



Методическое пособие для СПО¹

— это рабочий инструмент преподавателя, который содержит учебно-методические **рекомендации** по проведению занятий, по работе с разделами учебного пособия, **тематическое планирование**, а также **ключи к учебнику и тетради-тренажёру**, аудио тексты.

Тематическое планирование с распределением содержания материала и с указанием количества часов по каждому из вариантов программы предлагается в разделе «Тематическое планирование».

Программная тема	Тематика проектов и кейсовых заданий
Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Современный мир профессий	<ul style="list-style-type: none"> Работа для подростков в России Инфраструктура комнат для отдыха сотрудников в современных офисах Язык фангало Трудостроительство в будущем Компания для работы мечты План запуска собственного стартапа Исчезнувшие профессии Профессии будущего
Молодёжь в современном обществе. Досу молодежи. Ценностные ориентиры молодежи в современном обществе. Деловое общение	<ul style="list-style-type: none"> Изучение вакансий на сайтах компаний Выходная деятельность в колледже Проблемы молодёжи Права молодёжи в Конституции РФ Организация краудфандинга для открытия социальной столовой Организация переговоров (в автосервисе, в колледже, в компании) Технологии для проведения онлайн-переговоров Выходная деятельность в колледже Правила и этикет делового общения СМИ для российских подростков Популярные российские телесериалы Популярная пресса в России Номофобия: причины и последствия Технологии для защиты мобильных устройств Интернет-безопасность и киберпреступность Автомобили будущего Российский автопром: прошлое, настоящее и будущее
Технический прогресс, современные средства информации и коммуникации. Интернет-безопасность. Проблемы современной цивилизации	

Содержание


- Общая характеристика общеобразовательной дисциплины
- Планируемые результаты освоения общеобразовательной дисциплины в соответствии с ФГОС СПО и на основе ФГОС СОО
- Общая характеристика УМК
- **Тематическое планирование**
 - Вариант 1 (72 ч)
 - Вариант 2 (108 ч)
 - Вариант 3 (144 ч)
- **Рекомендации по организации проектной деятельности и требования к индивидуальному проекту**
- Критерии оценивания проектов
- **Тематика проектов и кейсовых заданий учебника**
- Ответы к заданиям учебника
- Ответы к заданиям тетради-тренажёра
- Аудиоскрипты

Методическое пособие доступно для **свободного использования** в учебном процессе на [сайте ГК «Просвещение»](https://www.prosv.ru).

Английский язык. Базовый уровень. Методическое пособие для СПО

Смирнова Е.Ю., Смирнов Ю.А.

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Версия: Электронная

Года изданий: 2023

Артикул: 24-7525-01

Авторы: Смирнова Е.Ю., Смирнов Ю.А.

Бесплатный материал

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Описание

Методическое пособие является неотъемлемым компонентом «Английский язык. Базовый уровень. Учебное пособие для образовательных организаций, реализующих образовательные программы среднего профессионального образования». Пособие предназначено для учителей, преподающих английский язык для средних профессиональных организаций. Методическое пособие ориентировано на требования Федерального государственного...

[Все характеристики и описание](#)

¹ Ссылка на статью URL: <https://iyazyki.prosv.ru/2024/03/methodological-manual-for-educational-training-in-english/>

В своей работе вы можете воспользоваться **разделом “Advanced reading”**, который содержит материалы для дополнительных занятий по развитию умений смыслового чтения обучающихся.

Обращаем внимание, что материалы **раздела “Advanced reading”**, **англо-русский словарь** с рецептивной лексикой, **список** распространённых **неправильных глаголов** и **фразовых глаголов**, размещены на сайте поддержки УМК, а также в приложении сборника.

Бесплатные дополнительные материалы

Дополнительный раздел Skills к учебнику СПО по английскому языку.pdf	Формат .pdf 1.7 Мб	Скачать
Дополнительный раздел Advanced reading к учебнику СПО по английскому языку.pdf	Формат .pdf 60.9 Мб	Скачать

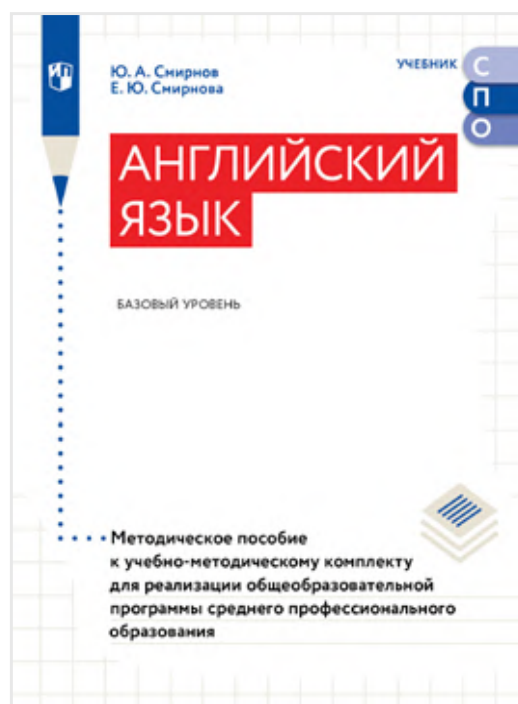
Для формирования учебно-познавательной компетенции обучающихся вы можете воспользоваться **разделом “Skills”**. Материалы раздела, выполненные **на русском языке**, представлены на [сайте ГК «Просвещение»](#).

Бесплатные дополнительные материалы

Дополнительный раздел Skills к учебнику СПО по английскому языку.pdf	Формат .pdf 1.7 Мб	Скачать
Дополнительный раздел Advanced reading к учебнику СПО по английскому языку.pdf	Формат .pdf 60.9 Мб	Скачать

РАБОЧИЙ ИНСТРУМЕНТ ПРЕПОДАВАТЕЛЯ СПО: МЕТОДИЧЕСКОЕ ПОСОБИЕ К УМК ПО АНГЛИЙСКОМУ ЯЗЫКУ¹

Методическое пособие для СПО — это рабочий инструмент преподавателя, который содержит учебно-методические рекомендации по проведению занятий, по работе с разделами учебника «Английский язык. Базовый уровень. Учебник для СПО», тематическое планирование, а также ключи к учебнику и тетради-тренажёру, а также аудио тексты.



Содержание	
1. Общая характеристика общеобразовательной дисциплины	4
1.1. Место дисциплины в структуре основной образовательной программы СПО	4
1.2. Цели и планируемые результаты освоения дисциплины	4
1.2.1. Цели дисциплины	4
1.2.2. Планируемые результаты освоения общеобразовательной дисциплины в соответствии с ФГОС СПО и на основе ФГОС СОО	4
2. Общая характеристика УМК	20
2.1. Структура и особенности	20
2.2. Рекомендации по работе с разделами учебника	26
2.3. Компоненты информационно-образовательной среды УМК	28
3. Тематическое планирование	30
3.1. Вариант 1 (72 ч)	30
3.2. Вариант 2 (108 ч)	46
3.3. Вариант 3 (144 ч)	62
4. Рекомендации по организации проектной деятельности обучающихся и требования к индивидуальному проекту	78
4.1. Общие положения об индивидуальном проекте	78
4.2. Примерные критерии оценивания индивидуального проекта	81
4.3. Тематика проектов и кейсовых заданий учебника	91
5. Ключи к упражнениям учебника	95
6. Аудиоскрипты к учебнику	130
7. Ключи к упражнениям тетради-тренажёра	193

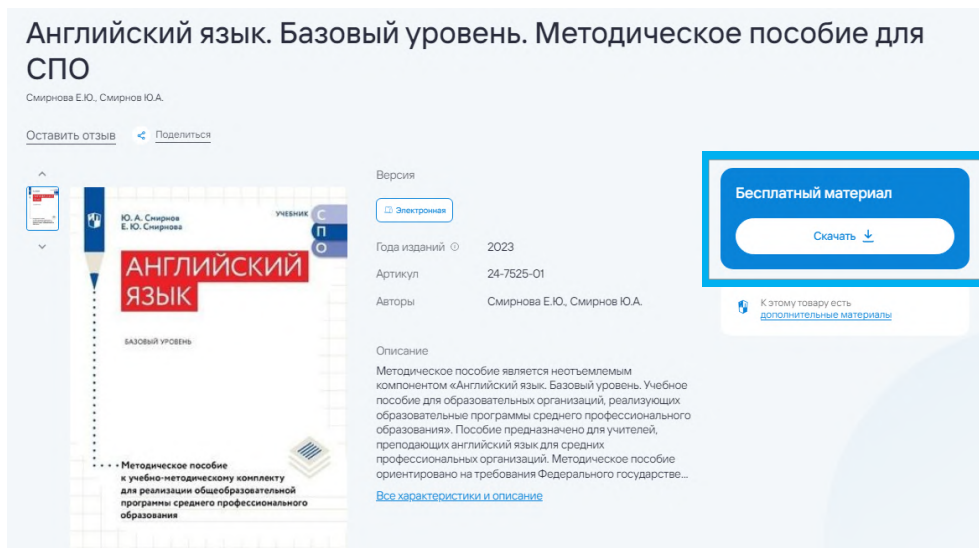
¹ Ссылка на статью URL: <https://iyazyki.prosv.ru/2024/03/methodological-manual-for-educational-training-in-english/>

Особенности:

- ✓ Общая характеристика общеобразовательной дисциплины
- ✓ Планируемые результаты освоения общеобразовательной дисциплины в соответствии с ФГОС СПО и на основе ФГОС СО
- ✓ Общая характеристика УМК
- ✓ Тематическое планирование
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- ✓ Тематика проектов и кейсовых заданий учебника
- ✓ Ответы к заданиям учебника
- ✓ Ответы к заданиям тетради-тренажёра
- ✓ Аудиоскрипты

Тематическое планирование с распределением содержания материала и с указанием количества часов по каждому из вариантов программы (**вариант 1 – 72 ч., вариант 2 – 108 ч., вариант 3 – 144 ч.**) предлагается в разделе «Тематическое планирование».

Методическое пособие для СПО доступно для **свободного использования** в учебном процессе на странице [УМК «Английский язык. Базовый уровень. Учебник для СПО»](#), на сайте ГК «Просвещение».



УМК направлен на изучение английского языка на базовом уровне. Количество часов может варьироваться в зависимости от варианта программы, которая используется в образовательной организации (**вариант 1 – 72 ч., вариант 2 – 108 ч., вариант 3 – 144 ч.**).

Учебник содержит разделы, которые составляют вариативную часть и они могут включаться в образовательный процесс на усмотрения преподавателя и в зависимости от варианта программы образовательной организации (**108 ч. или 144 ч.**). При обучении по программе варианта 1 (**72 ч.**) материалы данного раздела могут использоваться в качестве домашнего задания. Это следующие разделы:

Раздел “Russia is my home” посвящён разным аспектам русской культуры по основной теме модуля. Он стимулирует интерактивность в образовательном процессе, способствует социализации обучающихся.

Раздел “Russia is my home” посвящён разным аспектам русской культуры по основной теме модуля. Он стимулирует интерактивность в образовательном процессе, способствует социализации обучающихся.

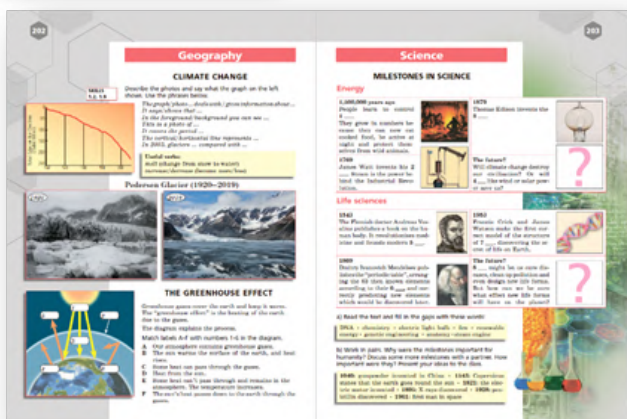


Раздел “Across the globe” – раздел с материалами культуроведческого и страноведческого характера к каждому основному тематическому модулю, которые обеспечивают студентов релевантными возрасту и интересам учебными материалами для развития социокультурной и межкультурной компетенции.



Раздел “Advanced reading” – раздел, содержащий материалы для дополнительных занятий по развитию умений смыслового чтения студентов.

Обращаем внимание, что материалы **раздела “Advanced reading”, англо-русский словарь** с рецептивной лексикой, список распространённых неправильных глаголов и фразовых глаголов, размещены на странице [УМК «Английский язык. Базовый уровень. Учебник для СПО»](#), на сайте [ГК «Просвещение»](#).



Раздел “Subject matters” – раздел с материалами, направленными на развитие межпредметных связей студентов и позволяющими провести интегрированные занятия.

Для формирования учебно-познавательной компетенции обучающихся вы можете воспользоваться **разделом “Skills”**. Материалы раздела, выполненные **на русском языке**, представлены на странице [УМК «Английский язык. Базовый уровень. Учебник для СПО»](#), на сайте [ГК «Просвещение»](#).

Бесплатные дополнительные материалы

Дополнительный раздел Skills к учебнику СПО по английскому языку.pdf	Формат .pdf 1.7 Мб	Скачать
Дополнительный раздел Advanced reading к учебнику СПО по английскому языку.pdf	Формат .pdf 60.9 Мб	Скачать

В зависимости от варианта программы, используемой в образовательной организации, возможно следующее распределение разделов УМК по часам. Материалы вариативной части учебного пособия могут меняться в разных вариантах программы на усмотрение учителя в зависимости от возможностей/способностей обучающихся и их профиля.

Вариант программы	Разделы/Компоненты УМК
Вариант 1 (72 ч.)	Модули 1–11, юниты А, В, С (60 ч.) Раздел My future is in Russia (12 ч.)
Вариант 2 (108 ч.)	<ul style="list-style-type: none"> • Модули 1-12, юниты А, В, С (72 ч.) • My future is in Russia (12 ч.) • Subject matters (6 ч.) • Across the globe + Russia is my home (12 ч.) • Advanced reading (6 ч.) – на сайте
Вариант 3 (144 ч.)	<ul style="list-style-type: none"> • Модули 1-12, юниты А, В, С (72 ч.); • My future is in Russia (24 ч.) • Subject matters (12 ч.) • Across the globe (12 ч.) • Russia is my home (12 ч.) • Advanced reading (12 ч.) – на сайте

Учебник содержит большое количество **творческих и проектных заданий**, которые можно предложить обучающимся в качестве единоразового домашнего задания (творческое сочинение, небольшая презентация по проблеме, развёрнутое высказывание и т. п.), либо в качестве индивидуального (парного, группового) проекта.

Индивидуальный проект – особая форма организации самостоятельной деятельности обучающихся (учебное исследование или учебный проект) и направлена на повышение качества образования. С тематикой проектных работ можете ознакомиться в методическом пособии для СПО.

Тематика проектов и кейсовых заданий учебника

Программная тема	Тематика проектов и кейсовых заданий
Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Современный мир профессий	<ul style="list-style-type: none"> • Работа для подростков в России • Инфраструктура комнат для отдыха сотрудников в современных офисах • Язык фанагало • Трудоустройство в будущем • Компания для работы мечты • План запуска собственного стартапа • Исчезнувшие профессии • Профессии будущего • Изучение вакансий на сайтах компаний

<p>Молодёжь в современном обществе. Досуг молодёжи. Ценностные ориентиры молодёжи в современном обществе. Деловое общение</p>	<ul style="list-style-type: none"> • Внеклассная деятельность в колледже • Проблемы молодёжи • Права молодёжи в Конституции РФ • Организация краудфандинга для открытия социальной столовой • Организация переговоров (в автосервисе, в колледже, в компании) • Технологии для проведения онлайн-переговоров • Реклама курса «Деловой английский язык» • Правила и этикет делового общения
<p>Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Проблемы современной цивилизации</p>	<ul style="list-style-type: none"> • СМИ для российских подростков • Популярные российские телесериалы • Популярная пресса в России • Номофобия: причины и последствия • Технологии для защиты мобильных устройств • Интернет-безопасность и киберпреступность • Автомобили будущего • Российский автопром: прошлое, настоящее и будущее

Таким образом, [методическое пособие для СПО](#) поможет реализовать задачи, поставленные перед организациями среднего профессионального образования согласно требованиям ФГОС СПО.

СПРАВОЧНЫЕ МАТЕРИАЛЫ

КЛЮЧИ К УПРАЖНЕНИЯМ УЧЕБНИКА	14
КЛЮЧИ К УПРАЖНЕНИЯМ ТЕТРАДИ-ТРЕНАЖЁРА	49
АУДИО ТЕКСТЫ	76
РАЗДЕЛ "ADVANCED READING"	139
РАЗДЕЛ " SKILLS"	151
СПИСОК НЕПРАВИЛЬНЫХ ГЛАГОЛОВ	171
СПИСОК ФРАЗОВЫХ ГЛАГОЛОВ	174
АНГЛО-РУССКИЙ СЛОВАРЬ	175

КЛЮЧИ К УПРАЖНЕНИЯМ УЧЕБНИКА

Module 1. Family and friends

Unit A

Ex. 1a, p. 12. On the bus — 3; Amber at home — 1; At the cinema — 6; At Josh's house — 2; In a fast-food restaurant — 5; In the street — 4.

Ex. 2b), p. 12. 1. drummer; 2. birdwatcher; 3. birdwatcher; 4. drummer.

Ex. 3b), p. 13. 1. patient; 2. mean; 3. selfish; 4. jealous; 5. Honest

Ex. 4b), p. 13. 1. what's your name?; 2. That's amazing; 3. do you like this music; 4. what kind of music do you like?; 5. Where are you from?; 6. Really!; 7. what's your favourite pizza?

Ex. 1, p. 14. 2. is cooler than; 3. are more crowded than; 4. is more exciting than; 5. are better than

Ex. 2, p. 14. 2. She loves Russia and has *often* travelled there. 3. My friends and I have *already* decided not to go to the concert. 4. I *always* clean my room at weekends. 5. The family *usually* has dinner together.

Ex. 3, p. 14. 1. can; 2. needn't; 3. mustn't; 4. will be able; 5. must

Ex. 4, p. 14-15. 1. needn't; 2. needn't; 3. mustn't; 4. needn't; 5. mustn't

Ex. 5, p. 15. 1a, 2b, 3b, 4a, 5b

Ex. 6, p. 15. secure – insecure; logical — illogical; important — unimportant; successful — unsuccessful; friendly — unfriendly; correct — incorrect; formal — informal; polite — impolite; happy — unhappy; possible — impossible; organised — disorganised; honest — dishonest; interesting — uninteresting; typical — untypical

Ex. 7, p. 15. 1. by; 2. for; 3. on; 4. in; 5. to

Ex. 8, p. 15. be caring — be helpful; become good friends with sb — be very important to sb; be done with sb — decide a relationship is over; calm down — become less angry; feel guilty/sorry — feel like apologizing; get mad — get angry; get on sb's nerves — make sb annoyed; hurt sb — make sb feel bad; trick sb — betray sb; trust sb — believe in sb; worry about sth/ sb — be insecure about sth.

Unit B

Ex. 1, p. 16.

film people: actor, to direct, director, (to) play, (to) star

reviewer's opinion: boring, brilliant, exciting, famous, happy end, sentimental, strange

plot: character, hero, scene

special things: costumes, music, to win an Oscar

kind of film: action film, cartoon, historical drama, horror film, science-fiction film, western

Ex. 2a, p. 16. true; false; false.

Ex. 2b, p. 17.

Title	Kind of film	Plot and characters	Actors	Who will like it?	Soundtrack	Special effects
(500) DAYS OF SUMMER	+	+	+	-	+	-
BEND IT LIKE BECKHAM	+	+	+	-	-	-
THE CHALLENGE	+	+	+	+	-	+

Ex. 3, p. 17. 1b, 2b, 3b, 4c, 5a

Ex. 1, p. 18. 1. are; is shining; are having; 2. is playing; 3. is not smiling, is; 4. is; doesn't wear, don't know, is wearing; 5. don't remember

Ex. 2, p. 18. 1. Is he sitting; 2. Do you sleep; 3. Is it raining; 4. Do you cook; 5. Do you know

Ex. 3, p. 18. 1. is not shining; 2. am writing; 3. do not even have; 4. are not; 5. do not enjoy

Ex. 4, p. 19. 1. hero; 2. songs; 3. love story; 4. historic drama; 5. boring

Ex. 5a), p. 19. 1. father; 2. nephew; 3. granddaughter; 4. wife; 5. ex-husband

Ex. 5b), p. 19. 1. divorced; 2. love; 3. relationship; 4. baby; 5. father; 6. single

Unit C

Ex. 1, p. 20. 1. harm; 2. considered; 3. addiction; 4. annoyed; 5. symptoms

Ex. 2b, p. 20-21. 1A, 2D, 3B, 4C, 5A, 6B, 7D, 8C, 9A

Ex. 1, p. 22. 2. don't have; 3. doesn't like; 4. isn't; 5. can't; 5. aren't

Ex. 2, p. 22. 1. From; 2. by; 3. from; 4. about; 5. by

Ex. 3, p. 22. 1. on; 2. back; 3. out; 4. off; 5. on; 6. after

Ex. 4, p. 22-23. 1. Unfortunately; 2. Perhaps; 3. certainly; 4. Sadly; 5. usually

Ex. 5, p. 23. always, usually, heavily, slowly, At, Suddenly, loudly, nervously, Fortunately

Ex. 6, p. 23. 1C, 2F, 3A, 4D, 5E

Module 2. Family relations

Unit A

Ex. 2, p. 26-27. A6, B2, C1, D4, E3

Ex. 4, p. 27. 1c, 2a, 3a, 4a, 5b, 6c, 7b, 8c, 9b, 10b

Ex. 1a, p. 28. 1. hadn't; 2. wants to; 3. weren't; 4. will; 5. were

Ex. 1b, c. 28.

	if-clause	main clause
Conditional 2	<i>past simple</i>	would/could/might + <i>infinitive</i>
Conditional 3	<i>past perfect</i>	would/could/might + <i>have + past participle</i>

Ex. 3a, p. 29. Russian: change (меняться), deal (справляться), decide (решаться), enjoy (наслаждаться), get lost (теряться), meet (встречаться), relax (расслабляться); English: enjoy.

Ex. 3b, p. 29. 2. enjoyed; 3. talked; 4. got along; 5. decided; 6. got lost; 7. remembered; 8. felt/was

feeling; 9. relax; 10. imagined; 11. changed; 12. deal; 13. said goodbye.

Ex. 4, p. 29. A6, B2, C1, D4, E3, extra – 5.

Unit B

Ex. 1b, p. 30-31. 1d, 2c, 3b, 4a, 5b, 6a

Ex. 1c, p. 31. 1. argues; 2. claim; 3. observed; 4. didn't experience; 5. criticises; 6. concluded; 7. stating; 8. view; 9. complained

Ex. 1, p. 32. 1. generally; 2. Not surprisingly, increasingly; 3. hopefully, particularly; 4. repeatedly, gradually.

Ex. 2, p. 32. By **surfing the Internet** today, you can **access** a lot of **information**. You can do other things with it, too, such as use Vkontakte, where you can **update your profile** regularly, so that it remains up-to-date. Phoning has also changed. You can **use your mobile phone** to **send text messages**, for example, which is useful if the other person's phone is switched off.

Ex. 3, p. 32. 1. The mother pointed out that she could see a photo of the manager she was talking to. 2. The father stated that he didn't send text messages. 3. Sam emphasised that he would never use his mobile for online banking. 4. Viki claimed that she could do hundreds of different things with her phone. 5. The old man explained that he didn't use a mobile because he had got poor eyesight.

Ex. 4, p. 32. 1. Answered, had been trying; 2. Didn't, had been looking forward; 3. Had been surfing, came; 4. Had been waiting, arrived; 5. Met, had been arguing; 6. Had been waiting, arrived.

Ex. 5, p. 33.

– Excuse me. I was wondering if you could replace this blouse with a different make.

– Have you got the receipt?

- Sure, here you are.
- I'm afraid we can't do that. What about another colour?
- Do you have it in blue?
- Blue? Let's see if there is one in blue.

Ex. 6, p. 33. 1b, 2a, 3a, 4c, 5a, 6c

Unit C

Ex. 2a, p. 34-35. A7, B2, C4, D5, E1, F3, extra – 6.

Ex. 2b, p. 35. Ended up dropping out, didn't talk down, I teamed up, join in, I've given something back

Ex. 1, p. 36. 1. going, going; 2. to get; 3. volunteering; 4. to get; 5. to build; 6. working, to get; 7. to work.

Ex. 2, p. 36. 2. Mum insisted on forgetting her smartphone. 3. Do you feel like practising for our presentation tonight? 4. How about helping me with this problem? 5. I have never been good at answering my parents' questions. 6. I am tired of calculating this again and again. 7. Join us instead of playing computer games for hours. 8. Nobody can live without eating and drinking. 9. Our team won in spite of not having prepared well. 10. She apologised for lying. 11. We are fed up with paying for everything on our trip.

Ex. 3, p. 36. 1. were always missing lessons; 3. is talking; 4. are always getting lost; 5. was always complaining

Ex. 4a, p. 37. 1. The survey compares teenagers from big cities and small towns. 2. But there are also similar details. 3. Only a detailed reading of the story shows their differences.

Ex. 4b, p. 37. 1. Unlike Amari, Josh plans to work with young people. 2. Whereas brothers and sisters may argue a lot when they are young, later in life they are often close. 3. Children liked talking to Josh rather than talking to teachers.

Ex. 5a, p. 37. 1b, 2a, 3c, 4a, 5a

Ex. 5b, p. 37. 1. Have more bread. 2. I have got a few coins in my purse. 3. He gave me some information. 4. Can you give me some advice? 5. I've got too much luggage.

Ex. 6, p. 37. 1b, 2a, 3b, 4c, 5c

Module 3. Life is good

Unit A

Ex. 1b, p. 40. 1D, 2B, 3A, 4B, 5D, 6C

Ex. 1d, p. 41. Achievement, homesickness, illness, sailor, sight

Ex. 2, p. 41. 1C, 2F, 3A, 4B, 5E, extra — D

Ex. 1, p. 42. 1. The Russian manager said they had started badly at first, but after that the team had been fantastic. 2. The British manager said that they had played well for the first 20 minutes, but the rest had been terrible. 3. The Russian manager said he was very happy with the result. 4. The British manager said they would win next time.

Ex. 2, p. 42. 1. told, that; 2. Said (that); 3. said (that); 4. told, that; 5. told, that

Ex. 3, p. 42. 2. But you told me we weren't training the next day. 3. But you told me you didn't train in the afternoon. 4. But you told me you weren't eating a lot. 5. But you said you didn't like training in the gym.

Ex. 4, p. 43. 1. One reporter asked how often she had felt lonely. 2. Another reporter wanted to know if she was ready for a new challenge. 3. One reporter asked how much the voyage had cost. 4. Another reporter asked what they could expect from her the following year. 5. Another reporter wanted to know if/whether she could describe her typical day on board. 6. One reporter asked what she was going to do. 7. Another reporter wanted to know if/whether she had studied on the boat. 8. Another reporter asked if/whether she had caught any fish. 9. One reporter asked what had amazed her during the trip. 10. One reporter asked who she had missed most of all.

Ex. 5, p. 43. 1. announced; 2. mention; 3. explained; 4. recommended; 5. complained; 6. suggest; 7. suggested/proposed

Ex. 6a, p. 43. 1F, 2E, 3A, 4B, 5C, 6G, extra – D

Ex. 6b, p. 43. 1. False; 2. False; 3. True; 4. True; 5. False; 6. False; 7. True

Ex. 1b, p. 45. 1c, 2b, 3b, 4a, 5d

Ex. 1c, p. 45. 1. environmentalists; 2. stuff; 3. take place; 4. consumer society; 5. literacy; 6. take part in; 7. natural resources

Ex. 2, p. 45. Kevin: C, D, F, H; Alice: A, B, E, I. Extra — G.

Unit B

Ex. 1, p. 46. 1. had taken; 2. hadn't turned it down; 3. had done; 4. hadn't used; 5. would spend; 6. had saved; 7. would decide; 8. had told

Ex. 2, p. 46. 1. The boys playing football are wearing green shirts. 2. The man relaxing by the pool is my neighbor. 3. The friends hanging out in the photo have known each other for a long time. 4. The woman sitting with her family has been away for a month. 5. The palm tree growing on the beach is in Sochi.

Ex. 3, p. 46. 1. The prize given to the winner was ₺250,000. 2. The football player injured during the game will be in hospital for a week. 3. The country chosen to host the Olympic Games must start preparations at once. 4. Many suggestions made at the club meeting were very helpful. 5. The car damaged in the Formula 1 race was a Ferrari.

Ex. 5, p. 47. emotion — emotional, annoy — annoying, responsibility — responsible, health — healthy, attraction — attractive, bravery — brave, comfort — comfortable, politics — political, expense — expensive, competition — competitive, dirt — dirty, confidence — confident, inexperience — inexperienced, organisation — organised, courage — courageous, danger — dangerous, electricity — electric, safety — safe, enjoy — enjoyable, fame — famous, independence — independent, injury — injured, rely — reliable

Ex. 6a, p. 47. 1D, 2A, 3B, 4E, 5C

Ex. 1a, p. 49. about, from, at, to, from, by, to, within, in

Ex. 1b, p. 49. 1. False; 2. True; 3. False

Ex. 1c, p. 49. 1b, 2a

Ex. 1d, p. 49. Behaviour — behave, tradition — traditional, reduction — reduce, solution — solve, accept — acceptable, crime — criminal

Ex. 2, p. 49.

He started smoking at school.	5	He tried his first cigarette.	3
His teacher's story shocked him.	7	He stole money.	6
Somebody gave Peter a cigarette.	1	He stopped smoking.	8
He saw others smoking.	2	The cigarette didn't taste good.	4

Unit C

Ex. 1, p. 50. 1. He advised me to start the project that week. 2. He asked to turn down the TV. 3. He asked me to lend him some money. 4. He advised me to go and talk to my teacher. 5. He told/asked me not to go shopping the following day.

Ex. 2, p. 50. 3B, 4D, 5G, 6I, 7E, 8H, 9A, 10J

Ex. 3, p. 50. 1F, 2A, 3C, 4E, 5B, extra — D.

Ex. 4, p. 51. 1. live off; 2. eat out; 3. eat up; 4. left over; 5. warm it up; 6. put on; 7. pour out

Ex. 5, p. 51. 1. whose; 2. who; 3. where; 4. where; 5. who

Ex. 6a, p. 51. Примерные ответы: 1. She couldn't get used to eating vegetables. 2. get used to shopping less; 3. I had to get used to it.

Ex. 6b, p. 51. 1D, 2C, 3A, 4B

Module 4. Travelling Around

Unit A

Ex. 2b, p. 54. 1. inner; 2. outer; 3. expanding

Ex. 2c, p. 55. 1. ... it is the global communication tool of business, science, entertainment, the Internet, etc.; 2. ... English has been the official (or second) language; 3. ... the language will

be spoken (or at least understood) by nearly half of the total population of the globe.

Ex. 2d, p. 55. 1. native speakers; 2. represented; 3. largely; 4. estimated; 5. established; 6. make up; 7. total; 8. entertainment

Ex. 3, p. 55. 1c, 2b, 3c, 4a

Ex. 1a, p. 56. Rise – rose – risen; spend – spent – spent; hear – heard – heard; see – saw – seen; wear – wore – worn; lose – lost – lost; speak – spoke – spoken; write – wrote – written

Ex. 1b, p. 56. 1. a) have spoken, b) spoke; 2. a) has risen, b) rose; 3. a) has written, b) wrote; 4. a) haven't heard, b) didn't hear; 5. a) have worn, b) wore; 6. a) saw, b) didn't see; 7. a) have forbidden, b) forbade

Ex. 2, p. 56. 1. is estimated; 2. is spoken; 3. divide, be divided; 4. speak

Ex. 3, p. 57. 1. I'm afraid there's nothing I can do to help. 2. Could this thing be wrong to say?

3. You seem rather ill. 3. I'm afraid your English is not very good. 4. I have a different opinion. 5. Could you tell me what you think?

Ex. 4, p. 57. 1D, 2F, 3C, 4A, 5B

Ex. 5, p. 57. 1a, 2b, 3c, 4b, 5a, 6b, 7b, 8a

Unit B

Ex. 2a, p. 58-59. A4, B7, C6, D3, E1, F2, extra – 5

Ex. 2c, p. 59. on, as, to, at, in, on, without, as, in

Ex. 3a, p. 59. Crops – plants grown for food; Everest – world's highest mountain; Gatlang – small village in Nepal; Kathmandu – capital of Nepal; monsoon season – time of year when it rains heavily; Nepalese – from Nepal (adj.); rewarding – feeling that you have done sth good; long for sth – want sth very much; trek (noun) – long difficult walk.

Ex. 3b, p. 59. Nepal, the country, Olga and Jonathan's project, Living in Gatlang, What they learned in the work camp.

Ex. 3c, p. 59. 1. Jonathan; 2. Olga; 3. Olga; 4. Jonathan

Ex. 3d, p. 59. 1. 30 million people; 2. its mountains; 3. that people, especially young ones leave their villages and either go to the big town of Nepal or to India; 4. building community centres in villages; 5. the families they lived with; 6. having too much to eat/washing; 7. First, he proved he could do something difficult; Second, he got to know people from other countries; Third, he learned that you needn't be wealthy in order to be happy.

Ex. 1a, p. 60. 1C, 2B, 3A

Ex. 1b, p. 60. 1. came; 2. had read, 3. have already spoken

Ex. 1c, p. 60. 3. thought; 4. was; 5. had saved; 6. hoped; 7. arrived; 8. had already found; 9. had worked; 10. was

Ex. 2, p. 60. 4. easily; 5. fast; 6. properly; 7. badly; 8. friendly; 9. wrong; 10. highly; 11. extremely; 12. late; 13. hardly; 14. really; 15. particularly

Ex. 3a, p. 61. 1. Shall; 2. should; 3. should not; 4. had better; 5. is supposed; 6. should; 7. must; 8. are we to

Ex. 4, p. 61. 1. personality, independent; 2. homesick; 3. express; 4. strict; 5. chores; 6. talents; 7. flights

Unit C

Ex. 1a, p. 62. 1. It includes private parking for an additional charge. 3. They provide separate rooms too. 4. St Anne's

Guest House provides continental breakfast and at the Dover YHA breakfast is not included in the room price.

Ex. 1b, p. 62. coffee maker – a machine for making coffee; nr – near; accptd – accepted; en suite – a bathroom in a room; sep – separate; rms – rooms; sat – satellite

Ex. 2a, p. 62. 1 – St Anne's Guest House; 2 – Dover YHA; 3 – Green Gables B&B

Ex. 2b, p. 62. Charges for rooms: per person per night, for one night; type of room: smoking, non-smoking, double room, family room, separate room, self-catering apartment; facilities in rooms: telephone, satellite TV, hairdryer, coffee maker; food available: full English breakfast; other facilities hotels offer: off-street parking

Ex. 4a, p. 63. 1. Passenger trains started to be run by private companies. 2. On the

national rail website. 3. Because each railway company has its own terminus in London. 4. London is very important since it's still the centre of the railway network.

Ex. 4b, с. 63. 1. Special offer; 2. terminus; 3. timetable; 4. to run; 5. area

Ex. 5, p. 63. 1b, 2c, 3b, 4a, 5b, 6b

Ex. 1, p. 64. 1. at; 2. to; 3. to; 4. off; 5. at; 6. from; 7. to; 8. to; 9. from; 10. to

Ex. 2, p. 64. 3. hadn't taken; 4. had gone; 5. had just spent; 6. had lent; 7. hadn't come; 8. had been running; 9. had been waiting; 10. had taken; 11. had explained; 12. had wasted; 13. had already played

Ex. 3, p. 64-65. 1. I didn't know that my pen pal had moved to another town. 2. After had been reading that boring novel

for a week, I passed it on to a friend. 3. After had been studying for five years, my sister finally passed his exams. 4. As soon as I had read the questions through, I started to write the answers. 5. Masha felt really hungry in the third lesson because she hadn't had any breakfast.

Ex. 4, p. 65. 1 – arrived; 2 – do; 3 – interested; 4 – at; 5 – teach; 6 – think; 7 – to understand; 8 – better; 9 – a lot of; 10 – I've been learning; 11 – than

Module 5. Save our planet

Unit A

Ex. 1, p. 68. 1 – emissions; 2 – fossil; 3 – Pollution; 4 – consumption; 5 – affects; 6 – atmosphere; 7 – Litter

Ex. 2a, p. 68. 1b; 2c; 3a; 4b; 5b

Ex. 2b, p. 68. 1. don't do much to cut down pollution; 2. Has few fish left in it ... of the world are getting smaller and smaller every year; 3. I don't mind paying more for things ...; 4. to the good life they have and refuse to reduce consumption.

Ex. 1, p. 70. Sveta: 1. am going to do; 2. will probably go; 3. finishes; 4. am going to sign up; 5. will miss; 6. will help;

Li: 1. am going to do; 2. will travel; 3. will definitely go; 4. am going to do; Oleg: 1. will be able to; 2. am going to be; 3. will send; 4. will be able; Diana: 1. am not going to get; 2. will study; 3. will go; 4. am going to. Katya: 1. Am going; 2. is

taking; 3. starts; 4. will be; 5. will probably share. Pavel: 1. will go; 2. won't be; 3. will leave; 4. will be

Ex. 2, p. 70. 1 – interested; 2 – respected; 3 – crowded; 4 – drinking; 5 – astonishing; 6 – interesting; 7 – fascinating; 8 – surprised

Ex. 3a, p. 71. 1 – endless; 2 – homeless; 3 – painless; 4 – sleepless; 5 – fearless

Ex. 3b, p. 71.

-ance, -ence	-ing	-ment	-ness	-tion, -ation	-ty, -ity
appliance	beginning	achievement	happiness	connection	activity
reference	meeting	development	illness	declaration	humanity
resistance	suffering	payment	willingness	imagination	safety
		punishment		reaction	

Ex. 3c, p. 71. 1 – at; 2 – on; 3 – to; 4 – by; 5 – in; 6 – at; 7 – on; 8 – on; 9 – on; 10 – to; 11 – to; 12 – to; 13 – on; 14 – at; 15 – on; 16 – in

Unit B

Ex. 1b, p. 73. 1b, 2c, 3a, 4a, 5c

Ex. 1, p. 74. 1. Bob has been working for his dad's company since last summer. 2. Doug has been working for an architect firm for a year. Emma and Lucy have been studying marketing since September last year. Charlie has been training as a helicopter pilot for three years. Andrey and Vadim have been doing a training course with Aeroflot for eighteen months.

Ex. 2a), p. 74. Air: airport, flight, gate, (to) land, plane; railway: platform, train, the Tube, underground; road: cab, (to) cycle, (to) drive, motorway, petrol station, rush hour, traffic jam, truck; sea: boat, ferry, harbour, ship

Ex. 2b, p. 74. 1 – call; 2 – drove; 3 – stuck; 4 – took, read, listened; 5 – found, didn't have

Ex. 3, p. 74. 1. in a terrible traffic jam yesterday; one hour to drive from ...; by car

again; 2. I usually cycle; 3. the metro on Saturdays; 4. had left early; 5. try to sit at the top

Ex. 4, p. 75. 1. False; 2. Not stated; 3. False; 4. True; 5. False; 6. Not stated

Ex. 5a, p. 75. A7, B4, C1, D2, E3, F5, 6 — extra

Unit C

Ex. 1a, p. 78. 1. pollute; 2. sun; 3. solar power; 4. trees; 5. waste

Ex. 1b, p. 78. 1C, 2G, 3E, 4D, 5F, 6B

Ex. 2, p. 78. 1 – has rained, has been raining; 2 – has trained, has been training; 3 – has been reading, has read; 4 – has been driving, has driven

Ex. 3, p. 78. 1 – calm him down; 2 – came up/come up; 3 – hang up; 4 – end up; 5 – cut a lot of trees down.

Ex. 4, p. 79. 1 – greenhouse gas; 2 – recycle rubbish; 3 – cars, emissions; 4 – insulation; 5 – Solar energy, wind power; 6 – Turn off, appliances; 7 – carbon footprint; 8 – fossil fuels, global.

Ex. 5, p. 79. 1. People send **so much** CO₂ into the air **that** the climate is changing. 2. **Unless** we stop cutting down trees, the forests will disappear. 3. **Unless** governments build bigger hospitals, many poor people won't be able to get help. 4. The wind was **so** freezing **that** we wanted to stay at home. 5. Stewie reads news every day **in order to** know what is happening in the world.

Module 6. Life and technology

Unit A

Ex. 1b, p. 83. 1 – The Language Mediator; 2 – trainers; 3 – electronic money; 4 – The Language Mediator; 5 – the cassette player; 6 – social media; 7 – TV dinners; 8 – GPS

Ex. 2a, p. 83. 1. \$7,000; 2. Wood; 3. For about 6 hours; 4. He was always interested in alternative sources of energy and liked burning stuff; 5. He is going to buy parts for his engine and spend the money on some project.

Ex. 2b, p. 83. ... you've done a very/really good job. Well done!; Congratulations;

This is the most interesting project that I've seen

Ex. 1a, p. 84. Had to, didn't, watched, sat, was, argued, have, are, don't, don't, is.

Ex. 2, p. 84. 2. did you stay; 3. did you find out; 4. was; 5. was; 6. did you do; 7. was; 8. did you have

Ex. 3, p. 85. 1 – didn't take; 2 – didn't have; 3 – didn't choose; 4 – wasn't allowed; 5 – couldn't find; 6 – didn't buy

Unit B

Ex. 1a, p. 86. A6, B5, C2, D1, E4, 3 — extra

Ex. 1b, p. 87. B.

Ex. 1d, p. 87. Amaze — amazement, attend — attention, fly — flight, geology — geologist, moonlight — moonlit, prediction — predict, realise — realisation, salt — salty, suspicion — suspect, universal — universe, weigh — weight, wonderful — wonder.

Ex. 2a, p. 87.

Shape	round, spherical	Texture	soft, liquid, rough, hard
Made of	rock, water	Location	93 million miles from a star
Size	a diameter of 7,900 miles, huge	Appearance	It looks like a ball
Colour	blue, white	Comparison	As hot as the sun

Ex. 1, p. 88. 2 – was; 3 – have added; 4 – didn't use; 5 – have come; 6 – travelled; 7 – has risen

Ex. 2a, p. 88. Used with past simple: when I was ten, in the summer holidays, When

...?, at Christmas, the summer before last; used with present perfect: in my life, lately, this year, ever, never, just, already, yet.

Ex. 2b, c. 88. 1. gave; 2. bought; 3. haven't bought; 4. didn't get; 5. have just taken; 6. have already downloaded; 7. finished; 8. read; 9. haven't finished.

Ex. 3a, p. 88. All week, so far, lately, since then, all my life, not ... ever, for ages, this school year, since we met

Ex. 4a, p. 89. 1. put on; 2. went on; 3. go off; 4. chilled out; 5. turn down; 6. gave off; 7. worked out; 8. take in

Unit C

Ex. 1b, p. 90-91. 1. True; 2. False; 3. Not stated; 4. True; 5. False.

Ex. 1c, p. 91. 1 – state; 2 – throughout; 3 – ugly; 4 – substantial; 5 – to improve; 6 – principle; 7 – resistance; 8 – afford; 9 – distribute; 10 – countryside; 11 – to cut

Ex. 1a, p. 92. Climate change, computer system, earthquake, eyesight, air conditioning, fire escape/engine, lighthouse, light bulb, steam engine, wind power, developing country, driving licence, starting point, blackboard, black eye, elementary/green school, greenhouse, solar power

Ex. 1b, p. 92. Примерные ответы: attend elementary school, cause climate change, earthquake damage, damage eyesight, design a computer, discover the light bulb, go windsurfing, get a driving licence/black eye, help developing countries, invent the steam engine, lose one's eyesight, operate a computer, turn on/off the air conditioning, use a blackboard/wind power/solar power, write on a blackboard, start elementary school, leave the starting point

Ex. 2, p. 92. 2. is produced; 3. is taken in; 4. is made; 5. Is given off; 6. has been produced, is changed, is stored

Ex. 3, p. 93. 1. Today the number of trees taking CO₂ out of the atmosphere is being reduced considerably. 2. Millions of tonnes of CO₂ are being produced every day by people driving to work and flying away on holiday. 3. Further steps and laws are being planned to fight global warming. 4. Then climate change was not being talked about by anyone. 5. Different solutions are being discussed to reduce carbon

emissions. 6. In the 1970s, old rainforests were still being cut down in New Zealand.

7. Emission levels of cars and factories are being limited.

Ex. 4, p. 93. 1. were installed; 2. introduced; 3. was built; 4. have been controlled; 5. is being loaded; 6. are sold; 7. use; 8.

gives; 9. are returned; 10. are bought; 11. are not wrapped; 12. will be saved; 13. start.

Ex. 5b, p. 93. The hot oil flows through the heat exchanger. Cold water is heated. The hot water is used to drive the generator. The generator generates electricity.

Module 7. Mass media

Unit A

Ex. 1a, p. 96. 19th century – the media came into existence; 1930s – the radio appeared; 1950s – television appeared; 1990s – The Internet became a powerful new medium; 21st century – the media become more important than ever

Ex. 1b, p. 97. A4, B5, C1, D2, E3, extra – 6.

Ex. 1c, p. 97. Into, in, at, with, within, throughout.

Ex. 1d) c. 97. However, Then, In addition, Whereas, therefore, on the other hand, however.

Ex. 2a, p. 97. 1c, 2b, 3c, 4a

Ex. 2b, p. 97. 1c, 2a, 3b, 4c, 5b, 6b

Ex. 1, p. 98. 1. Having not known whom to ask, Max walked up the first person she saw. 2. Changing information into bits and bytes, the Internet has created new forms of sharing information. 3. Looking for a new anchorman, the RT offered the job to a famous reporter. 4. Getting to work always on time, Julie wants to make a good impression. 5. Fearing that there will be a loss of privacy, critics warn of the dangers of the Internet.

Ex. 2, p. 98. They call it either a “mobile phone” in Britain or a “cell phone” in the USA. 2. He neither emailed nor phoned me. 3. You can send me either an email or a text message. 4. The channel offers either documentaries or talk shows. 5. Dima neither

reads newspapers nor listens to the radio news.

Ex. 3a, p. 98. 1. a) existence, b) life; 2. a) conquered, b) defeated; 3. a) collect, b) store; 4. a) spectators, b) observers; 5. a) primary, b) fundamental

Ex. 4a, p. 99. 1D, 2F, 3B, 4E, 5C

Ex. 4b, p. 99. 1. The game had to be cancelled because of the continental rain. 2. Newspapers' income from advertising has declined due to a decrease in readers. 3. He believes his backaches are due to long hours at the computer. 4. They wouldn't allow him into the club because of his age. 5. We have no time to meet next week because of the exams.

Ex. 5, p. 99. 1. The interviewer asked him where and how he had started his career in news reporting. 3. Martin said he had been a foreign correspondent before he had gone behind a studio desk. 4. The interviewer asked him to tell them something about the famous people he had interviewed. 5. Martin said he always worked as a part of a team.

Unit B

Ex. 1b, p. 100. A6, B5, C3, D2, E4, extra – 1

Ex. 3b, p. 101. 1a, 2b, 3c, 4c

Ex. 3d, p. 101. is not permitted, is concerned, are not allowed to, must be worn, was said, are taken

Ex. 1, p. 102. 1. had run/ran; 2. viewers; 3. largest; 4. complaining; 5. verbally; 6. actress; 7. demonstrations; 8. withdrew; 9. being

Ex. 2, p. 102. He is said to be in a critical condition. An injured woman was saved by passing motorists from a burning car. Fortunately, the driver was rescued. The driver was airlifted to a hospital. The car is thought to be a silver Toyota. It is said that the passenger of the Ford was in shock but not hurt. He was taken to hospital in Swindon, where he is being kept under observation.

Ex. 3a, p. 102. Примерный ответ: The spokesperson **said** that was the biggest disaster in the history of the Mississippi area. He **stated** that thousands were

homeless. He **stressed** the catastrophe was so huge that reacting to it was almost impossible. He **emphasised** that they were doing everything they could to help people. He **explained** that the army and medical services were in the area, and **added** that the day before the government had set aside \$2 billion dollars to rebuild the area. He **told the reporters** that more help would arrive in the following few days. He **promised** that they would give them more information as soon as it was available.

Ex. 3b, p. 102. Примерный ответ: Tesco doesn't have a strict dress code, but it doesn't want its customers to do the shopping in their nightwear in case it offends other customers. I don't know if any other Tesco stores have to put up similar signs. Tesco isn't a nightclub with a strict dress code, and jeans and trainers are undoubtedly more than welcome. However, the administration requests that customers do not shop in their pyjamas or nightgowns. Such measures are taken to avoid causing offence or embarrassment to others.

Ex. 4, p. 103. 3 – smelt something burning; 4 – saw flames coming; 5 – heard people shouting; 6 – saw a big crowd standing; 7 – heard a fire brigade coming; 8 – watched the firefighters setting up; 9 – noticed two people climbing

Ex. 5, p. 103. News reports – positive: accurate, clear, educational, emotional, entertaining, factual, lively, reliable, sentimental, interesting; negative: critical, dramatic, dull, inaccurate, unreliable, unsentimental; neutral: balanced, convincing, informal, spontaneous. Events – positive: amusing, amazing, exciting, funny, impressive, incredible, sensational, spectacular, thrilling; negative: appalling, catastrophic, depressing, disastrous, sad, terrible; neutral: tense.

Ex. 5, p. 103. 1c, 2a, 3b, 4b, 5b, 6c, 7b, 8a

Unit C

Ex. 2b, p. 105. 1. Firstly; 2. As a result; 3. Secondly; 4. In the end; 5. Despite this; 6. For example; 7. Furthermore; 8. Finally; 9. in my opinion; 10. whereas

Ex. 1, p. 106. After having produced a lot of energy from coal-fired power stations,

how can they claim to be “green”?

2. Having worn a fur coat, Suzan never wants to wear another kind of coat. 3. After having used plastic

bottles for years, people are changing them for glass. 4. Having compared the prices, I decided to buy this model. 5. Having bought a lot of cosmetics, she has no money left this month. 6. Having driven an SUV, Jack knows it

has high fuel consumption.

Ex. 2, p. 106. 1 – tested; 2 – embracing; 3 – advertising; 4 – spending; 5 – living; 6 – lying; 7 – tired; 8 – bought

Ex. 3, p. 106. 1 – leading; 2 – would catch; 3 – dropping; 4 – would continue; 5 – was talking; 6 – Did you see; 7 – have seen; 8 – had learnt; 9 – was growing

Ex. 4, p. 107. 1 – persuasive; 2 – current; 3 – comparison; 4 – satisfy; 5 – critical; 6 – convince; 7 – advertising; 8 – consumers

Ex. 5, p. 107. 1b, 2a, 3a, 4a

Module 8. Youth voices

Unit A

Ex. 1a, p. 110. Get married — 16, drive a car on your own — 18, vote in a national election — 18, get the national passport — 14, start a job — 14, open your own bank account — 14.

Ex. 2b, p. 111. 1C, 2D, 3A, 4F, 5B, 6E

Ex. 1a, p. 112. 1. will; 2. will; 3. will; 4. won't; 5. won't; 6. will; 7. will; 8. will; 9. won't; 10. will.

Ex. 2, p. 112. 1. don't offer, will work; 2. will be, start; 3. will have, understand; 4. won't go, use; 4. become, will get

Ex. 4a, p. 113. Do: nothing well, the dishes, business, an exercise, the work, a favour, a project, the shopping. Make: friends, a speech, a cake/biscuits, a call, a deal, a drawing. Get: angry, bored, dressed, drowsy, hard, involved, ready, red. Go: bad (food), blind, crazy, deaf, light, to university

Ex. 5, p. 113. 1 – hard; 2 – strong; 3 – hard; 4 – heavy; 5 – strong; 6 – strong; 7 –

heavy; 8 – strong/heavy; 9 – hard; 10 – strong

Ex. 6a, p. 113. Achieve an aim, break a promise, cause trouble, discriminate against minorities, elect a mayor, lose support, support a movement, vote Conservative

Unit B

Ex. 3, p. 115. Примерные ответы: Speaker 2: facilities for young people, sports facilities, youth clubs; Speaker 3: too young to vote, can't choose the government, don't listen to young people; Speaker 4: child poverty, poor, one of three children; speaker 5: more money, work fulltime, fair pay; Speaker 6: racism, colour of skin, discrimination, should respect each other

Ex. 1, p. 116. 2. was walking; 3. were you walking; 4. was going; 5. Were they waiting; 6. were standing; 7. Were waiting; 8. were really doing

Ex. 2, p. 116. 4. noticed; 5. was watching; 6. got off; 7. Was raining; 8. was blowing; 9. looked; 10. was; 11. was cycling; 12. felt; 13. was crossing; 14. heard; 15. Was following; 16. began; 17. was beating; 18. felt; 19. was sleeping; 20. felt; 21. rang; 22. dropped

Ex. 3, p. 116. 2. enjoys; 3. is; 4. often goes; 5. are; 6. is waiting; 7. has decided; 8. has been thinking; 9. wants; 10. finds; 11. gives.

Ex. 4, p. 117. Are they meeting; have, are doing; don't mean, want, are acting; Are they talking; feel, are making; hate; looks; Do I understand; is calling

Ex. 5, p. 117. 1c, 2d, 3b, 4a, 5a, 6d

Ex. 6, p. 117. 1. decided; 2. speech; 3. opened; 4. have; 5. raise; 6. organise; 7. demonstration; 8. vote

Unit C

Ex. 1c, p. 119. 1. vets; 2. homeless; 3. decoration; 4. volunteer; 5. explore

Ex. 2b, p. 119. John — against, Jess — for, Keira — against, Grace — against, Josh — against.

Ex. 2c, p. 119. 1. True; 2. False; 3. Not stated; 4. False; 5. True; 6. Not stated; 7. True

Ex. 1, p. 120. 1 – However; 2 – While; 3 – but; 4 – On the other hand; 5 – Although

Ex. 2, p. 120. 1D (party), 2E (subtitles), 3C (chat-show host), 4B (goal), 5A (economy)

Ex. 3a, p. 120. 2. Why don't ...; 3. If I were you ...; 4. Why not ...; 5. I suggest ...; 6. I'd recommend

Ex. 4, p. 121. 1 – vote; 2 – citizen; 3 – responsibility; 4 – The majority

Ex. 5, p. 121. 1c, 2b, 3c, 4b, 5c, 6b, 7b, 8c, 9b, 10b

Module 9. The individual and society

Unit A

Ex. 1c, p. 124. 1. be discriminated against; 2. be conscious; 3. interact; 4. tolerant; 5. attitude; 6. challenge; 7. values; 8. socialise

Ex. 1d, p. 124. 1. external factors and internal values and habits; 2. every individual needs rules; 3. change its attitude towards society and its values; 4. people oppose or challenge society's values

Ex. 1e, p. 124. 2. conscious – consciousness; 3. economic – economics/economy; 4. identity – identify; 5. nation – national; 6. negotiation – negotiate; 7. religious – religion; 8. society – social; 9. solution – solve; 10. tolerant – tolerance;

11. tradition – traditional; 12. variety – vary; 13. violence – violent

Ex. 1a, p. 126. On the one hand, however, Furthermore

Ex. 1b, p. 126. 1. in fact; 2. for example; 3. however; 4. as a result; 5. Moreover; 6. For one thing; 7. Realistically; 8. In the long run

Ex. 2, p. 126. 1 – might; 2 – am able; 3 – needn't; 4 – had to; 5 – could

Ex. 2b, p. 126-127. 1. Do we really have to...? 2. Something must have happened. 3. ..., so we were able to jog.

4. The story Alex told you might be true. 5. You should go to the doctor's. 6. This must be Peter's car

Ex. 3, p. 127. 1. I will pick her up at the airport. 2. I called on him yesterday. 3. I have already rung him up. 4. Security looked for them carefully. 5. The neighbours will look after them.

Ex. 4, p. 127. 1 – into; 2 – against; 3 – in; 4 – to; 5 – to

Ex. 5, p. 127. 1b, 2a, 3a, 4c, 5b, 6a, 7b, 8a, 9a

Unit B

Ex. 1a, p. 128. C – conflict; D – belonging; A – future; B – decisions; E – dropping out

Ex. 2a, p. 129. A3, B4, C5, extra – 1, 2, 6.

Ex. 2b, p. 129. 1F, 2B, 3D, 4E, 5A, 6C

Ex. 3, p. 129. 1B, 2D, 3F, 4A, 5C

Ex. 1, p. 130. 1 – is flying; 2 – are having; 3 – starts; 4 – will be; 5 – will just make; 6 – will have finished

Ex. 2, p. 130. 1 – Apparently; 2 – Strangely; 3 – Hopefully; 4 – Supposedly; 5 – Strictly speaking; 6 – Eventually; 7 – Surprisingly; 8 – Understandably; 9 – Obviously

Ex. 3, p. 130. ПРИМЕРНЫЕ ОТВЕТЫ: 1. I try to catch up with it. 2. I usually write the new words down. 3. No, I always finish it off. 4. Yes, I sometimes give them up to relax. 5. I keep at it anyway.

Ex. 4, p. 131. In-: inability, incapable, incompetence, inequality, instability, intolerant; un-: unable, unconscious, unequal, unjust, unofficial, unpopular, unstable; im-: immortal, impolite, impermanent; il-: illogical; ir-: irrelevant; dis-: disability, disable, disinterest, disrespectful, dissatisfied

Ex. 5, p. 131. 1. a) poor, b) harmful, c) unpleasant; 2. a) illustrates, b) evokes, c) conveys; 3. a) overjoyed, b) relieved, c) satisfied; 4. a) discuss, b) reveals, c) recalled; 5. a) reported, b) claimed, c) suggested

Unit C

Ex. 3, p. 133. 1B, 2D, 3H, 4I, 5F, 6C, 7J, 8G, 9E, 10A

Ex. 4a, p. 133. 1b, 2a, 3c, 4a, 5c

Ex. 4b, p. 133. 1a, 2b, 3b, 4b, 5c, 6a

Ex. 1, p. 134. Bossy – boss – boss; boastful – boasting – boast; chaotic – chaos;

disciplined – discipline – discipline; eccentric – eccentric; emotional – emotion;
 formal – formality; honest – honesty; lazy – laziness; modest – modesty;
 nationalistic – nationality; organized – organisation – organise; passionate – passion;
 polite – politeness; punctual – punctuality; reliable – reliability – rely; romantic –
 romance; rude – rudeness; tolerant – tolerance – tolerate

Ex. 2, p. 134. 1 – seems, expresses; 2 – tells; 3 – makes, have, are; 4 – is, opens,
 arrives, meets, go out, disappears, tries; is said, can

Ex. 3, p. 134.

- Why did you come to live in Moscow?
- I found a job there.
- Your Russian is very good. How long have you been learning it?
- I have been learning Russian for eight years.
- Do you know anybody in Russia?
- Yes, I have an uncle here. He lives in Omsk.
- What sort of music do you like?
- I like hip hop. But I often listen to classical music, too.
- Do you have bad habits?
- No, I don't/do not.
- How long do you need the bathroom in the mornings? We only have one
 bathroom. It gets crowded in the mornings.
- I am usually pretty quick – It will normally take 10 to 15 minutes.
- My work starts at 10 am, so I do not think the bathroom will be a problem.
- OK, well, thanks for coming Maggie. I will let you know in a couple of days.

Ex. 4, p. 135. Примерные ответы: 1. Did you finish school last year? 2. Do you go
 to college? 3. Have you got a job? 4. Is it easy to combine work and studies? 5. Have
 you got a hobby? 6. What do you usually do? 7. Are they your college friends?

Ex. 5, p. 135. 1 – Britons, 2 – Scottish, 3 – British, 4 – the English, Scottish; 5 –
 English, Scottish; 6 – Welsh, 7 – Scots, Britons

Module 10. Looking for a job**Unit A**

Ex. 1, p. 138. Sarah: 1, 4, 5, 8, 9, 10; Nat: 2, 3, 6, 11, 7

Ex. 2, p. 138. 1 – in, 2 – for; 3 – to; 4 – for; 5 – to; 6 – to; 7 – in; 8 – at; 9 – in

Ex. 3, p. 139. 1E, 2B, 3A, 4C, 5D

Ex. 1a, p. 140. 1D, 2A, 3E, 4F, 5B

Ex. 2, p. 140. 1 – practical; 2 – looking for; 3 – part-time; 4 – advice; 5 – rise; 6 – enclosed, CV; 7 – join, employees, looking forward to; 8 – security

Ex. 3, p. 140. 1. If Lucy had sent her college application earlier, it would have been accepted. 2. If Sita's mobile hadn't rung at the maths lesson, the teacher wouldn't have taken it away from her. 3. Rachel wouldn't have lost her iPod if she hadn't left it lying around. 4. If Emma had had right qualifications, she would have got the job. 5. If Pete hadn't left his rucksack at the railway station, it wouldn't have disappeared. 6. If Tom had paid his bill, his Internet access wouldn't have been deactivated.

Ex. 4, p. 141. 1. will have; 2. hadn't spent; 3. spend; 4. won't have; 5. didn't earn; 6. book; 7. will get; 8. go; 9. didn't get; 10. Had to; 11. booked; 12. would walk; 13. had bought; 14. would have saved

Unit B

Ex. 2, p. 142.

Dear Mr Egorov,

Thank you for your letter of 25th May.

I would like to come for an interview on Wednesday 16th June. Please let me know when I should arrive at your office.

I would like to go to the interview by metro. What is the nearest metro station? It would be very interesting to meet other candidates during lunch. Could you tell me if your canteen offers vegetarian food? I look forward to meeting you.

Yours sincerely,

Maria Petrova

Ex. 3, p. 142.

Dear; for your email; I would like to come for an interview; on time; by metro;

canteen; am looking/look forward to; sincerely

Ex. 4, p. 143. talking to people, listening; all the usual programs; all the gadgets that are part of modern life/an MP3 player, a laptop, a mobile phone; marks for English, English when she's at home, to the news in English; cousins, British newspapers, a lot about Britain on the BBC; as a sales assistant, in a video store; faces

Ex. 1a, p. 144. Verbs + to-infinitive: attempt, decide, expect, manage, offer, plan, pretend, promise, refuse, risk, seem; gerund: avoid, choose, dislike, enjoy, finish, give up, can't help, imagine, suggest

Ex. 2a, p. 144. 1 – at keeping; 2 – in solving; 3 – in spending; 4 – on hearing; 5 – relaxing; 6 – of getting ahead; 7 – to downloading; 8 – of missing

Ex. 3, p. 144-145. 2 – have been reading, had been reading; 3 – had been helping, has been helping; 4 – had been looking for, have been looking for; 5 – have been learning, had been learning

Ex. 4, p. 145. 1 – however, 2 – whoever, 3 – whatever, 4 – wherever, 5 – whenever

Ex. 5, p. 145. 1 – application; 2 – reliable; 3 – organised; 4 – advertisement; 5 – opportunity; 6 – available

Ex. 6, p. 145. 1 – false, 2 – true, 3 – false, 4 – not stated, 5 – true, 6 – true, 7 – true, 8 – not stated, 9 – not stated, 10 – false

Unit C

Ex. 2, p. 147. A2, B5, C3, D6, E1, extra — 4

Ex. 3a, p. 147.

Tim: CX Computers. Tim speaking.

Sarah: Hello, Tim. This is Sarah from WOW Electronics. Can you put me through to Jane Parks, please?

Tim: Yes, hold on, please. ... I'm sorry, Sarah, but Jane isn't answering her phone.

Sarah: Can I leave a message?

Tim: Sure, I'll get a pen. ... OK, your message?

Sarah: Could you ask her to phone me when she has a moment?

Tim: Yes, of course. Can you give me your last name, Sarah?

Sarah: Dee. I'll spell it. D double E.

Tim: And your phone number?

Sarah: 017054912214.

Tim: OK, that's great. Thanks.

Sarah: Thank you, Tim.

Ex. 1, p. 148. 1 – the play we went to? 2 – the friend you talked to? 3 – we ate at? 4 – the park we ate sandwich in? 5. the shops we looked around? 6 – the monastery we drove to?

Ex. 2, p. 148. Примерные ответы:

1. The Channel Islands, which are closer to France than to England, belong to Britain. 2. The largest of the four islands, which is only about 20 kilometres from the French coast, is called Jersey. 3. The islands, which are visited by over half a million tourists every year, are known for their mild climate and beautiful beaches. 4. The Channel Islanders, who are very friendly, speak both English and French. 5. The English, who particularly enjoy the southern atmosphere, are welcomed warmly by the Channel Islanders. 6. The tourists, who like the street cafés and the French cooking, come mainly from England.

Ex. 3, p. 148. Peggy: 2. used to be; 3. used to be; 4. used to hate; Stuart: 2. used to feel; 3. used to drive; 4. used to hate

Ex. 4b, p. 109. 1. It was William's mother who helped him with his lessons early every morning. 2. Never did she allow him to sleep late from Monday to Friday. 3. She did make him work hard, but he was really pleased about it. 4. The lessons were always interesting, he said himself.

Ex. 6, p. 149. 1 – want/wants, 2 – is, 3 – is; 4 – is; 5 – are looking for; 6 – is

Module 11. Getting a job

Unit A

Ex. 1a, p. 152-153. A6, B8, C3, D5, E2, F4, G1, extra – 7

Ex. 1b, p. 153. 1B, 2E, 3A, 4F, 5C, 6D

Ex. 1c, p. 153. 1. from; 2. in; 3. to; 4. for; 5. to; 6. in

Ex. 1d, p. 153. Employ – employer (2) – employed; economy – economic, economical; compete – competition – competitive; industrialise – industry – industrial; maximise – maximisation – maximised; retire – retirement – retired; flexibility – flexible; produce – production (2) – produced

Ex. 1, p. 154. 1D, 2G, 3A, 4B, 5F, 6C

Ex. 2, p. 154. 1 – will have been found; 2 – will have gone down; 3 – will have been replaced; 4 – will have travelled; 5 – will have been reduced; 6 – will have become; 7 – will have increased; 8 – will have stopped; 9 – will have grown; 10 – will have been discovered

Ex. 3, p. 154. 1 – will have begun; 2 – will be working; 3 – will be travelling

Ex. 4, p. 155. 1E, 2F, 3A, 4D, 5B, 6C

Ex. 5, p. 155. 1. economic, inflation; 2. raw materials; 3. loan, finance, investment, expand; 4. objective, profit; 5. turnover, tax, loss

Unit B

Ex. 1a, p. 156. About, in, by, of, in, On, to, off

Ex. 1b, p. 156. 1c, 2d, 3a, 4d, 5b

Ex. 1d, p. 157. 1D, 2B, 3C, 4E, 5A

Ex. 1e, p. 157. Bore – excite; destroy – create; frequently – occasionally; frozen – melted; liquid – solid; shake – nod; stay in – go out; thick – thin

Ex. 1f, p. 157. 1 – become; 2 – arrive; 3 – find; 4 – receive; 5 – bring

Ex. 3, p. 157. 1E, 2C, 3F, 4B, 5G, 6D

Ex. 1, p. 158. 1B, 2A, 3D, 4D, 5A, 6D, 7B, 8D, 9C, 10C, 11A

Ex. 2, p. 158. 1. There were such big changes in transportation from 1900 to 2000.

2. It is the technical details that people don't understand. 3. It's such an interesting product, but the technical details are complicated. 4. What have moved overseas is jobs in manufacturing.

5. It is the amount of rain and flooding that surprised everybody this year. 6. What will change is jobs, but people will stay the same.

7. What he believed to be more important than the past or future is the present.

Ex. 3a, p. 159. Apartment, describe, happened, responsible, apparent, disaster, loser, standard, appearance, disappointed, loyalty, themselves, assistant, example, manageable, dependent, government, politician

Ex. 3b, p. 159. 1 – role; 2 – whole; 3 – stare; 4 – plain; 5 – steel; 6 – there

Ex. 4a, p. 159. Is satisfied with, counts on, measures up to, have brought up, hasn't turned down, deal with, look into, asked me out, getting back at, go about, talked me into, get on, cope with, put it off, to put up with, do without

Ex. 4b, p. 159. 1. raised; 2. refused; 3. take a revenge on; 4. get to; 5. persuaded her to stay

Unit C

Ex. 2c, p. 161. Acceptance – rejection, exclude – include, experienced – inexperienced, failure – success, fire – hire, impoliteness – politeness, out-of-date – up-to-date

Ex. 1, p. 162. 1 – had sold; 2 – became; 3 – didn't realise; 4 – had been working; 5 – hadn't seen; 6 – had employed; 7 – hadn't heard; 8 – had been doing; 9 – had sold

Ex. 2, p. 162. 1. Liza decided she would stay at home for the summer. 2. I was about to walk to the shops, but it started raining. 3. The bell was about to ring, so the pupils stopped listening to the teacher. 4. The train was due to arrive at 3 o'clock, but it came at 3.30. 5. I was going to cook a meal for two, but then four came, so I got a takeaway. 6. A press conference was due to begin at 6 pm. 7. A table was due to be booked in the restaurant, but I had to phone and cancel. 8. Beth and Kat were about to leave without me.

Ex. 3, p. 162-163. 1. go through; 2. go without; 3. go on; 4. goes on; 5. went off; 6. go along

Ex. 4, p. 163. 1 – whose, 2 – who, 3 – who, 4 – which, 5 – who, to, 6 – which, 7 – which, at, 8 – which, 9 – whose, 10 – which, at

Ex. 5, p. 163. 1 – for, 2 – of, 3 – in, 4 – on, 5 – to; 6 – at, 7 – to, 8 – with

Module 12. Revision

Module 1, p. 165

Ex. 1. 1 – single, 2 – calmed down; 3 – guilty; 4 – selfish; 5 – plot, based

Ex. 2. 1 – had to; 2 – must; 3 – be able to; 4 – are allowed to

Ex. 3. 1 – calls, 2 – belongs, 3 – is waiting; 4 – show; 5 – is having

Ex. 4. 1. Where does he never go? 2. Who is coming to talk to Jack's teacher? 3 – What does Tim spend all his pocket money on? 4 – What is Lida's mother doing? 5 – What is Dan doing in his room?

Module 2, p. 166

Ex. 1. ПРИМЕРНЫЕ ОТВЕТЫ: 1. He kept asking about her family. 2. There was no possibility of buying tickets for the play. 3. I'm looking forward to seeing her tomorrow. 4. It was my decision to divorce. 5. We want you to come to our party.

Ex. 2. 1 – hadn't annoyed; 2 – wouldn't have known; 3 – wouldn't want; 4 – didn't work; 5 – didn't have

Ex. 3. 1 – split; 2 – dropped; 3 – ended; 4 – didn't talk; 5 – teamed; 6 – give

Module 3, p. 167

Ex. 1. 1. He said he was born in Russia. 2. He said he had loved/loved swimming since he was 3. He said his parents had signed him up to the swimming pool. 4. He said he started swimming in competitions at the age of 10. 5. He said he enjoyed other sports too. 6. He said he loved swimming and wasn't going to give up.

Ex. 2. 1 – looking; 2 – competing; 3 – produced; 4 – grown; 5 – parked; 6 – visiting; 7 – living; 8 – smoking; 9 – needed

Ex. 3. Spectators, support, representing, inexperienced, talent, field

Ex. 4. Mia, can I have a word with you? Well, the problem is that it isn't great for me. Sorry, but I don't see what's wrong with it. Excuse me, but did you use my shampoo? OK, but what annoys me is that you've used it all. There's still some in the bottle, so where's the problem? And I don't like the way you didn't ask me first! Anyway, I'm sorry, I didn't mean to use so much.

Module 4, p. 168

Ex. 1. 1. has taken; 2. started, had never been; 3. had worked; 4. has become; 5. have come back

Ex. 2. Примерные ответы: 1. Tatiana has been looked after well. 2. It is estimated that 8% of South Africans speak English. 3. Mistakes are often made with English spelling. 4. He will be invited to give a talk. 5. International students are taken care by special teachers.

Ex. 3. 1 – despite, as a result; 2 – nevertheless, however, looking ahead

Ex. 4. Примерные ответы: 1. Is it too late if I call you after 8 p.m. to confirm my reservation? 2. What's the easiest way to get to your hotel? 3. Do you offer full English breakfast? 4. How much do you charge for a standard double room per night? 5. Are there any rooms available?

Module 5, p. 169

Ex. 1. 1 – will drive; 2 – leaves; 3 – is going to; 4 – am going; 5 – land

Ex. 2. 1. She has been learning to survive three days in the bush. 2. She has been listening to a talk about carbon footprints for three hours. 3. I have been sitting in a room with no heating at 15 °C. 4. They have been watching a horror film. 5. He has been discussing the problem of whaling at college.

Ex. 3. 1 – boring; 2 – polluted, polluting; 3 – recycling, recycled; 4 – amazing, amazed; 5 – annoyed, annoying; 6 – excited, exciting

Module 6, p. 170

Ex. 1. 1. a) lost; b) have lost; 2. a) have been; b) was; 3. a) found; b) hasn't found; 4. a) have worn; b) wore; 5. a) has written; b) wrote

Ex. 2. 1. Tom has been offered a three-year contract. 2. The first prize was given to Nina. 3. He will be laughed at if he fails the text for the third time. 4. Three teenagers were arrested for car theft. 5. This song was written by Pelageya

Ex. 3. 1 – work out; 2 – predict; 3 – resistance; 4 – appliances; 5 – message

Module 7, p. 171

Ex. 2. 1 – waiting, 2 – cooking; 3 – hit; 4 – leave; 5 – shouting

Ex. 3. 1 – broadcasts; 2 – source; 3 – print; 4 – income; 5 – headline; 6 – power, influence; 7 – decrease; 8 – persuade; 9 – convincing; 10 – debt

Ex. 4. 1a, 2c, 3a, 4b

Module 8, p. 172

Ex. 1. 1 – don't know; 2 – won; 3 – travel; 4 – knew; 5 – will eat

Ex. 2. 1 – was standing, started; 2 – was driving, had; 3 – rang, was doing; 4 – was giving, crashed; 5 – was hoping, gave

Ex. 3. 1 – cause; 2 – make; 3 – heavy; 4 – elect; 5 – break

Ex. 4. 1. False; 2. False; 3. True; 4. True; 5. False

Module 9, p. 173

Ex. 1. 1 – Although; 2 – that is to say; 3 – While; 4 – However; 5 – In the long run; 6 – in the meantime; 7 – In contrast

Ex. 2. 1 – be able to; 2 – could; 3 – can; 4 – couldn't; 5 – was able to; 6 – been able to; 7 – can

Ex. 3. Boastful – modest; chaotic – disciplined; easy-going – reserved; lazy – hard-working; loud – quiet; passionate – reserved; rude – polite; new – old

Ex. 4. 1b, 2b, 3b, 4a, 5c, 6b

Module 10, p. 174

Ex. 1. 1 – had started, would have got; 2 – hadn't missed, wouldn't have arrived; 3 – had had, would have answered

Ex. 2. 1 – which F; 2 – who B; 3 – who A; 4 – which D; 5 – which E; 6 – who C

Ex. 3. 1 – company; 2 – training; 3 – looking for; 4 – assistants; 5 – communicate; 6 – colleagues; 7 – in a team; 8 – career; 9 – rise; 10 – CV; 11 – application

Ex. 4. Примерные ответы: 1. ... to you about ..., of; 2. ... looking forward to ...; 3. ... enclosed my ...; 4. ... can come for ...; 5. ... am looking (look) forward ...; 6. ... am looking

Module 11, p. 175

Ex. 1. 1 – will have been built; 2 – was going to be; 3 – would; 4 – will have been; 5 – will be taking; 6 – will have reached; 7 – will have been paid

Ex. 2. 1. Kaspersky succeeded in creating one of the best antivirus software. 2. Some countries have an ageing workforce, so they must raise the retirement age. 3 The last government raised taxes and lost the election. 4. They criticise him for not listening to other people. 5. The wildfires caused damage, so economic growth was zero. 6. Go and say you are sorry. 7. Bill Gates’s vision made Microsoft successful.

Ex. 3. 1. description; 2. suppliers; 3. security; 4. retirement; 5. trained; 6. training; 7. motivation; 8. was promoted

Subject matters

Biology, p. 200

Ex. a) 2G, 3A, 4H, 5D, 6B, 7F, 8C

Ex. c) 1. Although; 2. However; 3. Firstly; 4. however much; 5. in order to

History, p. 201

Ex. a) sheep – mutton; cow – beef; pig – pork; calf – veal; hen – poultry.

Ex. b) Answer – respond; buy – purchase; leave – depart; start – commence;
2. commence, start; 3. respond, answering; 4. buy, purchased; 5. leave, depart

Geography, p. 202

Ex. b) 1D, 2A, 3F, 4B, 5C, 6E

Science, p. 203

Ex. a) 1. fire; 2. steam engine; 3. light bulb; 4. renewable energy; 5. anatomy; 6. chemistry; 7. DNA; 8. genetic engineering

Citizenship, p. 204

Ex. a)	Traditional reporting	Citizen journalism
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Technologies used	printing, TV	the internet, mobile phones, social networking sites
When/where reported	after reporters get to the scene, on the scene	within minutes, on the internet
Who reports the news	reporters, journalists	bloggers, internet users
Advantages	reliability	speed
Disadvantages	sometimes takes long to report	sometimes unreliable

Ex. b) 1A, 2D, 3E, 4F, 5B, 6C

Social work, p. 205

Ex. b) A2, B5, C1, D6, E3

Economics, p. 208

Ex. a) 1. 1.50; 2. 5; 3. 12; 4. 18; 5. 0.50; 6. 8; 7. 13

Across the globe, p. 210

Ex. b) 1 – false; 2 – true; 3 – false; 4 – true

Across the globe, p. 212

Ex. a) 1. driving; 2. standing; 3. sitting; 4. holding; 5. himself; 6. themselves

Russia is my home, p. 213

Ex. a) from, in, on, back, for, to, with

Across the globe, p. 214

Ex. a) 1. professional; 2. emigration; 3. brought; 4. disappearance; 5. left; 6. hopeful; 7. possibility; 8. poverty; 9. understandable; 10. difference; 11. amazing; 12. success; 13. exaggeration; 14. national

Across the globe, p. 216

Ex. a) A1, B7, C6, D4, E3, F5

Russia is my home, p. 217

Ex. a) 1 – largest; 2 – stretches, 3 – nature reserve, 4 – mountainous, 5 – clear, 6 – outskirts

Ex. b) shape – form; preserve – protect; erect – build; located – situated

Across the globe, p. 218

Ex. a) 1. built; 2. has now been transformed; 3. largest; 4. is dominated; 5. made; 6. environmental; 7. operation; 8. colourful

Russia is my home, p. 219

Ex. b) 1. landmark; 2. the elderly; 3. pale; 4. records; 5. run out of; 6. to cancel; 7. dozens of

Around the globe, p. 220

Ex. a) 1. building; 2. weight; 3. competed; 4. impressive; 5. have been built; 6. construction; 7. height; 8. extremely

Ex. b) 1931 — the Empire State Building was the first building to have more than 100 floors and the world’s tallest building; 100 — There are more than 100 floors in the Empire State Building; 101 — The Taipei has 101 floors; 163 — The number of floors in the Burj Khalifa; 40 — Since 2000 at least 40 new skyscrapers have been built or planned in Chicago; 462 — The height of Lakhta Centre; 1,137 — the number of stairs in the Vysotsky Building

Russia is my home, p. 221

Ex. b) 2009 – The Sapsan appeared; 7,300 people use it daily; there are 10 cars in a typical train; 524 – the number of passenger seats; its maximum speed is 250 km/h; 322 – the maximum speed of the bird sapsan

Across the globe, p. 222

Ex. b) 1. extend, runs; 2. climax; 3. viewers, comedies; 4. series, episodes; 5. hero, heroine (heroine, hero), villain; 6. realism

Russia is my home, p. 223

Ex. a) A6, B4, C5, D2, E3, extra – 1

Ex. b) 1991 – the Day of the Russian Press returned to its historical date; 1870 – Russians were allowed to subscribe to Russian or foreign periodicals; 400 – there are more than 400 daily newspapers in Russia; 18% – 18% of population reads national newspapers; May 5th – the day the main Soviet newspaper “Pravda” was

first published; January 13th – is the Day of the Russian Press

Ex. c) 1. daily; 2. feature; 3. circulation; 4. issue; 5. local; 6. subscribe

Russia is my home, p. 225

Ex. a) Article 37 — Work, Article 38 — Family; Article 40 — Home; Article 43 — Education; Article 44 — Intellectual freedom; Article 45 — Personal freedom; Article 58 — Looking after the natural world; Article 60 — Becoming an adult.

Ex. b) 1 — duty; 2 — preservation; 3 — liberties; 4 — protection; 5 — guaranteed; 6 — occupation; 7 — heritage; 8 — obliged; 9 — leisure

Across the globe, p. 226

Ex. a) 1 – require; 2 – conflict; 3 – unity; 4 – participate; 5 – power; 6 – stability; 7 – ritual

Russia is my home, p. 227

Ex. a) B5, C4, D3, E1, F2

Across the globe, p. 228

Ex. b) Примерные ответы: 1 – for more dangerous stunts; 2 – get an electric shock; 3 – , it can take several months for a team of cleaners to clean a large skyscraper in Moscow; 4 – is a risk of explosions or fires; 5 – so waters are icy and storms are frequent; 6 – catch a disease/get infected

Russia is my home, p. 229

Ex. b) 1B, 2E, 3C, 4A, 5D

Across the globe, p. 230

Ex. a) Off, to, with, to, to, for

Ex. b) 1. True; 2. True; 3. False; 4. False

Russia is my home, p. 231

Ex. a) 1. at, in; 2. into, at; 3. from, into; 4. on

КЛЮЧИ К УПРАЖНЕНИЯМ ТЕТРАДИ-ТРЕНАЖЁРА**Module 1**

Ex. 1. 2 – are having; 3 – is wearing; 4 – are watching; 5 – are having

Ex. 2. An ideal friend should be easy-going, fair, honest, relaxed, reliable, understanding, helpful, sensitive; An ideal friend shouldn't be arrogant, boring, embarrassing, greedy, impatient, intolerant, jealous, rude, clingy; It's not important if he/she is calm, funny, hardworking, organised, punctual

Ex. 3. A, B, A, B, A, A, B

Ex. 4. 1B, 2F, 3G, 4H, 5C, 6D, 7A, 8E

Ex. 5. 1. my friends as much as before; 3. come as late as Josh; 5. is more hard-working than yours

Ex. 6. 1. needn't pay; 2. mustn't lose; 3. mustn't forget; 4. mustn't fail; 5. needn't get up; 6. needn't walk

Ex. 7. 2. like – S; 3. try – A; 4. understand – S; 5. need – S; 6. sound – S; 7. make – A; 8. be – S; 9. know – S; 10. improve – A; 11. want – S; 12. look (= search for) – A; 1. am making; 2. is, like; 3. sounds; 4. is improving. 5. know, want; 6. am looking
7. understand, need, am trying

Ex. 8. Kinds of films: adventure, comedy, crime drama, historical drama, horror film, musical, police drama, science fiction, thriller, war, western.

Description words: awful, boring, clever, funny, realistic, romantic, sad, scary, stupid, terrible, violent

Ex. 9. 3. unreliable; 4. disloyal; 5. impolite; 6. unfriendly; 7. insensitive; 8. informal; 9. unhelpful; 10. serious; 11. unpunctual; 12. disorganised; 13. interesting; 14. unhappy

Ex. 10. 1E, 2H, 3A, 4G, 5I, 6C, 7D, 8F

Ex. 11a). 1. Do Katya and Olesya like music, too?; 2. Is Dima learning Chinese, too?; 3. Does Katya have an evening job, too?; 4. Do the girls buy a lot of video games, too?; 5. Are the others learning to drive, too?; 6. Does Maksim play

volleyball for the college team, too?

Ex. 11b). 1. Really? How often do you go to an internet café?; 2. Oh, why don't you like internet cafés?; 3. Great. How well do you play table tennis?; 4. Oh, why aren't you going to the gym today?; 5. Well, what kind of dolls do you collect?; 6. Really? Where are you training for a match?

Ex. 12. 1. I would like my best friend to be patient, loyal and caring; 2. I mustn't forget to wish my best friend "Happy Birthday"; 3. My friends and I like going to the cinema to watch thrillers; 4. The boy in the picture who is playing the guitar is my friend; 5. I often see my friends at the weekend, but I'm not seeing them this weekend as I'll be on holiday.

Ex. 13a).

verb	noun	adjective
annoy	annoyance	annoyed, annoying
harm	harm	harmful, harmless
practise	practice	-
educate	education	educational
create	creation	creative
enjoy	enjoyment	enjoyable
worry	worry	worried

Ex. 13b). 1. practise; 2. education; 3. harm; 4. enjoyment; 5. annoying; 6. creation; 7. harmless; 8. enjoyable; 9. worry

Ex. 14. 2. Hold on; 3. make up; 4. find out; 5. look up; 6. put up; 7. hand out; 8. hand in

Ex. 15. 1. I love (enjoy) computer games, but I'm not addicted (to them); 2. Unfortunately, some people are addicted to alcohol and cigarettes; 3. There's a girl in my class who is a shopping addict; 4. There are many different kinds of addiction – some are more harmful than others.

Module 2

Ex. 1. I'm sorry. I didn't mean to ... – 4; Mind your own business. – X; Excuse me, but ... – 1; The problem is ... – 2; Shut up. – X; Sorry, but I don't see it that way. – 3; OK. No worries. – 5; My mistake. I'm sorry. – 4; Where's the problem? – 3; Don't worry about it. – 5; Can I have a word with you? – 1; It annoys me that ... – 2; Sorry, I shouldn't have said that. – 4; I don't see what's wrong with ... – 3.

Ex. 2. 1. had not been, would not have been; 2. might/would not have happened, hadn't been; 3. hadn't been, wouldn't have been travelling; 4. wouldn't have lost, hadn't been; 5. wouldn't have hit, hadn't lost control; 6. had been wearing, might not/wouldn't have been; 7. had been, might/could/would have been; 8. hadn't been, could have told

Ex. 3. 1. If he works harder, I'm sure he will be promoted. 2. If the train arrives late, I will message you. 3. I wouldn't buy that smartphone if I were you. 4. If she had studied harder, she wouldn't have failed. 5. If you are out when I phone, I'll send you a message. 6. If I had read the news that morning, I would have known about the accident. 7. If we didn't have two cats, we would/could go on holiday more often.

Ex. 4a).

positive	negative
close, care about sb, special, trust, understanding	betray sb, cheat on sb, clingy, dump sb, feel guilty, hurt, insecure, lie to sb, mad at sb, possessive

Ex. 4b). 2. special; 3. trust; 4. lie; 5. betray; 6. insecure; 7. clingy; 8. possessive; 9. feel guilty; 10. dumped; 11. hurt; 12. mad at

Ex. 5a).

verb	noun	verb	noun
argue	argument	create	creation
cause	cause	distinguish	distinction
communicate	communication	interview	interview

coordinate	coordination	isolate	isolation
connect	connectedness	survey	survey
converse	conversation	use	usage

Ex. 6. 1. nervous; 2. good; 3. well; 4. extremely; 5. hard; 6. seriously; 7. well; 8. easily; 9. angry; 10. really; 11. bad; 12. awful; 13. carefully; 14. relaxed

Ex. 7. 1. easily; 2. sure; 3. high; 4. hard; 5. wrong; 6. right; 7. nearly; 8. hardly; 9. fair; 10. highly; 11. freely; 12. most; 13. mostly; 14. pretty

Ex. 8. 1. The psychologist stated that they were going to study how connected people were. 2. The reporter wondered if people had seen any communication problems in their families. 3. The psychologist pointed out that generally people had felt (felt) pretty good, but there were always a few who didn't. 4. Some experts argue that when people were together more physically, conversations would be more meaningful.

Ex. 9. 2b, 3a, 4b, 5a

Ex. 10. ПРИМЕРНЫЕ ОТВЕТЫ: 1. When I have a problem, I can always talk to my parents. 2. It upsets me when I argue with my friends. 3. It's really good to have a friend you can trust. 4. Let me take a look. If it really doesn't work, of course we will give you a replacement.

Ex. 11b). 1. False; 2. Not stated; 3. Not stated; 4. False; 5. False; 6. Not stated; 7. True; 8. False; 9. Not stated; 10. True

Ex. 12. 1. certainly; 2. I am convinced; 3. For example; 4. In fact; 5. In addition; 6. for example; 7. consequently; 8. In my view; 9. Personally, I feel that; 10. Fortunately; 11. Unfortunately; 12. In other words

Ex. 13. 1. doing; 2. hanging; 3. hanging; 4. being; 5. getting; 6. to change; 7. to show; 8. working; 9. to volunteer; 10. to run; 11. to like; 12. to study; 13. to rent; 14. to continue; 15. to achieve

Ex. 14. 2. at learning languages; 3. in passing the exam; 4. To getting up early; 5. to

seeing you; 6. for being rude; 7. on helping her; 8. of looking for a new job

Module 3

Ex. 1. chat online; make films, models, music; go cycling, riding, shopping, swimming; join a club; listen to music; paint pictures; play cards, computer games, music, the guitar; read magazines, books; surf the Internet; take photos; watch films, TV

Ex. 2. 1. Watching TV can be very relaxing, especially programmes about sport. 2. I would rather do sports than watch them on TV or even live. 3. I hardly watch TV at all. I prefer to play computer games.

Ex. 3. Extreme sports: skydiving, base-jumping, hang-gliding, cliff diving, jet skiing. Adjectives: challenging, dangerous, adventurous, foolish, tough, difficult, risky, brave

Ex. 4. Примерные ответы: 2. she was glad to see that I had already had some experience of working at a holiday camp; 3. what kind of activities I had been involved with; 4. I had helped to run a Kids' Club; 5. I had been in charge of aqua sports and competitions. 6. if I liked music; 7. if I could sing or dance; 8. I preferred sports activities; 9. why I wanted to go to Russia; 10. I didn't like the wet English summers; 11. how good my Russian was; 12. I had completed an online language course, so I was quite good; 13. if I would be able to start in May; 14. I wouldn't be free until mid-June; 15. talk to the Club management directly if I needed more information; 16. she would phone me early next week.

Ex. 5a). 1B, 2C, 3A, 4E, 5D

Ex. 5b). 1 – said; 2 – is telling; 3 – told; 4 – hasn't told; 5 – says

Ex. 6. 1. lend me; 2. reasonable; 3. currency; 4. waste money; 5. can't afford; 6. coins; 7. consumers; 8. advertising; 9. save

Ex. 7. 1. for, on; 2. with, in, at; 3. into; 4. along; 5. by

Ex. 8. 1. I wish I knew what to say to him. 2. I wish I was an interesting person. 3. I wish the teacher had given him the seat next to mine. 4. I wish she hadn't given him

the seat next to Dasha. 5. I wish I was as pretty as Dasha. 6. I wish he had asked me to help him with his homework. 7. I wish he hadn't asked Dasha to help him. 8. I wish he would ask me out.

Ex. 9. 1 – travelling; 2 – coming; 3 – wearing; 4 – made; 5 – going; 6 – found; 7 – situated; 8 – practising; 9 – dancing

Ex. 10. ПРИМЕРНЫЕ ОТВЕТЫ: 1. It annoys me that high pay for footballers makes it difficult for poorer teams to buy good players. 2. I agree, but rich clubs sometimes overspend and end up in financial trouble. 3. Expensive players also mean expensive tickets for the spectators, and that's not fair. 4. In the end it has nothing to do with sport and only to do with business. 5. I think there should be an upper limit on footballers' pay.

Ex. 11a). Agreeing with somebody: I agree. Disagreeing with somebody: Oh, come on! I don't agree. That's silly! Giving your opinion: I think ...; In my opinion, ...; The way I see it

Ex. 12. 1. He advised us not to keep money in our pockets. 2. He advised us not to walk in parks or gardens after dark. 3. He advised us not to walk around on our own at night. 4. He told us to watch out for pickpockets in crowded places. 5. He told us not to sit alone in a carriage. 6. He advised us not to wear expensive jewellery. 7. He told us to dial 999 in an emergency.

Ex. 13a). 1. which was founded in 1866; 2. who is 82; 3. I have just bought; 4. whose sister went to school with Valeriya; 5. who made a lot of noise at the party; 6. which took place in 1876.

Ex. 13b). 1. who/that/– is standing over there. 2. The one which/that is on at the cinema. 3. The one whose picture was in the newspaper. 4. The one which/that/– you lent me last week. 5. The one which/that/– we went to last Friday.

Ex. 14a). 2. used to play; 3. used to go; 4. used to take; 5. used to work; 6. used to buy; 7. used to watch; 8. used to have

Ex. 14b). 2. did you use to spend; 3. did you use to play; 4. did you use to watch; 5. did you use to spend; 6. did you use to listen

Module 4

Ex. 1.

A	B (-sion)	C (-ation)	D (-ment)
communicate		communication	
divide	division		
establish			establishment
estimate		estimation	
expand	expansion		
represent		representation	

Ex. 2a). 1F, 2A, 3H, 4B, 5C, 6E, 7D, 8G

Ex. 2b). 1. have gone; 2. arrived; 3. have been; 4. have settled; 5. have done; 6. has gone; 7. have not got; 8. have not been; 9. wasn't; 10. has found

Ex. 3. 1. is spoken; 2. will speak; 3. entered; 4. is protected; 5. do not try; 6. are laughed at; 7. are recorded; 8. be learned

Ex. 4. 1C (time), 2A (speak), 3E (recommend), 4G (explaining), 5D (hash browns), 6F (repeat), 7B (coffee), 8H (check)

Ex. 5. Down: 1 – podcast, 3 – improve; across: 2 – schedule, 3 – interact, 4 – chores, 5 – attached to/addicted to

Ex. 6. 1. Is it possible to live cheaply in big Russian cities? 2. Did you say he studied hard or he hardly studied? 3. Does your teacher take the students' questions seriously? 4. Do you think it is important for a teacher to have a sense of humour? 5. Can you pronounce all the words correctly?

Ex. 7a). understanding, fair, clever, humorous, patient, tolerant, interesting, impartial, cheerful, punctual

Ex. 7b). simply, treat students equally, repeat things patiently, react flexibly, deal with problems calmly, take students seriously

Ex. 7c). 1. boring; 2. patiently; 3. stupid; 4. angry; 5. badly; 6. angrily; 7. noisy; 8. unfair; 9. seriously; 10. popular; 11. clearly; 12. well; 13. fast; 14. interesting

Ex. 8. 1. long, long; 2. right, rightly; 3. cheaply, cheap; 4. daily, daily; 5. hard, hardly; 6. early, early

Ex. 9. 1. Hey, you mustn't go down here. It's a one-way street. 2. You needn't/don't have to change planes. There are direct flights from Beijing. 3. You should/had better take anti-malaria tablets with you when you go to Africa. 4. You were supposed to be outside the theatre at 7 pm. Where are you?

Ex. 10. 1F, 2D, 3H, 4G, 5C, 6A, 7E, 8B

Ex. 11. 1. from, 2. to, 3. by, 4. via, 5. at, 6. in, 7. at, 8. on, 9. for, 10. at

Ex. 12. 1. had overworked; 2. had had forgotten; 3. had been waiting; 4. had met; 5. had been searching; 6. had been driving; 7. had searched; 8. had written; 9. had gone

Ex. 14a). 1. Excuse me? Do you know where the Discovery Channel Store is? 2. Yes, it's in the MCI Centre. My kids go there all the time. 3. And do you know how to get there by subway? 4. By subway? Let's see. I've got a map here somewhere. Right. You see, we're here, at Smithsonian Metro Station. 5. Right.

We can see it over there. 6. Well, take a blue-line train from Smithsonian towards Franconia. Get off at Metro Centre. 7. Two stops. I see. 8. Then transfer to the red line, towards Glenmont. Get off at the first stop, Gallery Place. You'll see the MCI Centre when you leave the station. 9. Sounds easy. Thank you. – Oh, how much does the subway cost? 10. \$1.10. There's no extra charge for transferring. 11. OK, great. Thanks again.

Ex. 14b).

Asking somebody the way	Telling somebody the way	Saying you understand
Excuse me. Do you know ... where is? And do you know how to get there by subway?	You see, we are here ... Take a blue-line train from ... to ... Get off at ... Then transfer to ...	Right. I see. Sounds easy. OK, great.

Module 5

Ex. 1. 1G, 2F, 3E, 4A, 5C, 6D, 7B

Ex. 2a).

noun	verb	noun	verb
pollution	pollute	emissions	emit
production	produce	warning	warn
insulation	insulate	effect	effect
consumption	consume	destruction	destroy
contents	contains	reduction	reduce

Ex. 2b). 1. emissions; 2. destroy; 3. insulation; 4. pollution; 5. production; 6. effect; 7. reduction; 8. consumption

Ex. 3. A3, B5, C1, D6, E7, F2

Ex. 4. 2 – Jake: Did you? That’s interesting. What about the average Chinese? 3 – Sandy: I think it was something like four tonnes. But I expect that will increase. 4 – Jake: What makes you think that? 5 – Sandy: Because they are becoming more and more industrialised. 6 – Jake: So I suppose that means they want more and more consumer goods, just like us.

Ex. 5b). **going-to future:** are going to report, we are going to send, we are going to travel, I’m going to write, we’re going to see; **will-future:** we’ll (probably) take, this will help, we’ll set off, we’ll cover, we’ll need, the trip will (probably) take, we’ll have, we won’t have, we’ll send, it will be, I’ll be, I’ll start; **present progressive:** are they going, we’re appearing, we’re giving, we’re taking; **present simple:** our plane leaves, we fly

Ex. 5c). 1. are going to travel; 2. are going to send, will probably take; 3. leaves, fly; 4. will set off; 5. won’t have; 6. are appearing

Ex. 6. 1 – down; 2 – on; 3 – on, by; 4 – into; 5 – in; 6 – for

Ex. 7. **Arguments for:** In my opinion, local food is always fresher and healthier.

Buying local food protects local jobs. Dependence on foreign countries, and that could be dangerous. **Arguments against:** I think that competition between countries makes food cheaper. Unfortunately, local food is often only available at certain times, e.g. no fruit in winter. Even local food has to be stored, which increases energy costs.

Ex. 8. 1. Oleg is. He's been doing it for three months. 2. Victoria and Alex are. They've been taking it since April. 3. Oleg is. He's been learning it since March. 4. Oksana and Alex are. They've been studying it for six months. 5. Anna is. She's been learning to play since February. 6. Victoria is. She's been studying it for four months. 7. Anna and Oksana are. They have been taking it since September. 8. Polina is. She's been learning it for two months.

Ex. 11. **Agreeing:** I think so, too. (N); I couldn't agree more. (N); Good point. (I); You can say that again! (I); Absolutely! (N). **Disagreeing:** I couldn't agree less. (N); Sorry. I'm of a different opinion. (N); You must be joking! (I); I don't quite see it that way. (N); I regret to say that I am of a different opinion. (F).

Ex. 12. 1 – at; 2 – on; 3 – for; 4 – without; 5 – in; 6 – of; 7 – into; 8 – of; 9 – of; 10 – by

Ex. 13a). **Green:** insulation, low-energy products, organic farms, plant trees, recycle, reduce waste, solar energy, wave power, wind power. **Non-green:** chemicals, climate change, CO2 emissions, destroy forests, global warming, plastic bags, pollution

Ex. 13b). 1. low-energy products; 2. organic farms; 3. destroy forests; 4. solar energy; 5. global warming; 6. recycle; 7. CO2 emissions; 8. burning fossil fuels; 9. plastic bags; 10. insulation, double glazing

Ex. 14. 1. He has been repairing it for hours. At last he has repaired it. 2. Jan and Kim have played tennis twice this week. They have been playing tennis all afternoon. 3. It has snowed every day this week. It has been snowing since yesterday evening.

Module 6

Ex. 1a).

A: Look, Dad, there's a man talking on his mobile while he's driving. He'll have an accident if he's not careful. People use mobiles all the time and they're so dangerous!

B: **You're right**, but sometimes mobile phones are useful. They save lives sometimes.

A: I know they can, Dad. But what did people do before they had mobiles? When you were young, you survived without a mobile, didn't you?

B: **Yes, of course**, we did, Betty, but you must be modern. Mobiles make plenty of things easier. If you've got your mobile on, it's much easier for me to get in touch with you.

A: OK, that's true, I suppose. But look at all these CCTV cameras. The police can watch everything we do. **If you ask me**, that's dangerous.

B: **Oh, stop**. The only people who should worry are the ones who want to commit a crime. That's why they've installed these CCTV cameras.

A: **It's not as simple as that**, Dad. I don't want the police watching me all the time. Maybe somebody will use it against me later.

B: **Oh, come on!** That will probably never happen. I do think you should be a bit less old-fashioned!

A: OK, Dad. Let's go and write a few emails.

Ex. 2. 3. put; 4. could; 5. taught; 6. completed; 7. took; 8. passed; 9. spoke; 10. read; 11. became; 12. gave; 13. graduated; 14. went; 15. made; 16. left; 17. studied; 18. led; 19. died

Ex. 3. 1. advantages; 2. clear; 3. easily; 4. retype; 5. deleted; 6. share; 7. Unfortunately; 8. disadvantage; 9. immediately; 10. conclusion; 11. sensibly; 12. completely

Ex. 4. 1D, 2E, 3F, 4F, 5A, 6C

Ex. 5. **Примерные ответы:** 1. When my father was a boy, people didn't have personal computers in their homes; 2. Before the days of remote control technology, people had to get up off the sofa to change the TV channel; 3. We have three TVs

in our house so there are no more arguments about the programmes; 4. In the past it was harder to keep contact with friends than it is today.

Ex. 6. Cooking, hairdryer, geology, electricity, electric razor

Ex. 7. 2. applied; 3. got; 4. has she told; 5. hasn't had; 6. left; 7. sent; 8. arrived; 9. have you seen; 10. have just arrived; 11. has already gone; 12. have already looked; 13. hasn't arrived; 14. lent; 15. hasn't paid; 16. bought; 17. did you buy; 18. did they cost; 19. bought; 20. have bought

Ex. 8. 1 – has never eaten, has always been; 2 – has lost/have lost; 3 – haven't heard; 4 – rang; 5 – hasn't got; 6 – met, have been; 7 – haven't done; 8 – didn't see; 9 – has risen

Ex. 9. Примерные ответы: 40 – forty; 15 – fifteen; 116 – one hundred and sixteen; 347 – three hundred and forty-seven; 1954 – nineteen fifty-four; 2018 – twenty eighteen; 0145500341 – oh, one, four, double five, double oh, three, four one; 06625330 – oh, double six, two, five, double three, oh

Ex. 10a). bring up, turn off, put up with, give up, cut down on, take after, look into, get on with, turn down, find out, put off

Ex. 10b). 2. cut down on; 3. didn't get on; 4. turned him down; 5. put off

Ex. 11a). fax machine, mailbox, alarm system, games console, online, chat room, internet connection, smartphone, dishwasher, laptop, text message

Ex. 11b). 1. internet connection; 2. dishwasher; 3. mailbox; 4. text message; 5. smartphone; 6. chat room

Ex. 12. 1 – was created; 2 – first sold; 3 – were first worn; 4 – were worn; 5 – was developed; was invented

Ex. 13. 2. The first Oscar for Best Actor was won by Emil Jannings in 1927; 3. The first man was sent into space by the Russians in 1961; 4. An electric current was first produced by Galvani in 1780; 5. The first school was set up by Plato in 387 BC; 6. The first petrol-powered car was developed by Benz in 1885; 7. The first heart transplant was performed by Christiaan Barnard in 1967; 8. The first sharp photograph was taken by Louis Daguerre in 1837.

Ex. 4.

A: Our school is very environmentally friendly. We have solar panels on the roof.

B: Really? When were they installed?

A: In 2013. We also have special containers for paper, glass and plastics, so that they can be recycled.

B: How interesting. What other things has your school done?

A: Special software has been installed in all school computers so that they shut down automatically at the end of the day.

B: Wow. That's amazing.

A: And we have a drinks machine that sells drinks cheaper if you use your own cup.

B: Well, I'm impressed!

Module 7

Ex. 1. 1. information; 2. entertainment; 3. print media; 4. broadcasting; 5. mass media; 6. audience; 7. emerged; 8. interactive; 9. dramatically; 10. technology

Ex. 2. 1 – of; 2 – -; 3 – from; 4 – in, on; 5 – on; 6 – on; 7 – at; 8 – -; 9 – by; 10 – by; 11 – from, on; 12 – in

Ex. 3. 1. Thinking that video games were harmless, Sergey played for hours every evening. 2. Being too tired to get up, Sergey often missed college. 3. Asked to help at home, he got angry and said he was busy. 4. He sat through lessons thinking only of the next level he would play. 5. Not getting enough sleep, he became nervous and aggressive. 6. Being a doctor, his father knew what was probably wrong with him. 7. Having been warned / Warned by his father, he knew what addiction was. 8. Having played a new game non-stop for three days, a young man from China died. 9. Having read the story about the Chinese man, Sergey began to think about his own behaviour.

Ex. 4. "In August 2005 our beloved city of New Orleans experienced one of the worst natural disasters in the history of the USA. Everyone who knows America's Most Unique City understands the strength of character of its people. Now it's time to form a united front, and together we will rebuild New Orleans. The city will become stronger and smarter. The Commission will take the lead in the rebuilding

effort with help from federal and state officials. Please, visit New Orleans as the city needs its visitors more than ever. A stay in New Orleans will always be an experience to remember.”

Ex. 5. 1. You asked me; 2. Well, in my opinion; 3. How can; 4. The answer is; 5. In other words; 6. In addition; 7. To sum up; 8. And finally

Ex. 6. 1B, 2F, 3E, 4G, 5C, 6D, 7A, 8I, 9J, 10H

Ex. 7.

adjective	noun	verb
accurate	accuracy	-
catastrophe	catastrophe	-
disastrous	disaster	-
educational	education	educate
exciting	excitement	excite
impressive	impression	impress
observant	observation	observe
persuasive	persuasion	persuade
reassuring	reassurance	reassure
reliable	reliability	rely
sentimental	sentiment	-

Ex. 8. 1. How many books have you written so far? 2. When was your first book published? 3. Where do you get the ideas for your books from? 4. What will your next book be about?

Ex. 9. 1. are bombarded; 2. are told; 3. are faced; 4. has been confronted; 5. are/have been influenced; 6. have been replaced; 7. is expected; 8. are being manipulated; 9. be taught; 10. be looked; 11. be made; 12. is called

Ex. 10. 1. He heard a parrot talking. 2. He smelt someone’s dinner burning. 3. He heard a boy playing the violin. 4. He saw/noticed a man shaving. 5. He heard a girl practising karaoke. 6. He heard a man and woman quarrelling.

Ex. 11. 1. of, at; 2. of, by, in; 3. to; 4. from, for; 5. about, across; 6. on, on, in; 7. up in, on; 8. on, at

Ex. 12. Примерные ответы: 1. exaggeration to promote someone or something; 2. advertising material sent to people who have not asked for it; 3. A design or a symbol used by a company or an organisation as its special sign; 4. advertising it; 5. buying and using a product; 6. a product of a particular manufacture that has its own name.

Ex. 13. 1 – shocked, 2 – frightening; 3 – exciting; 4 – thrilling; 5 – amusing; 6 – convinced; 7 – surprised; 8 – depressing; 9 – disappointed; 10 – boring

Ex. 14a). 2E, 3B, 4A, 5D, 6C, 7H, 8G

Ex. 14b). 1. Go online and look up trains to Bath. 2. I don't want to turn down the volume. I like my music loud! 3. Chilling out with friends is the best thing after a test. 4. I told her I had to leave, but she went on talking. 5. The fire broke out in the cellar.

Module 8

Ex. 1. under, to, to, in, at, without, to, at, to, in, to, In, out of, in

Ex. 2. 1. If the weekend is warm enough, we can go on a boat tour. 2. If the weather is bad on Sunday, we can look round the shopping mall. 3. If you are interested in archaeology, we can go to the archaeological museum. 5. If you enjoy a game of football, my brother will play with you. 5. If you like Russian food, we can have pelmeni at my favourite restaurant this evening.

Ex. 3. 1. If you don't study at all, you'll fail your exams. 2. If you don't take care of your teeth, you'll have to visit the dentist quite often. 3. If you don't go to bed too late, you'll feel better in the morning. 4. If you save some money, you'll be able to buy a smartphone soon. 5. If you always forget to wear your glasses, you'll ruin your eyes. 6. If you don't keep your room tidy, I'll stop your pocket money. 7. If you play loud music, the neighbours will complain.

Ex. 4. 1. would feel; 2. would go; 3. wouldn't know; 4. would get; 5. would enjoy; 6. would be

Ex. 5. 3. went; 4. would see; 5. stayed; 6. wouldn't need; 7. booked; 8. wouldn't

pay; 9. would get; 10. booked; 11. would be; 12. took; 13. asked; 14. would say

Ex. 6. Примерные ответы: There are plans to close our youth club because of a shortage of money. The members and the club leader have decided to do something about it. We had a meeting where a lot of us could have our say. We are going to try to raise enough money to keep the club going. One of the first things we are going to do is to organise a flea market. The club is important to us and we will do everything we can to keep it.

Ex. 7. 1 – I was listening to an interesting discussion on RuTube last night and ...; 2 – I'm rather worried about ...; It seems to me that one of today's major issues is ...; 3 – Have you ever thought about ...?; That's what I think. What about you?; I'd like to hear your point of view; 4 – I'm sorry, but I don't see it that way; My view on that is quite different.

Ex. 8. 3. think; 4. will leave; 5. won't vandalise; 6. bully; 7. won't stop; 8. won't try; 9. know; 10. will be; 11. will students be; 12. won't break in; 13. see; 14. won't watch; 15. will be

Ex. 9. 3 – noticed; 4 – was modelling; 5 – got; 6 – were sharing; 7 – broke up; 8 – was doing; 9 – wasn't working/didn't work; 10 – didn't; 11 – looked; 12 – got

Ex. 10a). V: work, creep, live, visit, give, collect, do; X: consist of, understand, cost, know, contain, own, sound, mind, believe, prefer, seem, doubt

Ex. 10b). 1. doesn't consist of; 2. is collecting; 3. don't know; 4. prefer; 5. Do you mind; 6. contains; 7. don't believe; 8. is doing; 9. seems; 10. understand; 11. doesn't own; 12. are working

Ex. 11. Примерный ответ: I heard on the radio a discussion about the problem of young drivers. The discussion was about the idea of banning drivers under 25 from driving at night. The main argument for was that young drivers, especially men, have more accidents than other drivers. The main argument against was that it would not be fair to take away the rights of all young drivers just because some of them aren't responsible.

Ex. 12. V: I've divided my talk into three parts, Let me give you these handouts, This diagram shows quite clearly that ..., So here are the main points again, To sum

up, I'd like to ...; X: Fine, thanks. And you?, Now, listen!, It was nice talking to you.

Ex. 13. 1. in; 2. for; 3. in; 4. with; 5. on; 6. about; 7. on; 8. about; 9. in; 10. about; 11. in; 12. of; 13. in; 14. on; 15. about

Ex. 14. 1. When; 2. Nevertheless/Yet; 3. by; 4. Despite; 5. Whereas; 6. Although; 7. in the meantime; 8. Fortunately; 9. Nevertheless/Yet

Module 9

Ex. 1. 1. Human beings are able to think about who they are. 2. Values and habits make up an individual's identity. 3. Many party members take part in political meetings. 4. Solutions can be found through discussion. 5. Angry people may turn to violence. 6. Every member of society is motivated to interact with others. 7. Society is made up of individuals. 8. Social rules can change over time.

Ex. 2. Примерные ответы. 1. Everyone is influenced by the social and geographical setting they are born into. 2. Do you believe that human beings are the only species on earth that can think about who they are? 3. We all need rules to keep society stable and get along with each other. 4. I'd like to know more about values, habits and traditions in other cultures.

Ex. 3a).

Function	Linking words
Organising a text	firstly, finally, secondly
Giving reasons	because (of), so, therefore
Adding ideas	also, moreover
Contrasting thoughts	although, however
Giving examples	e.g., for example, for instance
Exploring results and consequences	as a result of, consequently

Ex. 3b). 1. Firstly; 2. Secondly; 3. because/as a result; 4. Although; 5. Therefore; 6. Finally

Ex. 4a). 1. We must/have to, We mustn't/can't; 2. We have to/must; 3. We mustn't/can't; 4. You may/might/could; 5. We weren't able to; 6. We shouldn't

Ex. 4b). 1. was able to; 2. is said to/is supposed to; 3. were just able to; 4. should/ought to; 3. needn't/doesn't have to/doesn't need to

Ex. 5. 1. take off, go into; 2. call on; 3. take part, called off; 4. ring up; 5. looking into; 6. turned down; 7. pick up

Ex. 6a).

Agreeing with somebody	Disagreeing with somebody	Giving your opinion
Exactly! I agree with you completely. I think you're right – up to a point.	That's nonsense. I see what you mean, but ... I think you're wrong there. I'm afraid I can't agree. I'm not sure you're right there. Oh, come on!	In my opinion ... I think ... If you ask me ... The way I see it, ... Look at it this way ...

Ex. 6b). 1. In my opinion / I think / If you ask me; 2. I agree with you completely. / Exactly!; 3. That's nonsense. / Oh, come on; 4. I think you are right – up to a point; 5. Exactly! / I agree with you completely; 6. Look at it this way / If you ask me / In my opinion / I think; 7. I'm afraid I can't agree. / I'm not sure you're right there

Ex. 7a). Positive emotions: amused, content, delighted, excited, pleased, satisfied; negative emotions: angry, alarmed, confused, desperate, disappointed, disgusted, embarrassed, frustrated, furious, nervous, offended, shocked, upset

Ex. 8. 1. am having/am going to have; 2. will rain; 3. will be; 4. won't rain; 5. will be celebrating; 6. will be/are going to be; 7. will be; 8. are we going to do; 9. is bringing/is going to bring; 10. are having/are going to have; 11. is helping/is going to help; 12. will come; 13. will tell; 14. will be

Ex. 9. 1. Obviously; 2. Naturally; 3. Luckily; 4. Apparently; 5. Sadly; 6. Personally; 7. Unbelievably; 8. Frankly

Ex. 10. 1. non-returnable; 2. irreplaceable; 3. unemployment; 4. illogical; 5. unfriendly; 6. disagreement; 7. independent; 8. impersonal; 9. irregularly; 10. uneatable

Ex. 11. 1. national; 2. variety; 3. behaviour; 4. melting; 5. identity; 6. harder; 7. regularly; 8. confusion; 9. unhelpful

Ex. 12a). 1. Not stated; 2. False; 3. Not stated; 4. True; 5. Not stated; 6. False; 7. False; 8. False

Ex. 12b). 1. rest assured; 2. consumption; 3. elegant; 4. degree; 5. frequent; 6. harsh

Ex. 13.

Marina: Why have you come to live in Moscow?

Betty: I have found a job here.

Marina: Your Russian is very good. How long have you been learning it?

Betty: I have been learning Russian for eight years.

Marina: Do you know anybody in Russia?

Betty: Yes, I have got an aunt here. She lives in Yakutsk.

Marina: What music genres do you like?

Betty: I like K-pop. But I often listen to jazz, too.

Marina: Do you have bad habits?

Betty: No, I do not.

Marina: How long do you need in the bathroom in the mornings? We only have one bathroom.

Betty: I am usually pretty quick – I normally take 10 to 15 minutes. My work starts at 10 am, so I do not think the bathroom will be a problem.

Marina: OK, well, thanks for coming Betty. I will let you know in a couple of days.

Ex. 14. Примерный ответ: Стереотипы о России и русских существуют десятилетиями, и во многих случаях они устарели, не соответствуют действительности, а иногда даже оскорбительны. Пожалуй, самый популярный стереотип – это то, что русские всегда серьёзны и недружелюбны. На самом деле русские гостеприимны и часто стараются помочь другим. Существует распространённый стереотип, что в России всегда холодно и снежно. Хотя это и верно для некоторых регионов, это определённо не так для всей страны. На самом деле, в некоторых регионах России лето жаркое, и температура может подниматься выше 30 градусов по Цельсию. В целом, важно не обобщать и признать, что каждая страна и её люди разнообразны и уникальны. Важно подходить к другим культурам с открытым сердцем и принимать их различия, а не увековечивать вредные стереотипы.

Module 10

Ex. 1. A5, B6, C4, D1, E2, F3

Ex. 2. Примерные ответы: 2. a fitness instructor has to be fit, sporty and energetic; 3. I think a lawyer has to be clever, communicative and honest; 4. I think a maths teacher has to be clever, patient and good at maths; 5. I think a nurse has to be patient, reliable and friendly; 6. I think a police officer has to be calm, reliable and honest

Ex. 3. 1. would have studied, wouldn't have studied; 2. had studied, would have got; 3. had got, wouldn't have moved; 4. had stayed, wouldn't have earned; 5. hadn't moved, wouldn't have met

Ex. 4. 3 – hadn't been; 4 – wouldn't have taken; 5 – hadn't met; 6 – wouldn't have gone; 7 – hadn't left; 8 – wouldn't have disappeared; 9 – would have had; 10 – hadn't lost; 11 – hadn't given; 12 – would have had; 13 – wouldn't have got; 14 – had taken; 15 – hadn't got; 16 – wouldn't have caught

Ex. 5. 1 – lived; 2 – were; 3 – is; 4 – wouldn't have got; 5 – hadn't forgotten; 6 – gave; 7 – will give

Ex. 6. 1. (May I ask) Who's calling, please? 2. Just a moment, please. I'll put you through. 3. Nobody's answering. 4. Would you like to hold? 5. No, thank you. I'll

try again later. 6. Would you like to leave a message? 7. Would you please tell Mr Hill that ...? 8. I'll pass on your message as soon as possible. 9. You're welcome.

Ex. 7. 3. to drive; 4. driving; 5. go; 6. go; 7. walking; 8. going; 9. seeing; 10. going; 11. paying; 12. going out; 13. staying; 14. to go; 15. asking; 16. thinking; 17. to go out

Ex. 8. 1. at organising; 2. at waiting; 3. on travelling; 4. of missing; 5. to taking; 6. in working; 7. of doing; 8. to taking up; 9. of doing; 10. in making; 11. of being; 12. at solving

Ex. 9. 1 – had been having; 2 – has been standing; 3 – had been waiting; 4 – have been shopping; 5 – had been driving; 6 – had been studying; 7 – had been working

Ex. 10. Rely — reliability; shop — shopping; phone — phone; organise — organisation; offer — offer; choose — choice; reduce — reduction

Ex. 11. V: 3, 5, 7, 9, 11, 12, 13, 15, 17, 19; X: 4, 6, 8, 10, 14, 16, 18

Ex. 12. 1. Could you tell me why you want to do your apprenticeship with us? 2. I'm sure I could learn a lot about the business by working here. 3. Perhaps you could tell me a little about your strengths. 4. I like meeting people and I'm good at organising. 5. Why should we choose you? 6. I already have some work experience, so I'm not a complete beginner.

Ex. 13.

Vlad: That's right. He was the boy who used to beat me at sports.

Ivan: Yes, she was the girl (who) nobody liked.

Ivan: Yes, you're right. She was the girl who never stopped talking.

Vlad: Yes, of course, Natasha. She was the girl (who) I often argued with.

Vlad: Yes, Daniil Yakovlev. He was the boy (who) I used to sit next to.

Ex. 14a).

verb	noun	adjective
advise	advice, adviser	advisable
advertise	advertisement	-
apply	application	-

argue	argument	argumentative
decide	decision	-
succeed	success	successful
-	strength	strong

Ex. 14b).

A: advertisement, applied, advice

B: strengths, argue, successful

Module 11

Ex. 1.

office

economies

promote

flexible

employees

temporary

skilled

service

1. economies; 2. promote; 3. temporary; 4. office; 5. service; 6. employees; 7. flexible; 8. skilled

Ex. 2. 1. companies; 2. profits; 3. markets; 4. lower; 5. wages; 6. laws; 7. competitive; 8. productivity; 9. reduce; 10. costs; 11. encourage; 12. employees; 13. job; 14. security

Ex. 3. 1. In order to remain competitive in global economy, it is important for companies to invest in skilled workers. 2. Flexible working hours are particularly good for working mothers. 3. More and more employers are encouraging their workforce to work from home. 4. In the USA and UK traditional manufacturing industries are no longer as important as the service sector.

Ex. 4a). 1 – altruistically; 2 – economic, political; 3 – individualistic; 4 – economical, uneconomically; 5 – scientific, optimistically; 6 – Ecologically and economically; 7 – economic, ecological

Ex. 4b). Примерные ответы: 1. a) a classic example = a famous, or typical example of something, b) classical music = serious music such as that of Tchaikovsky or Mozart; 2. a) electric heater = a heater run on electricity, b) electrical engineering = the sphere of engineering that deals with electricity; 3. a) a historic moment = a moment that was important for history, b) historical facts = facts that are a part of history

Ex. 5. 1. will be watching; 2. will have given; 3. will be lying; 4. will have been found; 5. will have been typed; 6. will be taking part; 7. will have finished; 8. will have been

Ex. 6.

verb	noun	adjective
describe	description	descriptive
develop	development	developed
excite	excitement	exciting
exhibit	exhibition	-
experiment	experiment	experimental
fascinate	fascination	fascinating
print	(1) printer (2) print	printed
solidify	solid	solid
vary	variety	various
wonder	wonder	wonderful

Ex. 7. 1. graduates; 2. probably; 3. rung; 4. product; 5. are talking; 6. surprising; 7. regional; 8. refer; 9. proudly; 10. worried; 11. completely; 12. technology

Ex. 8. 1. Never in my life had I faced serious problems. 2. No way did I think about

what my future might bring. 3. Hardly had my father got his promotion; 4. Seldom have I seen my father as sad as on that day. 5. Never had I seen my father cry; 6. It was only later that I understood / Only later did I understand; 7. Rarely have I felt so determined; 8. Seldom does one get / It is seldom one gets; 9. It was only later that I realised / Only later did I realise.

Ex. 9.

2 argument

4 immediately

5 receive

6 comparative

7 existence

9 competent

10 environment

12 February

13 forty

14 government

15 surprise

16 address

17 vegetable

18 correspondence

20 separate

21 independent

Ex. 10. Примерные ответы:

	must be	should be	doesn't have	mustn't be
	has to be	ought to be	to be	
			doesn't need	
			to be	

a tour leader	communicative, self-confident ...	adaptable, fluent in foreign language ...	good at working in a team	disorganised, impolite, unpunctual, unreliable ...
a teacher	flexible, motivated, responsible, well-organised	creative, self- confident ...	adventurous	unpunctual, lazy, intolerant
a police officer	good at working in a team, reponsible	communicative	creative	impolite, intolerant

Ex. 11. Примерные ответы:

The more active person; the person in control	Russian translation	The more passive person; the person with less control	Russian translation
employer	сотрудник	employee	работодатель
examiner	экзаменатор	examinee	экзаменуемый
interviewer	проводящий собеседование	interviewee	проходящий собеседование
trainer	преподаватель, инструктор	trainee	стажёр, проходящий обучение
payer	плательщик	payee	получатель платежа

Ex. 12. 1. speaking; 2. speak; 3. afraid; 4. help; 5. am calling; 6. was advertised; 7. apply; 8. answer; 9. offered; 10. training; 11. trainee; 12. flexibility; 13. applicants; 14. including

Ex. 13. 1. have been taking; 2. hated; 3. had never drawn; 4. met; 5. had already been doing; 6. decided; 7. have been trying; 8. haven't finished; 9. has done; 10. had been shopping; 11. hadn't had; 12. went

Ex. 14. 1. we met at the summer camp in Russia; 2. whose parents are music teachers; 3. which will be built (will have been built) by the end of July; 4. I go to college with; 5. I bought for the party; 6. which surprised us all; 7. whose photo was in the news; 8. we used to have lunch in; 9. who lives in the flat above; 10. without whom

Revision

Ex. 1. 1c, 2c, 3a, 4d, 5c, 6b

Ex. 2. 1 – have changed; 2 – are going; 3 – doing; 4 – standing; 5 – carefully; 6 – is/will be; 7 – impression; 8 – yourself; 9 – do not; 10 – successful

Ex. 3. A3, B7, C1, D4, E6, F5

Ex. 4. 1. relationship; 2. thrown; 3. reminders; 4. romantic; 5. going; 6. used; 7. thinking; 8. anything; 9. thinking; 10. lost; 11. exciting; 12. will forget

Ex. 6. 1. composed; 2. sixties; 3. possessions; 4. really; 5. performances; 6. translator; 7. adding; 8. introduction; 9. made; 10. including; 11. third; 12. copies

Ex. 9. 1. curiosity; 2. religious; 3. poorest; 4. fascination; 5. information; 6. really; 7. organisers; 8. was met; 9. working; 10. building; 11. enjoyed; 12. economics

Ex. 11. A6, B3, C4, D1, E5

Ex. 12. 1. environmentalists; 2. endangered; 3. cutting; 4. product; 5. consuming; 6. destruction; 7. considered; 8. disappeared; 9. Fortunately; 10. awareness; 11. hopeful; 12. pessimistic

Ex. 14. A2, B4, C1, D7, E5, F6

Ex. 15. 1A, 2B, 3D, 4D, 5B, 6C, 7A, 8C, 9A, 10B

Ex. 16. 1. known; 2. was established; 3. length; 4. actually; 5. belief; 6. migrants; 7. prosperous; 8. popularity; 9. fought; 10. officially; 11. driving/who drive; 12. famous

Ex. 18. 1B, 2A, 3B, 4D, 5B, 6D, 7A, 8C, 9A, 10C

Ex. 19. 1. Differences; 2. striking; 3. particularly; 4. rebellion; 5. contribution; 6. rebellious; 7. emphasised; 8. totally; 9. grew; 10. followed; 11. communication; 12. digital

Ex. 20. A6, B3, C1, D7, E2, F5

Ex. 21. 1. dramatically; 2. growth; 3. dependent; 4. concerning; 5. boredom; 6. themselves; 7. fifties; 8. permission; 9. increasing; 10. found

Ex. 22. 1. renovations; 2. officially; 3. historic; 4. are shining; 5. has been; 6. was burnt; 7. occupation; 8. classical; 9. dancing; 10. royalty; 11. critical; 12. knowledgeable; 13. musicians; 14. challenging

АУДИОТЕКСТЫ

Module 1, ex. 1, p. 12

1

Amber: Bye, Mum!

Mother: 11 o'clock. OK?

Amber: Yes, Mum.

Mother: Not 11:15 or 11:30. I want you back here at 11, Amber. 11 at the latest.

Amber: Yes, Mum. It's all right. I'm with Josh, you know.

Mother: Just Josh? No one else?

Amber: Well, ...

Mother: Exactly. When you're out with all your mates you forget all about the time. You know that. 11 o'clock. And don't turn your phone off.

Amber: Yeah, yeah, mum, I know.

Mother: Right, let me have a look at you.

Amber: Mum!

Mother: Oh, you're not going out in that, are you?

Amber: Mum, it's what everyone's wearing now. This is the 21st century, you know.

2

Jack: Amber.

Amber: Hello, Jack.

Jack: Josh isn't here.

Amber: What?

Jack: He isn't in. And I'm in the middle of ...

Amber: ... a game. As usual. Don't you ever do anything else?

Jack: You sound like my dad.

Amber: When's Josh coming back?

Jack: Coming back? He isn't. He went straight to Sam's after football.

Amber: But I told him I'd come here!

Jack: Yeah? You'd better text him.

Amber: No, no. Thanks. Bye.

3

Josh: Oh, look, isn't that Dylan?

Sam: Where? Yeah. That's Dylan. He's at the wrong bus stop! Dylan! Dylan!

Josh: He can't hear you, mate. We'll get off at the next stop and walk back.

Josh: Oh.

Sam: What?

Josh: It's Amber.

Sam: So?

Josh: She was just at my house. She was coming to pick me up. I forgot all about her. I'm in trouble now.

Sam: So what. She'll get over it ... Josh, that Amber is too possessive. She doesn't own you, you know.

4

Bella: Look, there's Amber. Amber!

Amber: Hello, Bella, Paige.

Paige: Where's Josh?

Amber: Who cares?

Paige: Oh, no. What's up now?

Bella: Yeah, what's happened?

Paige: Come on, you can tell us.

Amber: I went round to his house to pick him up and ...

Paige: And?

Amber: He wasn't there. He went straight to Sam's after football. He just forgot all about me.

Paige: Oh, Amber! You know what he's like. He's just got sport on the brain. Forget about it.

Bella: Yeah ... er ... so was he just meeting Sam?

Amber: I don't know. And I don't care either. Oh.

Paige: Who is it?

Amber: Josh. They won't be here for another ten minutes. Had to find Dylan.

Bella: Yes!

Amber: Who's Dylan?

Bella: Oh, he's just a new kid at our school.

Amber: Yeah? And?

Paige: Bella really ...

Amber: ... fancies him. Right. I get it. So, tell me all about this Dylan.

5

Sam: Yum! That was good, eh Dylan?

Dylan: It was OK. But I've had better.

Sam: So what are we going to do now then?

Josh: Bowling?

Paige: Too expensive.

Amber: Too boring.

Josh: There is a game on TV tonight. We could go to that sports bar and watch

...

Bella: Rugby?

Josh: Yeah ...

Bella: You must be joking, Josh. I'm not going to watch a rugby match. That's the last thing I'd want to do. No way.

Paige: And anyway, how are we going to get into a sports bar? They check your ID, you know.

Josh: OK, OK. Keep your hair on.

Sam: So it's a movie then?

Bella: Suppose so.

Sam: Dylan?

Dylan: Yeah, yeah. If there's anything good on.

Sam: Dylan, my man. We never see anything good. We always have to go and see what the girls want ...

Bella: Sam!

6

Amber: What time does it finish?

Girl: Er ... 10:50.

Amber: Oh ...

Bella: Oh, come on, Amber, you'll be home by 11:30.

Amber: Yeah, but ...

Paige: We'll think up a story for your mum. All right?

Amber: All right.

Girl: Where do you want to sit? I've got three double seats here in Row H.

Josh: Double seats everyone?

Bella: Yeah, why not?

Sam: OK.

Josh: Amber?

Amber: Yes, all right, Josh.

Josh: Oh, good.

Amber: But I'm sitting with Paige. So you can sit with your friend Sam.

Josh: Oh ...

Sam: Nothing wrong with that, is there, Josh? Sitting with your best mate?

Josh: Suppose not.

Bella: Oh, so that means you'll have to sit with me, Dylan. Is that all right?

Dylan: Fine by me.

Bella: Me too. (Yes!)

Module 1, ex. 4a, p. 13

Ed: Hi, I'm Ed.

Nadia: Hi, Ed.

Ed: What's your name?

Nadia: Nadia.

Ed: Um, I like this music.

Nadia: It's OK.

Ed: Er, do you live around here, Nadia?

Nadia: No, I'm from London.

Ed: Ah, ... London, hmm ...

Nadia: Oh, my friend's calling me. Got to go.

Ed: Oh ... right.

Module 1, ex. 4a, p. 13

Ed: Hi, I'm Ed.

Holly: Hi.

Ed: Er, what's your name?

Holly: I'm Holly. I'm Peanut's cousin.

Ed: That's amazing! I didn't know Peanut had a cousin. Er, do you like this music, Holly?

Holly: Oh, it's OK. But it's not really my kind of music.

Ed: Oh, so what kind of music do you like?

Holly: I don't know really, but not this kind.

Ed: I see. You're not from around here, are you? Where are you from?

Holly: I'm from Fort William in Scotland.

Ed: Wow, really! I've been there on holiday with my family. I remember we went to a nice pizza restaurant in Fort William. Er, what's your favourite pizza?

Module 1, ex. 4, p. 17

Jon: So Beth, what's your favourite movie?

Beth: You mean, like, the best movie of all time?

Jon: Yeah.

Beth: Gee, that's hard. There are so many. I kind of like love stories, you know, romantic stuff. I think one of my favourites has to be *P.S. I Love You*. Oh, when Gerry died and Holly was left alone, I just cried and cried. Did you see it, Amber?

Amber: Yes, but I didn't like it much. I don't really like love stories – I only went to see it because my sister asked me to go with her.

Jon: So what sort of movies do you like? Action movies? Horror?

Amber: I guess I like comedies best.

Jon: And do you have an all-time favourite?

Amber: Well, not an all-time favourite movie, but an all-time favourite actor.

Beth: Who? No, let me guess. It has to be Hugh Grant.

Amber: Right! He's so cute, so English – and he's so funny! One of my favourite movies is *Music and Lyrics*, where he plays with Drew Barrymore.

Jon: What's it about?

Amber: Hugh Grant plays an old pop singer. Drew Barrymore helps him to write a song and they fall in love.

Jon: Sounds boring to me.

Beth: I thought you didn't like love stories.

Module 1, ex. 6, p. 23**Speaker 1**

I spend most evenings after school online, so that's about four hours a day, and at weekends I spend even longer. My parents say that I spend too much time at the computer, but I think that most of the things I do are useful. I send emails to pen friends all over the world, I write my blog, and I look things up on the web for school. What's wrong with that?

Speaker 2

I have two main hobbies – my computer and my music. I like playing computer games. The problem is, I often forget the time when I'm playing, and I waste hours and hours when I could be doing something more important, like practising the drums. You see, I'm in a rock band. It's called "DownUnder".

Speaker 3

I think computers have a lot of advantages, but one problem with them is that people don't go out any more to meet friends. They just stay in their rooms in front of the computer, and communicate by email, chat online, or write about their thoughts and feelings in a blog. They don't have contact with real people and they don't make real friends.

Speaker 4

In my opinion computers have more advantages than disadvantages. They help in so many ways in our everyday lives. It's great how quickly you can get information about almost anything in the world! But it's important to learn how to deal with the computer in the right way, and not to become an addict.

Speaker 5

I was a computer addict and my parents sent me to a special camp in Brisbane. The camp was the idea of the Australian government, because they thought that too many young people spend their lives in front of the computer. At the camp we had to do four hours of sport every day, and we weren't allowed to use the computer! I got really fit, but the computer still plays a very important part in my life.

Module 2, ex. 4, p. 27

Chloe: Tansu, James. Tell us about your brothers and sisters.

Tansu: Well, I have two brothers, both of them are older than me.

Chloe: I'd love to have an older brother.

Tansu: Well, it has its disadvantages. My brothers sort of feel responsible for me, and sometimes that gets in the way of things I want to do!

Chloe: I only have a sister, and she's younger than me. When she was born, I was really jealous of her. She had lovely blonde hair. One day – I don't know where my Mum was – I took a pair of scissors and cut off my sister's hair. My sister just let it happen!

Tansu: What did your mother say?

Chloe: She was really, really angry. I've never seen her so upset. I was sent to my room, and when my Dad came home, he was mad with me, too. I'll never forget it.

Tansu: What about you, Jamie? You've got a younger brother, haven't you?

Jamie: Yes, I have a sister as well. But she's eight years older than me and I hardly ever see her.

Chloe: She doesn't live with you, does she?

Jamie: No, she's at teacher training college in Brighton. We don't have much in common – I suppose that's because of the age difference.

Tansu: What about your brother. Do you get along OK with him?

Jamie: Oh, yeah. Well, he's only a year younger than me, so we do a lot of stuff together.

Chloe: That's the trouble with my sister. She's four years younger than me, and she gets all the attention. Things are much harder for me because I'm older. She's allowed to do all kinds of things that I wasn't allowed to do. I don't think it's fair.

Tansu: Yes, but it's not always easy being the youngest in the family. My Mum and Dad and my brothers forget that I'm nearly grown up and always treat me like a baby. It really gets on my nerves.

Chloe: Well, I suppose there are always advantages and disadvantages. Perhaps it would be better to be an only child.

Tansu: Oh, no. That would be awful! Wouldn't it, Jamie?

Jamie: No, I wouldn't like that. I'd miss my brother too much.

Chloe: Oh, I suppose you're right. My little sister often gets on my nerves, but I can't imagine life without her. And my Mum always says when we're grown up, we'll be glad we've got each other.

Module 2, ex. 4, p. 29

Speaker 1

Friendship? Well, my idea of friendship is that it's all about give and take. Who decides which film to watch, or where to go at the weekend? Sometimes it can be you and sometimes your friend. Nobody should always get their own way.

Speaker 2

What's a good friend? I think a good friend is somebody who is always there for you. If he or she phones and needs you, ten minutes later you should be there to help. You should never have anything more important to do if your friend needs to talk.

Speaker 3

I think a real friend will tell you what he or she really thinks when you ask for an opinion. They don't just tell you what you want to hear. That's what a friend is for. Sometimes it hurts, but it's better in the end.

Speaker 4

If your friend has something you haven't got – more money, a new bike, a laptop – you shouldn't think: "That's not fair" or "Why him and not me?" You should be happy for him or her.

Speaker 5

If you tell your friend: "I'll see you on Saturday," then you must be there on Saturday. If you forget, even if you say you're sorry, it will hurt your friend and sooner or later the friendship will break up.

Module 2, ex. 6, p. 33

Interviewer: Hello and welcome to *Today's World*, the programme about life in the UK today. In the studio with me this morning I have Jane Evans from the organisation Technology UK. Welcome to the programme, Jane.

Jane Evans: Hello.

Interviewer: Jane, last month your organisation asked a group of 14- to 21-year-olds in the UK about how they use computers in their lives. What did you find out?

Jane Evans: Well, it was very interesting. First of all, we found out that 60% of all young people aged 14 to 21 in the UK have access to the Internet at home. That is most young people. And 25% have a computer *in their bedroom*. This means that for most young people in the UK, computers and the Internet are a very normal part of their lives.

Interviewer: Is that different to older people? I mean people in their 30s or 40s for example.

Jane Evans: Well, the main difference is that older people did not grow up with the Internet. They did not use the Internet when they were children. Remember the Internet did not become popular until 1993. So someone who is 40 now, did not start using the Internet until they were at least 20.

Interviewer: And I guess the Internet has changed a lot since 1993, hasn't it?

Jane Evans: Yes, it has. In 1993 the Internet was much smaller than it is now. It had much less information on it, and people mainly used it for business reasons – to send emails to their work colleagues for example.

Interviewer: And are there differences between how older people use the Internet and how younger people use it?

Jane Evans: Yes. Older people use the Internet mainly to *get information*. They go on the Internet to look up train times or to find out what is on at the cinema in the evening. They also like reading the newspaper on the Internet.

Interviewer: What about Internet shopping? Do older people do that too?

Jane Evans: Yes. Nowadays you can buy everything on the Internet. You can buy food, clothes, furniture. You can order tickets for a football match, or buy a cheap holiday. It's usually cheaper to buy things on the Internet than to go to a shop. And it saves time – and fuel – because you don't have to drive into town.

Interviewer: OK – so that is what older people use the Internet for. What about young people?

Jane Evans: Most young people – people aged between 14 and 21 – use the Internet in a different way. To communicate with other people.

Interviewer: You mean writing emails?

Jane Evans: Yes, I mean writing emails or chatting to friends. A lot of young people do this. But many also communicate by writing a diary on the Internet.

Interviewer: So a kind of Internet diary...?

Jane Evans: Yes, exactly. And there is a special name for Internet diaries. They are called blogs. And the people who write these blogs are called bloggers. Bloggers write about what is happening in their lives and how they feel about it. Sometimes they include photos or even videos.

Interviewer: Do they write every day?

Jane Evans: Some bloggers do. But others write their blogs once a week or once a month. There aren't any rules!

Interviewer: And why do young people write these blogs?

Jane Evans: Well, a blog is a great way of telling the world about your life and what you enjoy or don't enjoy doing. And many bloggers become writers or journalists later in life.

Interviewer: Well, sadly, that is all we have time for today. Thank you Jane very much for coming in to talk to us today. And if you would like to tell us your views on the Internet, send an email to todayworld@londonradio.co.uk...

Module 2, ex. 6, p. 37

Paula: Dave, how much bullying is there in schools?

Dave: Well, that's hard to say. Too much, I'd say, and it's increasing. Teachers are certainly worried that bullying is happening more and more often. We are also worried about it at our school, although we hope that we can solve the problem soon. We know that students who are bullied could get bad marks, because a child who is unhappy won't do well at school.

Paula: What sort of forms does bullying take?

Dave: Well, usually a group of kids get together and look for somebody who is weaker or smaller. Then they make that child's life difficult. They frighten the child. Perhaps they make the child take money from his or her parents. Bullies often use violence, of course. Sometimes they steal things from the child.

Paula: What sort of students bully other kids?

Dave: Oh, it can be any students. Often they're bigger or stronger, but not always. Often they're not very sure of themselves. Sometimes they're not very good at school. Sometimes their home life isn't very happy. There are lots of reasons. And, of course, it's nothing new. There was lots of bullying at my school when I was a kid. I was bullied a lot when I was about 15.

Paula: Really? What happened?

Dave: Well, I was very good at school, and one or two of the bigger boys weren't, so they started bullying me.

Paula: What, just because you were better at school?

Dave: Well, that was the most important reason, but there was more to it than that. I wasn't good at sport. When they were picking boys to play on the football teams in PE lessons, the team captains always chose me last. And they laughed at me because I was Irish, you know, telling jokes about how stupid the Irish are. So I had a hard life at school.

Paula: What sort of things did they do when they bullied you?

Dave: They called me names and pushed me. They made me give them my homework. After school they followed me on my way home. They often hit me or kicked me, and sometimes they even took my pocket money from me. I had a terrible time.

Paula: Why did they do it?

Dave: Oh, that's not a big secret. The leader of the gang was a boy called Simon Weir. His father had left home when Simon was little. He had five brothers and sisters, and the family didn't have much money. He wasn't good at school, and his mother didn't have time to help him when he had problems with his homework. She

had to work during the day, and when she came home, she had to cook and clean, so she was too tired to help him with his homework. At school the teachers often complained how bad he was. So he enjoyed bullying me. He liked the power that it gave him. Of course, I didn't realise that when I was at school.

Paula: I see. Well, now I understand why you're so worried about bullying at your school.

Dave: Yes, when I became a teacher, I decided that I would do my best to try to stop bullying at the school where I worked.

Paula: What are you doing to stop bullying at your school?

Dave: All our teachers look for signs of bullying – in school and outside school. If a student seems frightened or unhappy, we try to find out why. And we tell all our students that we will not allow bullying. We make our bullies clean the school toilets. They hate that!

Module 3, ex. 2, p. 41

Speaker 1

In my opinion people who do extreme sports and risk their lives are crazy. And the costs for us all are high when they break their arms or legs, or have to spend weeks and weeks in hospital.

Speaker 2

I think it's great that there are people who do extreme sports and break records. We need brave people like that, so that we can find out what humans can do, what's possible and where the limits are.

Speaker 3

I read somewhere that the number of people who do extreme sports is increasing. I'm pretty sure it's because people are bored with their lives, and are protesting because in our society everything's made safe and easy for us. There are no challenges anymore.

Speaker 4

There's nothing new about people doing extreme sports. People have always

done them. Look at people like Charles Lindbergh, who took a great risk when he flew solo across the Atlantic. And look at all the people who have looked for adventure climbing mountains or diving in the oceans.

Speaker 5

So what's an extreme sport? If you asked people, they would probably say BASE jumping or skydiving. They probably wouldn't say horse-riding. But statistically horse-riding's the most dangerous sport.

Module 3, ex. 6, p. 43

Barbara: I'm really glad I started to learn windsurfing. I love gliding across the waves and enjoying the wind in my face ... until I fall into the water, of course.

Jason: Well, it's a great sport, but you can't avoid getting wet.

Barbara: Yes, so I noticed. But what I like about it is that it's not a dangerous sport.

Jason: That's true if you're sensible and follow a few basic rules.

Barbara: For example?

Jason: You shouldn't go windsurfing when the wind blows from the land to the sea, because the wind can carry you out to sea. Beginners often don't notice that. Sometimes they panic and decide to leave their board and swim for the shore. That's something you should never do. On your board you float, so you don't get tired so easily. Don't forget that when you're in the water, you lose body heat, too. Cold can kill. The water off the coast of California is pretty cold even when the air is warm. If you're in water that's 40 °F, you'll start to have problems after about half an hour. Cold water makes you feel confused. It's possible that you'll become unconscious and if that happens, you could drown.

Barbara: Gee, that all sounds pretty scary.

Jason: Yeh, but you don't need to be scared if you're careful and know what to avoid. One golden rule is to avoid windsurfing on your own. Go with a friend or friends. If you get into difficulties, you can help each other out. If you can't find anybody to go with, tell somebody where you're going and when you plan to be

back. Oh, and before you set off, find out what the weather is gonna be like. Storms often come faster than you expect. And if you're not sure if it's safe to go out, stay on shore. So another useful rule is: if in doubt, don't go out.

Barbara: What about clothing?

Jason: Good point. A wet suit is often a good idea, because it protects you from the cold and the sun. You can also protect your hands and feet with neoprene gloves and booties. Are you a strong swimmer?

Barbara: Not really. I soon get tired.

Jason: Right, then make sure you wear a life jacket when you go out. You don't have to wear one, of course, but you'll feel more confident if you do and you'll enjoy it more. Another thing – if you start to feel cold, come out of the water. And if it's a hot, sunny day, don't forget to drink a lot of water.

Barbara: Is the Bay Area a good place to go windsurfing?

Jason: Yes, it is. In spring and summer there are lots of high winds, so it's very popular with windsurfers. You can expect winds of 20 knots and more. And when you get more experienced you can go to the coast. Half Moon Bay is good for windsurfing.

Barbara: How long have you been teaching windsurfing?

Jason: Well, I started teaching windsurfing in 1996, when I was 20, but I began windsurfing when I was eight.

Barbara: And how long have people been windsurfing? It's quite a young sport, isn't it?

Jason: You're so right. Windsurfing began in the late 1960s, although the idea goes back to the 1940s. Two guys called Hoyle Schweitzer and Jim Drake, both from California, wanted to combine surfing and sailing. They saw that the main problem with surfing was that you had to wait for waves. They made the first successful windsurf board in 1968. In the seventies it became popular in Europe as well and of course, today you find windsurfing all over the world.

Barbara: Wow, that's really fascinating! Jason, I've got to go now. Mom will be mad at me if I'm late for dinner again.

Jason: OK. Say hello to her from me.

Module 3, ex. 2, p. 45

Alice: Hey, Kevin! Are you coming along to the cinema tonight?

Kevin: I'd love to, but I've got no money.

Alice: Why's that? Don't your parents give you any pocket money?

Kevin: They do. I get £5 a week, but I always spend it at once. I suppose I'm quite bad with money.

Alice: What do you normally spend it on?

Kevin: All sorts of things. Whenever I see something I want, I buy it. It's usually some magazines, DVDs or video games. My pocket money's never enough for all the things I want. What about you? How much do you get?

Alice: Well, I get £20 a month, so that's more or less the same as you. But half of it goes straight into my bank account. I always save up and buy something bigger later, you know. At the moment I'm saving for a mobile phone.

Kevin: Really? So you only have £10 a month to spend?

Alice: No. My grandma usually gives me £50 for Christmas and for my birthday. And sometimes I also get money for good school reports.

Kevin: And what do you spend your money on?

Alice: Hmm, I'd say most of my money goes on CDs, cinema and popcorn. My mum still buys my clothes and shoes, but if there's anything special I want, I have to use my own money. Like the iPod Mini I bought last month.

Kevin: I can't believe it. How can you still have money when you seem to spend so much?

Alice: Well, that's only pocket money. Of course, I also earn some money.

Kevin: How do you do that?

Alice: I sometimes help my mum with the ironing, cleaning or washing-up, and I get a pound for that. But I also do a lot of babysitting for our neighbours. They pay quite well. Look, Kevin, why don't you try to find a job yourself?

Kevin: Yeah, that sounds like a good idea. Perhaps I could do a paper round or something.

Alice: Great. So, do you fancy coming along tonight? I'll lend you some money.

Kevin: Thanks, Alice, that's really kind of you.

Alice: They might even have a job for you at the cinema!

Module 3, ex. 2, p. 49

Interviewer: Peter, you started smoking when you were twelve. Why?

Peter: I was at a party, and one of my friends gave me a cigarette. At first I didn't want to, but then I saw that all the others were smoking, too. My friend said, "Come on, I thought you were cool." So I smoked my first cigarette.

Interviewer: Did you like it?

Peter: At the beginning it didn't taste very good and I coughed a lot, but after some time I got used to it.

Interviewer: How did you go on?

Peter: We also began to smoke in the toilets at school, or after school on our way home. If you wanted to be part of the gang, you had to do it.

Interviewer: How did you get the cigarettes? You know you're not allowed to smoke at that age.

Peter: Oh, it's so easy. You can get cigarettes from friends or students who are older, but even in a shop they don't usually ask any questions. But soon it became a problem of money. I spent all my pocket money on cigarettes, and once or twice I even stole money from my parents. I feel very bad about that today.

Interviewer: What happened then?

Peter: It was at another party when my friends brought some cannabis along. The next morning I was as sick as a dog. One of my teachers noticed and asked me what was wrong. I told her the whole story. When she told me that her brother died last year at the age of 37 because he had smoked too much, I was really shocked. So I decided to stop before it was too late.

Interviewer: How has your situation changed since then?

Peter: Well, I feel a lot better now. And I don't care any more what others say.

Interviewer: Is there anything you want to tell other students?

Peter: Yes. Don't start smoking or taking drugs because it really isn't cool. It's much cooler to say "no".

Module 3, ex. 3, p. 50

Speaker 1

I know we should eat healthy food, but there's so much advertising everywhere for unhealthy things like sweets and fast food. And when I see the adverts, I want to eat those things! Why don't they advertise stuff like apples or carrots?

Speaker 2

I think it's important to know what's healthy – like fruit and vegetables – and what's unhealthy – like chips and burgers. Then you have to think about how important your health is, and make a choice.

Speaker 3

I know burgers and chips are not that healthy, but I like them. Often my mum's too busy to cook, so she gives me some money to buy my lunch, and, well, it's just quicker and cheaper to buy fast food.

Speaker 4

I don't worry about my weight. I can eat what I like as long as I get a lot of exercise. I go to school by bike, and do a lot of sport at the weekends. So I don't need to count calories.

Speaker 5

Some people always count calories and get really worried if they have put on a pound or two. I think that's silly. There are more important things in life than your weight!

Module 4, ex. 3, p. 55

The finest gift the English have given the rest of the world is their language. When a Brazilian meets a Korean, they will probably communicate in English. It is quite an easy language to learn, and very easy to speak badly. Only a little knowledge of English will take you a long way, which is why about a quarter of the world's population can speak it, and the number is increasing.

About 3,000 new words enter the English language each year – only a minority of them come from England itself. The rest come from America, Australia or from the international language of business and technology. Of the 650 million or so people who speak English as a first or second language, only about one tenth are English.

The French speak French, so when a Frenchman opens his mouth, he declares his identity. The English speak a language which belongs to no one or everyone. A professor of English at London University was once travelling by train in the United States, and began a conversation with another traveller. After a time the man said, "You must be from Europe." "Yes, from England," said the professor. To which the man replied, "You speak pretty good English." The professor was surprised to find himself saying that he was English. It was only later that he realized that for many Americans, English is just the name of a language spoken in America, just as Danish is the language spoken in Denmark. What happens to a people if their language is no longer their own?

One of the results of English becoming a lingua franca is that the English no longer try to stop their language changing. The French, who have been the main losers in the competition to develop a world language, have reacted to the spread of English by trying to forbid the use of words such as "weekend" and "sandwich". The English laugh at them for it, because the French do not understand that they will fail.

The English language has no one to protect it, just works like the Oxford English Dictionary, which aim to record how the language is changing. When a new dictionary of the English language appears, the main question is always how many

new words it contains. The English celebrate the richness of their language, wherever it comes from.

Module 4, ex. 3, p. 57

My host family are awesome! They're just so nice. They live about five minutes from Geraldine High School, the school I go to here, so I walk to school each day with my host brother, Mike.

The weather in New Zealand is a bit different from the weather in Russia. When I first arrived, I came from a Russian summer into a New Zealand winter. It was really cold and we had snow every day. But I soon learned to enjoy winter sports such as skiing and ice hockey.

School is more relaxed here than in Russia. In Russia I was doing fourteen subjects and here I'm only doing six. Another difference is that the school here organises more social activities for students. There are dances, music evenings, fashion shows and lots of other things, so I meet students in the evenings as well as during the day.

The International Programme is very good. There are eight international students at Geraldine this year including me. They are from all over the world, but I'm the only one from Russia. Two of the teachers take special care of us and organise things for us; for example, they took us on some interesting trips to Christchurch and Wellington.

My English has really improved. The international students have special English lessons at school, and I speak English all the time with my host family. But improving my English wasn't the main reason for coming here. I came for the experience of getting to know another country and culture. I'm looking forward to the rest of my year here in New Zealand.

Module 4, ex. 3, p. 59

Presenter: Hello, everybody, and welcome to our podcast. Today Olga from Russia and Jonathan from England are going to tell you about the six weeks that

they've spent in Nepal this year at an international work camp. So, sit back, relax, and enjoy the show!

Olga: In September and October this year, Jonathan and I joined three other international volunteers at a work camp in a small village named Gatlang in central Nepal. For both of us, they were the most exciting and rewarding six weeks of our lives, and in this podcast we want to share some of our experiences with you. We've divided our podcast into different parts.

Jonathan: First ...

Together: Nepal, the country.

Jonathan: Nepal is a small country about half as big as Germany. The country has no coast, it is surrounded completely by land, China to the north, and India to the south. Nepal is most famous for its mountains. These are in the north of the country and they include, of course, the world's highest mountain, Mount Everest. The south is much flatter and hotter. The capital of Nepal is Kathmandu and it is in the centre of the country. Around a million people live in or around Kathmandu, out of the 30 million people who live in Nepal overall.

Olga: So what did we do there? Here's something about ...

Together: Our project.

Olga: Nepal is absolutely one of the most beautiful countries on Earth, but it is also one of the poorest. Only about half the people in Nepal, the Nepalese, have a job. Most work on the land and live from the crops that they can grow, like rice. One of the biggest problems in the country is that people, and especially young people, leave their villages and go either to the big towns in Nepal or to India. The Nepalese government wants to stop this, they want people to stay in their villages and to have a better life there. For this reason, they have built community centres in many villages. We worked in the community centre in the village of Gatlang. Our centre had a library, a computer room with access to the Internet, and some classrooms. During the day, we helped adults from the village. Then in the afternoon, the kids came to our centre after their normal lessons at their school. We taught them English and about computers. We played lots of games, too. Learning should be fun! During our work camp, we lived in Nepalese families in the village. So, here's our next part...

...

Together: Living in Gatlang.

Olga: Before you go, it is almost impossible to imagine yourself living in a small village in the mountains of Nepal. I can say that everything is new and different. That feeling began on the first day we arrived in the country. We all flew from our own countries to the capital, Kathmandu. It is a big city, but already very exotic. From there, we travelled north by bus for 10 hours. Then the roads stopped. We had to walk to our village, which took about five hours. The village itself is very basic, but the views of the mountains are totally amazing. We were there in September and October. At first, it rained every day because September is in the monsoon season, but the rain stopped in October, and the weather was perfect. For all of us, I think, the best thing in the village was the families we lived with. Each of us was in a different host family, but they were all such wonderful, warm, friendly people. My family showed me so much love, it was amazing, and I came to love their kids. Everyday life was very simple. We ate rice every day, but it always tasted good. The only problem was that my host mother gave me so much to eat. Washing was also a bit difficult. After six weeks, I longed for a warm shower. The Nepalese people are also very fit and hard. If they ask you to go for a walk with them, be careful! It can be a six-hour-trek in the mountains and totally exhausting!

Jonathan: So, what did we learn? Here's our final part ...

Together: Why go to a work camp?

Jonathan: How can I begin to answer this question? I can honestly say that my six weeks in Nepal were fantastic. The experience was unique. I almost feel a different person now having been there. First, it was a challenge. I proved to myself that I could do something really difficult. Second, we haven't talked about them much in our podcast, but there were the other three volunteers. One was from the USA, one from Sweden, and one from Japan. Together, the five of us were all of different nationalities. That was a fantastic opportunity to get to know people from other countries as well as to get to know Nepal. But third, and, I think the most

important thing, was meeting the Nepalese people. Their life is basic and hard, but they are so warm, friendly, and – yes – happy. I learned that you don't have to be wealthy to be a good person. One day, I definitely plan to return.

Olga: So, that's it for our podcast for this time. Thanks for listening. We hope you enjoyed it and that it made you want to go to a work camp perhaps.

Jonathan: Yes, do go if you have the chance.

Module 4, ex. 2, p. 62

1

Receptionist: ... how can I help?

Student: Hello. I'm looking for two rooms for tonight. Do you have anything still available?

Receptionist: Yes, we do have some rooms available, both smoking and non-smoking. All our rooms include an en-suite bath and toilet, telephone, satellite TV and a hairdryer. We also have our own off-street parking, available at an extra charge.

Student: OK. And how much are the rooms?

Receptionist: Our standard twin-bed or double rooms are £55 per person per night, including our continental breakfast buffet.

Student: Oh dear, that's quite a bit more than we can afford. Do you have anything cheaper?

Receptionist: Well, we do have a family room that sleeps four people. That's usually for families with small children, of course, but as it's late, I could let you have that for £140 for one night, breakfast included.

Student: Er, OK. I think I have to talk to my friends about it first. Can I call you back in a minute?

Receptionist: Of course.

2

Hostel owner: ... Look, I'm very sorry, but all our dormitories are full at the

moment, and the separate rooms are all booked as well. It's quite late, you see, and we have a large group of Italian students staying with us. The only thing I could offer you is a self-catering apartment. It can accommodate four people easily, but there is a minimum stay of three days.

Student: Oh no, that's not really what we want. We're planning on going to London tomorrow. The ferry was delayed at Calais, that's why we were so late arriving at Dover. Can you suggest somewhere else we could try?

Hostel owner: Well, there are lots of hotels and B&Bs on the seafront. The hotels are probably too expensive, but you could try ...

3

B & B host: Good evening. Can I help you?

Student: Hello, I'm sorry to disturb you so late, but we've just arrived on the ferry and we're looking for two double rooms for the night. Do you have anything still available?

B & B host: Well, I only have one double room that's still free, but there's also one twin bedroom available, if that's OK for you.

Student: Yes, I think so. How much do the rooms cost?

B & B host: Well they're both £44 per night, full English breakfast included of course. That's a cooked breakfast with a choice of tea or coffee, cereals and toast if you want. Most people don't need any lunch after they've had one of my cooked breakfasts, I can tell you.

Student: Hmm, that sounds great. Could you reserve the rooms for us? We'll come as soon as we can.

B & B host: That's OK. We don't lock the front door until half ten and it's only ten to now. Where are you? Do you have a car?

Student: No, we're on foot. We're still at the ferry port at the moment. How do we find you?

B & B host: You could get a taxi or a bus, but there aren't many of them running at this time of night. It's not too far to walk. About 15 minutes. Just go along the main road away from the ferry port. Go past the first set of traffic lights until you

get to a big roundabout. Turn right at the roundabout into York Street. Adrian Street is the first road on your left. We're number 57 on the right-hand side.

Student: OK, thank you very much. We'll be there in a quarter of an hour.

Module 4, ex. 5, p. 65

1. Australian English

Cornelia: It's very nice of you to take a day off and show me around. I really appreciate it.

Patrick: You're welcome; it's nice to have you and we enjoy having a day off.

Cornelia: Here are all the towels and the sunscreen.

Patrick: Thanks. Could you pass me the esky first, please?

Cornelia: Sorry, what's that?

Patrick: Oh, sorry, I forgot – that's a good old Aussie word for what the Brits call a cool bag or – box.

2. Australian English

Ozzie: As you are one of our new trainees at the Australian Agricultural Company here in Brisbane, you might like to meet some of your new colleagues. We usually meet up for a barbie after work on Friday arvo. Like to come along?

Trainee: Sorry, what did you say is going on on Friday?

Ozzie: Oh, sorry, you see in Oz we love to shorten words, so barbecue is barbie and afternoon becomes arvo. And you can guess what Oz is!

3. Jamaican English

Adam: Aye boy, was de scene? Yuh hear bout de lime dey having tonight by David house? Ah hear it go be rel good! Yuh think yuh go make it?

Klaus: Sorry, you'll have to help me here. What's a "lime"?

Adam: Oh, a "lime" means a "get-together" and "to lime" means to hang out. The get-together will be at David's house and it's supposed to be very good. Do you think you might come?

Klaus: I'd love to come. What time does it start?

Adam: Well, David say yuh cud reach dere from 9 pm, buh over here everybody does be rel late so tings always start more dan an hour after de time.

Klaus: Oh, ok. Well, I'll see you there then.

Adam: Laterz.

4. Jamaican English

Young man: Dey having a rel bess fete by de beach tonight gyal, buh we go have to leave jus now to reach dere in time. Yuh coming wit we?

Russian girl: Sorry, you've lost me. Could you say that again, please?

Young man: Ok. A fete is a party and "rel bess" means great. We will have to leave soon so that we can arrive there in time. I hope that you can come with us.

Module 5, ex. 2, p 68.

We have to do something about our world. There are more and more warnings about global warming, but businesses and governments don't do much to cut down pollution. The air, the rivers, the beaches, the countryside and the oceans are full of rubbish. The atmosphere is so polluted by cars, factories and power stations that people have breathing problems. The sea has few fish left in it and the forests of the world are getting smaller and smaller every year. People just don't seem to care enough. There should be bigger fines for polluters and those who destroy the environment. I don't mind paying more for things if they can be made with less pollution. The problem is that most people don't want to change: they hold on to the good life they have and refuse to reduce their consumption and live with less.

Module 5, ex. 4, p. 75

Sue: Hello and good evening. This summer the whole of Europe has been suffering from extremely hot weather for six weeks now. We can all see and feel the effects of record temperatures of up to 40 degrees Celsius. But why is it that we seem to have more and more hot summers, and that the heat stays not only for weeks but for months? Are we perhaps beginning to see the effects of global warming? And if that is so, what can we do about it? Well, I'm joined now by two experts in

the field of energy issues and global warming, Professor Alan Ray from the Physics Department of the University of London and Professor Charles Green from the Institute of Alternative Energy in Bolton. Welcome to the programme.

Alan: Good evening.

Charles: Good evening.

Sue: Alan, you're saying that oil, and the use of petrol in particular, is the main reason for global warming and that it's high time we did something about it.

Alan: Yes, indeed. I believe we are seeing the end of the oil age, or at least we should do everything to stop using oil. The air pollution caused by burning oil or using petrol is the main reason for global warming, which is already changing our lives dramatically. We could easily use electricity for our cars instead. The technology is already there! So we really need to have more clean energy, and I'm sure that this can only be done by building more nuclear power stations.

Sue: Charles, what's your opinion on that?

Charles: I agree on the point of global warming. We should stop using oil and drive electric cars. But using nuclear power instead is totally out of the question. It's just too dangerous!

Alan: Oh, and where do we get the electricity from if not from nuclear power?

Charles: Well, as you know, there are a lot of alternative ways of producing clean energy. We should use the wind or the sun, for example, to produce electricity.

Alan: All right, but you know that you can't get enough energy from the wind. If we want to do completely without oil, we really need quite a lot of electricity and that can only be done by using nuclear power.

Sue: Charles, why do you think that nuclear power is too dangerous?

Charles: We all know what happened in Chernobyl in 1986. A whole nuclear power station exploded! Thousands of people died. Imagine the consequences if something like that happened in London.

Sue: Alan, I can see your point about wind not being very effective, but couldn't solar energy be an alternative?

Alan: But we haven't got enough sunshine here in Britain, have we?

Charles: So what? We'll just produce electricity where there's lots of sunshine. In Africa, for example.

Alan: Ah, and how do you want to transport that electricity all the way to Britain? Maybe in bottles?

Charles: Rubbish!

Sue: Excuse me, but ...

Charles: You just use very long power lines. That's how you do it.

Alan: But with long power lines you lose too much energy. Hah!

Charles: That's why at my institute we are also trying to develop better power lines, so we can do without oil or nuclear power, save the environment and even give people in Africa a chance to earn some money!

Alan: Hmm. Still, I don't think we can do without nuclear power. What about all my research?

Sue: Well, in any case, we can safely say that we should find an alternative to oil and try to stop global warming or we'll have even more heated discussions like this in the future. Thank you very much both of you. I'm Sue Perfless and you're listening to London's Radio Active. It's now time for the News at Six. (...)

Module 5, ex. 3a, p. 77

Teacher: Right, Jean is your discussion leader: over to you, Jean.

Jean: Thanks, Mr Lowry. Right. Our topic this morning is "The greenhouse effect: fact or fiction?" Please remember: don't interrupt when someone else is talking. Raise your hand if you want to speak, then I'll put you down on my list and let you know when it's your turn. Okay, who would like to start? Amy.

Amy: Well, I think the greenhouse effect is good. I saw a programme on TV where a scientist explained that there probably wouldn't be life on the planet without it. The Earth would just be too cold.

Jean: Yes, Max.

Max: Amy is right up to a point. But the thing is that because there are now so many people on the Earth and they're all producing greenhouse gases, the

temperature is rising much faster than in all the centuries before. That's global warming. And if it goes on like this, all the ice in the Arctic and all the glaciers in the mountains will melt and there will be floods everywhere.

Jean: John, you wanted to say something?

Module 5. Ex. 3b, p. 77

Jean: Tom, you're next.

Tom: Thanks, Jean. I just wanted to say that I don't really believe in this global warming theory. I think it's just a load of scientists panicking.

Jean: Yes, Max.

Max: Yeah, I'd like to ask Tom how he can prove that there's no global warming.

Tom: Why should I prove anything? It's up to the others to prove their point.

Jean: I really think anyone who makes a point should back it up with some facts, Tom.

Tom: I haven't got facts. I just think too many people are talking about global warming and it's getting really boring.

Maggie: Oh, that is such rubbish! Honestly Tom, you are so ignorant! I think ...

Jean: Maggie, I'll ... Sorry, you'll have to wait for your turn. Amy was next. Amy.

Amy: Well, what I wanted to say sort of goes in the same direction as what Maggie was saying. I think you can argue about how fast greenhouse gases are increasing, but you can't argue that they're not increasing.

Jean: Maggie.

Maggie: Exactly. Okay, Amy is much calmer than I am, and that's good. But I'd go even further than her and say: We have to talk a lot about these issues, because if we don't, we, the human beings on the planet, are going to destroy the Earth!

Max: Hear, hear! We've got to talk about global warming because if we don't, people are just going to destroy the planet! I mean it's not just the glaciers, it's – it's

the food situation, it's the trees ...

Jean: Sorry, Max; I have to stop you. John was next. John?

John: What worries me more than floods is a new ice age. If the ice melts, the currents in the sea will change and Europe will get very, very cold.

Amy: John did at least show us photos. How is anyone going to prove that more water means it's going to get colder?

Maggie: Well, more water means the currents in the sea will change.

Tom: Where were you when John was talking?

Jean: Shall I try and sum up what's been said so far?

Max: Yeah, go ahead.

Jean: Well, almost everybody – almost everybody – agrees that the greenhouse effect is fact, not fiction. Most of the group think that greenhouse gases are on the increase and that that is what we call global warming. And as for the effects of global warming – some are proved and some are still theories. Is that about right so far? Can we all agree ...?

Module 6, ex. 2a, p. 83

Reporter: I'm at the Genesis Energy Realize the Dream awards dinner where 29 secondary school students have been listening to the results of this year's national science competition. Over 20 awards have been announced, including the Supreme Award for Research Excellence and Public Communication. This top prize – seven thousand dollars – has gone to 17-year-old Jake Martin of Cambridge High School. I'm here with Jake now. Jake, can you tell us about your invention?

Jake: Well, I made something called a gasifier, that's a machine that burns carbon-based products and turns them into gas.

Reporter: Carbon-based products? You mean, coal, gas, oil ... that kind of thing?

Jake: Yes. Except that my gasifier doesn't burn coal or gas – it burns wood.

Reporter: Wood? Why wood?

Jake: Well, wood is a renewable source of energy. Wood grows again, not like coal or gas. Once you use them, they're gone for ever. I use wood chips which I cut up at school or I cut up trees and bushes that dad has taken down in the garden.

Reporter: So your gasifier turns wood into gas ...

Jake: Yes, and you can use this gas to run an internal combustion engine, you know, the kind of engine you have in a car for example.

Reporter: So how powerful is this gasifier then?

Jake: With my gasifier you could run a 660 cc engine. And that would give you enough power for a small house.

Reporter: How long does the engine have to run to give you all that power?

Jake: Erm ... About six hours. Yes, to get enough energy to run a house for 24 hours, the engine has to run for about six hours a day.

Reporter: How did you start to get interested in gasifiers?

Jake: I guess I've always been interested in alternative energy, green energy, doing something for the environment. And I suppose I also like burning stuff. So I thought ... this is a good way to bring these two interests of mine together: burning stuff and making renewable energy for a house.

Reporter: You've just won seven thousand dollars. That's quite a lot of money. Have you any idea how you're going to spend it? For more science projects or just for fun?

Jake: Well, right now, when I build an engine, I make all the parts myself. That takes time, so in a way it would be great if I could buy the stuff instead of making it. But yes, I guess I'd like to spend the money on some science project.

Reporter: OK, Jake, thanks for the interview. Enjoy spending your prize and I hope you go on to make many more exciting science discoveries in the future.

Module 6, ex. 2c, p. 83

1

Male 1: ... we got the results and we found that there was only a very small quantity of vitamin C in that product.

Male 2: Yes, and in the other products there was actually more vitamin C. The result was quite a surprise.

Female: Excuse me, I'm very interested in your work. I think you've done a very good job. Well done!

Male 1: Thank you. Have you tried a similar project?

Female: Yes, we have – at school in Germany. But it didn't work as well as yours. Your results are really impressive. Congratulations.

Male 2: Thanks a lot. Tell us more about the project you did ...

2

Female: ... the question was: Would the program that we wrote work? With the new program, would the little electric cars still crash into each other?

Male: Yes, or would they actually avoid an accident?

Female: And, as you can see from these results, the new program helped the cars to avoid the crashes a hundred per cent of the time.

Student: Wow! This is the most interesting project that I've seen at this exhibition. How long have you been working on that program?

Male: Oh, thank you. Well, we started in August last year so that's over a year.

Student: Wow, that's a long time. Well done! You've done a really good job!

Female: Thanks a lot. Err, what school are you from?

Student: I'm here with a group of exchange students from our school ...

Module 6, ex. 2, p. 87

My object is round – or perhaps I should call it spherical, like a ball. In pictures, it looks blue and white against a black background. It seems so small, but it actually has a diameter of about 7,900 miles, so really it's huge. It revolves around a star at a distance of about 93 million miles and is made of rock and water mainly, so some of its surface is soft and liquid, some rough and hard. Actually it consists of layers, a hard crust, then different layers of molten rock and an inner core at the centre, made of iron and nickel, which is as hot as the sun.

*Module 6, ex. 5a, p. 89***Partner A**

1,500,000

967

1879 AD

363 BC

22/09/2015

1/3

1/2

32° C

30 km/h

Partner B

Feb 27, 2018

23rd

55%

9.8

99,265

1990s

 $35 + 72 = 107$ $6 \times 7 = 42$ $49 \div 7 = 7$ *Module 6, ex. 5b, p. 89*

Whenever life gets you down, Mrs. Brown,
 And things seem hard or tough,
 And people are stupid, obnoxious or daft,
 And you feel that you've had quite eno-o-o-o-ough ...

Just remember that you're standing on a planet that's evolving

And revolving at nine hundred miles an hour,
 That's orbiting at nineteen miles a second, so it's reckoned,
 A sun that is the source of all our power.
 The sun and you and me and all the stars that we can see
 Are moving at a million miles a day
 In an outer spiral arm, at forty thousand miles an hour,
 Of the galaxy we call the "Milky Way".

Our galaxy itself contains a hundred billion stars.
 It's a hundred thousand light years side to side.
 It bulges in the middle, sixteen thousand light years thick,
 But out by us, it's just three thousand light years wide.
 We're thirty thousand light years from galactic central point.
 We go 'round every two hundred million years,
 And our galaxy is only one of millions of billions
 In this amazing and expanding universe.

The universe itself keeps on expanding and expanding
 In all of the directions it can whizz
 As fast as it can go, at the speed of light, you know,
 Twelve million miles a minute, and that's the fastest speed there is.
 So remember, when you're feeling very small and insecure,
 How amazingly unlikely is your birth,
 And pray that there's intelligent life somewhere up in space,
 'Cause there's bugger all down here on Earth.

Module 6, ex. 2, p.91

Presenter: Street lighting's important for the safety of road users and pedestrians. But leaving thousands of lights on all night in a big city can cost ratepayers huge amounts of money. Then there's the carbon emissions from all the

electricity they need and the whole issue of light pollution as well. So in some places street lights get turned off altogether. That's the situation in the small town of Dörentrup in central Germany. Well, that was the case until Frau Grose had a bright idea. Her daughter, Lena, told me how it all came about.

Lena: Well, this was actually my mum, because she was always really worried about me, because, like, I live in a little, little, in a really small village, and it's always pretty dark because the street lights, they're turned off at like 9 pm. And then it's pretty dark and we live really close to the forest, so we were always afraid of robbers, or something like that, so my mum was like, "Well, we have to do something. It's not really safe for the kids to go out after like 9 pm when the street lights are off. So my father wanted to call our ... erm ... mayor. But he said, "Oh, no, we cannot leave it on longer because it's too expensive."

Presenter: Right ...

Lena: And then like if ...

Presenter: So the ...

Lena: Yes?

Presenter: So the mayor of the town didn't want to keep the lights on after 9 pm because they were trying to save money.

Lena: Yes, of course. It's too expensive so they said, "No, we turn it off at nine o'clock, so ... and that's enough." And then my father went to an exhibition of the Stadtwerke Lemgo, that's like ... erm ... the public services where we get our energy from. And there he saw, like a machine, you just put a coin in it and then the energy goes on. And then he was like, "Oh, maybe we can use this one for the street light." That you just call a number, and then you pay for it, just for your call, and then the light goes on. That was actually the idea. So, and then, yeah, that's Dial4Light.

Presenter: And that's how it all started ...

Lena: Yeah ...

Presenter: ... so literally, you ... you get your cell phone, you dial a local number, and ...

Lena: Yes, there is the number on the street light and then you just dial it, but you don't have to pay for the energy, you just have to pay for the call.

Presenter: But if only one light goes on, I mean, is that a problem? I mean is that ... surely you need the whole street to be lit up?

Lena: Yeah, yeah, yeah, it's the ..., it's the street, not only one light. It's the street.

Presenter: And how long does the light stay on for?

Lena: 15 minutes.

Presenter: So long enough for you to ... you know, if you've come home from shopping, or you're trying to park the car, that's that's, that's lots ... and the system is up and running today?

Lena: Oh, yeah, yes. We have like, I think, 35 streets working here, so yeah.

Presenter: And you, you use it on ... I mean it's easy to do, so you're, you're on your way home, or you're about to leave the house and you just hit the number and on it goes?

Lena: Yeah, it's pretty easy to use because you just have to dial the number. Well, first you have to go to the Internet, and then you have to check out the website Dial4Light, and then you have to log in there, and then they get, like, all your information, and then you just call the number on the street light, and then, yeah, the light goes on.

Presenter: And so, how have locals responded to this? I mean, have people been positive, or ...

Lena: Oh, yes. We just have positive... er like ... erm ... erm ...

Presenter: Good, you have good ...

Lena: The people there ...

Presenter: You have good feedback.

Lena: Yeah, good feedback. Really good feedback.

Presenter: The costs for this ... I mean the town is saving money because they've not got their street lights on, but the costs for you as a consumer, you have to pay for that local cell phone call?

Lena: Yeah, just for the cell phone call, but not for the energy. That's for free. It's just the cell phone call and that's not really expensive.

Presenter: So how much energy is the town saving?

Lena: About 35 per cent.

Presenter: 35 per cent?

Lena: Yeah, yep. That's amazing.

Presenter: That is amazing. That's a third of street lighting costs reduced. Lena Grose ... and you can find more details of the Dial4Light project on the This Way Up website.

Module 7, ex. 2, p. 97

Interviewer: From next Monday the BBC's morning news will have a new presenter, Martin Frost. Today Martin is here with us in the studio. Good morning, Martin.

Martin: Hi there, good morning.

Interviewer: Martin, where and how did you start your career in news reporting?

Martin: Well, it's going back a few years, but originally I trained to be a print journalist, and worked for newspapers and magazines for several years.

Interviewer: And your career with the BBC?

Martin: Before I ever went behind a studio desk, I was a foreign correspondent. I reported and presented live news from abroad.

Interviewer: And you reported on some of the most important events of our times. What were the highlights for you?

Martin: Well, the most dramatic assignments I had were reporting from Sri Lanka following the Asian tsunami, and from New Orleans after Hurricane Katrina.

Interviewer: I believe you have also specialised in investigative reports. For example, you have reported on trade in human organs in India and on the murder of street children in Brazil. Is that right?

Martin: Yes, that's right. I also made a documentary on the real reasons for the civil war and famine in Somalia, and I was in Kosovo.

Interviewer: Tell us something about famous people you've interviewed as a reporter.

Martin: The most impressive person I ever interviewed was Nelson Mandela, and the most scary was the Libyan leader Colonel Gaddafi.

Interviewer: Why was he so scary?

Martin: Well, his appearance, and extreme ideas.

Interviewer: Martin, you've won some important awards for your work, and last year you were voted Media Personality of the Year. How did you feel about that?

Martin: Mixed feelings really. On the one hand, I'm very proud to be recognized, on the other, I always work as part of a team, and without the other members I couldn't do what I do.

Interviewer: What will be new in your job as an anchorman?

Martin: Well, in one way the job is the same, that is to research and explain complex things in a simple way. But the range of topics will be more varied. I've spent most of my career involved in foreign international news, doing what I think were very challenging stories. In my new job, I'll be dealing with domestic issues, too. And we'll have to select a variety of stories – perhaps there'll be half a dozen “must do” stories every day. But I have full confidence in Joanne Marley, our editor, and her team.

Interviewer: Any other changes from life as a news reporter?

Martin: Well, I won't need to travel so much, and my family will be very happy about that. But I'll have to be very, very disciplined about getting up in the morning. I have to be in the studio by five!

Interviewer: Still, we hope you enjoy the new challenge, and wish you lots of success.

Martin: Thanks.

Module 7, ex. 2, p. 100

I hope there are no English teachers around because what I'm going to tell you goes directly against what your English teacher has told you. Your English teacher teaches you to write in an academic style. So you start out with an introduction, you have an exposition, and you have a conclusion to your piece of writing. We don't do that in news. No introduction, no conclusion, only exposition.

Now, there are three different ways to write a story. One is the academic style that your English teacher has told you. The other style of writing you'll often see is the chronological style. Most movies are done in this. You start at the beginning and you work your way through to the end, based upon time. Most novels are written the same way.

But let me ask you this: if I was coming into work this morning and I got out of the car, and I put my foot down and I got stung by a scorpion, how do you think I would tell you that story? Would I go into the office and say: "Oh, I got up this morning, I had a shower, I had a coffee, I had some breakfast. I read the newspaper, I got in my car, I drove to work. Oh, and by the way, I got stung by a scorpion." Of course I wouldn't tell it that way. That's the chronological way of telling it. I wouldn't tell it the academic way. I wouldn't come into the office and say: "I have a story to tell you about something important that has happened to me recently." I wouldn't tell you that way either. I would tell you in the inverted pyramid way. I would come into the office and say: "I just got stung by a scorpion. I don't feel too well. Can somebody take me to the hospital?" That's the way I would tell you the story. That's the most efficient way for communicating important information. Put the important stuff at the beginning, don't worry about an introduction, and work your way down to the least important things.

Now, what are the advantages of this? It matches the reader's habits. Most readers don't read an entire news story. They look at the headline. If that interests them, they read the first sentence, which is called the lead. If that still interests them, they continue reading down. But normally, most readers, in most cases, will quit before they get to the end of the story.

Module 7, ex. 6, p. 103

Interviewer: Good evening, and welcome to *Book Club*, with me, Rosanne Klein. This evening, I have in the studio with me the writer Christopher Primo, author of the highly successful *Dragonfire Trilogy*. Christopher, hi, and welcome to the programme.

Christopher: Hi.

Interviewer: I'd like to start by asking you some questions about yourself. Your education was a bit different from that of most young people. Can you tell us a bit about that?

Christopher: I didn't go to a regular high school like most kids. I was a homeschooler, in other words, I had all my lessons at home and my teachers were my Mom and Dad.

Interviewer: And you also finished high school early.

Christopher: Right. I got my high-school diploma when I was fifteen, not eighteen, which is the normal age.

Interviewer: And you're nineteen years old now.

Christopher: Right.

Interviewer: Do you still live at home?

Christopher: Yes, I live in my parents' home here in Montana with my Mom and Dad and my younger sister.

Interviewer: OK. Let's talk about your books, the *Dragonfire Trilogy*. A trilogy means there are three books. How many have you written so far?

Christopher: The first book, *Dragonland*, came out last year. The second book was published just last week. And I plan to finish the third book next year.

Interviewer: When did you start writing the trilogy?

Christopher: I started thinking about it a long time ago, but I began writing straight after I finished my high-school studies, so when I was fifteen.

Interviewer: Did you know at the beginning that there would be three books?

Christopher: Yeah. I planned all three books right at the start.

Interviewer: How long did it take to write the first book – you said it came out last year, right, so that was, what, about three years?

Christopher: Yeah. Altogether it took about three years to finish. I had never written a book before, and it wasn't as easy as I imagined! I had a lot to learn.

Interviewer: Your first book was very successful, though, and now you're a famous author. **Christopher:** Hmm, yeah, I guess so. I still can't believe it's happening, but it's a good feeling that lots of people like my books.

Interviewer: Let's talk about writing books for a moment. The *Dragonfire Trilogy* is a fantasy. Why did you choose to write that sort of book?

Christopher: Because those are the books I like reading myself. I think at the beginning, when I started writing, I wanted to write a book I would just enjoy myself.

Interviewer: Where did your ideas come from, for the stories, the characters and so on?

Christopher: They're all from my head. Well, except one, and that's a character in the stories who is based on my sister. One of the things in the books which is very important is the setting, Dragonland. That's based on where I live.

Interviewer: Here in Montana.

Christopher: Right. Montana is a beautiful state with mountains, forests, lakes ... From the window of my room at home in my parents' house I can see the mountains. When I describe Dragonland, I'm writing about Montana.

Interviewer: How do you write?

Christopher: I think the most important thing about writing is planning. I spent a long time thinking and planning before I began the trilogy. I even made a map of Dragonland so I knew exactly where all the places were. If you don't have a good plan, you'll never write a good story. After that, writing the text isn't so hard. But you need to know exactly where you're going with the story first.

Interviewer: Two of your books are out, then, Christopher, and the third will be out next year. Can you tell us what will happen in the third book? Will it have a happy ending?

Christopher: I'm afraid you'll have to buy the book and read it when it appears.

Interview: So you won't tell us how the trilogy ends?

Christopher: Sorry, no way.

Interviewer: OK. Christopher, thanks very much indeed for this interview.

Christopher: You're welcome.

Module 7, ex. 5, p. 107

1

English woman: Good morning, Chris. And how do you like your room?

2

American teenager: Hi. Well, how do you like this weather?!

3

English man: So, have you heard from your family?

4

American woman: We thought we'd have a barbecue tonight, OK?

Module 8, ex. 3, p. 115

Speaker 1

What do I care about? That's easy. The most important thing is the environment – you know pollution and the rainforests and that. I want as many people as possible to go green and start recycling! It's so important that everyone should do what they can to save the planet. It starts with one person recycling, and then five people, and then more and more people do it ...

Speaker 2

I care about ... er ... things to do for young people round here. I think there should be more facilities for young people in this area – like sports facilities, youth clubs, that kind of thing. People don't like it when we hang around the streets and the local shops, but there's nothing else for us to do. If we had more youth clubs we'd have somewhere to go to with our mates. Everyone would be happy!

Speaker 3

I think it's unfair that I can't vote – because I'm 16 and I'm too young to vote. I watched a documentary about this the other night on TV actually, and I think it was right what they said about young people and voting. We can't choose the government so the politicians don't listen to young people – well I think that's wrong. We've got as much right as anybody to go and vote and choose the government. Things would change in politics if we could vote!

Speaker 4

Something needs to be done about child poverty. It makes me really sad when I think about all the poor children – in this country and abroad – that aren't as lucky as me. I'm not rich, but some kids have a really difficult time. I think it's shocking that one in three children in this country is poor.

Speaker 5

I want more money for my time! Right, because I work full-time, right – but I don't get fair pay because I'm only 16. And there's people I work with who get more money than me just because of their age – you know they're 24 or whatever. I don't think that's fair. I actually work harder than most of them and they get more money than me, if you see what I mean. It's not right, is it?

Speaker 6

I hate racism. It makes me really angry. I mean you just can't decide about a person because of the colour of their skin – you know it doesn't matter if you're black, or white, or Chinese or from Pakistan or ... who cares. That's just crazy. I hate all discrimination really. You have to get to know a person. We should respect each other.

Module 8, ex. 2, p. 119

Bill: You're listening to BUZZ TALK with Bill and Ellen on Buzz Radio and today we're talking about a big news story for young people – well, for young people who drive cars.

Ellen: That's right Bill. We're asking what you think of the idea to ban drivers under 25 from driving after 10 pm. Is it a good idea? What do you think? Should young drivers be allowed to drive at night?

Bill: Hmm this is an interesting idea, isn't it, Ellen? The government says lots of people get seriously hurt, or even die, on the roads at night in car accidents. And young people who drive cars – especially young men – have more accidents than other drivers.

Ellen: That's absolutely true. Young men really don't drive very carefully. I think too many young people drive after they have drunk alcohol or taken drugs. And ... you know ... they want to look big with their mates, so they drive fast and do stupid things.

Bill: Yes Ellen, but is the right reaction to stop all young people from driving at night because some of them do crazy things? This message comes in from Jon in London. Jon says: "No, it's not fair to take away the rights of all young drivers just because some aren't responsible."

Ellen: That's an interesting point Jon. But what's more important? Are the rights of young people the most important thing here? Or is it more important to keep the roads safe?

Bill: I've got a text message here from a listener in Harlow who says: "It would stop the idiots that go out and drink too much and have accidents, and protect the rest of us, so I think it's a great idea." That's from Jess in Harlow. Thanks Jess.

Ellen: That's a good point Jess. I think I agree with you. I can see both sides of the argument. I understand that some people think it's not fair, but the government wants to stop accidents and save money. The ban on young drivers would mean fewer people would die on the roads. It would also save money ... for police and hospitals ...

Bill: Yeah, it's definitely a big problem, but is it unfair for the careful drivers?

Ellen: You mean the girls! Let's face it, in reality it's the boys that are the problem. Hey Bill, maybe they should just ban young men? That would work!

There's an email here from Keira. Keira is in Cardiff. She says: "I'm 20 and I've got a job in a bar. I finish work really late at night. So if I was banned from driving after 10, I wouldn't be able to get home from work. It's not safe for me to walk home in the dark. This is a crazy idea. I would lose my job!"

Thanks for that Keira.

Ellen: Oh yeah! Just think about all the young people that work late. Keira's right. It would be a big problem for people who work if they couldn't drive. They need to be able to drive home, don't they? I didn't think of that. There must be lots of young people out there who work at night.

Bill: Yeah, and some of them have to be able to drive to do their job – like the guy who brought a pizza to my house last night for example.

Err, I've got another message here. It's from Grace in Birmingham. Grace writes: "The people who think this is a good idea just don't understand. Life starts after 10 pm for most young people."

Ellen: That's true!

Bill: And from Josh in Leeds. He doesn't support the idea either: "I can't believe this is serious! Why don't they ban old people? Or parents with screaming kids in the car? There are lots of bad drivers out there. Why do they always say it's the young people?"

Thanks for that Josh.

Module 8, ex. 5, p. 121

Announcement 1

Attention, please, on platform 4. We regret to inform passengers that due to operating difficulties the 5.53 non-stop service to York is expected to be delayed by ten minutes. Due to the late arrival of the train, the departure today will be from platform 5 instead of platform 4. I repeat. The 5.53 to York will depart 10 minutes later than advertised, from platform 5. This is a non-stop train. Passengers for

Stevenage, Peterborough and Doncaster should travel on the 6.30 from platform 7. The 6.30 train to York, from platform 7, is expected to leave on time, calling at Stevenage, Peterborough, Doncaster and York. Thank you.

Announcement 2

Good morning to all our customers in our Young World Fashion Store. It's spring again, and we have hundreds of special offers to put a spring into your step and bring a bit of sunshine into your day. Janglers Jeans have been reduced by £10 from £59 to £49. That's just £49 for a pair of fantastic Janglers.

If you feel like a break while you're shopping, why not visit our café, Beantime. Beantime has moved from the second to the fifth floor, so you'll enjoy a great view as well as first-class food. We offer a range of tasty snacks, delicious drinks, and lots and lots of Barlucks coffee. So, come to Beantime for the break you deserve. See you on the fifth floor – soon!

Announcement 3

G'day to all of you out there at Milson's Point. Just two hours from now the Sydney Marathon will be starting. Now, it's a nice sunny day here in Sydney, so please, everybody, make sure you drink enough water. Along the 42 kilometre route, there are refreshment stations every 5 kilometres, and it's going to be quite warm today, so don't forget to drink!

Now, everybody, if your legs are still working after you've done the marathon, I just want to remind you of the outdoor disco this evening near the Opera House. It starts at 8 o'clock this evening, for all those who like to dance and whose legs just can't get enough. There will be no admission after 10 pm, so make sure you get there in good time. Sydney's top five disc jockeys will be there too, to make this a really special evening. So see you all at eight, guys.

Just five more minutes to the start of this year's Sydney Marathon. Just look at Harbour Bridge. Doesn't it look fantastic? You'll be running over there, thousands and thousands of you very, very soon. And 42.195 kilometres later you'll be at the

finish, or at least we hope you will, at our fantastic, one and only Sydney Opera House. Yeah!

Announcement 4

This is BBC 1. In a change to our advertised programme we will be showing the feature film “Jim in Germany” at a later date. Instead, at 10.30 this evening, you will have a chance to see the film that made Lilly Jackson famous, “Red Roses”. This is in honour of the great British actor, who died yesterday, aged 67.

In just a few moments, at 9.30, we have another episode of “EastEnders”. And at 10 pm we go over to BBC Television Centre for a round-up of all that’s been going on in Britain and the world today in the BBC News at Ten, followed at 10.30 by our tribute to Lilly Jackson.

Module 9, ex, 5, p. 127

Presenter: Hello and welcome! This afternoon we are going to be talking about stress. Stress is a big problem in today’s society – not just for adults but also for teenagers. With me in the studio today I have Jennifer Andrews from the organisation *Stressed UK*. Hello, Jennifer, and welcome to the programme.

Jennifer: Thank you. It’s good to be here.

Presenter: More and more teenagers are stressed, aren’t they?

Jennifer: That’s right – and it’s not really surprising. Modern life can often feel too fast. Teenagers have exams at school; they must make decisions about what job they want to do when they leave school; they sometimes feel worried about friendships, or they may be being bullied. And then of course, there are parents! Parents are not always the easiest people to live with!

Presenter: What happens when someone feels stressed?

Jennifer: Well, sometimes teenagers can’t sleep, or they feel depressed, or want to cry. They may feel angry or impatient with themselves and other people. Sometimes they don’t want to spend time with their friends anymore, or go to school. If stress goes on for a long time, it can actually make someone ill. Some doctors believe that stress is the cause of up to 90% of all illnesses.

Presenter: That sounds hard. Is there anything teenagers can do if they feel stressed?

Jennifer: Well, yes, the good news is that there are lots of things you can do. Even making small changes in your life can help you feel less stressed.

Presenter: Can you give us some examples?

Jennifer: Yes. Sport can be very helpful – for example jogging or team sports. When you do sport, your brain releases chemicals into your body, which make you feel more relaxed. You can also try and find time each day to do something you really enjoy. This might be reading a book, or playing the guitar. It might also just be sitting down with a nice cup of tea. It doesn't have to take very much time. If you feel really nervous, try some breathing exercises. These can really calm you.

Presenter: Is it true that sugar, caffeine and alcohol can make you feel more stressed?

Jennifer: Yes. I always tell teenagers who are feeling stressed to eat less sugar and avoid caffeine and alcohol. Eating healthy foods like salads, fruit, nuts and cheese can help you feel more relaxed.

Presenter: What about sleep?

Jennifer: Sleep is really important if you feel stressed. But it can be difficult to get to sleep when you are nervous or worried about things. It's important to try and go to bed at the same time every night (not too late!) and get up at the same time in the morning. Don't do schoolwork in bed and, if possible, don't use a computer or watch television just before you go to bed. Read a book instead. That's more relaxing. Of course, if the problem's bigger, it might be necessary to get professional help, from a doctor for example.

Presenter: Thank you, Jennifer, very much for talking to us today.

Module 9, ex. 3, p. 129

Speaker 1

I really find it easy to cry. I'm always crying – about films, sad things on TV, my life, you know. Anything can make me cry! Afterwards I always feel better. I

think people should show their feelings more openly. I read somewhere that women live longer than men because they cry, and men keep their feelings inside, and that's not healthy.

Speaker 2

I laugh and cry a lot. I remember when my mother died. We all cried a lot, of course, but later whenever we talked about our Mum, we laughed a lot about things she had said and done. I think it's very important to be able to do both – to laugh and cry. After all, that's what life's all about – sad things as well as happy things.

Speaker 3

I think it still isn't always acceptable for a man to cry in our society. People look so embarrassed if you do. And I have a theory. If you can't cry and let out your emotions, you get angry, and then you get aggressive, and the emotions come out in a negative way.

Speaker 4

I seldom get angry, but when I do there are fireworks! If you are a person who gets angry very easily, it's a good idea to do sports and work off your aggression. If you go for a long run, or spend an hour or two in the gym, your anger will just disappear.

Speaker 5

I think you can see one of the most frightening forms of anger in cars, in traffic. What they call "road rage". For example, when you're waiting at a red traffic light and it turns green, and the person in front of you doesn't move, and you can feel yourself getting really angry. Road rage can get so bad that people are killed!

Module 9, ex. 4, p. 133

Pam: My name is Pam. I was born and raised in Vietnam. Ten years ago we fled, and came to the United States. I miss my country. I was only seven when we came here and I soon learned English. But quite honestly, I don't like it here. I don't really want to be like teenagers here. They smoke, drink and swear, and say bad things about their parents. I don't want to do those things, even if it means I'm not

accepted. I want to do what my parents taught me, and keep my self-respect. My parents are wonderful. They've worked very hard for us, and I don't want to disappoint them. They've taught us to be strong and independent, to value our Vietnamese traditions and culture, and not forget our Vietnamese language.

I have a few friends, but my best friends are my sisters and my cousins. We share the same language, the same background and the same upbringing. But at school I sometimes get lonely. I have experienced racism because I'm not white. When I tell my parents about it, they say: "Tell them you are an American citizen!" But I'm really only an American citizen on paper. In my heart I'm Vietnamese.

Mark: My name is Mark. I was born in England, My mother is American, and my father is British. When I was eight, my parents came to work in Brazil, where we've lived for the last ten years. One of the main differences between being a child in Brazil and in the UK is the climate. Here kids spend much more time playing outdoors. In the UK I spent more time playing video games and doing indoor things like that.

In Brazil I've always stood out because of my white skin, reddish blonde hair and blue eyes. Brazilians are a mixture of races. There were native Indians here originally; then the Europeans brought black slaves. Now there are people of all shades of skin, but I still stand out. When I was younger, I hated it because other kids called me names like "pale face". But now I enjoy being different. I feel special.

Sometimes I feel Brazilian and sometimes I feel British. I think you are lucky if you grow up in two cultures. It's an enrichment because you can choose the best elements of both.

Module 10, ex. 1, p. 138

Nat

I'm very interested in other countries. I love travelling, especially in Europe. And I can speak two languages. My mum is from Germany and I'm learning German and Spanish at school. Spanish is my favourite subject.

Of course, I like other parts of the world too, not just Europe. Next month, I'm going

to the United States with my parents. Mum and Dad let me do all the booking, and I did it all on the Internet. I booked the flights, the hotels and a hire car. I'm a very ... organized sort of person, organized and ... reliable too. If I say I'll do something, you can rely on me to do it.

Sarah

Well, I'm not very good at languages, and I suppose I'm glad most people abroad can speak English quite well. But I'm really good at talking to people. I suppose that's because I'm interested in helping people. I like to find out what they need and then offer some suggestions. And I like helping to solve problems. One of my hobbies is music – I play two instruments and I download lots from the Internet.

My other big interest is photography. I know a lot about cameras – I like to play around with the different functions, and explain them to mates – if they're interested.

I like working in a team. I was captain of the school hockey team, so I understand how important it is to work together.

Module 10, ex. 1, p. 140

Speaker 1

This is a great place for a holiday. My parents didn't want me to come to Spain, you know. They said, "Pia, it would be much better to stay at home and do some work for your new school." Luckily my grandma gave me the money for the, er, flight and the hotel. My parents took me to the airport but I could tell they weren't happy. They wanted me to stay at home in Stuttgart for the whole of my holidays and catch up on my school work for next year. I'm changing schools, you see. Perhaps I'll be able to go to uni later. Well, that's what my parents want. What do you say, Mikael? Are Swedish parents better?

Speaker 2

Well, no, not really. Parents can be a pain. My parents are talking about what I should do when I leave school. They think I should do some kind of voluntary work before I begin my, eh, what's the word, apprenticeship. They've already spoken to the people who run a centre for disabled kids near our house in Stockholm and asked if I could do a year's work experience there next year. I understand what drives them and I know it's a good thing to do, but I'm not sure if I really want to do it. I haven't really thought about what I want to do after school. Perhaps I'd like to move down here and get a job as a waiter or something like that. I just don't know yet. You work as a waiter near here, don't you, Frans?

Speaker 3

That's right. I left school in Amsterdam in May, but when the winter comes, I'm off. I know just what I want to do. First I'm going to stay with my aunt on Bali. That's like this, just even better. Then I'm flying on to Australia for eight months. I've organised a job on a farm near Adelaide for myself. I can see a bit of the world before I head back to Holland and to my parents' tomato-growing business near Venlo. One day the business will be mine, but before I take over I want to go to as many countries as possible. I just hope my parents will give me enough holiday. Your parents have their own business, too, don't they, Marietta?

Speaker 4

Yes, but I don't want to work for them after school. They have a small farm and they aren't pleased that I'm down here for two weeks when there's so much work to do at home. I want to earn money fast. That's why, when I leave school next year, I'm going to go to Germany and look for work there. Lots of Polish people work in Germany, and German was my favourite subject at school in Poland. My brother works for a big, er, building company in Berlin and he earns a lot of money. He often tells me what I need to know about life in Germany. And it sounds good. I can't wait to get there and start making money. You should go there, too, Sally.

Speaker 5

No, thanks. I'm sure Germany's a nice country. But I plan to stay in Scotland for the next few years. And I'm not planning to start work as soon as you are, Marietta. I've still got to finish school. And after that I'll go to college, probably to Edinburgh University. To be honest, I still haven't decided what subjects to study and I haven't really thought about what kind of job I'd like when I finish uni. Maybe I'll do something with languages. French and Spanish are my favourite subjects at school. But I don't have to make any decisions yet.

Module 10, ex. 4, p. 143

Harita: Are you ready, Dayamayee? OK, why do you think you would be suitable for this job? How would you describe your personal qualities?

Dayamayee: My personal qualities? Well, I've always been good at talking to people. And I'm good at listening too. When I was at school, other pupils often came to me for help with their problems, anything from what clothes to wear to a party to how to do the maths homework. You know I do enjoy helping people. I think I'd be the right person to look after your customers' problems.

Harita: Have you got good computer skills?

Dayamayee: I'd say my computer skills are good. I can use all the usual programs.

Harita: And how do you feel about modern technology in general?

Dayamayee: I think it's great. I use all the gadgets that are part of modern life. I have got an MP3 player and a laptop. I often download music from the Internet. And I have got a mobile phone, of course.

Harita: What about your English? (It's better than mine!)

Dayamayee: Yes, it is. Well, as you can hear, I don't have any problems speaking English. I always got good marks for English at school. And I usually speak English when I'm at home, to my parents and my brother and sister. And I understand English well too. Every day I listen to the news in English on the radio, usually on the BBC World Service.

Harita: How much do you know about the UK?

Dayamayee: My knowledge of the UK. Well, I'd say I know quite a lot. I have some cousins in Britain and I have visited them twice. The first visit was 15 years ago, so I don't remember much about that. But I was also in the UK last year for my cousin's wedding. I also read British newspapers online at least three times a week. And I learn quite a lot about Britain on the BBC. If people phone from Britain, they will really think that they are talking to somebody in their own country, not somebody thousands of miles away in India.

Harita: What kind of work experience have you got?

Dayamayee: Well, as you know from my application, I've worked part-time as a sales assistant in a clothes shop. And when I was at school, I had a weekend job in a video store. So I have quite a lot of experience of helping customers.

Harita: What are your weaknesses?

Dayamayee: Well, I sometimes forget people's faces. You know, I meet someone and then, when I see them again in the street, I don't recognize them. Until they speak of course. I've got a very good memory for voices, but not for faces.

Harita: Why do you think we should choose you for our call centre?

Dayamayee: I don't know. Why do you think? Because I'm the best, stupid! And I need this job, for goodness' sake! ...

Well, I think I've already given the main reasons. I enjoy helping people and solving their problems. My computer skills are good and I know a lot about modern technology. I speak English well and I know a lot about Britain, so customers from the UK would find it easy to talk to me.

Harita: Congratulations! You have got the job!

Dayamayee: Ha, ha. OK, I'm all prepared for the interview tomorrow morning. Thanks, Harita. I must go now.

Harita: Me too. Bye, Dayamayee, and good luck tomorrow.

Module 10, ex. 6, p. 145

Pete: Hi, Diana. You don't look very happy. What's the matter?

Diana: I'm having terrible problems with this company on the Internet.

Pete: What kind of problems?

Diana: Well, I ordered four tops from them, but not all of them have arrived.

Pete: How many are missing?

Diana: Two. They've only sent two, but they've charged my credit card twenty pounds.

Pete: How much did the tops cost?

Diana: Five pounds each, so I've paid twenty pounds, but I've only got two tops.

Pete: OK, they must have a number you can phone, you know, a hotline.

Diana: Yeah, but I hate phoning service numbers. You have to wait so long and listen to some silly music.

Pete: It's the only way, Di. Look, there's the service number at the top of the page 0800 534534.

Diana: OK, I'll write it down and phone later: 0800 534534. So, how are you?

Pete: Fine. I've just bought these jeans.

Diana: Cool, where did you get them?

Pete: From Just Jeans, you know, in Garden Street. It's their end of season sale today and everything is reduced to half price, that's 50 per cent off.

Diana: Half price! Not bad, but not as good as the sale at HK Fashion. Rick says jeans there are reduced by 70 per cent.

Pete: HK Fashion? Isn't that in Garden Street too?

Diana: Yeah, directly opposite Just Jeans, on the other side of the street.

Pete: Of course. Maybe I'll have a look there. ... Hey, Di ... do you feel like going shopping?

Diana: Now?

Pete: Yeah, now. We could go to HK Fashion and look at jeans.

Diana: But you've just bought new jeans. And anyway, it's quarter past seven. The shops will be closed in 45 minutes.

Pete: OK. Let's forget the jeans. We could go to that new VG Comp store in Market Lane and look at some computer games.

Diana: Computer games?

Peter: Yeah, computer games.

Diana: You know, Pete. VG Comp have got this really great website. You can look there and if you find something you want, you order it online. It's much easier than shopping in town. And while you're doing that, I could ...

Module 10, ex. 3, p. 147

Tim: CX Computers. Tim speaking.

Sarah: Hello, Tim. This is Sarah from WOW Electronics. Can you put me through to Jane Parks, please?

Tim: Yes, hold on, please. ... I'm sorry, Sarah, but Jane isn't answering her phone.

Sarah: Can I leave a message?

Tim: Sure, I'll get a pen. ... OK, your message?

Sarah: Could you ask her to phone me when she has a moment?

Tim: Yes, of course. Can you give me your last name, Sarah?

Sarah: Dee. I'll spell it. D double E.

Tim: And your phone number?

Sarah: 01705 – 4912214.

Tim: OK, that's great. Thanks.

Sarah: Thank you, Tim.

Module 11, ex. 1, p. 154

Speaker 1

The glamour of Wall Street has gone. The big job opportunities are going to be in mathematics and science. Data communications and computer software will grow explosively. Jobs in information technology will grow by 25% in five to eight years.

Speaker 2

Business is not just about making money. That's often been forgotten. More and more business schools will teach students to think whether their actions are right or wrong. We must find a balance between doing *well* and doing *good*.

Speaker 3

The cost to companies for health care and for pensions for employees has become huge. Increasingly companies are going to stop paying for these things. Employees are going to have to pay their own bills.

Speaker 4

I hated never seeing my baby daughter when she was awake because I was always at the office. So I spoke to my manager and now I work from home four days a week. That's what's going to happen in the future. The nine-to-five day will disappear.

Speaker 5

People won't be able to afford to retire at 60 or 65 any more. We'll have to work longer and harder than we'd planned. Of course this will make it difficult for young workers to get jobs. But maybe that will be a good thing – they'll be more likely to start new businesses and develop new ideas.

Speaker 6

A lot of manufacturing has been outsourced to low wage countries such as China. Robots, too, have cut down the number of jobs. Productivity has gone up, but workers have lost their jobs. But that isn't the end of the story. There are still lots of highly skilled manufacturing jobs which have stayed at home. And there will be more in the future.

Module 11, ex. 3, p. 157**Speaker 1**

I work for a surgeon. I am a medical assistant. I feel very lucky to have found this job. I have worked for him a little over a year now. I have worked for other doctors and, let me tell you, not all doctors are good to work for. I have worked for

some that were not very nice. Everyone where I work is very professional and nice. And that is after being at this job for a year. I have never seen my boss lose his temper or be unkind to anyone.

Speaker 2

I am an acupuncturist. In my job every patient presents me with different problems – a different health history, different symptoms. I have to listen very carefully and try to find the cause of their problems. For instance, if five people came in for headaches, they would most likely need to be treated in five different ways. It is like a puzzle. People usually only come to me after having tried their other options. Most people don't like getting stuck with needles unless they've experienced it before. But when they get better, it feels so good.

Speaker 3

It's my firm belief that nobody should ever have a job that they don't love going to. Nobody should spend eight hours a day doing something that doesn't make them happy. It's one of the most satisfying experiences to have a job that you love. Imagine never getting up in the morning and feeling you *have* to go to work!

Speaker 4

I have worked for a company for over ten years. I loved my job until three months ago when I got a new boss. I used to work 70 to 80 hours a week. I didn't mind missing some holidays. I didn't mind working weekends and late into the night. That has all changed. It is hard to get enthusiastic about a job when you have someone standing over you every second of the day wanting to know what you are doing. It is hard when you are used to making decisions for yourself and not having to "get permission" for everything you do.

Speaker 5

I am a cashier. I work in our local supermarket and I hope I'll work there for many years to come! I have a good manager, who is also a friend, which you don't find in many jobs. I have done many jobs in my life, but the perfect job for me is working with the public. I like my customers, and a lot of my co-workers are also some of my closest friends. There is a lot more to being a cashier than people think.

One thing I really hate is a rude or “I couldn’t care less if you shop here” cashier!

Speaker 6

In the big company world you have boring, routine jobs, and jobs where you can make things happen. I have the second type of job. It’s not all good though. There’s a lot of conflict with people, long hours and stress. Sometimes I ask myself, should I stop doing this and go for a more peaceful life? But then I think: what if I get bored? What if I miss the excitement? After a while I just stop thinking about it. I am too busy and involved – and happy!

Module 11, ex. 3, p. 161

Narrator: One. You’ve just arrived at a UK university. There is a group of students at the snackbar. You go over to introduce yourself. a)

Speaker 1: Hi, I’m ... from Russia.

Narrator: b)

Speaker 1: Hello, I’m ... I’m new here. Is it OK if I join you?

Narrator: c)

Speaker 1: My name’s ... I’ve just arrived from Russia and I’m really nervous. It’s my first time away from home. Can I buy anyone anything?

Narrator: Two. You’re doing an internship at the European headquarters of an American firm. Somebody asks you: “Have you just left school?” a)

Speaker 2: No, I took a gap year and went to Kenya as a volunteer. It was absolutely fantastic. I was nervous when I left, but we were met at the airport and went straight ...

Narrator: b)

Speaker 2: No.

Narrator: c)

Speaker 2: No, I did a gap year before I started here.

Narrator: Three. Another person asks: “How is your room? I had a terrible one when I started.” a)

Speaker 3: Oh, it's OK.

Narrator: b)

Speaker 3: Well, it's not nearly as bad as the one I had when I was doing a course in Paris. That was really noisy and not very clean, and so small I couldn't ...

Narrator: c)

Speaker 3: It'll be fine once I have a few posters up. Maybe you'd like to come over for a coffee sometime?

Check yourself, ex. 4, p. 167

Dialogue 1

Fin: Mia, can I have a word with you?

Mia: Yes, of course.

Fin: Err ... your perfume ... it's very strong!

Mia: Great, isn't it? It was from my boyfriend.

Fin: Well, the problem is that it isn't great for me. Can you stop using it please?

Mia: Sorry, but I don't see what's wrong with it. ~~Are you crazy?~~

Fin: I just have problems with perfume. It hurts my eyes and my skin goes red. And we share a room, so I can't sleep.

Mia: Oh dear. Of course I'll stop using it. I'm sorry. I didn't know it had that effect on you.

Fin: OK. No worries. And thanks.

Dialogue 2

Ali: Excuse me, but did you use my shampoo?

PJ: Oh yeah. I forgot mine, so I used yours.

Ali: OK, but what annoys me is that you've used it all.

PJ: There's still some in the bottle, so where's the problem?

Ali: Yeah, there's a bit in the bottle, but not much. And I don't like the way you didn't ask me first!

PJ: But you weren't there. Anyway, I'm sorry, I didn't mean to use so much. It was an accident.

Ali: Don't worry about it. It does come out of the bottle very quickly.

PJ: Yes, it does. But I'll buy you some more later, OK?

Check yourself, ex. 4, p. 171

Advert 1

Worried about what to wear on the big day?

Worried about where to celebrate?

Worried about who to invite?

We can take care of everything for you – for either church or civil ceremonies.

Call *My Wedding Day* on 0180 567213 and let us help you.

Advert 2

If you have anything you want to keep safe – a bicycle, a garage door or a motorbike – you need the Siren Lock. Lock it with a key and you set the alarm. If anyone tries to open it, the alarm goes off. Only £19.99. Get one now!

Advert 3

Male voice: At last, a woman I feel comfortable with.

Female voice: I feel as if I've known him for ever.

Male voice: We've found each other. You can find love, too, with Partnership, the online dating agency. Visit us on www.partnership.uk, and let us help you to make your dreams come true.

Advert 4

He welcomes you home, and you take him for walks. He loves to play, and you throw him a ball. You need lots of energy – and so does he. It's important that he eats the best you can give him, so give him Bonzo! It's full of vitamins to help keep his eyes bright and his coat shiny. Bonzo! – and he'll love you even more.

Check yourself, ex. 4, p. 172

Announcement 1

... and that was today's news. And now the weather: North-East England will be cold and windy, and there may be some snow on the hills. In the North West it

will be a rainy day, and the rain will move up into Scotland during the afternoon. The Midlands and Wales will be dry but cloudy. In southern England it will be a cool day, but with a little sunshine.

Announcement 2

G'day, shoppers. It's your lucky day. We have lots of great special offers for you. Today – and only today – frozen food is 20 per cent cheaper! That includes frozen fruit, vegetables, pizzas and ... ICE CREAM. What could be better than a cold ice-cream on a hot day like today? Go now to the frozen food section.

Announcement 3

Hi, folks. We have here a little girl called Mandy, and she's looking for her mommy or daddy. Would mommy or daddy please come to the Customer Service Centre on the third floor. I repeat: would little Mandy's mommy or daddy come to the customer service centre on the third floor, where your daughter is waiting for you.

Announcement 4

The tiger that escaped from Dublin Zoo earlier today was caught in Phoenix Park this afternoon, not far from the Zoo. The animal was unhurt and had done no damage. The tiger was returned to the Zoo after only a few hours of freedom.

Announcement 5

... and next the football. This afternoon at Wembley Stadium, England played Scotland. Lane Swooney was taken off with a broken leg. England lost by two goals to nil. David MacTavish scored both goals for Scotland.

Check yourself, ex. 4, p. 173

Uncle Steve: Hello, Alex. Is everything OK?

Alex: Oh, I've just finished a school project – it was fun doing it but hard work. I'm tired now!

Uncle Steve: What was the project?

Alex: We made a film about my street. It's only twenty-five minutes long, but it took six weeks to make!

Uncle Steve: Six weeks – wow! How did you make it?

Alex: Well, we started by finding out more about the street. I was born here, but I didn't know very much about it. There were a few surprises!

Uncle Steve: What did you find out?

Alex: Well, we learned that there are people from all over the world living here. From India, Africa, Italy, Hong Kong. Most of the people here came to London because they wanted to have a better life than they did in their own countries. And most of them are really happy living here in London. We also learned that 20% of the people in this part of the city are over 60, and 17% are under five! That means we have lots of old people and lots of babies! We interviewed over 40 people, and heard some great stories about their lives. Many of the stories are in the film.

Uncle Steve: What kind of stories?

Alex: Oh, we heard a great story from the man who owns the local café. He said that lots of famous actors and writers used to come in to the café in the 1960s and 70s. Some of them became his friends and still send him birthday cards – all the way from Hollywood!

Uncle Steve: It sounds really interesting! Will the film be shown in the cinema?

Alex: Unfortunately not! But you can see it at school next Monday at 6 p.m. It's free, but you should phone the school to book a seat. There will be lots of people there – most of my neighbours are coming! They can't wait to see themselves on the screen!

РАЗДЕЛ “ADVANCED READING”

Advanced reading

a) Look at the picture and the title of the text. How do you think the girl is feeling? Say.

LOSING THE BEST FRIEND CAN BE EASY

by Fay, England



A — I was sitting at home, browsing the Net. Suddenly, a text message **popped up** on my **mobile phone**. It was from Hannah, my best friend. The message said: “We can’t be friends any longer, sorry.” I couldn’t believe my eyes. “Is is a joke?” I thought. I wrote her back. “What did I do?”

B — She sent me a list of reasons. It turned out that she wasn’t happy with me. First, it was important for me to know what other people thought of me. Then, I was **clingy**, but I also wanted to have a big company of friends around us all the time. She asked, “What, am I not enough?”

C — Hannah and I became friends a year before when she came to my school as the new girl. I liked her at once. She was friendly and **down-to-earth**. She didn’t care much about what people thought of her. She was social and made friends easily. Everyone really liked her.

D — Hannah was like a sister to me and I was always **kind of** afraid our friendship might end. Probably that’s why I behaved the way I did. All the things she said about me were true. At first, her words made me **angry**. But after I calmed down, I realised she was right.

E — Hannah said I was clingy. I’d keep coming to her house nearly every day. I’d call her thousands of times just to chat and send billion messages on her mobile phone. Then she didn’t like it that I always needed lots of friends around us. In fact, I did it because I was **insecure**. I had a feeling that I was “popular” when I was **surrounded by** other friends. I didn’t **get** how much that hurt Hannah at the time. Later, I realised I wouldn’t like to spend time with a friend who always had to be with other friends around either. Most people want to **hang out** with their best friend some time alone.

F — I kept saying how sorry I was, but Hannah just ignored me. It was clear she was **done with** our friendship.

G — After a few months, we started talking at school again, little by little. It has taken a lot of time, but now we’re best friends again. I have changed my behaviour too. Now I don’t invite friends to be with us all the time, only occasionally. I try to stop being clingy and I don’t call her all the time. I’ve learnt from my mistakes. I think I have become a much better friend. I hope nothing will destroy our friendship because believe me, being **dumped** by the best friend is no fun at all.

b) Match paragraphs A–G with titles 1-8. There is one extra title.

- | | |
|----------------------------------|------------------------------|
| 1 An important lesson | 5 She might be right ... |
| 2 Reasons why Hannah was unhappy | 6 What I did wrong |
| 3 A big surprise | 7 I didn't care about Hannah |
| 4 Is it really over? | 8 Why I was fond of her |

c) Read the text again and choose the correct answer.

- | | |
|---|---|
| 1 Hannah wrote that Fay ... | a) She was afraid of losing Hannah and wanted to be popular, too. |
| a) had no other friends. | |
| b) liked to be with her friends sometimes. | 3 Now Fay ... |
| c) never wanted to be alone with her. | a) never invites other friends to be with them. |
| 2 Why did Fay act that way? | b) feels their friendship will never be the same again. |
| b) She was scared of losing all her friends. | c) is careful not to be clingy. |
| c) She didn't care about hurting Hannah's feelings. | |

d) Match the words / phrases in bold in the text with these definitions.

- 1 not leave a person alone • 2 be all around • 3 practical, sensible •
 4 finish with something or somebody • 5 BrE for "mad" • 6 a bit, rather •
 7 throw away • 8 understand • 9 suddenly appear • 10 BrE for "cell phone" •
 11 spend a lot of time with somebody • 12 not confident, nervous

e) Complete the sentences with the prepositions used in the text.

- Dean insisted _____ coming to the party.
- If you read the article carefully, you will learn a lot _____ from it.
- She always cares _____ what other people think.
- Dima is always surrounded _____ friends.
- The vase is cheap, but it is very special _____ my mum.



SPEAKING BREAKING up with a friend

Discuss this statement in class.

I broke up with my best friend last week. I sent a text message. That is the best way to do it.

WRITING A diary

Write a diary entry about Fay's situation with Hannah. Use the plan:

What happened: What was Fay doing? How did she get the message? What did Hannah say? What were her reasons?

How you feel: What did she feel at first? After she calmed down?

What Fay was going to do: Did Fay tell Hannah that she was angry? Or that you she was sorry? Did she try to explain her behaviour? Did she say that she wanted to change?

Advanced reading

a) First, read just the title of the story and the first paragraph. What do you think it will be about? Then read the rest of the text.

DOES MONEY MATTER?

After six weeks of dating Steve, it was time for Julie to meet Steve's parents. She was invited for tea at Steve's house on Saturday.

Julie was feeling nervous. They had met at the local gym, but Steve lived on the other side of the city. He only went to the same gym because his grandparents lived nearby, and Steve used to visit them twice a week after college.

Steve's family was wealthy, not like Julie's. Her mum was a single parent and worked at a library. Julie's father disappeared somewhere in Australia. But Julie was happy. Her life with mum and younger brother was nice. Money wasn't everything.

"So, this is it. Our house." said Steve, as they walked up to the front door.

"House?" said Julie. "It's a palace! I know your parents are rich, but I never expected a huge place like this. I'm going home, Steve. Sorry."

"They're only my parents, Julie," said Steve. "Don't be so nervous." He took her hand. Julie smiled. "OK, I'll stay. But I'm not looking forward to this."

They walked into the big square hall.

"I'll introduce you to my parents," Steve said. "Mum! Dad!" he called. But nobody came. "That's funny," said Steve. "I told Mum we were coming, so why aren't they here?"

"Are you sure they want to meet me?" Julie asked.

Steve took Julie's hand again. "Of course, they do! Come on! I'm sure they'll come to the living room soon."

Julie followed Steve across the hall into the living room. She looked around and saw beautiful furniture. She wanted to be polite. "It's a very nice room," she said to Steve.

"Do you really like it?" Steve asked.

In fact, Julie didn't. "It's so cold and impersonal, as if people don't live here," she thought.

They waited for a few minutes, but there still was no sign of Steve's parents.

"Maybe they're in the garden," Steve said. "I'll go and look." He went outside leaving Julie in the living room. A few minutes later, she heard loud and angry voices.

"They are having an argument," she thought. "Maybe Steve and his parents are arguing about me." She walked out to the hall to hear better. The voices coming from upstairs belonged to a man and a woman.

"I don't understand you," the man said. "We've got everything money can buy, but you're still unhappy."



The woman said, “Money isn’t everything. You’re my husband, but you’re never at home. We have everything, but you spend all your time at the office. What kind of life is this?”

“Steve’s parents aren’t be very happy,” Julie thought.

“I’m not at the office today, I’m at home.” the man said.

“Yes,” the woman answered. “On Saturday. A family day. And we have to go downstairs and talk to Steve’s girl.”

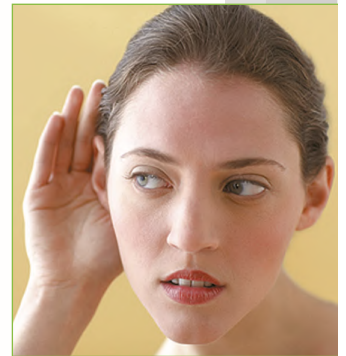
“Why don’t you want to meet her?” the man asked. “What’s wrong?”

“Wrong?” the woman shouted. “That girl lives in the worst part of the city! I don’t know why your parents still live there. Don’t say anything! Let’s just meet her and be nice to her. She is our son’s girlfriend, and we have to meet her not to be impolite.”

Then Steve came into the hall. “What’s the matter, Julie?” he asked.

b) Are these statements **true**, **false** or is the information **not stated in the text**?

- 1 Julie has often been invited to Steve’s house.
- 2 Julie met Steve at Steve’s grandma’s house.
- 3 Julie and Steve have different family backgrounds.
- 4 Julie’s father works at a supermarket in New Zealand.
- 5 Julie thinks you can be happy without a lot of money.



c) Choose the correct answer.

1 When Julie sees Steve’s house, she

- a) is surprised at how small it is.
- b) turns around and goes home.
- c) feels more nervous about meeting his parents.

2 When Steve and Julie enter the house,

- a) Steve’s parents are there to welcome them.
- b) Steve is surprised that his parents aren’t there.

c) only Steve’s mum is there to welcome them.

3 When Julie sees the living room in Steve’s house, she

- a) tells Steve what she thinks about it.
- b) makes a polite comment about it.
- c) really likes it.

4 Steve’s father believes

- a) Saturday is a day for the family.
- b) his wife should be happy.
- c) his wife should save money.

d) Think and say.

- 1 Why did Steve go into the garden?
- 2 Why did Julie go into the hall?
- 3 Why does Julie think Steve’s parents can’t be happy?
- 4 Why does Steve’s mother say they have to meet Julie?

e) Which character in the story might think the following? Explain why.

- 1 I hope they will like her.
- 2 I don’t want to go inside.
- 3 Where are they? I said this day was important.
- 4 Why does she always complain?

5 This isn’t the life I expected when I got married.

6 I don’t want to talk to her.

7 Awful! What should I do now?

f) What was Julie’s answer to Steve’s last question? What happened in the end? Discuss and share in class.

Advanced reading

a) Imagine you have to survive in a Russian forest for three days only with a rucksack. What would you take with you? Make a list.

SURVIVED!



Last summer four teachers and a park ranger took a group of 20 students from a college in Abakan to Shushenski Bor National Park.

A ____ The three-day trip was organised to teach the students to **look after** themselves 1 ____ Each student was allowed to bring their sleeping bag, clothes and washing gear. But all of them had to make the bags themselves! Boris Chernyshov, 17, told us he had made his bag from an old potato sack. The most difficult part was the strap, which he made by **putting** pieces of material **together**. Later, in the middle of the bush, the strap broke. Walking with the bag wasn't so easy after that!

B ____ During the first part of their journey from Abakan the students went by coach. However, during the second part they travelled in special minibuses into the bush. They had to wear blindfolds not to see where they were going. When they were far enough in the national park, the buses stopped, the blindfolds were **taken off**, and the students 2 ____

C ____ The students had to **find out** where they were by using their map-reading skills and finding the answers to questions the teachers had given them. They had to hike to where the park ranger had left basic equipment so that they could make tents for the night. They hiked for three days, 20 kilometres per day, with two nights in the bush.

D ____ They also had to find food which had been hidden before. There was food powder and a few cans of meat for the student who had given the most correct answers during the hike each day. He or she was allowed to put the meat on the campfire and eat it out of the can. Each of the others 3 ____ their food powder with some water in the empty can, because they had no cooking things or plates with them. One evening the park ranger brought some insects which he cooked on the campfire. 4 ____

E ____ The buses were waiting to **take** the students back to Abakan after three long days in the wild. The teens were tired and dirty, but were very happy to go **back**. 5 ____ Kira Ivanova said, "Although it was hard, I learned to look after myself. But the insects were terrible!"

b) Fill in gaps 1-5 in the text with the phrases below.

- a) They had survived!
- b) were on their own!
- c) had to take turns at heating up
- d) Some students were brave enough to eat them.
- e) in a difficult situation.

c) Match paragraphs A-E with headings 1-6 and complete the chart. There is one extra heading.

- 1 The students' task
- 2 Unusual meals
- 3 No modern conveniences
- 4 Abakan, the city in Russia
- 5 Journey into the bush
- 6 What did they learn?

A	B	C	D	E

d) Complete the sentences. Use the **phrasal verbs** highlighted in yellow in the text.

- 1 Why don't you _____ your coat _____? It's very warm.
- 2 They have two children, but they _____ her brother's children, too.
- 3 Why don't you stay over? I can _____ you _____ in the morning.
- 4 Can you _____ what time the plane leaves, please?
- 5 You make the furniture yourself. You have to _____ the pieces _____.

WRITING A letter to a friend

You have just returned from a survival trip. Write an email to a friend and tell about your experience. Write 100 words. Write about:

- the aim of the trip,
- where you went,
- what you had to do,
- the food,
- how you felt in the end.



Advanced reading

a) The article is about transporting two giant pandas from China to Scotland. What problems do you think the organisers of the journey had before the trip?

GIANT PANDAS ON A 5,000-MILE JOURNEY

Two giant pandas Tiantian and Yangguang (Little Sweetie and Ray of Sunshine) were taken to Edinburgh Zoo from their nature reserve after they were coaxed gently (__) their travelling cages and transported to Chengdu, the nearest airport.

Xie Hao, their principal keeper said they were quite used (__) those cages because they often moved them between enclosures to keep them active and curious. The pandas were usually called in and sometimes offered some food to convince them. After being loaded onto a lorry, the pandas were driven to Chengdu from the lush reserve, Bifeng Gorge, in the mountains of Sichuan province. They have lived there since 2008, when an earthquake destroyed their natural habitat in Wolong. Tiantian and Yangguang had never travelled by plane before, but that flight was not going to be as bad as their last long trip according to Mr Xie words.



He added that was after the Sichuan earthquake, when they had to drive them for hours (__) dusty and broken up roads to save them. They managed to do that journey, so he was not too worried about the trip to Edinburgh. The place where the pandas would stay that night, before their flight to Scotland, was kept a secret. Pandas are guarded as “national treasure” of China, so the bears are under tight control. It was said the pandas would be staying in a

hotel, as a spokesman for FedEx, the company that arranged to courier the bears, informed the pressmen. Mr Xie, the pandas’ keeper, said that he had not even been told the number of the flight to bring him to Edinburgh and whether he would travel (__) the bears or on a later aeroplane.

The leaders said that (__) Sunday Tiantian and Yangguang would be brought the short distance (__) Chengdu to the city’s Shuangliu airport and handed over to FedEx, after going through customs.

The American courier informed about how much it had cost them to arrange a Boeing 777 jet to fly the bears.

At the airport, Tiantian and Yangguang would be put into separate cages for the journey, loaded onto pallets and docked onto the plane by fork-lift truck.

However, FedEx said much paperwork would have to be completed before they could take to the sky.

It was said that (__) board the plane, neither of the bears would be sedated. Instead, a vet had to check on them regularly, speak to them to calm them. Mr Yeung said that judging from his experience, the pandas were pretty calm in the cage. He also added they were looking quite happy. Mr Xie said the vet would be there to check on the cabin to make sure they had enough food and water (__) the cage, and talk to them and calm them down as in a strange environment, a familiar voice was really helpful.

b) Work in pairs. Read the text and put the sentences in the correct order.

- A A lot of paperwork has to be completed.
- B A vet will check them regularly.
- C They will leave on Sunday morning.
- D They will stay in a hotel
- E The pandas lived in Wolong.
- F They will be brought to the airport.
- G They will be moved from one cage to two cages.
- H There was an earthquake.
- I The pandas were driven to the mountains of Sichuan province.
- J Two pandas were shipped back to China from America.



c) Change **participles** to **full verbs** and make sentences.

- 1 After *being loaded* onto a lorry, the pandas were driven ...
After they had been loaded onto a lorry, the pandas were driven ...
- 2 ..., after **going** through customs.
- 3 ... a vet will check on them regularly, **speaking** to them to calm them.
- 4 **Judging** from my experience, ...
- 5 In a strange environment, **hearing** a familiar voice is helpful.

d) Complete the article with the prepositions below.

along • from • inside • into • on (x2) • to • with

e) Change the keeper's **reported speech** to the **direct speech**.

Mr Xie, the pandas' keeper, said that Tiantian and Yangguang had never travelled by plane before, but that flight was not going to be as bad as their last long trip.

f) Make collocations used in the text.

1 familiar	A control
2 complete	B paperwork
3 national	C reserve
4 nature	D treasure
5 tight	E voice

g) Find the words in the text that mean the following.

- 1 put in danger • 2 to leave/make someone leave in a hurry • 3 modified and made personal • 4 rich and green • 5 persuade sb to do sth • 6 guessing, estimating • 7 refuse to give an answer • 8 put things in or onto sth • 9 animal doctor

h) How do you feel about the news article? Discuss in class.

<i>Personally,</i>	<i>I find this type of story interesting ...</i>	<i>because ...</i>
<i>I agree/disagree that In my view,</i>	<i>wild animal should/shouldn't ... some news stories are ...</i>	
<i>We need/don't need to know about ...</i>		

i) In 2019, two pandas were brought from China to Moscow Zoo. Find information about it and write a newspaper article. Do some research online or invent details yourself. You can go to <http://gotourl.ru/15510>.

Advanced reading

A STRANGER IN ASIA

a) Some societies and nations are so different that we can feel like an outsider when travelling or working abroad. Have you ever been in such a situation? Share in class.

b) Read the text about a tall Russian in Hong Kong. Find out:

“Wah” = “Wow”
in Chinese

- his name,
- where he has come from,
- what different places he goes to on his first day.

Vlad walks across the empty arrivals hall, happy to move after a nine-hour flight. The woman at the passport desk lifts her head and stares at him, open-mouthed, as if he has just flown down from the air. She says: “Wah”. Everybody does it: the flight attendants, the children, the old women in traditional jackets look at him and say it. “That’s me then,” Vlad says to himself. “I’m Mr Wah.”

“Hello?” Someone touches him; he turns around. A young Chinese woman smiles at him nervously and covers her mouth. “Excuse me, I wonder if you please sign autograph?” She gives him an open Chinese magazine with a picture of a basketball player.

“But that’s not me.”

She looks confused. “Sorry?” she says, “Not you?” But she stays there with the magazine in her hands.

Vlad decides to make her happy. “OK,” he says, “Give me the pen.” *Good luck*, he signs, *Vlad Belov*.

Hong Kong is like no place he has ever imagined. Rows of identical white apartment blocks that seem to grow from clouds, like mushrooms after rain. When he steps outside the airport, the air sticks to his skin. He wants a shower badly. More than seven thousand kilometres from Moscow.

He falls asleep on the long ride into the city. When the taxi stops suddenly, Vlad opens his eyes and sits up carefully. There are people rushing past the car, bumping against the window, and he hears a roar: voices, horns and music. “Excelsior Hotel. OK?” the driver says.

When he gets out of the car, he finds himself surrounded by the sea of heads, none higher than his chest. People are moving in every direction, holding on to shopping bags, mobile phones and children. No one looks up at him here. He crosses the street, holding his bags shoulder-high, as if crossing a river. Without knowing why, he holds his breath until the hotel’s doors close behind him.

“It’s a great place,” Vlad thinks later that evening, twenty-two floors above the city. From



Hong Kong

his seat Vlad can see the columns of office buildings crowded close together. The glow of the city makes the sky dirty orange. "It's like another world," he thinks, as if Hong Kong were a city in science fiction film. It wouldn't surprise him to see a spaceship passing silently among the skyscrapers, or a white robot coming out to serve them drinks. Despite these unusual surroundings, Vlad suddenly realises that he does not belong here. He wants to go back to Russia badly.

c) Match the sentence halves.

- | | |
|---|---|
| 1 Vlad is happy to be able to move again | A a page in a magazine. |
| 2 Everyone stares at him | B that he is much taller than anybody else. |
| 3 A woman asks him to sign | C there are noisy crowds all around. |
| 4 When Vlad wakes up in the city | D after a long flight. |
| 5 He gets out of the taxi and finds | E and thinking he is in another world. |
| 6 He spends the evening looking at the city | F and says the same thing. |

d) Find the words in the text to complete these phrases.

- 1 to stare _____ a tall stranger
- 2 to say _____ yourself
- 3 to rush _____ something which is not moving
- 4 to hold _____ to something which is moving
- 5 to bump _____ a car
- 6 to hold one's _____ and dive under water
- 7 to step _____ a building into fresh air
- 8 to stick a poster _____ a wall

e) These phrases in the text are used to compare things. Use them to complete the sentences. Then make three sentences of your own.

as if • it's like • seemed to

- 1 He looked bad, _____ he hadn't slept all night.
- 2 Can't you hear that? _____ the roar of a lion.
- 3 The clouds _____ get blacker and blacker.

f) Practising idioms.

Complete the sentences about the text with the idioms below. One idiom is extra.

a fish out of water • at a loss for words • breathed a sigh of relief • knocked them over with a feather • head in the clouds • hustle and bustle • shop till they drop • went out like a light

- 1 Vlad was so different that he looked like _____.
- 2 People were surprised at how tall Vlad was — you could have _____.
- 3 He found the _____ of the big city life amazing.
- 4 When he landed in Hong Kong, Vlad was so surprised how different it was that he was _____.
- 5 After 9 hours on the plane, Vlad _____ when he could move again.
- 6 When Vlad finally got to bed, he _____.
- 7 Some people in Hong Kong are crazy about shopping. They _____.



Advanced reading

THE MACHINE BREAKERS

a) If you could travel in time to a period in the past, where would you go? Why? What would you like to do or see?

*It is March 2050. Polly Wells is testing her new time machine, **Time-T-Watch**, which she wears on her wrist. She presses the wrong button by mistake ... oops!*



... I opened my eyes. I was on a hard, dirty floor. All around me there was dirt, and dust, and noise. The air was hot and made me **cough**. And the terrible noise! It was like nothing I had ever heard — so loud! I coughed again. Suddenly, a figure appeared. It was a strange **figure** — a girl in a long dress. She **whispered**: “Are you all right? What are you doing here? Are you a machine breaker?”

“A what?” I asked.

“Shhhh!”

“I’m Polly Wells,” I whispered, “and I think I’ve landed here **by mistake**.”

The girl looked puzzled: “I’m Esther Price. I work here and I live in the **apprentice** house. Are you a new apprentice?”

I began to get a bit worried. “Where am I?” I asked.

“At Greg’s Mill, of course!” said Esther. “If you’re new here, you won’t like it much. We work () six in the morning () seven at night. And we don’t get much to eat.”

“Esther Price,” came a man’s voice, “Back () work. At once.”

My eyes had begun **to get used to** the darkness. I was in a kind of big hall. The terrible noise came from machines — huge black machines. They were for weaving cloth. What time did I land in?

Esther returned. “How old are you, Polly?” she asked.

“I’m fifteen. And you?”

“I’m thirteen.” I couldn’t believe it — poor thing, she looked much older! “Tell me, Esther,” I said, “What year is it?”

Esther thought for a moment: “1813 ... I think ...” she said.

“And who are the machine breakers?”

“Shhhh!” Esther looked () to see that no one had heard me. “They’re the people who come to the factories and break the machines, so that they can get their jobs (). The machines took their jobs.” I’d never heard of the machine breakers. But I had heard that the 1800s were not a great time for working people.

“If you’re not an apprentice and you’re not a machine breaker,” said Esther, “who are you then?”

“Well, Esther, I’m ... um ... I’m not from here and ... um ... well, I’m not from this time.” She looked () me. She didn’t understand at all.

A woman came into the hall. Slowly children, some quite small, were coming () from under the machines — dirty, tired-looking children.

Soon there were about sixty of them around the woman. "I have to go now," said Esther. "She has come to take us (—) to the apprentice house. Will I see you in the morning?"

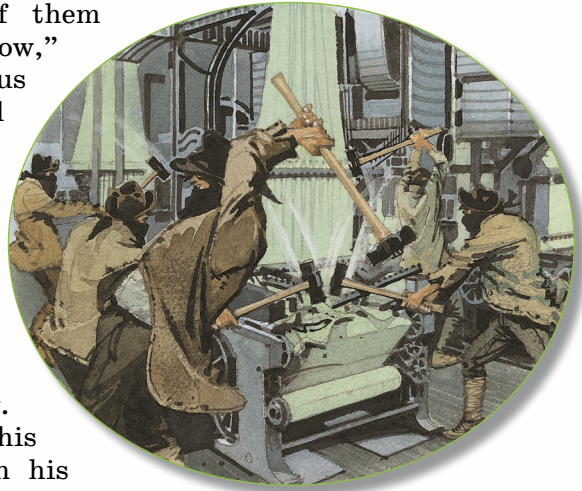
"Maybe," I said.

The noise of the machines stopped. I was alone. It was dark and very, very quiet. Should I go home now? Or wait till the morning and say goodbye to Esther? Suddenly, a huge black figure **appeared**, climbing (—) a window.

It was a man, but I couldn't see his face because he wore a mask. In his hand there was a hammer. He stopped (—) a moment and looked around — checking to see that there was no one there, I suppose. Then he **gave a sign**, and five more masked men climbed into the factory. Before I knew what was happening, they began to smash the machines.

"Yeah!" I thought. "If the machines are broken, Esther and all the other poor children won't have to work in this terrible place."

Crash! Crash! Then the men looked up and saw that there was someone there. They turned and came towards me. "Time to go," I thought. And that was when I saw that something terrible had happened ... My *Time-T-Watch* was broken! Now what?!



b) Collect facts from the text about:

Esther Price: when and how she lived, her work

The machine breakers: what they did and why

c) Match the words or phrases in bold in the text with these definitions.

- 1 movement to tell somebody something
- 2 the shape of a person
- 3 to become familiar with a new place
- 4 to force air out through your throat noisily
- 5 to speak very quietly
- 6 to start to be seen
- 7 without intending or wanting to
- 8 young person training for a job

d) Some of the prepositions and parts of phrasal verbs in the story are missing. Fill in the gaps in the text with the words below.

at • back (2x) • for • from • out • round • through • to • until

e) Work in pairs and discuss:

Which jobs may disappear in the future because machines will replace people? Is there such a risk for your future job?

РАЗДЕЛ “SKILLS”**Study skills****Содержание****1 Общеучебные умения и языковые навыки**

- 1.1 Запоминание новых слов
- 1.2 Описание фотографий/рисунков
- 1.3 Описание комиксов/карикатур
- 1.4 Работа над ошибками
- 1.5 Проектная работа
- 1.6 Проведение презентации
- 1.7 Использование визуальных материалов в презентации
- 1.8 Проведение презентации — полезные фразы
- 1.9 Описание диаграмм и графиков

2 Умения аудирования и чтения

- 2.1 Прослушивание аудиотекста
- 2.2 Заметки
- 2.3 Разметка текста
- 2.4 Развитие языковой догадки
- 2.5 Просмотровое и поисковое чтение
- 2.6 Чтение с пониманием основного содержания
- 2.7 Чтение объёмных текстов
- 2.8 Чтение художественных текстов
- 2.9 Обсуждение и описание художественных текстов

3 Умения устной и письменной речи

- 3.1 Диалог (разговор)
- 3.2 Правила вежливости
- 3.3 Приглашение на собеседование
- 3.4 Участие в дискуссии (обсуждении)
- 3.5 Перифраз
- 3.6 Мозговой штурм
- 3.7 Краткое изложение текста
- 3.8 Языковое оформление текста
- 3.9 Организация текста
- 3.10 Написание отчёта (доклада)
- 3.11 Написание рецензии на фильм/книгу
- 3.12 Внесение правки в текст
- 3.13 Написание резюме
- 3.14 Написание электронных писем
- 3.15 Написание эссе
- 3.16 Описание объектов и процессов

Study skills

1 Общеучебные умения и языковые навыки

1.1 ЗАПОМИНАНИЕ НОВЫХ СЛОВ

- **Что важно?**

- Старайтесь учить сразу по 7–10 новых слов.
- Регулярно учите слова (5–10 минут в день).
- Всегда записывайте новые слова и проверяйте их написание по словарю.

- **Как лучше запоминать слова?**

Вы сможете лучше запомнить слова, если распределите их по группам. Например:

- Антонимы: *to allow — to ban, divorced — married, single room — double room.*
- Слова с одинаковыми или похожими значениями: *big — huge — large, scream — shout.*
- Однокоренные слова: *to produce, producer, product, production; to drive, driver, driving licence.*
- Слова в словосочетаниях: *make a speech, go deaf.*

1.2 ОПИСАНИЕ ФОТОГРАФИЙ/ РИСУНКОВ

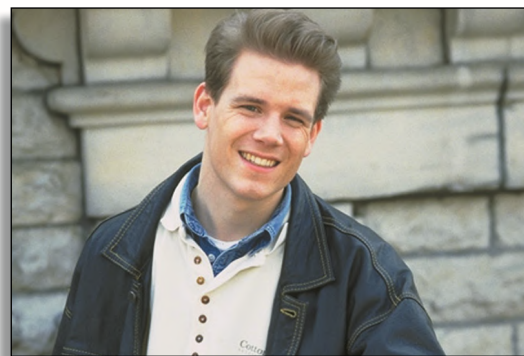
- **Как описывать фотографии?**

- Чтобы точно сказать, где что-то находится, используйте: *at the top/bottom • in the foreground/background • in the middle • on the left/right.*
- Запомните полезные предлоги: *behind • between • in front of • next to • under.*
- Используйте present progressive: *Someone is riding a horse.*



- **Как описывать чувства и эмоции?**

- Внимательно изучите фотографию и представьте себе ситуацию, изображенную на фотографии/рисунке. Вот несколько полезных фраз:
Maybe the woman/man in the photo feels ... / is thinking about ...
I think he/she feels/wants to ...
She looks/seems/appears to be/is probably ...



- Иногда нужно представить, что делал человек или как могла развиваться ситуация до того, как была сделана фотография. Почему человек грустит, радуется и т. д.? Используйте **past simple**:
Maybe he found out that ...
Perhaps he was looking for a place to relax ...

- Если вам нужно описать, что произойдёт дальше или что человек собирается делать, используйте **future tense**:
He looks as if he's going to cry ...
Maybe he'll decide to ...

1.3 ОПИСАНИЕ КОМИКСОВ/КАРИКАТУР



- **Как мне описать комикс?**
 - Следуйте аналогичным правилам описания фотографий или рисунков (1.2).
 - Опишите людей или предметы:
The cartoon shows ...
In the foreground/background there is/are ...
 - Обратите внимание, содержит ли комикс заголовок, подпись или речевой «бабл»: *In the caption it says that ...*
- **Как анализировать сообщение в комиксе?**
 - Определите общую тему комикса/карикатуры: *The cartoon is about ...*
 - Изучите все элементы комикса: изображения, подписи, а также характер представления людей, животных или предметов (положительный или отрицательный). Помните, что карикатура может затрагивать серьёзные темы:
I think the cartoon shows us that ...
The artist wants to say that ...
 - Если это требуется в задании, то выскажите своё мнение о карикатуре/комиксе:
I like/don't like the cartoon because ...
I think the artist is right/wrong because ...

1.4 РАБОТА НАД ОШИБКАМИ

- **Анализ ошибок**
 - Составьте список ошибок, которые вы часто допускаете, и пользуйтесь им при подготовке к контрольным работам или перед выполнением письменных заданий. Такой список можно вести в отдельной тетради.

Words		
Wrong	Correct	REMEMBER
<i>He goes to school with the bus.</i>	<i>He goes to school by bus.</i>	<i>Ехать на автобусе – go by bus</i>
<i>She's very accurate, her room is always clean.</i>	<i>She's very tidy, her room is always clean.</i>	<i>Не путай: accurate – точный / tidy – аккуратный</i>
<i>I climbed on a tree.</i>	<i>I climbed a tree.</i>	<i>Забираться на дерево – climb a tree</i>

- Разделите список на разделы: *Слова — Грамматика — Орфография*
- Когда вы получите результаты контрольной, домашней работы или письменного задания, занесите все ошибки в этот список.
- Отметьте те ошибки, которые вы часто допускаете.
- Ещё раз повторите грамматические правила в справочнике *Grammar booster* или воспользуйтесь словарём.
- Просмотрите список своих ошибок при подготовке к контрольным работам или перед выполнением письменных заданий.

1.5 ПРОЕКТНАЯ РАБОТА

• Где я могу найти информацию для проекта?

Используйте различные источники информации: интернет, учебники, атласы, газеты, журналы и т. п. Используйте англоязычные источники, потому что это поможет вам правильно сделать проект на английском языке. Пользуйтесь только проверенными (официальными) источниками информации.

• Как правильно искать информацию в интернете

Иногда теряешься от количества информации, предлагаемой в интернете. Вот несколько рекомендаций:

- Составьте список ключевых слов, например, *carbon calculator, carbon footprint*.
- Проверьте, поиск по какому слову или словам выдаёт наибольшее количество результатов.
- Если вы хотите сначала найти общую информацию по теме, воспользуйтесь онлайн-справочниками или энциклопедиями в интернете.
- Поискковые системы помогут вам найти сайты по нужной теме.
- Если поисковая система выдаст слишком много веб-сайтов, в том числе, не по теме, сформулируйте запрос точнее, например, *carbon calculator footprint Russia*.
- Посетите несколько предлагаемых веб-сайтов, чтобы убедиться в правильности информации.
- Вам не нужно понимать всю информацию на англоязычных сайтах. Сконцентрируйтесь только на самой важной.
- Не копируйте тексты из интернета слово в слово. Старайтесь делать заметки своими словами.

1.6 ПРОВЕДЕНИЕ ПРЕЗЕНТАЦИИ

• Подготовка

- Запишите ключевые идеи, например, на пронумерованных карточках или с помощью диаграммы связей.
- Отрепетируйте свою презентацию дома перед зеркалом. Говорите громко, чётко и медленно. Делайте паузы, когда это необходимо.

• Содержание презентации

- Желательно заранее вывести на экран слайд или прикрепить к доске постер с содержанием (структурой) вашего выступления, таблицу или диаграмму, ключевые моменты.
- Обозначайте пункты чётко, крупными буквами.

• Презентация

- Организуйте свои заметки, прежде чем начать выступление.
- Повесьте постер или выведите на экран слайд с содержанием вашего выступления.

- Кратко сформулируйте то, о чём вы собираетесь рассказать.
- Не читайте свои записи или текст на экране. Говорите свободно.

- **Заключение**

- Придумайте предложение, чтобы закончить презентацию.
- Спросите у аудитории, есть ли вопросы.

1.7 ИСПОЛЬЗОВАНИЕ ВИЗУАЛЬНЫХ МАТЕРИАЛОВ В ПРЕЗЕНТАЦИИ

- **Что такое визуальные материалы?**

Визуальные материалы – это фотографии, рисунки, карты, схемы, плакаты, видеоклипы и т. д., которые помогают слушателям наглядно понять то, о чём вы говорите. Ваши слова запомнятся лучше, если вы их иллюстрируете примерами.

1.8 ПРОВЕДЕНИЕ ПРЕЗЕНТАЦИИ – ПОЛЕЗНЫЕ ФРАЗЫ

- **Введение**

The topic of my talk today is ...

I'm going to divide this talk into sections.

First, I'll give you some general facts about ...

Next I'll look at ...

Finally, I'll ...

- **Во время презентации**

Now please have a look at ...

On the next slide ...

Now I'd like to draw your attention to ...

As you can see in ...

- **Заключение**

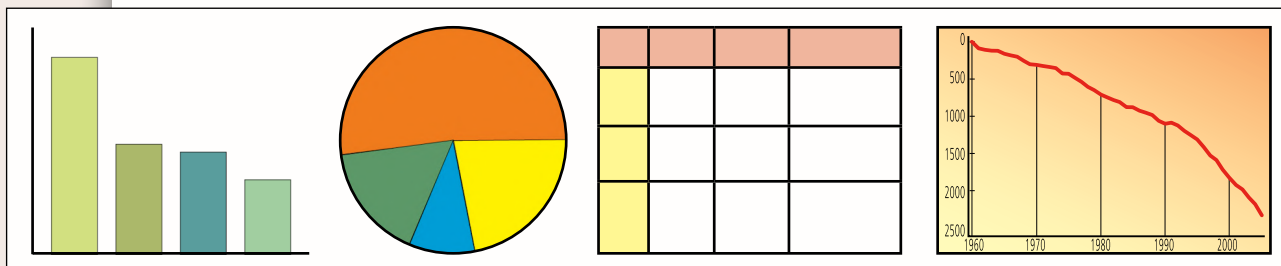
To sum up my talk, I ...

Please feel free to ask questions or comment on anything I've said.

1.9 ОПИСАНИЕ ДИАГРАММ И ГРАФИКОВ

- **Какую информацию я могу получить из диаграмм и графиков?**

Диаграмма – графическое изображение, дающее наглядное представление о соотношении каких-либо величин или нескольких значений одной величины, об изменении их значений. Используется множество разнообразных типов диаграмм.



- **Какие типы диаграмм существуют?**

- *Bar charts* (столбчатые диаграммы) обычно описывают количество или размеры двух или более параметров.
- *Pie charts* (круговые диаграммы) дают наглядное представление о соотношении тех или иных величин (чаще всего в процентах, которые образуют в сумме 100%)

- *Charts/tables* (таблицы) предлагают различные данные с использованием чисел и процентов.
- *Line graphs* (линейные графики) позволяют отслеживать динамику изменения данных.

- **Как описывать диаграмму?**

Для описания диаграммы необходимо ответить на следующие вопросы:

- О чём диаграмма/таблица/график?
The chart shows the number of ...
The bar/pie chart is about ...
The line graph deals with ...
It is taken from ...
- Что сравнивает или показывает диаграмма/таблица/график?
The chart/table/graph compares the size/number of ...
It shows the different ...
The pie chart is divided into ... slices that show ...
- Сравнение показателей в диаграмме/графике
... has the largest/second largest • ... is twice/three times ... as big as ...
There are more than/nearly twice as many ... as there are ... •
A huge majority/small minority/per cent of ...

- **Какие времена использовать при описании?**

- Используйте **past simple**, когда говорите о показателях, иллюстрирующих ситуацию в прошлом: *Over 14 million tourists from the UK visited Spain in 2008.*
- Используйте **present simple** для выводов: *Spain is one of the most popular countries with tourists from the UK.*
- Используйте **present perfect**, когда говорите о чём-то, что началось в прошлом и продолжается до сих пор: *How many people have visited Spain since 2008?*

2 Умения аудирования и чтения

2.1 ПРОСЛУШИВАНИЕ

- **Перед прослушиванием**

- Внимательно прочитайте инструкцию к заданию и определите, что требуется:
 - > понять основную мысль (основное содержание) аудиотекста (например, тему или мнение говорящего),
 - > понять нужную (запрашиваемую) информацию (например, имена, даты, время).
- Прочитайте задания и постарайтесь определить, какая тема/ситуация/проблема будет озвучена в аудиотексте.
- Подготовьтесь делать заметки.

- **Во время прослушивания**

- Не паникуйте! Вам не нужно понимать весь текст от начала до конца. Не следует концентрировать внимание только на отдельных моментах текста, воспринимайте ситуацию в целом. Нужная и важная информация часто повторяется.
- Обратите внимание на интонацию говорящих. То, что говорящий подчёркивает больше всего, обычно важно для выполнения задания.
- Старайтесь услышать только требуемую в задании информацию, не обращая внимания на лишнюю. ПРИМЕЧАНИЕ: обычно задания даются в том же порядке, в котором дана информация в аудиотексте.
- Эти слова могут помочь вам правильно выполнить задание:

- > Перечисление: *and, another, too*
- > Противоположности: *although, but*
- > Причины, выводы: *because, so, so that*
- > Сравнения: *larger/older/ ... than, more, the most*
- > Порядок событий: *before, after, then, next, later, when, at last, at the same time.*

• **После прослушивания**

- Проверьте себя: просмотрите свои заметки ещё раз и докажите обоснованность принятого решения, вспоминая текст.

2.2 ЗАМЕТКИ

• **Зачем делать заметки?**

Заметки помогают вспомнить услышанную или прочитанную информацию. Заметки очень полезны, когда вам нужно выполнить задание, подвести итоги, показать что-то или написать отчёт.

• **Как делать заметки?**

В текстах, которые вы читаете или слушаете, всегда есть ключевые (важные и нужные) слова. Вам следует записать только ключевые слова. Обычно это существительные или глаголы. Эти советы помогут вам при написании заметок:

- Используйте числа (7), а не слова (*seven*).
- Используйте символы и сокращения, например “√” = “yes”, “+” = “and”, “RUS” = “Russia”, “E” = “Edward”.
- Используйте “not” или “x” вместо “doesn’t” и “don’t”.

2.3 РАЗМЕТКА ТЕКСТА

• **Когда нужно размечать текст?**

Когда в тексте много фактов и требуется сообщить или обобщить нужную/важную информацию.

• **Как делать разметку?**

- Отметьте только ту информацию, которая вам необходима или нужна для выполнения задания.
- Читая текст, помните цель задания. **Обведите**, **подчеркните** или **выделите** слова, важные для ответа/выполнения задания.
- Иногда полезно делать заметки на полях.

ПРИМЕЧАНИЕ: Размечайте тексты **только** на ксерокопиях или в своих личных учебниках!

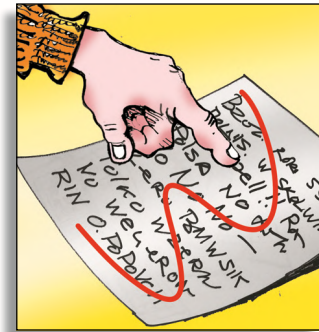
<p>There are always important and unimportant words in the texts you read or hear. You need to note down only key words. They are usually nouns or verbs.</p>	<p>There are always important and unimportant <u>words in the texts</u> you read or hear. You need to note down only key words. They are usually nouns or verbs.</p>	<p>There are always important and unimportant words in the texts you read or hear. You need to note down only key words. They are usually nouns or verbs.</p>
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2.4 РАЗВИТИЕ ЯЗЫКОВОЙ ДОГАДКИ

Поиск незнакомых слов в словаре требует много времени и часто мешает получать удовольствие от чтения. Для того чтобы этого избежать, требуется развивать языковую догадку.

• **Что поможет понять незнакомые слова?**

- Иллюстрации часто помогают понять, о чём текст.
- Обычно помогает контекст, например, *When we reached the station, Judy went to the ticket machine to buy our tickets.*
- Некоторые английские слова произносятся так же, как и в русском языке: *millionaire, nation, reality.*
- Иногда неизвестные слова состоят из нескольких слов и содержат части, которые вам знакомы, например, *friendliness, understandable, tea bag, waiting room.*



2.5 ПРОСМОТРОВОЕ И ПОИСКОВОЕ ЧТЕНИЕ

• **Просмотровое чтение**

Просмотровое чтение требуется тогда, когда вам нужно узнать, содержит ли он нужную вам информацию, или определить основное содержание текста. Обращайте внимание на:

- заголовки
- сноски и слова, выделенные полужирным шрифтом или курсивом
- иллюстрации и подписи
- первое и последнее предложения абзацев
- графики, статистику и источник текста

• **Поисковое чтение**

Поисковое чтение требуется тогда, когда вам нужно узнать конкретную информацию (для доклада или презентации) или информацию, запрашиваемую в задании. Не следует читать текст от начала до конца. Ищите ключевые слова, а затем внимательно прочитайте части текста, где они встречаются.

Шаг 1: Подумайте о ключевом слове, которое вы ищете.

Шаг 2: Пройдитесь пальцем по тексту в виде буквы «S» сверху вниз для поиска ключевого слова. Когда вы его найдёте, прочитайте часть (предложение/ параграф) текста, в которой это слово встречается.

Шаг 3: Если вы не можете найти ключевое слово, вспомните его синонимы, и постарайтесь их найти.

2.6 ЧТЕНИЕ С ПОНИМАНИЕМ ОСНОВНОГО СОДЕРЖАНИЯ ТЕКСТА

1 Каждый текст посвящён определённой теме и имеет главное утверждение. Чаще всего это утверждение встречается в первом абзаце текста. Определите его и прочитайте особенно внимательно.

2 Главное утверждение обычно поддерживается сопутствующими утверждениями или идеями. Обычно они встречаются в первом или последнем предложениях абзацев, следующим за главным утверждением.

We are people, too!

So, you think young people are different? Well, it's true! **1 We're younger than you. But if you think that means we don't have rights, you're wrong.**

Did you know that here in Britain every citizen under 18 has important rights? For example, we all have the right to say what we think, and adults should listen to us and take us seriously. And we have the right to get together with our friends in public (if we respect the rights of other people and do not break the law).

2 But British children aren't taken seriously until they're 18. Too many adults think that we have nothing important to say, and we don't deserve equal rights. Here are some examples of discrimination.

3 Эти другие утверждения обычно подтверждаются примерами и причинами.

3 Every day I see signs on shops that say “2 children at a time”, “no school bags”, or even “no children unless they are with an adult”.

2.7 ЧТЕНИЕ ОБЪЁМНЫЕ ТЕКСТОВ

• Как читать объёмные тексты?

Объёмные тексты могут быть различных видов, например, описание, рассказ, статья или эссе. Вам не нужно понимать каждое слово в объёмном тексте: просто следите за событиями в повествовании. Вот несколько советов, которые помогут вам читать объёмные тексты.

• Перед чтением

Прочитайте заголовок текста, введение и рассмотрите иллюстрации. Определите, о чём будет идти речь в тексте. Используйте заголовки и подзаголовки: они помогут вам понять структуру текста и ориентироваться в информации.

• Во время чтения

Читайте спокойно, как вы делаете на русском языке, стараясь не обращать внимания на отдельные незнакомые слова. Важно следить за основными событиями/фактами в повествовании. Если вы не можете понять текст, потому что в нём слишком много незнакомых слов, воспользуйтесь следующими рекомендациями:

- Определите ключевые темы и подтемы текста.
- Разделите текст на более мелкие части (например, на абзацы). Выделите ключевые слова, которые помогут вам понять основную идею каждого абзаца.
- Если встретились незнакомые слова/выражения, не спешите пользоваться словарём. Попробуйте сделать следующее:
 - Определите значение незнакомых слов/выражений по контексту (ситуации, описываемой в тексте).
 - Подумайте, есть ли похожие слова в русском или английском языке.
 - Определите, какие части незнакомого слова/выражения вы знаете.

Если вы всё ещё испытываете затруднения, поищите слово/выражение в словаре. Помните, что для качественного развития умений смыслового чтения не следует пользоваться словарём каждый раз, когда вы встречаете незнакомое слово или выражение.

2.8 ЧТЕНИЕ ЛИТЕРАТУРЫ: ВИДЫ ХУДОЖЕСТВЕННЫХ ТЕКСТОВ

Художественные тексты – это литературные произведения, которые ориентированы на эстетическое восприятие, развитие воображения и оказание эмоционального воздействия на читателя. Художественные тексты могут принадлежать к различным жанрам, таким как роман, рассказ, стихотворение и др.

• Роман/рассказ (a novel/a story)

- Роман – это литературный жанр художественного произведения в прозаической форме, обычно объёмный и насыщенный сюжетом. Повествование часто фокусируется на развитии персонажей, их внутренних переживаниях, отношениях и взаимодействиях с окружающим миром. Рассказ, в отличие от романа, представляет собой короткое прозаическое произведение, делающее акцент на описании ограниченного количества персонажей и событий.
- События могут описываться рассказчиком со своей точки зрения. Используя язык рассказчика, автор создаёт особую атмосферу (например humorous or exciting).

- Персонажи описываются напрямую (например cruel or sentimental) или косвенно тем, что они чувствуют, делают или говорят.

- **Стихотворение (a rhyme/поем)**

Стихотворение – это литературная форма, в которой текст организован в ритмическую структуру, часто с использованием **рифмы**, **повторения** и **образов** для оказания эмоционального воздействия на читателя:

I feel it in my fingers, I feel it in my toes.
Well, love is all around me, and so the feeling grows.
It's written on the wind, it's everywhere I go.
So if you really love me, come on and let it show.

- **Пьеса (a play)**

Пьеса – это литературное произведение в жанре драмы, предназначенное для постановки на сцене театра. Основные элементы пьесы – это диалоги/реплики/монологи в прямой речи, акты/сцены, указания для режиссёров, описание места действия, описание декораций/костюмов/реквизита.

2.9 ОБСУЖДЕНИЕ И ОПИСАНИЕ ХУДОЖЕСТВЕННЫХ ТЕКСТОВ

- **Время и место действия (a setting) и сюжет (a plot)**

The story/novel/play is about ...
The story/novel/play is set in ...
The action takes place during/in ...

- **Точка зрения**

The story is told from the main character's/... point of view.
... is the narrator of the story.

- **Персонажи и характеристика**

The main character(s) is/are ...
He/she seems to be a strong/weak/brave/... person.

- **Язык произведения**

The language in the text creates an exciting/thrilling/... atmosphere.
I think ... is an image for ...
The word/phrase ... is repeated in line ...

- **Эмоции и мнения**

The text made me feel happy/sad/angry/...
I liked/didn't like it when ...
I found the ending/story/characters interesting/funny/...

- **Описание стихотворения**

The poem describes/imagines ...
The poem has a slow/lively/... rhythm.
In line(s) ... you can find an image ...

3 Умения устной и письменной речи

3.1 ДИАЛОГ (РАЗГОВОР)

- **Начало разговора**

- Запрос информации (у незнакомых людей): *Excuse me, do you know ...? • Excuse me, can you tell me ...?*
- Приветствие или знакомство с новыми людьми: *Hi, I'm from ... • Hello. Is it OK if I join you? • Good morning/evening. My name's ...*
- Встреча со знакомыми: *Hi, how are you doing? • Hi, ..., how are things? • Hi, ...! Good to see/meet you.*

ПРИМЕЧАНИЕ: Вы часто можете услышать вопрос: *How are you?* От вас не ожидают подробного ответа на него. Можно ответить просто: *Fine, thanks. How about you?*

- **Продолжение разговора**

- Общение: *Where are you from? • Have you ... before? • Have you ever ... ? • Do you like ... ? • What about you?*
- Просьба и предложение помощи: *Do you know where ...? • Can you tell me ...? • Sure, no problem. • Why don't you ...?*

- **Просьбы на случай непонимания англоязычной речи**

- Общение: *Sorry, I didn't get that. • Sorry, you've lost me.*
- Просьба говорить медленнее: *Sorry, that was a bit too quick for me.*
- Просьба повторить: *Could you say that last bit again, please?*
- Просить объяснить слово или фразу: *You said ... Does that mean something like ...?*
- Проверить, правильно ли вы поняли собеседника: *I'm guessing that ... is the same as ...?*
- Сказать о недостаточном уровне знаний: *I'm afraid my English ...*

- **Общение на темы**

Обсуждение каких-то тем с новыми знакомыми может оказаться непростым из-за ограниченности словарного запаса. Попробуйте подготовить несколько тем для первого общения, например: *your home town, your last holiday, the weather, your family, latest films, your favourite film star*. Не вдавайтесь в подробности и избегайте таких тем, как политика или религия.

- **Прощание**

It was nice seeing you. • See you tomorrow/next week. • Bye!

- **Преуменьшение (understatement)**

Этот термин применяется, когда говорящий намеренно описывает ситуацию, событие или чувства в меньшей степени, чем они на самом деле являются, создавая таким образом эффект сдержанности (скромности) или иронии. Некоторые примеры преуменьшения:

I'm a little hungry. (= ты не ел весь день)

We have a bit of a problem here. (= вы опоздали на самолет)

He is not the thinnest person in the world. (= он толстый)

I wouldn't say it tasted great. (= теда была плохой)

London is not the cheapest place in the world. (= это дорого)

3.2 ПРАВИЛА ВЕЖЛИВОСТИ

• **Просьба что-то сделать**

If you could just wait a minute.
 Would you mind ...ing?
 Could I ask you to ...?

• **Нежелание обсуждения темы**

I'd rather talk about that some other time.
 I'd rather not comment on that for the moment.
 I really don't want to talk about it, I'm afraid.

• **Перефразирование**

Let me put it like this ...
 I can see your point, but ...
 From a ... point of view ...

• **Если вас перебивают**

Please allow me to finish first.
 I'll be with you right away.
 Please bear with me.

• **Смягчители речи (softeners)**

- Смягчители используются в английском языке для обозначения слов или выражений, которые придают высказыванию более мягкий или менее категоричный оттенок и сделать его менее грубым. Например:

I can't come at 10 o'clock. → *I'm sorry / I'm afraid, I can't come at 10 o'clock.*
You are wrong. → *I think you might be wrong.*

- В качестве смягчителей используйте слова *quite, rather, it seems, not very, a bit:*
You are angry. → *You seem rather angry.*
- Избегайте категоричных отрицаний: *I don't agree* → *I have a different opinion.*
- Замените утверждения или приказы вопросами:
That is a wrong decision → *Could that be a wrong decision?*
Collect it this afternoon. → *Could you collect it this afternoon?*

3.3 ПРИГЛАШЕНИЕ НА СОБЕСЕДОВАНИЕ

• **Подготовка к собеседованию**

Перед собеседованием ещё раз просмотрите своё резюме и будьте готовы прокомментировать:

- Ваши интересы и опыт работы:
 - *Among my interests/hobbies, ...*
 - *I have no work experience but...*
 - *My work experience is rather big ...*
 - *I really enjoyed working with ...*
- Почему вы заинтересованы в работе/откликнулись на вакансию:
 - *I'm really interested in ...*
 - *I'm interested in this job because...*
 - *I'm good at ..., so I think ...*
- Почему вы хотите работать в этой компании:
 - *Your company is one of the best in ...*
 - *I'd be happy to work for your company because ...*
- Ваши личные качества, сильные и слабые стороны:
 - *My personal qualities are...*
 - *I think my strengths ...*
 - *As for my weaknesses, ...*

• **На собеседовании**

Будьте дружелюбными. Представьте себя позитивным человеком, заинтересованным в работе. Внимательно слушайте вопросы и чётко отвечайте на них. Не говорите слишком много или слишком мало. Не говорите слишком быстро. Придумайте собственные вопросы для потенциального работодателя, например: *What kind of work would I have to do? • How much will I earn?*

В конце собеседования не забудьте вежливо попрощаться: *Goodbye and thank you very much.*

3.4 УЧАСТИЕ В ДИСКУССИИ (ОБСУЖДЕНИИ)

• **Выражение мнения**

Чётко озвучьте своё мнение по конкретному вопросу: *(Personally,) I think that ... • As far as I can see, ... • It seems to me that ... • In my opinion, ... • To my mind, ... • I'm (not) convinced that ... • I'm not so sure that ...*

• **Примеры и аргументы**

Для подтверждения своего мнения всегда приводите примеры и аргументы. Это важно для того, чтобы убедить собеседника в правильности ваших слов:

Because ... • First ... / Second ... / And finally ... • For example ... •

Let me explain ... • That's why ...

• **Пояснение**

Если вам не понятен аргумент собеседника, попросите его пояснить:

Could you say that again?

Sorry, but I don't understand what you mean.

• **Согласие с кем-то**

Если вы согласны с точкой зрения собеседника, скажите:

I agree (with you /...) • That's a good point. • You're right.

• **Несогласие с кем-либо**

Не озвучивайте своё несогласие с собеседником в категоричной форме. Обозначьте свою реакцию так: *Sorry, ... • I don't think ... • I'm afraid I*

Всегда проявляйте уважение к чужому мнению: *I don't think you can say ... • I see what you mean, but ... • Sorry, but that's not right. • Sorry, I don't agree with you. • Yes, but ...*

3.5 ПЕРИФРАЗ

• **Что такое перифраз?**

Перифраз означает объяснение чего-либо другими словами. Это полезно, когда вы не можете вспомнить определённое слово или в случае, если собеседник вас не понимает.

• **Как использовать перифраз?**

- Можно использовать синонимы и синонимичные выражения, например *to train* вместо *to practise*.
- Можно использовать антонимы, например *alive* вместо *is not dead*.
- Можно использовать несколько слов вместо одного, например: *A racing car is a very fast car.*
- Можно объяснить слово, используя *... is/are like ...*: *A chef is like a cook; he or she is the main cook in a restaurant.*
- Можно использовать относительные придаточные предложения: *A garage is a place where cars are checked and repaired.*
A nurse is a person who looks after people who are ill, usually in a hospital.

3.6 МОЗГОВОЙ ШТУРМ

- **Что такое мозговой шторм?**

Мозговой шторм (a brainstorm) – это творческий процесс сбора и обсуждения идей в группе с целью генерации новых идей, решений задач или разработки стратегий. В ходе мозгового шторма участники активно и свободно предлагают свои идеи, не оценивая их на этапе предложения, чтобы сосредоточиться на максимальном количестве возможных вариантов.

- **Как провести мозговой шторм?**

Шаг 1: Запишите все идеи, которые приходят вам в голову. Неважно, насколько они хороши или плохи. Вы можете придумать и написать их в любом порядке.

Шаг 2: Прочитайте свои идеи и выберите лучшую. Затем организуйте свои идеи следующим образом:

- Составьте диаграмму связей. Напишите тему в центре листа бумаги. Придумайте общие заголовки для ваших идей. Напишите их разными цветами. Добавьте ветки с идеями к каждому из общих заголовков.
- Составьте таблицу с пятью специальными вопросами (*Who? What? Where? When? Why?*). Запишите свои идеи для каждого вопроса.

3.7 КРАТКОЕ ИЗЛОЖЕНИЕ ТЕКСТА

В кратком изложении текста даётся только важная информация без деталей.

- **Как резюмировать?**

Шаг 1: Прочитайте текст один раз, чтобы понять, о чём он. Не делайте никаких записей.

Шаг 2: Прочитайте текст ещё раз. Отметьте те места, где можно найти ответы на пять специальных вопросов (wh-questions). Лучше всего работать с ксерокопией или делать записи на отдельном листе бумаги. *Who? Who is the text about? • What? What happens? What does he/she do? • Where? Where does it happen? • When? When does it happen? • Why? Why does it happen? Why does he/she do this?*

Шаг 3: Напишите краткое содержание текста своими словами.

- Используйте *present simple*, , даже если события в тексте происходят в прошлом.
- Объясните во вступлении, о чём текст, используя 1–2 предложения: *The story is about ... • The text describes ... • The article shows ... • In the story we get to know ...*
- В основной части изложения опишите самые важные события или основные идеи текста. Используйте заметки, которые вы сделали в **шаге 2**. Не переписывайте фразы из текста – старайтесь писать своими словами.
- Проверьте свой черновик. Включает ли он все самые важные идеи и события, которые есть в вашем изложении? Проверьте своё изложение на ошибки. Не забывайте использовать слова-связки (*and, that's why, but, because*).

3.8 ЯЗЫКОВОЕ ОФОРМЛЕНИЕ ТЕКСТА

- **Связующие слова (слова-связки) и фразы**

При написании рассказов, эссе или сочинений не забывайте использовать:

- Указатели времени: *at 7 o'clock, every morning, a few minutes later, then, next ...*
- Относительные местоимения: *that, who, which*

Используйте фразы для:

- указания причин/результатов: *as a result, because of, in the long run*
- приведения примеров: *for example, for instance*

- противопоставлений: *for one thing, however, on the one hand, on the other hand*
- подчёркивания важности: *in fact, in reality*
- дополнения: *moreover, in addition, another point is*

• Прилагательные и наречия

Использование прилагательных и наречий делает описания в рассказе или эссе более интересным и позволяет дать больше деталей. Сравните:

*The man looked into the room. → The **young** man looked into the **empty** room.*

3.9 ОРГАНИЗАЦИЯ ТЕКСТА

Обычно текст состоит из трёх основных частей:

- введение
- основной раздел, который обычно состоит из нескольких абзацев
- заключение (краткое изложение сказанного/подведение итогов/личное мнение по проблеме).

• Тематические предложения

Используйте короткие тематические предложения в начале абзаца, чтобы сообщить читателю, о чём абзац.

- Места: *My trip to ... was fantastic. • ... is famous for ... • ... is a great place.*
- Люди: *... is great/funny/interesting/clever ...*
- Деятельность: *... is great fun. • Lots of people ... every day.*

• Как сделать абзацы более интересными?

- Начинайте каждый абзац с вводного предложения: *You'll never guess what happened to me today! • Did I tell you that ...?*
- Каждый аспект/проблему описывайте в новом абзаце.
- Завершите свой текст кратким изложением сказанного или личным мнением.

3.10 НАПИСАНИЕ ОТЧЁТА (ДОКЛАДА)

- В первом предложении/абзаце отчёта кратко опишите произошедшее событие.
- Начните с важной информации, а затем дайте детали.
- Отчёт всегда отвечает на вопросы *Who? What? When? Where? Why?*
- Используйте **past simple**.

3.11 НАПИСАНИЕ РЕЦЕНЗИИ НА ФИЛЬМ/КНИГУ

Шаг 1: Подготовка к рецензии

- Прочитайте книгу или посмотрите фильм, отзыв на которые вы планируете написать.
- Организуйте факты в виде плана/таблицы.

Шаг 2: Содержание рецензии

Фильм:

- Кратко изложите тему одним предложением.
- Укажите название, режиссёра, исполнителей главных ролей, год и страну производства.
- Назовите жанр (фэнтези, ужасы, (романтическая) комедия, детектив, документальный фильм).
- Кратко опишите сюжет: время и место действия, главные герои.

Можно проиллюстрировать сюжет схемой.

Книга:

- Кратко изложите тему одним предложением.
- Укажите название, имя автора, год выпуска.

- Кратко опишите сюжет: время и место действия, главные герои. Можно проиллюстрировать сюжет схемой.

Шаг 3: Заключение

- Выскажите своё мнение: порекомендовали бы вы фильм или книгу и дайте пояснение.

3.12 ВНЕСЕНИЕ ПРАВКИ В ТЕКСТ

Работа с текстом ещё не кончается, когда вы написали последнее предложение. Следует перечитать текст несколько раз: сначала, чтобы убедиться в его полноте и лёгкости для понимания, а затем, чтобы проверить текст на наличие ошибок.

• **Орфографические ошибки**

Медленно прочитайте текст слово за словом. Если вы не уверены в некоторых словах, используйте словарь. Запомните эти правила:

- В некоторых словах есть буквы, которые не произносятся, например, *knife*, *climb*.
- Иногда написание меняется, когда слово имеет окончание, например, *take* — *taking*, *lucky* — *luckily*, *try* — *tries*, *run* — *running*.
- Во множественном числе некоторые слова принимают *-es*, например, *church* — *churches*.

• **Грамматические ошибки**

Запомните эти правила:

- Третье лицо единственного числа принимает *-s* в present simple: *he takes*.
- Некоторые глаголы неправильные, например *go* — *went* — *gone*; *buy* — *bought* — *bought*.
- Отрицательные формы с *doesn't/don't* and *didn't*, например, *He doesn't speak French. He didn't learn it in school.*
- Порядок слов: Подлежащее – Глагол – Дополнение, например, *... when I (S) saw (V) my brother (O).*
- Место опережает время: *I bought a nice book in town yesterday.*

3.13 НАПИСАНИЕ РЕЗЮМЕ

(Резюме (a CV) – это краткая информация для потенциального работодателя о вашем образовании, опыте работы, о ваших интересах и личных качествах.

CURRICULUM VITAE
Dmitry Alexeev

3, 5 Babushkina St.
Moscow, 192175, Russia
Telephone: 007 495 1978036
Email: d.alexeev@emailhf.ru

Education
1999–2009 Secondary school No. 1037, Moscow, Russia

Qualifications
Studying for Russian National Exam (equivalent of GCSEs)
Languages: English (6 years), French (4 years)

Work experience
Worked at a garage for 3 weeks.

Общие рекомендации

Для корректного составления резюме на английском языке следуйте следующим рекомендациям:

- Место, дата рождения и личное фото обычно не указываются, если это не требуется в описании интересующей вас вакансии.
- Укажите ваши ФИО, телефонный номер с кодом страны и адрес электронной почты.
- Вы также можете указать контакты человека, который может подтвердить информацию о вас и дать рекомендации.

Hobbies and interests

My hobbies are cycling, doing workouts, repairing all kinds of machines. I am very interested in technical things and computers.

Personal statement

I am a hard-working, reliable student and I like working in a team. I am looking forward to getting more experience in the work place.

References

Available on request.

• Заголовки, выделенные жирным шрифтом, и чёткая структура облегчают чтение резюме.

• Объём резюме обычно составляет 1–2 страницы.

Перед отправкой резюме проверьте следующее:

- Информация оформлена в едином стиле (одинаковый шрифт, размер шрифта для разделов и заголовков)?
- Понятна ли структура, информация легко читается?
- Вы все указали (опыт, интересы, способности, сильные стороны)?
- Есть ли языковые ошибки?

3.14 НАПИСАНИЕ ЭЛЕКТРОННЫХ ПИСЕМ

• Официальные письма (formal emails)

(1) **Subject:** Inquiry regarding project timeline

(2) Dear Mr. Smith,

(3) I hope this email finds you well. I am writing to inquire about the current status of the project timeline. Could you please provide an update on the expected completion date and any potential delays that may have arisen?

(4) Your prompt response to this matter is greatly appreciated. I look forward to getting a response from you at any time.

(5) Thank you and kind regards,

(6) Eugene A. Ivanoff

(7) Senior project manager

(8) Electronics INC.

(9) Mobile: +7(123)4567891

(1) Кратко и чётко обозначьте тему письма в поле *Subject* («Тема письма»).

(2) Используйте официальное обращение *Dear Sir or Madam*, если вы не знаете имени человека. Если вы знаете имя, начните с *Dear Mr(.) / Mrs(.) / Ms(.)* Не забудьте поставить запятую после имени.

(3)

- Начните с вежливой фразы (например, *I hope this email finds you well*) и кратко поясните цель письма).
- Пишите письмо в официальном стиле, избегайте сленга.
- Используйте полные глагольные формы (*I am, you are, they have been*, т.п.).

(4) Выразите надежду на ответ.

(5) Поблагодарите адресата и используйте завершающую фразу:

- *Yours faithfully*, ... если вы не знаете имени адресата.
- *Kind regards*, ... или *Yours sincerely*, если вы указали имя адресата в начале письма. Не забудьте поставить запятую после завершающей фразы.

• **Отклик на вакансию**

Если вы пишете отклик на вакансию не через сайт по подбору персонала, а напрямую в компанию, то он должен включать текст и вложенное резюме. Текст письма должен соответствовать правилам написания официальных писем.

- Расскажите, как вы узнали о вакансии или о компании, добавьте немного информации о себе:

I am writing about your advertisement in ...

I learned about your company through internet research/at our school's career information day/...

I am writing to apply for a summer job/a part-time job/...

I am 16 years old and I will finish school in ...

- Опишите свои сильные стороны (качества). Укажите квалификацию и интересы, которые запрашиваются в описании вакансии. Покажите, что вы проинформированы о компании, задайте дополнительные вопросы при необходимости:

I have studied English for six years, and my level is quite high.

I am a friendly, ... person and I enjoy working in a team/serving customers ...

As you can see from my CV, I have work experience in ...

I have good computer skills / I am good at ...

On your website I learned that your company ...

- Поблагодарите адресата и выскажите надежду на дальнейшие контакты:
Thank you very much for your time. I look forward to hearing from you.

• **Письмо в газету**

Если вы хотите написать письмо в издательство (в газету, журнал) и высказать своё мнение по прочитанной статье, следуйте правилам написания официальных писем.

• **Неофициальные письма (personal emails)**

(1) Dear Tom,

(2) Thanks for your email. I was happy to get it. Sorry, I haven't replied for a long time, I was too busy at college.

(3) In your last email, you asked me about my favourite subject at school. Well, I finished school last year and now I'm in college, you know. However, my favourite school subject used to be physical education. Even though I'm going to be a programmer one day, I still miss our school PE lessons a lot. At my college we don't have enough P.E. classes.

(4) I'd like to ask you about shopping. How often do you go shopping? Which is more convenient for you, shopping online or offline? When did you go shopping last time?

(5) I'm looking forward to hearing from you.

(6) Best,

(8) Alex

- (1) Начните письмо с дружеского приветствия, например *Dear ...*. После обращения с именем ставится запятая. После обращения без имени (например, “*Hi!*”) можно поставить восклицательный знак
- (2) Поблагодарите друга за электронное письмо и/или напишите, что рады были получить его.
 - Пишите письмо в неофициальном стиле, можно использовать сленг или сокращения (*ASAP*, пр.).
 - Используйте краткие глагольные формы (*I’m, you’re, they’ve been*, и т.п.).
- (3) В основной части письма напишите всё, что вы хотите сообщить другу, или ответьте на его вопросы, используя, например, *Let me answer your questions*.
- (4) В отдельном абзаце задайте вопросы другу, если необходимо. Обязательно используйте вводные слова, например *I’d like to ask you about...*
- (5) Выразите надежду на дальнейшие контакты: *Drop me a line.* • *Email me soon.* • *Email me when you’ve got time.* • *Hope to hear from you soon.* • *I’m looking forward to your email/to hearing from you.* • *Please, write to me soon.* • *Write back soon.*
- (6) Используйте завершающую фразу: *Best (wishes),* • *Love,* • *All the best,* Не забудьте поставить запятую после завершающей фразы.
- (7) Напишите своё имя. Точку или запятую после имени ставить не следует!

3.15 НАПИСАНИЕ ЭССЕ

Эссе (essay) – это небольшое письменное высказывание, в котором автор выражает свои личные мысли, взгляды и рассуждения на определённую (заданную) тему. Эссе обычно является отражением авторской точки зрения и стиля, и часто содержит анализ, интерпретацию или рассмотрение каких-то концепций или событий. Перед написанием эссе рекомендуется собрать и организовать свои аргументы в виде плана.

• Как создать план?

– **Сбор идей:** используйте диаграмму связей или специальные вопросы для плана. Запишите конкретные примеры, а также аргументы.

Определитесь с вашей точкой зрения. Сначала перечислите аргументы против вашей точки зрения. Затем перечислите аргументы и примеры, подтверждающие вашу точку зрения

В целом структура эссе может выглядеть так:

1. Введение
- 2 Первая точка зрения: аргументы и примеры
- 3 Вторая точка зрения: аргументы и примеры
4. Вывод

• Как создать эссе или комментарий из плана?

– **Введение:** Расскажите о теме, о которой вы собираетесь писать. Используйте свой собственный опыт или общепринятое мнение:

Lots of people think ... • *It is generally believed that ...* • *I once ...* • *You often hear people say that ...* • *So the question is: should ... or not?*

– **Представьте первую точку зрения:** Сначала опишите аргументы, которые противоречат вашему личному мнению:

First, ... Second, ... • *Another argument for/against ... is ...* • *For example, ...* • *It might also be argued that ...* • *Finally ...* • *So ...* • *That’s why ...*

– **Представьте вторую точку зрения:** Это аргументы, которые поддерживают вашу точку зрения. Важно привести примеры:

However, lots of people feel ... • *Some people disagree. They think that ...* • *It’s also important to remember ...* • *It is only partly true that ...*

– **Заключение:** обобщите аргументы «за» и «против» и выскажите свою личную точку зрения. Не приводите новые аргументы:

To sum up, I would say that ... • After looking at both sides I think ...

ПРИМЕЧАНИЕ: При написании эссе используйте нейтральный стиль. Используйте полные формы: *it is, do not, I have, etc.*

• **Структура эссе «моё мнение»**

– **Введение:** повторите утверждение, о котором собираетесь написать, своими словами и согласитесь или не согласитесь с ним.

– **Основная часть:** В первом абзаце аргументируйте свою точку зрения. Во втором абзаце вы должны представить противоположную точку зрения на утверждение и привести хотя бы один аргумент в её пользу, даже если вы с ней не согласны. Затем вы должны привести больше аргументов, подтверждающих вашу точку зрения. Также можно начать с противоположной точки зрения в первом абзаце, а затем изложить свою точку зрения во втором абзаце.

– **Вывод:** Повторите утверждение, кратко изложите аргументы и свою точку зрения.

• **Структура эссе «за» и «против»**

– **Введение:** изложите проблему в целом, не высказывая личного мнения. Сделайте это своими словами – не просто перепишите проблему так, как она указана в задании!

– **Основная часть:** В первом абзаце приведите 2–3 аргумента в пользу утверждения. Во втором абзаце приведите 2–3 аргумента против. Количество аргументов «за» и «против» должно быть одинаковым!

– **Заключение:** Кратко обобщите аргументы, а затем изложите свою точку зрения или предложите решение проблемы.

3.16 ОПИСАНИЕ ОБЪЕКТОВ И ПРОЦЕССОВ

В повседневной жизни мы часто сталкиваемся с описанием объектов или процессов, например, в руководстве пользователя каким-то прибором, в инструкциях по сборке мебели, при описании людей или мест и т. д. Хорошее описание должно включать следующие важные стилистические особенности:

- Описывайте объект или процесс по порядку. Для процесса важна последовательность, при которой что-то происходит; для объекта или изображения – направление снизу вверх, слева направо или от фона к переднему плану. После того, как вы определили порядок, строго придерживайтесь его: так читателю или слушателю будет легче понять ваше описание.
- Используйте *present simple*.
- Если вам нужно указать размеры, цвета, форму, время и другие параметры, которые вы можете измерить, постарайтесь дать точную информацию.
- Используйте подходящие прилагательные, сравнения, страдательный залог и термины, когда они необходимы.
- Отдельные части процесса следует соединять словами-связками:
First, ... / Then ... / After that ... / Finally, ...

СПИСОК НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

IRREGULAR VERBS (НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ)

Infinitive	Past simple	Past participle	
(to) be	was/were	been	быть, находиться
(to) become	became	become	становиться
(to) begin	began	begun	начинать(ся)
(to) bet	bet	bet	биться об заклад
(to) blow	blew	blown	дуть
(to) break	broke	broken	ломать
(to) bring	brought	brought	приносить
(to) broadcast	broadcast	broadcast	транслировать
(to) build	built	built	строить
(to) burn	burnt, burned	burnt, burned	жечь
(to) buy	bought	bought	покупать
(to) catch	caught	caught	ловить
(to) choose	chose	chosen	выбирать
(to) come	came	come	приходить
(to) cost	cost	cost	стоять
(to) cut	cut	cut	резать
(to) do	did	done	делать
(to) draw	drew	drawn	рисовать
(to) dream	dreamt, dreamed	dreamt, dreamed	мечтать
(to) drink	drank	drunk	пить
(to) drive	drove	driven	вести (машину)
(to) eat	ate	eaten	есть, кушать
(to) fall	fell	fallen	падать
(to) feed	fed	fed	кормить
(to) feel	felt	felt	чувствовать
(to) fight	fought	fought	драться, сражаться, бороться
(to) find	found	found	находить
(to) fly	flew	flown	летать
(to) forget	forgot	forgotten	забывать
(to) freeze	froze	frozen	замерзать
(to) get	got	got	получать
(to) give	gave	given	давать
(to) go	went	gone	идти, ехать
(to) grow	grew	grown	расти
(to) hang	hung	hung	висеть
(to) have (got)	had	had	иметь
(to) hear	heard	heard	слышать

(to) hide	hid	hidden	прятать
(to) hold	held	held	держать
(to) hurt	hurt	hurt	ранить
(to) keep	kept	kept	хранить, держать
(to) know	knew	known	знать
(to) lay	laid	laid	накрывать (на стол), класть
(to) lead	led	led	вести, руководить
(to) learn	learnt, learned	learnt, learned	учить, изучать
(to) leave	left	left	оставлять, покидать
(to) let	let	let	позволять
(to) lie	lay	lain	лежать
(to) lose	lost	lost	терять, проигрывать
(to) make	made	made	делать, изготавливать
(to) mean	meant	meant	иметь в виду
(to) meet	met	met	встречать(ся)
(to) pay	paid	paid	платить
(to) put	put	put	класть
(to) read	read	read	читать
(to) ride	rode	ridden	кататься
(to) ring	rang	rung	звонить
(to) rise	rose	risen	подниматься
(to) run	ran	run	бегать
(to) say	said	said	сказать
(to) see	saw	seen	видеть
(to) sell	sold	sold	продавать
(to) send	sent	sent	посылать, отправлять
(to) set	set	set	устанавливать
(to) shake	shook	shaken	трясти
(to) shine	shone	shone	блестеть
(to) show	showed	shown	показывать
(to) shut	shut	shut	закрывать
(to) sing	sang	sung	петь
(to) sit	sat	sat	сидеть
(to) sleep	slept	slept	спать
(to) speak	spoke	spoken	говорить
(to) spell	spelt, spelled	spelt, spelled	писать или произносить по буквам
(to) spend	spent	spent	проводить, тратить
(to) spread	spread	spread	растягивать
(to) stand	stood	stood	стоять
(to) stick	stuck	stuck	приклеивать, наклеивать
(to) strike	struck	struck	наносить удар, бить

(to) swear	swore	sworn	клясться
(to) swim	swam	swum	плавать
(to) take	took	taken	брать
(to) teach	taught	taught	учить, преподавать
(to) tell	told	told	рассказывать
(to) think	thought	thought	думать
(to) throw	threw	thrown	кидать
(to) understand	understood	understood	понимать
(to) wake	woke	woken	просыпаться, будить
(to) wear	wore	worn	носить
(to) win	won	won	выигрывать
(to) write	wrote	written	писать

СПИСОК ФРАЗОВЫХ ГЛАГОЛОВ

PHRASAL VERBS (ФРАЗОВЫЕ ГЛАГОЛЫ)

Bring back — приводить	Hurry up — спешить, торопиться
Bring on — вызывать, провоцировать что-либо	Leave over — оставлять на потом
Bring out — делать более заметным, подчёркивать	Live off — жить за счёт чего-либо
Calm down — успокаивать	Look up — смотреть (<i>информацию в словаре, энциклопедии</i>)
Chill out — расслабляться	Pay back — вернуть (<i>деньги, долг</i>)
Come to — равняться, стоять	Pay off — выплачивать
Come up — натолкнуться	Pick up — собирать, поднимать
Cut back — сокращать (<i>расходы</i>), экономить	Put down — класть, опускать
Cut down — срубить, вырубать	Put on — надевать что-либо; поставить что-либо готовиться
Eat out — есть (питаться) вне дома	Save up — копить
Eat up — доедать	Set in — происходить (<i>о действии</i>)
End up — заканчиваться, прекращать (<i>существование</i>)	Show off — рисоваться, красоваться
Figure out — разобраться, понять	Sit down — садиться
Get away — выкручиваться; освободиться	Speak out — высказываться
Get back — получать обратно	Take after — походить на кого-либо
Get behind — отставать (<i>в учёбе, работе</i>)	Take back — отводить
Get on — ладить	Take in — получать, поглощать
Get out — убираться (<i>откуда-либо</i>), доставать что-либо	Take off — снимать (<i>одежду</i>); взлетать
Get over — смириться	Take on — брать (<i>работу</i>), приниматься за что-либо
Get round — обойти, перехитрить	Take out — выводить, снимать (<i>средства</i>), повести (<i>в театр, кино и т.п.</i>)
Give back — отдавать, возвращать	Throw away — выкидывать, выбрасывать
Give off — испускать, излучать	Turn down — делать тише (<i>звук</i>)
Go off — взрываться; срабатывать (<i>о сигнализации, будильнике</i>)	Turn into — превращать
Go on — продолжаться	Warm up — разогревать
Go up — поднимать	Work out — вычислять
Hang up — вешать (<i>на стену</i>)	Write down — записывать

АНГЛО-РУССКИЙ СЛОВАРЬ

ENGLISH-RUSSIAN DICTIONARY

adj – adjective – прилагательное

adv – adverb – наречие

conj – союз

informal – разговорное

n – noun – существительное

pl – plural – множественное число

sb – somebody – кто-либо

sth – something – что-либо

v – verb – глагол

AmE – American English – американский вариант английского языка

BrE – British English – британский вариант английского языка

А

ability /ə'biləti/ *n* возможность

aboard /ə'bo:d/ *adv* на борту

accent /'æks(ə)nt/ *n* акцент

accept /ək'sept/ *v* принимать

acceptance /ək'septəns/ *n* 1) одобрение; 2) приём

accident /'æksɪdənt/ *n* несчастный случай

accurate /'ækjʊrət/ *adj* точный

achieve /ə'tʃi:v/ *v* достигать, добиваться

acknowledge /ək'nɒlɪdʒ/ *v* признавать

adapt /ə'dæpt/ *v* адаптировать(ся)

add /æd/ *v* добавлять

adhesive /əd'hɪsɪv/ 1) *n* клей; 2) *adj* клеящий

admission /əd'mɪʃn/ *n* доступ, приём

adult /'ædʌlt/ *n* взрослый человек

advantage /əd'vɑ:ntɪdʒ/ *n* преимущество, достоинство

advice /əd'vaɪs/ *n* совет

advise /əd'vaɪz/ *v* советовать

afford /ə'fɔ:d/ *v* позволять

affordable /ə'fɔ:dəbl/ *adj* доступный

aimed /eɪmd/ *adj* нацеленный

airlift /'eə,lɪft/ *v* доставлять по воздуху

alarm /ə'la:m/ 1) *n* будильник; 2) *n* тревога

alien /'eɪlɪən/ *n* чужестранец, иностранец; инопланетянин

allowance /ə'laʊəns/ *n* квота

almost /'ɔ:lməʊst/ *adv* почти

alternative /ɔ:l'tɜ:nətɪv/ 1) *n* альтернатива, выбор; 2) *adj* альтернативный

although /ɔ:l'dəʊ/ *conj* хотя

ambitious /æm'bɪʃ(ə)s/ *adj* стремящийся достичь чего-либо, амбициозный

amusing /ə'mju:zɪŋ/ *adj* забавный, смешной

animated /'ænɪmeɪtɪd/ *adj* мультипликационный

annoy /ə'noɪ/ *v* раздражать

annoyed /ə'noɪd/ *adj* раздражённый

apologize /ə'pɒlədʒaɪz/ *v* извиняться

app /æp/ (*сокр. от application*) *n* приложение (в мобильном телефоне, на компьютере)

appalling /ə'pɔ:lɪŋ/ *adj* ужасающий

appear /ə'pɪə/ *v* 1) появляться; 2) казаться, представляться

appearance /ə'pɪərəns/ *n* внешность

application form — бланк заявления, регистрационная форма

appointment /ə'pɔɪntmənt/ *n* встреча

apprentice /ə'prentɪs/ *n* новичок, стажёр, ученик

argument /'ɑ:gjʊmənt/ *n* 1) ссора, спор; 2) аргумент

arrange /ə'reɪndʒ/ *v* организовывать

arrogant /'ærəgənt/ *adj* высокомерный, надменный

artificial /,ɑ:tɪ'fɪʃ(ə)l/ *adj* искусственный

artist /'ɑ:tɪst/ *n* художник

ask sb out — приглашать на свидание
 aspect /'æspekt/ *n* сторона, аспект
 assistance /ə'sist(ə)ns/ *n* помощь, содействие
 astonish /ə'stɒnɪʃ/ *v* поражать, удивлять
 attempt /ə'tempt/ 1) *n* попытка; 2) *v* пытаться
 attend /ə'tend/ *v* посещать
 attraction /ə'trækʃ(ə)n/ *n* привлекательность
 attractive /ə'træktɪv/ *adj* привлекательный
 au pair /,əʊ'peɪ/ *n* помощница по хозяйству
 audience /'ɔ:diəns/ *n* аудитория, слушатели, зрители
 avalanche /'ævəl,ə:nʃ/ *n* лавина
 average /'æv(ə)rɪdʒ/ *adj* средний
 on average — в среднем
 avoid /ə'vɔɪd/ *v* избегать
 award /ə'wɔ:d/ 1) *n* награда; 2) *v* награждать
 awful /'ɔ:f(ə)l/ *adj* ужасный

В

background /'bækgraʊnd/ *n* происхождение
 baggy /'bægi/ *adj* мешковатый
 bake /beɪk/ *v* печь
 ballet /'bæleɪ/ *n* балет
 band /bænd/ *n* группа
 bark /bɑ:k/ *v* лаять
 base /beɪs/ *v* основывать(ся)
 bat /bæt/ *n* бейсбольная бита
 bay /beɪ/ *n* бухта
 bed and breakfast (B&B) — домашняя гостиница типа «ночлег и завтрак»
 beef /bi:f/ *n* говядина
 beetroot /'bi:trʊt/ *n* свёкла
 benefit (from) /'benɪfɪt/ *v* получать выгоду (от)
 bilingual /baɪ'lɪŋgwəl/ *adj* двуязычный
 bill /bɪl/ *n* счёт
 birth rate /'bɜ:θreɪt/ *n* уровень рождаемости
 bitter /'bɪtə/ *adj* горький

blame /bleɪm/ *v* винить
 blind /blaɪnd/ *adj* слепой
 blindfold /'blaɪn(ə),fəʊld/ *n* повязка на глаза
 blinds /blaɪndz/ *pl n* жалюзи
 bodywork /'bɒdi,wɜ:k/ *n* кузовная работа
 boil /boɪl/ *v* варить
 bond /bɒnd/ *n* обязательство, узы
 book /bʊk/ 1) *n* книга; 2) *v* бронировать, заказывать
 bookseller /'bʊk,selə/ *n* продавец книг
 boot /bu:t/ *n* (BrE) багажник
 bore /'bɔ:/ *n* скука
 boring /'bɔ:ɪŋ/ *adj* скучный
 borrow /'bɒrəʊ/ *v* 1) занимать, брать на время; 2) заимствовать (слова)
 bossy /'bɒsi/ *n* начальственный, деловой
 bowl /bəʊl/ *n* миска
 brain /breɪn/ *n* мозг
 brainstorm /'breɪn,stɔ:m/ 1) *n* коллективное обсуждение; 2) *v* решать проблему сообща
 branch /brɑ:nʃ/ *n* ветка (дерева); филиал, отделение (компании, фирмы)
 brand /brænd/ *n* торговая марка, бренд
 bravery /'breɪvəri/ *n* смелость
 break (broke, broken) /breɪk/ 1) *n* перерыв, перемена; 2) *v* ломать
 break up — расставаться
 breaking news — последние новости, срочные новости
 brick /brɪk/ *n* кирпич
 bride /braɪd/ *n* невеста
 brilliant /'brɪljənt/ *adj* блестящий, великолепный
 brilliantly /'brɪljəntli/ *adv* блестяще, великолепно
 brochure /'brɔ:ʃə/ *n* брошюра, буклет
 bulb /bʌlb/ *n* лампочка
 bully /'bʊli/ 1) *n* хулиган, задира; 2) *v* задирать, обижать
 bungalow /'bʌŋɡə,ləʊ/ *n* бунгало

С

- cab /kæb/ *n* такси
 calm /kɑ:m/ 1) *adj* спокойный; 2) *v* (down) успокаивать(ся)
 calorie /'kæləri/ *n* калория
 campaign /kæm'peɪn/ *n* кампания
 campus /'kæmpəs/ *n* территория колледжа, кампус
 can /kæn/ *n* жестяная банка
 cancer /'kænsə/ *n* рак
 canoe /kə'nu:/ *n* каноэ
 capture /'kæptʃə/ *v* поглощать, захватывать
 carbohydrates /,kɑ:bə'haidreɪts/ *n* углеводы
 carbon /'kɑ:bən/ *n* углерод
 carbon footprint — «углеродный след»
 carbon rationing — углеродное ограничение
 care /keə/ 1) *n* забота; 2) *v* заботиться
 care assistant — помощник по уходу (за больными, пожилыми)
 career /kə'riə/ *n* карьера
 careers adviser — советник по профориентации
 careful /'keəf(ə)l/ *adj* осторожный
 carp /kɑ:p/ *n* карп
 carriage /'kærɪdʒ/ *n* вагон
 carry /'kæri/ *v* нести, тащить
 cartoon /kɑ:'tu:n/ *n* карикатура, шарж; мультфильм
 cashier /kæ'ʃiə/ *n* кассир
 catastrophe /kə'tæstrəfi/ *n* катастрофа
 catch (caught, caught) /kætʃ/ *v* ловить, хватать
 catch up with sth — наверстать упущенное
 cattle /'kæt(ə)l/ *n* крупный рогатый скот
 cause /kɔ:z/ *v* вызывать
 cause offence — оскорбить, вызвать обиду
 cell /sel/ *n* (AmE) мобильный телефон
 century /'sentʃəri/ *n* век
 certain /'sɜ:t(ə)n/ *adj* определённый
- certainly /'sɜ:t(ə)nli/ *adv* конечно, безусловно
 chain /tʃeɪn/ *n* цепь; сеть (магазинов)
 chairman /'tʃeəmən/ *n* президент, глава (компании)
 change /tʃeɪndʒ/ 1) *n* изменение, перемена; 2) *v* менять(ся), изменять(ся)
 channel /'tʃænl(ə)l/ *n* канал
 chaos /'keɪs/ *n* хаос
 character /'kærɪktə/ *n* 1) характер; 2) герой (фильма, пьесы)
 characteristic /,kærɪktə'rɪstɪk/ *n* характеристика, свойство
 cheap /tʃi:p/ *adj* дешёвый
 checkout /'tʃekəʊt/ *n* касса супермаркета
 cheer /tʃiə/ 1) *n* веселье, радость; 2) *v* подбадривать
 chemical /'kemɪk(ə)l/ *n* химикат, химический препарат
 chemistry /'kemɪstri/ *n* химия
 circle /'sɜ:k(ə)l/ 1) *n* круг; 2) *v* совершить кругосветное путешествие
 circulation /,sɜ:kjʊ'leɪʃ(ə)n/ *n* тираж
 citizenship /'sɪtɪz(ə)nʃɪp/ *n* гражданство
 civil rights — гражданские права
 clear /kliə/ *adj* ясный
 click /klɪk/ *v* сходиться, точно соответствовать (по характеру)
 climax /'klaɪmæks/ *n* кульминация
 cling (clung, clung) to /kɪŋ/ *v* крепко держаться, приставать, липнуть
 cloth /kɒθ/ *n* ткань
 coach /kəʊtʃ/ *n* туристический/междугородный автобус
 coal /kəʊl/ *n* уголь
 coal-fired — работающий на угле
 coax /kəʊks/ *v* задобрить
 coffee /'kɒfi/ *n* кофе
 coffee roaster — аппарат для обжаривания кофейных зёрен
 collar /'kɒlə/ *n* воротник
 collocation /,kɒl(ə)'keɪʃ(ə)n/ *n* словосочетание
 combine /kəm'baɪn/ *v* совмещать, соединять

- come across sth — наткнуться на что-либо
- commercial /k(ə)'mɜ:ʃ(ə)l/ 1) *n* реклама; 2) *adj* коммерческий
- common /'kɒmən/ *adj* обыкновенный, обычный
- communicate /kə'mju:nikeɪt/ *v* общаться
- compare /kəm'preə/ *v* сравнивать
- compartment /kəm'pa:tmənt/ *n* купе
- compassionate /k(ə)m'pæʃ(ə)nət/ *adj* сочувствующий
- competence /'kɒmpɪtəns/ *n* компетентность, способность
- competitive /kəm'petɪtɪv/ *adj* соревнующийся, конкурентоспособный
- complicated /'kɒmplɪ,keɪtɪd/ *adj* сложный
- compromise /'kɒmprəmaɪz/ *v* прийти к компромиссу
- conceive /kən'sv/ *v* замышлять, заговаривать, придумывать
- concentric /kən'sentrik/ *adj* концентрический
- concerned /kən'sɜ:nd/ *adj* озабоченный, взволнованный
- conclusion /kən'klu:ʒ(ə)n/ *n* (умо) заключение
- concrete /'kɒŋkri:t/ *n* бетон
- conduct experiments — проводить эксперименты
- conformity /kən'fɔ:mətɪ/ *n* согласованность, послушание
- congestion /kən'dʒestʃ(ə)n/ *n* пробка, затор
- congestion charge — плата за пользование перегруженными участками дорог
- connection /kə'nekʃ(ə)n/ *n* связь
- conservative /kən'sɜ:vətɪv/ *adj* консервативный
- consider /kən'sɪdə/ *v* полагать, считать
- considerable /kən'sɪd(ə)rəb(ə)l/ *adj* существенный, значительный
- construct /kən'strakt/ *v* строить
- consult /kən'sʌlt/ *v* консультировать(ся)
- consumer /kən'sju:mə/ *n* потребитель
- consumption /kən'sʌmpʃ(ə)n/ *n* потребление
- energy consumption — потребление электричества
- contact /'kɒntækt/ 1) *n* контакт; 2) *v* вступать в контакт, контактировать
- contain /kən'teɪn/ *v* содержать
- conversation /,kɒnvə'seɪʃn/ *n* беседа
- convinced /kən'vɪnst/ *adj* убежденный
- cool /ku:l/ *adj* крутой, клёвый (*informal*); спокойный
- copyright material — объект защиты авторского права
- correct /kə'rekt/ 1) *adj* правильный; 2) *v* исправлять
- cough /kɒf/ *n* кашель
- councillor /'kaʊns(ə)lə/ *n* член совета, советник (политическая должность)
- courier /'kʊrɪə/ *v* обслуживать, сопровождать
- cousin /'kʌz(ə)n/ *n* двоюродный брат/двоюродная сестра
- craftsman /'kra:ftsmən/ *n* ремесленник, мастер
- cranberry sauce /'krænb(ə)n,sɔ:s/ *n* клюквенный соус
- crash /kræʃ/ *n* авария
- crash landing /'kræʃlændɪŋ/ *v* аварийная посадка
- crazy /'kreɪzɪ/ *adj* сумасшедший
- create /kri'eɪt/ *v* создавать
- creation /kri'eɪʃ(ə)n/ *n* создание
- creature /'kri:tʃə/ *n* существо
- creep (crept, crept) /kri:p/ *v* 1) идти неслышно, незаметно, красться; 2) ползти
- crew /kru:/ *n* команда
- criminal /'krɪmɪn(ə)l/ 1) *n* преступник; 2) *adj* преступный
- critical condition — критическое состояние
- crop /krɒp/ *n* 1) урожай; 2) сельскохозяйственная культура
- cross /krɒs/ 1) *n* нечто среднее, гибрид; 2) *v* пересекать
- crowd /kraʊd/ 1) *n* толпа; 2) *v* толпиться
- crowded /kraʊdɪd/ *adj* переполненный
- cruel /'kruəl/ *adj* жестокий

cultivate /'kʌltiveɪt/ *v* развивать
 culture /'kʌltʃə/ *n* культура
 culture clash — столкновение культур
 curiosity /,kjʊəri'ɒsɪti/ *n* любопытство, любознательность
 currency /,klɜːnsɪ/ *n* валюта
 customised /'kʌstəmaɪzd/ *adj* сделанный на заказ
 customs /'kʌstəmz/ *n* таможня
 cut /kʌt/ 1) *n* порез; 2) *v* резать
 cut costs — урезать расходы
 cut down — вырубать (леса); сокращать
 cute /kjʊt/ *adj* симпатичный
 cyber /'saɪbə/ *adj* виртуальный

D

daily /'deɪli/ *adj* ежедневный
 dangerous /'deɪndʒərəs/ *adj* опасный
 darkness /'dɑːknəs/ *n* темнота
 date /deɪt/ 1) *n* дата; свидание; 2) *v* ходить на свидания, встречаться
 dawn (on sb) /dɔːn/ *v* осенять
 day /deɪ/ *n* день day off — выходной день
 deaf /def/ *adj* глухой
 deal (with) /diːl/ 1) *n* сделка, соглашение; *v* иметь дело (с)
 decade /'dekeɪd/ *n* десятилетие
 decide /dɪ'saɪd/ *v* решать
 decide against — отклонить, принять решение против
 deck /dek/ *n* 1) палуба; 2) диджейская установка, пульт
 declare /dɪ'kleə/ *v* объявлять, заявлять
 decline (to) /dɪ'klaɪn/ *v* отказать (в чём-либо)
 decoration /,dekə'reɪʃ(ə)n/ *n* украшение
 defeat /dɪ'fiːt/ *v* побеждать, разбивать
 defender /dɪ'fendə/ *n* защитник
 define /dɪ'faɪn/ *v* определять, устанавливать, уточнять
 definitely /'def(ə)nətli/ *adv* точно
 defriend /,dɪ'frend/ *v* (*informal*) удалить пользователя из списка друзей в соц. сети

degree /dɪ'ɡriː/ *n* 1) градус; 2) степень
 delay /dɪ'leɪ/ *v* откладывать
 deli /'deli/ *n* гастроном, минимаркет
 delicious /dɪ'lɪʃəs/ *adj* 1) вкусный; 2) восхитительный
 delight /dɪ'laɪt/ *n* восторг
 depart /dɪ'paːt/ *v* отправляться
 deposit /dɪ'pɒzɪt/ *n* залог, депозит
 pay a deposit — оставлять залог
 depressing /dɪ'presɪŋ/ *adj* удручающий
 description /dɪ'skrɪpʃ(ə)n/ *n* описание
 desert /'dezət/ *adj* необитаемый
 desk /desk/ *n* рабочий, офисный стол
 desk work — работа в офисе, канцелярская работа
 detachable /dɪ'tætʃəb(ə)l/ *adj* съёмный (воротник)
 dial /'daɪəl/ 1) *n* диск набора; 2) *v* набирать номер
 diary /'daɪəri/ *n* дневник
 die off — вымирать
 difference /'dɪfrəns/ *n* различие, разница
 make a difference — повлиять на что-либо, изменить что-либо к лучшему
 difficulty /'dɪfɪk(ə)lti/ *n* сложность
 digestion /daɪ'dʒestʃ(ə)n/ *n* пищеварение
 dimensional /daɪ'menʃ(ə)nəl/ *adj* имеющий измерения
 direct /dɪ'rekt, daɪ'rekt/ *v* быть режиссёром (фильма, пьесы)
 direction /dɪ'rekʃ(ə)n, daɪ'rekʃ(ə)n/ *n* направление
 disabilities /,dɪsə'biləti/ *n* ограниченные возможности здоровья (ОВЗ)
 disabled /dɪs'eɪb(ə)ld/ *adj* обладающий ограниченными возможностями
 disadvantage /,dɪsəd'vɑːntɪdʒ/ *n* недостаток
 disastrous /dɪ'zɑːstrəs/ *adj* злополучный, роковой
 disclose /dɪs'kləʊz/ *v* раскрывать (информацию)

discount /'dis,kaʊnt/ *n* скидка
 discovery /di'skʌv(ə)ri/ *n* открытие
 discussion /di'skʌʃ(ə)n/ *n* обсужде-
 ние
 disease /di'zi:z/ *n* болезнь
 disorganised /dis'ɔ:gənaɪzd/ *adj* не-
 организованный
 display /di'spleɪ/ 1) *n* показ; 2) *v* по-
 казывать, представлять
 distinction /di'stɪŋk(ə)n/ *n* разли-
 чие
 make a distinction — разграничи-
 вать, различать
 disused /dis'ju:zd/ *adj* заброшен-
 ный, неиспользуемый disused
 mine — заброшенная шахта
 dive /daɪv/ *v* нырять
 diverge /daɪ'vɜ:ʒ/ *v* расходиться
 (во взглядах)
 diversity /daɪ'vɜ:səti/ *n* разнообра-
 зие, многообразие
 divide /di'vaɪd/ *v* делить
 divorce /di'vɔ:s/ 1) *n* развод; 2) *v*
 разводиться
 dock /dɒk/ *v* погрузить
 dome /dəʊm/ *n* купол
 domestic /də'mestɪk/ *adj* внутрен-
 ний
 dominated /'dɒmi,neɪtɪd/ *adj* доми-
 нируемый
 double /'dʌbl/ *adj* на двоих, двой-
 ной
 dough /dəʊ/ *n* тесто
 down-to-earth /'daʊntə,z:θ/ *adj* прак-
 тичный, не питающий иллю-
 зий
 dozen /'dʌz(ə)n/ *n* дюжина
 drive /draɪv/ 1) *n* стремление, сти-
 мул; 2) *v* водить машину
 drop /drɒp/ *v* бросать
 dropout /'drɒpaʊt/ *n* человек, по-
 ставивший себя вне общества
 drown /draʊn/ *v* тонуть
 drug /drʌg/ *n* наркотик
 drug taking — употребление нар-
 котиков
 dry /draɪ/ *adj* сухой
 dull /dʌl/ *adj* скучный
 dust /dʌst/ *n* пыль
 dustbin /'dʌs(t)ɪn/ *n* мусорная
 корзина, мусорный бак

dusty /dʌsti/ *adj* пыльный
 duty /'dju:ti/ *n* дежурство; обязан-
 ность
 dye /daɪ/ *v* красить (волосы)

Е

earflaps /'iəflæps/ *n* уши у шапки
 earn /z:n/ *v* зарабатывать
 eccentric /ɪk'sentrik/ *adj* экстрава-
 гантный
 economical /,kə'nɒmɪk(ə)l/ *adj* эконо-
 мичный
 education /,edjʊ'keɪʃ(ə)n/ *n* образо-
 вание education system — си-
 стема образования
 educational /,edjʊ'keɪʃ(ə)n(ə)l/ *adj*
 образовательный educational
 programme — образователь-
 ная программа
 side effect — побочный эффект
 efficiency /ɪ'fɪʃ(ə)nsi/ *n* эффе-
 ктивность использования (то-
 плива)
 elaborate /ɪ'læb(ə)rət/ *adj* эд. вы-
 чурный
 election /ɪ'leɪʃ(ə)n/ *n* выборы, го-
 лосование
 electric /ɪ'lektrɪk/ *adj* электриче-
 ский
 electric bulb — электрическая
 лампочка
 electric razor — электрическая
 бритва
 electric toothbrush — электриче-
 ская зубная щётка
 embrace /ɪm'breɪs/ *v* обнимать(ся)
 emergency /ɪ'mɜ:dʒ(ə)nsi/ *n* край-
 няя необходимость, критиче-
 ское положение
 emigrate /'emɪgreɪt/ *v* эмигрировать
 emphasis /'emfəsɪs/ *n* акцент, уси-
 ление внимания на чём-либо
 emphasize /'emfəsaɪz/ *v* придавать
 значение, подчёркивать
 en suite /ɒn'swi:t/ *adj* (BrE) (ванная
 комната) смежная со спальней
 enchantment /ɪn'tʃɑ:ntmənt/ *n* очаро-
 вание
 enclosed /ɪn'kləʊzd/ *adj* приложен-
 ный, прикреплённый
 enclosure /ɪn'kləʊzə/ *n* вольер

encouraging /in'kʌrɪdʒɪŋ/ *adj* поощряющий, вдохновляющий
 end up — заканчивать
 endangered /ɪn'deɪndʒəd/ *adj* находящийся под угрозой исчезновения
 endless /'endləs/ *adj* бесконечный
 enjoyable /ɪn'dʒɔɪəb(ə)l/ *adj* приятный, доставляющий удовольствие
 enjoyment /ɪn'ɔɪmənt/ *n* удовольствие
 ensure /ɪn'ʃʊə/ *v* гарантировать
 entertainment /,entə'teɪnmənt/ *n* развлечение
 enthusiastic /ɪn,θju:zɪ'æstɪk/ *adj* полный энтузиазма, восторженный
 entire /ɪn'taɪə/ *adj* весь
 environment /ɪn'vaɪrənmənt/ *n* окружающая среда
 environmentalist /ɪn'vaɪrən'mənt(ə)lɪst/ *n* защитник окружающей среды
 epic /'epɪk/ *adj* эпический
 equality /'kwɒləti/ *n* равенство
 erect /ɪ'rekt/ *v* воздвигать, устанавливать
 ergonomic /,ɪ:gə'nɒmɪk/ *adj* эргономичный
 escape /ɪ'skeɪp/ *v* спастись
 ethic /'eθɪk/ *n* этика
 ethnicity /eθ'nɪsəti/ *n* этническая принадлежность
 evaluate /ɪ'vælju:et/ *v* оценивать
 eventually /ɪ'ventʃuəli/ *adv* в итоге, в конце концов
 evolutionary /,ɪ:və'lju:ʃ(ə)n(ə)l/ *adj* эволюционный
 exaggerate /ɪg'zædʒəreɪt/ *v* преувеличивать
 exception /ɪk'sepʃ(ə)n/ *n* исключение
 exchange /ɪks'tʃeɪndʒ/ *v* обмениваться(ся)
 excite /ɪk'saɪt/ *v* волновать
 excited /ɪk'saɪtɪd/ *adj* взволнованный
 exciting /ɪk'saɪtɪŋ/ *adj* волнующий, увлекательный
 expense /ɪk'spens/ *n* трата, расход
 expensive /ɪk'spensɪv/ *adj* дорогой

experience /ɪk'spɪəriəns/ *n* опыт
 explain /ɪk'spleɪn/ *v* объяснять
 explode /ɪk'spləʊd/ *v* взрывать(ся)
 exploit /ɪk'splɔɪt/ *v* использовать, эксплуатировать
 explore /ɪk'splɔ:/ *v* изучать, исследовать
 extend /ɪk'stend/ *v* 1) расширять, увеличивать; 2) продлевать
 extensive /ɪk'stensɪv/ *adj* крупный, широкий
 extinct /ɪk'stɪŋkt/ *adj* вымерший
 extra /'ekstrə/ *adj* дополнительный
 extra cash — дополнительный заработок
 extract /'ekstrækt/ *n* отрывок
 extraordinary /ɪk'strɔ:d(ə)n(ə)l/ *adj* необычайный, выдающийся
 extreme /ɪk'stri:m/ *adj* чрезвычайный, экстремальный
 eyesight /'aɪ,sɑɪt/ *n* зрение

F

fact /fækt/ *n* факт
 fail /feɪl/ *v* терпеть неудачу
 failure /'feɪljə/ *n* неудача
 fair /feə/ *adj* справедливый
 fair pay — достойная оплата (труда)
 faithful /'feɪθf(ə)l/ *adj* верный, преданный
 fake /feɪk/ *n* подделка
 fall (fell, fallen) /fɔ:l/ *v* падать
 fame /feɪm/ *n* слава
 fancy /'fænsɪ/ 1) *v* любить, увлекаться; 2) *adj* причудливый
 fascinated /'fæsɪneɪtɪd/ *adj* поражённый, изумлённый
 fascinating /'fæsəneɪtɪŋ/ *adj* очаровательный, удивительный
 fashion /'fæʃ(ə)n/ *n* мода
 fast food /'fɑ:st 'fu:d/ *n* быстрое питание
 fast-food restaurant — ресторан быстрого питания
 favour /'feɪvə/ *n* одолжение
 feature /'fi:tʃə/ 1) *n* черта, свойство; 2) *v* предлагать, печатать; включать в себя
 feature film — полнометражный художественный фильм

- fed up with — сытый по горло
 feedback /'fa:dbæk/ *n* отзыв, ответная реакция
 feel (felt, felt) /fi/ *v* чувствовать
 feel sick — испытывать тошноту, плохо себя чувствовать
 felt boots /'felt,bu:ts/ *n* валенки
 ferry /'feri/ *n* паром
 festivity /fe'stɪvəti/ *n* торжество, праздник
 fiction /'fɪkʃ(ə)n/ *n* художественная литература, художественное произведение
 field /fi:ld/ *n* поле
 fight /faɪt/ 1) *n* драка, борьба; 2) *v* драться, бороться
 figure /'fɪgə/ *n* цифра
 filling /'fɪlɪŋ/ *n* начинка
 film /fɪlm/ *n* фильм
 action film — боевик
 science-fiction film — научно-фантастический фильм
 horror film — фильм ужасов
 financial /faɪ'nænʃ(ə)l/ *adj* финансовый
 financial security — финансовое/материальное обеспечение
 finish sth off — разрушать что-либо
 firefighter /'faɪə,faɪtə/ *n* пожарный
 fireproof /'faɪə,pru:f/ *adj* огнеупорный
 first-hand /,fɜ:st'hænd/ *adj* из первых рук
 fit /fɪt/ *v* подойти по размеру
 flat /flæt/ 1) *n* квартира; 2) *adj* плоский
 flexibility /,fleksə'biləti/ *n* гибкость
 flexible /'fleksəb(ə)l/ *adj* гибкий
 flexible working hours — гибкий рабочий график
 flight /flaɪt/ *n* авиарейс
 connecting flight — стыковочный рейс
 flood /flʌd/ *n* наводнение
 flooded /'flʌdɪd/ *adj* наводнённый
 flooding /'flʌdɪŋ/ *n* наводнение
 fluent /'flu:ənt/ *adj* быстрый, беглый (о языке)
 fog /fɒg/ *n* туман
 force /fɔ:s/ *v* принуждать, заставлять
- forklift truck — вилочный автопогрузчик
 founder /'faʊndə/ *n* основатель
 free /fri:/ *v* давать свободу
 frequently /'fri:kwəntli/ *adv* часто
 fry /fraɪ/ *v* жарить
 fuel /'fju:əl/ *n* топливо
 fuel consumption — расход топлива
 fur /fɜ:/ 1) *n* мех; 2) *adj* меховой
 furniture /'fɜ:nɪtʃə/ *n* мебель
- G**
 gadget /'gædʒɪt/ *n* устройство, «гаджет»
 gain /geɪn/ 1) *n* приобретение; 2) *v* приобретать, зарабатывать
 gang /gæŋ/ *n* банда
 garlic /'gɑ:lɪk/ *n* чеснок
 gate /geɪt/ *n* выход (к самолёту в аэропорту); ворота
 gene /dʒi:n/ *n* ген
 general /'dʒen(ə)rəl/ *adj* общий
 generation /dʒenə'reɪʃ(ə)n/ *n* поколение
 generator /dʒenə'reɪtə/ *n* генератор
 get /get/ *v* доставать, получать, брать
 get attention — добиваться внимания
 get back at — вернуться к чему-либо
 get on — ладить
 get used to — привыкать
 gigantic /dʒaɪ'gæntɪk/ *adj* гигантский
 give a sign — дать знак
 glacier /'glæsiə/ *n* ледник
 glad /glæd/ *adj* довольный
 global /'glɔ:b(ə)l/ *adj* глобальный, мировой
 goal /gəʊl/ *n* цель; гол
 goods /gu:dz/ *pl n* товары
 gossip /'gɒsɪp/ 1) *n* сплетник; слух; 2) *v* сплетничать
 gotcha — (*informal*) Попался!
 grade /greɪd/ *n* отметка (школьная)
 grave /greɪv/ *n* могила
 greenwashing /'grɪ:n,wɒʃɪŋ/ *n* «зелёный пиар»
 grill /grɪl/ *v* жарить на огне (гриле)
 groom /gru:m/ *n* жених

growl /graʊl/ *n* рык
 guarantee /,gærən'ti:/ *v* гарантиро-
 вать
 gymnastics /dʒɪm'næstɪks/ *n* гимнас-
 тика

Н

hairdryer /'heə,draɪə/ *n* фен для во-
 лос
 hall /hɔ:l/ *n* коридор
 hammer /'hæmə/ *n* молоток
 hammock /'hæmək/ *n* гамак
 hang (hung, hung) /hæŋ/ *v* вешать
 hang about — бродить, околачи-
 ваться
 hang out — проводить время
 harbour /'hɑ:bə/ *n* бухта
 hard /hɑ:d/ *adj* тяжёлый
 hazelnut /'heɪz(ə)l,nʌt/ *n* фундук
 headache /'hedek/ *n* головная боль
 headlight /'hed,lait/ *n* автомобиль-
 ная фара
 headlight wink — сигнал фарами
 headmaster /,hed'mɑ:stə/ *n* дирек-
 тор школы (в Британии)
 health /helθ/ *n* здоровье
 health care — здравоохранение
 health-conscious /,helθ'kɒŋjəs/ *adj*
 заботящийся о здоровье
 healthy /'helθi/ *adj* здоровый
 heat /hit/ 1) *n* жара; 2) *v* нагре-
 вать
 heat exchanger — радиатор
 heat wave — период аномальной
 жары
 heavily /'hevili/ *adv* сильно
 heavy /'hevi/ *adj* тяжёлый
 helicopter /'helɪ,kɒptə/ *n* вертолёт
 helmet /'helmit/ *n* шлем
 hemisphere /'hemi,sfiə/ *n* полуша-
 рие
 hence /hens/ *adv* следовательно, в
 результате
 herb /hɜ:b/ *n* трава (лекарственная,
 ароматическая)
 heritage /'herɪtɪdʒ/ *n* наследство
 hero /'hɪərəʊ/ *n* герой
 heroine /'herəʊɪn/ *n* героиня
 high /haɪ/ *adj* высокий
 highlight /'haɪlaɪt/ *n* основной, за-
 поминающийся момент

hike /haɪk/ 1) *n* поход; 2) *v* ходить
 в поход
 hit (hit, hit) /hit/ 1) *v* ударять; 2) *n*
 хит
 homeless /'həʊmləs/ *adj* бездомный
 homesickness /'həʊm,sɪknəs/ *n* но-
 стальгия, тоска по дому
 honesty /'ɒnɪsti/ *n* честность
 hopeful /'həʊpfʊl/ *adj* полный на-
 дежд
 hopeless /'həʊpləs/ *adj* безнадеж-
 ный
 horsemeat /'hɔ:smi:t/ *n* конина
 host /həʊst/ *n* принимающая сто-
 рона, хозяин
 host country — страна пребыва-
 ния
 hostel /'hɒst(ə)l/ *n* хостел
 household /'haʊs,həʊld/ *n* домохо-
 зяйство
 housemate /'haʊsmeɪt/ *n* сосед по
 квартире, дому
 huddle /'hʌd(ə)l/ *v* толпиться, со-
 бираться вместе
 huge /'hju:dʒ/ *adj* огромный
 human /'hju:mən/ 1) *n* человек;
 2) *adj* человеческий
 humble /'hʌmb(ə)l/ *adj* скромный,
 застенчивый, робкий
 humid /'hju:mɪd/ *adj* влажный
 humidity /hju:'mɪdətɪ/ *n* влажность
 hunger /'hʌŋgə/ *n* голод
 hurt (hurt, hurt) /hɜ:t/ *v* причи-
 нять боль

И

ice cap /'aɪs,kæp/ *n* ледниковый по-
 кров, ледниковая «шапка»
 illegal downloading — незаконное
 скачивание информации
 illegally /ɪ'li:g(ə)li/ *adv* нелегаль-
 но, противозаконно
 illness /'ɪlnəs/ *n* болезнь
 imagination /ɪ,mædʒɪ'neɪʃn/ *n* вооб-
 ражение
 imagine /ɪ'mædʒɪn/ *v* представлять
 immediate /ɪ'mɪdiət/ *adj* срочный,
 экстренный
 immediately /ɪ'mɪdiətli/ *adv* момен-
 тально, тут же
 immunise /'ɪmjʊnaɪz/ *v* прививать,
 проводить иммунизацию

impact (on) /'ɪmpækt/ *n* влияние (на)
 imported /ɪm'pɔ:tɪd/ *adj* импортный
 impractical /ɪm'præktɪk(ə)l/ *adj* не-
 практический
 impress /ɪm'pres/ *v* впечатлять
 impression /ɪm'pres(ə)n/ *n* впечат-
 ление
 improved /ɪm'pru:vɪd/ *adj* усовер-
 шенствованный
 in /ɪn/ *prep* в
 in the meantime — в то же время,
 между тем
 in vain — впустую, зря
 inaccurate /ɪn'ækjʊrət/ *adj* неточный
 independent /,ɪndɪ'pendənt/ *adj* не-
 зависимый
 inexperience /,ɪnɪk'spɪəriəns/ *n* нео-
 пытность
 informative /ɪn'fɔ:mətɪv/ *adj* инфор-
 мативный, содержательный
 inhabitant /ɪn'hæbɪtənt/ *n* житель,
 обитатель
 injure /'ɪndʒə/ *v* ушибить, повре-
 дить
 innovative /'ɪnəvətɪv/ *adj* иннова-
 ционный
 insect /'ɪnsekt/ *n* насекомое
 insulated /,ɪnsju'leɪtɪd/ *adj* теплои-
 золированный, теплоизоляци-
 онный
 insulating /,ɪnsju'leɪtɪŋ/ *adj* изоли-
 рованный, изоляционный
 intelligence /ɪn'telɪdʒ(ə)ns/ *n* ум,
 интеллект
 intention /ɪn'tenʃ(ə)n/ *n* намерение
 interior /ɪn'tɪəriə/ *n* интерьер
 interrupt /,ɪntə'rʌpt/ *v* прерывать,
 вмешиваться
 interview /'ɪntəvju:/ *n* собеседование
 introduce /,ɪntrə'dju:s/ *v* представ-
 лять
 invent /ɪn'vent/ *v* изобретать
 involve /ɪn'vɒlv/ *v* впутывать, во-
 влекать
 involved (in) /ɪn'vɒlvd/ *adj* заме-
 шанный (в чём-либо)
 issue /'ɪʃu:/ *n* 1) проблема; 2) но-
 мер, выпуск издания
 IT (*сокр. от information techno-*
logy) /,aɪ'ti:/ *n* информацион-
 ные технологии

J

jammed (with) /'dʒæmd/ *adj* заби-
 тый, закупоренный чем-либо
 jealousy /'dʒeləsi/ *n* ревность
 job /dʒɒb/ *n* работа
 join /dʒɔɪn/ *v* присоединять(ся)
 joke /dʒəʊk/ *n* шутка
 journey /'dʒɜ:nɪ/ *n* путешествие
 judge /dʒʌdʒ/ 1) *n* судья; 2) *v* судить
 just /dʒʌst/ *adj* справедливый

K

keep /ki:p/ *v* держать; хранить; со-
 держать
 keep a conversation going — про-
 должать разговор
 keep in touch — оставаться на
 связи
 keep one's promises — держать
 обещания
 keep at sth — делать что-либо с
 упорством
 keeper /'ki:pə/ *n* смотритель
 key /ki:/ *n* ключ
 kilt /kɪlt/ *n* килт (короткая юбка в
 складку или плед вокруг бё-
 дер — национальная мужская
 одежда в Шотландии)
 kind of — в общем-то, слегка
 knee /ni:/ *n* колено

L

label /'leɪb(ə)l/ *n* марка (товара)
 lack /læk/ 1) *n* недостаток, нехват-
 ка; 2) *v* испытывать недоста-
 ток в чём-либо, не иметь
 lamb /læm/ *n* баранина
 land /lænd/ 1) *n* земля; 2) *v* при-
 земляться
 landscape /'lænd,skeɪp/ *n* пейзаж
 last /lɑ:st/ *adj* последний at last —
 наконец, в конце концов
 laundry /'ləʊndri/ *n* стирка
 law /lɔ:/ *n* закон
 break the law — нарушать закон
 enforce a law — применять закон
 lay /leɪ/ (laid) *v* 1) класть; 2) на-
 крывать на стол
 leisure /'leɪzə/ *n* отдых
 lend /lend/ *v* одалживать
 lens /lenz/ *n* линза

liberty /'libəti/ *n* свобода (*зд.* гражданская)
 lie /laɪ/ (*lay, lain*) *v* лежать
 lie /laɪ/ (*lied*) *v* лгать
 likely /'laɪkli/ *adj* вероятный
 literacy /'lɪt(ə)rəsi/ *n* грамотность
 lively /laɪvli/ *adj* живой, оживлённый
 load /ləʊd/ *v* загружать
 local /'ləʊkl/ *adj* местный, ближайший к дому
 logical /'lɒdʒɪk(ə)l/ *adj* логичный
 lonely /'ləʊnli/ *adj* одинокий
 lose (*lost, lost*) /luːz/ *v* терять
 loss /lɒs/ *n* потеря
 lowlight /'ləʊ,laɪt/ *n* неприятный момент
 luckily /'lʌkɪli/ *adv* к счастью
 lung /lʌŋ/ *n* лёгкое
 lush /lʌʃ/ *adj* буйный, пышный (о растительности)
 luxury /'lʌkʃəri/ *n* роскошь, богатство

М

mad /mæd/ (*AmE*) *adj* злой
 magazine /,mæɡə'ziːn/ *n* журнал
 mainly /'meɪnli/ *adv* главным образом
 maize /meɪz/ (*BrE*) *n* кукуруза
 make (*made, made*) /meɪk/ *v* делать, заставлять
 make a distinction — разделять, разграничивать
 make a reservation — бронировать (номер в отеле и т.п.)
 manage /'mænɪdʒ/ *v* справляться
 mangrove /'mæŋ,ɡrəʊv/ *adj* мангровый
 mangrove swamps — мангровые болота
 manual steering — ручное управление рулём
 mark /mɑ:k/ *n* отметка
 market /'mɑ:kit/ *n* рынок
 martial arts /,mɑ:ʃ(ə)'ɑ:ts/ *n* боевые искусства
 mascot /'mæskɒt/ *n* олимпийский талисман
 mass production — массовое производство

matter-of-fact /,mætərəv'fækt/ *adj*
 1) фактический; 2) скучный
 maximise /'mæksɪmaɪz/ *v* максимально увеличивать, максимизировать
 mayor /meɪ/ *n* мэр
 mean /mi:n/ 1) *v* иметь в виду; 2) *adj* подлый, жадный
 measure /'meʒə/ *v* измерять, мерить
 measure up — достигать уровня, соответствовать
 media /'mi:diə/ *pl n* средства массовой информации (СМИ)
 media literacy — компьютерная грамотность
 media tycoon — медиамагнат
 medicine /'med(ə)s(ə)n/ *n* 1) лекарство; 2) медицина
 memorise /'meməraɪz/ *v* запоминать
 memory /'meməri/ *n* память
 merely /'miəli/ *adv* просто, всегонавсего
 merry /'meri/ *adj* весёлый
 mess /mes/ *n* беспорядок, путаница
 metropolis /mə'trɒpəlɪs/ *n* метрополис
 mic /maɪk/ *n* (*informal*) микрофон
 middle-class /'mɪdl,kla:s/ *adj* принадлежащий среднему классу
 military /'mɪlɪt(ə)ri/ *adj* военный
 millennium /mɪ'lenɪəm/ *n* тысячелетие
 mind map /'maɪnd,mæp/ *n* диаграмма связей, схема
 mine /maɪn/ *n* шахта
 mink /mɪŋk/ *n* норка (животное и мех)
 minority /maɪ'nɒrəti/ *n* меньшинство
 miserable /'mɪz(ə)rəb(ə)l/ *adj* несчастный, жалкий
 miss /mɪs/ 1) *v* опоздать; 2) *n* пропускать
 mistake /mɪ'steɪk/ *n* ошибка
 by mistake — по ошибке
 mix /mɪks/ 1) *n* смесь; 2) *v* смешивать
 moderate /'mɒd(ə)rət/ *adj* 1) средний (о качестве); 2) сдержанный
 moisture /'mɔɪstʃə/ *n* влага
 monument (to sb) /'mɒnjumənt/ *n* памятник (кому-либо)

mood /mu:d/ *n* настроение
 mortal /'mɔ:t(ə)l/ *adj* смертный
 mosquito /mɒ'ski:təʊ/ *n* комар
 mostly /'məʊstli/ *adv* в большинстве
 motorway /'məʊtə,weɪ/ (*BrE*) *n* шоссе
 motto /'mɒtəʊ/ *n* лозунг, девиз
 movie /'mu:vi/ (*AmE*) *n* фильм
 multiply /'mʌltɪplaɪ/ *v* умножать
 must /mʌst/ 1) *n* долг, необходимость; 2) *modal v* должен, обязан

N

narrow /'nærəʊ/ *adj* узкий
 nationwide /,neɪʃ(ə)n'waɪd/ *adj* все-народный, общенародный
 native /'neɪtɪv/ *adj* коренной (житель); родной (язык, город)
 native tongue — родной язык
 natural resources — природные ресурсы
 nearly /'ni:əli/ *adv* почти
 nervous /'nɜ:vəs/ *adj* нервный, волнующийся
 neuroscience /'nju:ənsəʊ,saɪəns/ *n* неврология
 nevertheless /,nevəðə'les/ *conj* несмотря на, всё же
 newsroom /'nju:z,ru:m/ *n* редакция газеты, редакция новостей
 nicotine /'nikəti:n/ *n* никотин
 nightwear /'naɪt,weə/ *n* пижама, ночная рубашка
 nod /nɒd/ 1) *n* кивок; 2) *v* кивать головой
 nomad /'nəʊmæd/ *n* кочевник
 nominate /'nɒmɪneɪt/ *v* выставлять кандидатуру; номинировать
 nonsense /'nɒns(ə)ns/ *n* чушь, чепуха
 nuclear /'nju:klɪə/ *adj* атомный, ядерный

O

oath of allegiance /,əʊθəvə'li:ʃ(ə)ns/ *n* клятва в верности, присяга

obey /ə'bei/ *v* повиноваться, слушаться
 objective /əb'ʃektɪv/ *n* цель
 oblige /ə'blaɪdʒ/ *v* обязывать
 observation /,ɒbzə'veɪʃən/ *n* наблюдение
 observe /əb'zɜ:v/ *v* наблюдать
 observer /əb'zɜ:və/ *n* наблюдатель
 occasion /ə'keɪz(ə)n/ *n* случай, событие
 occupation /,ɒkjʊ'reɪʃ(ə)n/ *n* занятость, профессия
 offence /ə'fens/ *n* оскорбление
 offensive /ə'fensɪv/ *adj* грубый, оскорбительный
 offer /'ɒfə/ *v* предлагать
 oil /ɔɪl/ *n* масло, нефть
 oil age — нефтяной период, нефтяной век
 old-fashioned /,əʊld 'fæʃ(ə)nd/ *adj* старинный, устаревший
 online /'ɒnlaɪn/ *adv* в сети, онлайн
 online banking — виртуальный, мобильный банк
 opinion /ə'pɪnjən/ *n* мнение
 opposite /'ɒpəzɪt/ *adj* противоположный
 organised /'ɔ:gənaɪzd/ *adj* организованный
 origin /'ɒrɪdʒɪn/ *n* происхождение
 outgoing /,aʊt'gəʊɪŋ/ *adj* общительный, дружелюбный
 outline /'aʊtlaɪn/ *n* план
 outmoded /,aʊt'məʊdɪd/ *adj* вышедший из моды, старомодный
 out-of-fashion — вышедший из моды
 outsource /'aʊt,sɔ:s/ *v* привлечь кого-либо со стороны для выполнения работы
 overjoyed /,əʊvə'ʃɔɪd/ *adj* счастливый, очень радостный
 override /,əʊvə'raɪd/ *v* превышать, действовать вопреки
 overseas /,əʊvə'saɪz/ *adj* заокеанский (заморский), заграничный
 overweight /,əʊvə'weɪt/ *adj* грузный
 overwhelming /,əʊvə'welmɪŋ/ *adj* чрезвычайный
 own /əʊn/ *v* владеть

Р

pack /pæk/ *n* *зд.* колода (игральных карт)

package /'pækɪdʒ/ *n* упаковка

pain /peɪn/ *n* боль

palace /'pælɪs/ *n* дворец

pallet /'pælət/ *n* паллета (транспортная тара)

paperback /'peɪpəbæk/ *adj* в бумажной обложке (о книге)

paperwork /'peɪpəwɜ:k/ *n* (*неисч.*) бумажная работа

particular /pə'tɪkjʊlə/ *adj* особый, особенный

partly /'pɑ:li/ *adv* частично

pass /pɑ:s/ *v* передавать

pathological /,pæθə'lɒdʒɪk(ə)l/ *adj* патологический

pay (paid, paid) /peɪ/ *v* платить

pedestrian /pə'destrɪən/ *n* пешеход

peregrine falcon /,perəgrɪn'fælkən/ *n* обыкновенный сокол, сапсан

perfume /'pɜ:fju:m/ *v* брызгать(ся) духами

perhaps /pə'hæps/ *adv* возможно

periodical /,pɪərɪ'ɒdɪk(ə)l/ *n* периодическое издание, журнал

permit /pə'mɪt/ *v* разрешать

personality /,pɜ:sən'æləti/ *n* характер, личность

pesticide /'pestɪsaɪd/ *n* пестицид

phenomenon (*pl* phenomena) /fə'nɒmɪnən/ *n* феномен

photosynthesis /,fəʊtəʊ'sɪnθəɪsɪs/ *n* фотосинтез

physicist /'fɪzɪsɪst/ *n* физик

pie chart — круговая диаграмма

play /pleɪ/ 1) *n* пьеса; 2) *v* играть

pleasure /'plezə/ *n* удовольствие

polite /pə'laɪt/ *adj* вежливый

pool /pu:l/ *n* бассейн

poor /pʊə/ *adj* 1) бедный; 2) плохой

population /,pɒpjʊ'leɪʃ(ə)n/ *n* население pop up — появляться, выскакивать

pork /pɜ:k/ *n* свинина

position /pə'zɪʃ(ə)n/ *n* должность, позиция

positive /'pɒzətɪv/ *adj* положительный

possess /pə'zes/ *v* обладать, владеть

possible /'pɒsəb(ə)l/ *adj* возможный

postgraduate /,pəʊs(t)'grædʒʊət/ *adj* аспирантский, кандидатский

pound /paʊnd/ *n* фунт стерлингов

poverty /'pɒvəti/ *n* бедность, нищета

child poverty — детская бедность

powder /'paʊdə/ *v* пудрить

power /'paʊə/ *n* энергия; власть

power line — линия электропередачи

wind power — энергия ветра

powerful /'paʊəf(ə)l/ *adj* полномочный; сильный

practical /'præktɪkəl/ *adj* практический

precise /pri'saɪs/ *adj* точный, определённый

precision /pri'sɪz(ə)n/ *n* точность, чёткость

prediction /pri'dɪkʃ(ə)n/ *n* предсказание

prefer /prɪ'fɜ:/ *v* предпочитать

preparation /,preɪ'reɪʃ(ə)n/ *n* приготовление, подготовка

preservation /,prezə'veɪʃ(ə)n/ *n* сохранение

press /pres/ 1) *n* пресса; 2) *v* нажимать

price /praɪs/ *n* цена

pride /praɪd/ *n* гордость

primeval /praɪ'mi:v(ə)l/ *adj* нетронутый, девственный

principal /'prɪnsəp(ə)l/ *adj* главный

principle /'prɪnsəp(ə)l/ *n* принцип on the principle — по принципу

prison /'prɪz(ə)n/ *n* тюрьма

private /'praɪvət/ *adj* частный

probably /'prɒbəbli/ *adv* возможно

profile /'prəʊfaɪl/ *n* профиль, анкета (на сайте знакомств или в соц. сети)

progressive /prəʊ'gresɪv/ *adj* прогрессивный

promise /'prɒmɪs/ *v* обещать

promotion /prə'məʊʃ(ə)n/ *n* продвижение по службе, повышение
 protection /prə'tekʃ(ə)n/ *n* защита
 proverb /'prɒvɜ:b/ *n* пословица, поговорка
 publicity /pʌb'lɪsəti/ *n* реклама
 publish /'pʌblɪʃ/ *n* издавать, публиковать
 punctual /'pʌŋktʃʊəl/ *adj* пунктуальный
 punish /'pʌnɪʃ/ *v* наказывать
 purse /pɜ:s/ *n* женская сумочка; кошелёк
 put (put, put) /pʊt/ *v* класть, положить
 put off by sth — что-либо вызывает отвращение
 put sth off — откладывать
 put up posters — вешать плакаты
 put up with sth — мириться с чем-либо
 puzzled /'plʌz(ə)ld/ *adj* озадаченный

Q

qualification /,kwɒlɪfɪ'keɪʃ(ə)n/ *n* квалификация
 qualified /'kwɒlɪfɪd/ *adj* компетентный, квалифицированный
 qualify /'kwɒlɪfaɪ/ *v* определять, квалифицировать
 quantity /'kwɒntəti/ *n* количество
 questionnaire /,kwɛstʃə'neə/ *n* опросник
 queue /kju:/ *v* стоять в очереди
 quiet /'kwaɪət/ *adj* тихий
 quiz /kwɪz/ *n* тест
 quote /kwəʊ/ (*сокр. от quotation*) *n* цитата

R

race /reɪs/ *n* раса
 racism /'reɪsɪz(ə)m/ *n* расизм
 racket /'rækɪt/ *n* ракетка
 radish /'rædɪʃ/ *n* редька
 rail /reɪl/ *n* железнодорожный путь
 rail pass — железнодорожный абонемент (проездной билет)
 railway /'reɪlweɪ/ *n* железная дорога
 rank /ræŋk/ *v* классифицировать, расположить по порядку

rapidly /'ræpɪdli/ *adv* быстро, стремительно
 rate /reɪt/ *n* размер, величина
 rate of change — скорость изменения
 ratio /'reɪʃɪʊ/ *n* соотношение
 ration /'ræʃ(ə)n/ *n* порция, доза
 rational /'ræʃənəl/ *adj* рациональный
 realise /'riəlaɪz/ *v* осознавать
 realism /'riə,lɪz(ə)m/ *n* реализм
 realistic /,riə'lɪstɪk/ *adj* реалистичный
 reason /'ri:z(ə)n/ *n* причина
 recall /ri:'kɔ:l/ *v* вспоминать
 recently /'ri:s(ə)ntli/ *adv* недавно
 recipe /'resəpi/ *n* кулинарный рецепт
 recycled /ri:'saɪk(ə)ld/ *adj* переработанный
 refreshment station — закусочная, буфет
 registry /'redʒɪstri/ *n* журнал регистрации, реестр
 relax /rɪ'læks/ *v* расслабляться
 release /ri:'li:s/ *v* выпускать
 relevant /'reləv(ə)nt/ *adj* значимый, существенный
 relieve /ri:'li:v/ *v* облегчать, ослаблять
 rely /ri:'laɪ/ *v* надеяться
 remain /ri:'meɪn/ *v* оставаться
 remove /ri:'mu:v/ *v* убирать, удалять
 renaissance /ri:'neɪs(ə)ns/ *n pl* возрождение
 renewable /ri:'nju:əb(ə)l/ *adj* возобновляемый
 rent /rent/ *v* снимать, арендовать (жильё)
 representative /,repri'zentətɪv/ *n* представитель
 require /ri'kwaɪə/ *v* требовать
 requirement /ri'kwaɪəmənt/ *n* требование
 reserve /ri'zɜ:v/ *v* резервировать, бронировать
 resident /'rezɪd(ə)nt/ *n* постоянный житель, резидент
 resist /ri'zɪst/ *v* сопротивляться
 resistance /ri'zɪst(ə)ns/ *n* сопротивление
 respect /ri'spekt/ *v* уважать

respectful /ri'spektf(ə)l/ *adj* уважительный
 rest /rest/ 1) *n* отдых; 2) *v* отдыхать
 retailer /'ri:teɪlə/ *n* розничный торговец
 return /rɪ'tʌ:n/ 1) *n* возвращение; 2) *v* возвращаться
 reviewer /rɪ'vju:ə/ *n* рецензент, критик
 revise (for) /rɪ'vaɪz/ *v* готовиться
 revolutionise /,revə'lju:ʃə,naɪz/ *v* радикально изменить, революционизировать
 rich /rɪtʃ/ *adj* богатый
 right /raɪt/ *n* право
 rise (rose, risen) /raɪz/ *v* вставать, подниматься
 risky /'rɪskɪ/ *adj* рискованный
 ritual /'rɪtʃʊəl/ *n* ритуал
 roast /rəʊst/ *v* жарить, запекать
 role /rəʊl/ *n* роль
 roll (on) /rɒl/ *v* проходить (о годах)
 root /ru:t/ *n* корень
 rubbish /'rʌbɪʃ/ *n* 1) мусор; 2) (*informal*) чушь, ерунда
 rucksack /'rʌk,sæk/ *n* рюкзак
 rule /ru:l/ *n* правило
 run (run, run) /rʌn/ *v* 1) управлять; 2) длиться
 rural /'rʊərəl/ *adj* сельский
 rush /rʌʃ/ *v* спешить, торопиться
 rush hour — час пик

S

sack /sæk/ *n* мешочек, сумка
 sadly /'sædli/ *adv* к сожалению
 safety /'seɪfti/ *n* безопасность
 sales assistant — продавец-консультант
 salmon /'sæməŋ/ *n* лосось
 sari /'sa:ri/ *n* сари (индийская национальная женская одежда)
 satellite /'sætələɪt/ *n* спутник
 satisfaction /,sætɪs'fækʃ(ə)n/ *n* удовлетворение
 satisfied /'sætɪsfaɪd/ *adj* удовлетворенный
 schedule /'ʃedju:l/ 1) *n* расписание; 2) *v* составлять расписание, планировать
 score a goal — забивать гол

second-hand /,sekənd'hænd/ *adj* бывший в употреблении, подержанный
 secretary /'sekɹətɹi/ *n* секретарь
 sector /'sektə/ *n* область, сфера
 sedate /si'deɪt/ *v* усыплять, дать успокоительное
 seed /si:d/ *n* зерно
 seem /si:m/ *v* казаться, производить впечатление
 selection /sɪ'leɪʃ(ə)n/ *n* выбор
 sensational /sen'seɪʃ(ə)nəl/ *adj* сенсационный
 separately /'sep(ə)rətli/ *adv* отдельно
 series /'siəri:z/ *n* 1) сериал; 2) серия
 serve /sɜ:v/ *v* служить, обслуживать
 service /'sɜ:vɪs/ *n* услуга, служба
 service sector — сфера обслуживания
 set (set, set) /set/ накрывать (на стол); садиться (о солнце)
 set an example — подавать пример
 set aside — откладывать
 set up — устанавливать, назначать
 setting /'setɪŋ/ *n* окружение, обстановка
 settle /'setl/ *v* успокаиваться
 settler /'setlə/ *n* поселенец
 severely /si'viəli/ *adv* жестоко
 shake /ʃeɪk/ *v* трястись, дрожать
 shame /ʃeɪm/ *n* стыд, досада
 share /ʃeə/ *v* делиться
 ship /ʃɪp/ *v* перевозить, транспортировать
 shocking /'ʃɒkɪŋ/ *adj* шокирующий
 shortage /'ʃɔ:tɪdʒ/ *n* недостаток, нехватка
 show /ʃəʊ/ 1) *n* шоу, программа; 2) *v* показывать
 show off — рисоваться, красоваться
 sign /saɪn/ *n* знак
 significant /sɪg'nɪfɪkənt/ *adj* значимый, значительный
 silicone /'sɪlkəʊn/ 1) *n* силикон; 2) *adj* силиконовый

- silly /'sili/ *adj* глупый
- simultaneously /,sim(ə)'teiniəslɪ/ *adv* одновременно, синхронно
- sink (sank, sunk) /sɪŋk/ *v* 1) тонуть; 2) опускать (голову)
- skill /skil/ *n* умение, ловкость
- skyline /'skaɪlaɪn/ *n* очертание, контур здания
- skyscraper /'skai,skreɪpə/ *n* небоскрёб
- sleek /sli:k/ *adj* элегантный, гламурный
- slim /slɪm/ *adj* худой, стройный
- slip /slɪp/ *v* поскользнуться
- slope /sləʊp/ *n* склон
- smart /sma:t/ *adj* 1) умный; 2) красивый
- look smart — нарядно выглядеть, быть нарядно одетым
- smog /smɒɡ/ *n* смог, дым
- smoke-free /'sməʊkfri:/ *adj* свободный от курения, некурящий
- snail /sneɪl/ *n* улитка
- soap /səʊp/ *n* мыло
- soft /sɒft/ *adj* мягкий
- soft skills — навыки межличностного общения, «мягкие» навыки
- software /'sɒf(t),weə/ *n* программное обеспечение
- solar /'səʊlə/ *adj* солнечный
- sold out /,səʊld'aʊt/ *adj* распроданный
- solid /'sɒlɪd/ *adj* твёрдый
- solve /sɒlv/ *v* решать
- sour cream /,saʊə'kri:m/ *n* сметана
- speak /spi:k/ *v* говорить
- specific /spə'sɪfɪk/ *adj* определённый
- spectacular /spek'tækjʊlə/ *adj* зрелищный, захватывающий
- split /splɪt/ *v* разбивать split up — разойтись, развестись
- spokesperson /'spəʊks,pz:s(ə)n/ *n* докладчик, пресс-секретарь
- spontaneous /sprɒn'teɪniəs/ *adj* спонтанный
- square /skweə/ 1) *n* квадрат; площадь; 2) *adj* квадратный
- stability /stə'biləti/ *n* стабильность
- stable /'steɪb(ə)l/ *adj* стабильный
- staff /sta:f/ *n* штат сотрудников
- stand /stænd/ *v* стоять
- stand out — выделяться
- star /sta:/ *v* играть роль (в фильме, пьесе)
- starch /sta:tʃ/ *n* крахмал
- statement /'steɪtmənt/ *n* предложение, фраза
- statistical /stə'tɪstɪk(ə)l/ *adj* статистический
- statistics /stə'tɪstɪks/ *uncount. n* статистика
- steak /steɪk/ *n* стейк
- steam /sti:m/ 1) *n* пар; 2) *adj* паровой
- steel /sti:l/ 1) *n* сталь; 2) *adj* стальной
- stick /stɪk/ *n* палка
- stock /stɒk/ *n* товарный запас
- store /stɔ:/ 1) (AmE) *n* магазин (большой); 2) *v* хранить
- storm /stɔ:m/ *n* гроза, буря
- strap /stræp/ *n* лямка, ремешок
- stress /stres/ *v* подчёркивать, делать акцент
- stretch /stretʃ/ *v* растягивать(ся), вытягивать(ся)
- study /'stʌdi/ *n* исследование, опрос
- stuff /stʌf/ *n* вещи
- subcontractor /,sʌbkən'træktə/ *n* субподрядчик
- subscribe /səb'skraɪb/ *v* подписываться
- successful /sək'sesf(ə)l/ *adj* успешный, удачный
- suffer /'sʌfə/ *v* страдать
- sufficiently /sə'fɪj(ə)ntli/ *adv* полностью, совершенно
- suggest /sə'dʒest/ *v* предлагать
- suitable /'su:təb(ə)l/ *adj* подходящий
- sum /sʌm/ *n* сумма
- supporter /sə'pɔ:tə/ *n* сторонник, приверженец
- supposed /sə'pəʊzd/ *adj* должен быть
- surf /sɜ:f/ *v* бегло просматривать
- surf the Internet — просматривать web-страницы в интернете, «лазить» по интернету
- surround /sə'raʊnd/ *v* окружать

surrounding /sə'raʊndɪŋ/ *n* окружение
 survey /'sɜ:veɪ/ *n* исследование, опрос
 survive /sə'vaɪv/ *v* выживать
 suspect /'sʌspækt/ *n* подозреваемый
 suspicion /sə'spɪʃ(ə)n/ *n* подозрение
 suspiciously /sə'spɪʃəsli/ *adv* подозрительно
 SUV (сокр. от sport utility vehicle) /,esju:'vi:/ *n* внедорожник
 swear (swore, sworn) /swɛə/ *v* клясться
 sweatshop /'swet,ʃɒp/ *n* мастерская, в которой рабочие получают низкую зарплату и работают в тяжёлых условиях
 switch /swɪtʃ/ 1) *n* выключатель; 2) *v* включать, переключать
 syringe /sɪ'rɪndʒ/ *n* шприц

Т

tailor /'teɪlə/ *n* портной
 take (took, taken) /teɪk/ *v* брать
 take care (of) — заботиться (о)
 tall /tɔ:l/ *adj* высокий
 taste /teɪst/ 1) *n* вкус; 2) *v* пробовать на вкус
 tattoo /tæ'tu:/ *n* татуировка
 tax /'tæks/ *n* налог
 team /ti:m/ 1) *n* команда; 2) *v* объединяться в команду
 technique /tek'ni:k/ *n* техника, способ
 technology /tek'nɒlədʒi/ *n* технология
 telenovela /'telɪnəv,velə/ *n* теленовелла, латиноамериканский сериал
 temple /'temp(ə)l/ *n* храм
 tense /tens/ *adj* напряжённый
 tent /tent/ *n* палатка
 term /tɜ:m/ *n* четверть, семестр
 threat /θret/ *n* угроза
 threaten /'θret(ə)n/ *v* угрожать
 thrill /'θrɪl/ *n* нервное возбуждение
 thriller /'θrɪlə/ *n* триллер
 throughout /'θru:'aʊt/ *n* на всём протяжении

ticket /'tɪkɪt/ *n* билет
 tie /taɪ/ *n* галстук
 tight /taɪt/ *adj* узкий
 timetable /'taɪm,teɪb(ə)l/ *n* расписание
 tiny /'taɪni/ *adj* маленький, крошечный
 tip /tɪp/ *n* подсказка, совет
 tolerant /'tɒlərənt/ *adj* терпимый, толерантный
 tool /tu:l/ *n* инструмент
 traffic /'træfɪk/ *n* транспорт
 traffic jam — автомобильная пробка
 train /treɪn/ *v* тренироваться
 trainer /'treɪnə/ *n* тренер
 trainers /'treɪnəz/ *n* кроссовки
 transfer /træns'fɜ:/ *v* передавать
 trapper /'træpə/ *n* охотник, ставящий капканы
 trek /trek/ *n* переход, путешествие
 tribe /traɪb/ *n* племя
 trip /trɪp/ *n* поездка, короткое путешествие
 troublemaker /'trʌb(ə)l,meɪkə/ *n* нарушитель спокойствия, порядка
 truck /trʌk/ *n* грузовик
 truthful /'tru:θf(ə)l/ *adj* правдивый
 Tube, the /tju:b/ *n* метро (в Британии)
 turkey /'tɜ:ki/ *n* индейка
 turn /tɜ:n/ 1) *n* поворот; поворотный пункт; 2) *v* поворачивать; исполняться (о возрасте)
 turn down — отвергать, отказывать
 turn of events — ход событий
 turning /'tɜ:niŋ/ *adj* поворотный
 turning radius — радиус поворота
 tutor /'tju:tə/ 1) *v* (formal) обучать кого-либо; 2) *n* преподаватель

У

ugly /'ʌɡli/ *adj* страшный, некрасивый
 undergraduate /,ʌndə'grædʒʊət/ *n* студент бакалавриата
 understatement /'ʌndə,steɪtmənt/ *n* преуменьшение

unemployed /,ʌnɪm'plɔɪd/ *adj* безработный
 unfortunately /ʌn'fɔ:tʃ(ə)nətli/ *adv* к сожалению
 unique /ju:'ni:k/ *adj* уникальный
 unite /ju:'naɪt/ *v* объединять
 unpleasant /ʌn'plezənt/ *adj* неприятный
 untouched /ʌn'tʌtʃt/ *adj* нетронутый
 update /ʌp'deɪt/ *v* усовершенствовать, вносить изменения, обновлять
 urgent /'z:ʤ(ə)nt/ *adj* срочный
 useless /'ju:sləs/ *adj* бесполезный
 user /'ju:zə/ *n* пользователь

V

VAT (*сокр. от value added tax*) /,veɪ'ti:, væt/ *n* НДС (налог на добавленную стоимость)
 vegetarian /,vedʤə'teəriən/ 1) *n* вегетарианец; 2) *adj* вегетарианский
 vehicle /'vɪk(ə)l/ *n* транспортное средство
 vet (*сокр. от veterinarian*) /vet/ *n* ветеринар
 viewer /'vju:ə/ *n* зритель
 villain /'vɪlən/ *n* злодей, отрицательный герой
 virtue /'vɜ:ʃu:/ *n* нравственность, достоинство
 visitor /'vɪzɪtə/ *n* посетитель
 vitamin /'vɪtəmin/ *n* витамин
 voice /vɔɪs/ *n* голос
 volume /'vɒljəm/ *n* том

W

warm-hearted /,wɔ:m'hɑ:tɪd/ *adj* отзывчивый, добрый
 warn /wɔ:n/ *v* предупреждать
 waste /weɪst/ 1) *n* отходы; 2) *v* бессмысленно растрачивать
 waste disposal — удаление отходов
 waste-free /'weɪst,frɪ:/ *adj* безотходный

waterfall /'wɔ:tə,fɔ:l/ *n* водопад
 wave /weɪv/ *v* махать
 wealth /'welθ/ *n* богатство
 wealthy /'welθi/ *adj* обеспеченный, богатый
 wedding /'wedɪŋ/ *n* свадьба
 welding /'weldɪŋ/ *n* сварка, приваривание
 well-paid /,wel'peɪd/ *adj* хорошо оплачиваемый
 western /'westən/ *adj* западный
 wet /wet/ *adj* мокрый, влажный
 whale /weɪl/ *n* кит
 whaling /'weɪlɪŋ/ *n* охота на китов
 wheelchair /'wi:l,tʃeə/ *n* инвалидная коляска
 wheeler /'wi:lə/ *n* колёсное средство передвижения
 whereas /weə'ræz/ *conj* тогда как
 whisper /'wɪspə/ 1) *v* шептать; 2) *n* шёпот
 wildfire /'waɪld,faɪə/ *n* лесной пожар, сильное пламя
 will /wɪl/ 1) *n* желание; завещание; 2) *v* желать
 wind /wɪnd/ *n* ветер
 wind power — энергия ветра
 windsurfing /'wɪn(d),sɜ:fiŋ/ *n* виндсёрфинг
 windy /'wɪndi/ *adj* ветреный
 wish /wɪʃ/ 1) *n* желание; 2) *v* желать
 withstand /wɪð'stænd/ *v* переносить, быть устойчивым
 witness /'wɪtnəs/ 1) *n* свидетель; 2) *v* быть свидетелем
 workshop /'wɜ:k,ʃɒp/ *n* семинар, мастер-класс
 wrist /rɪst/ *n* кулак

X

X-ray /'eksreɪ/ *n* рентген
 yacht /jɒt/ *n* яхта
 youth /ju:θ/ *n* молодость

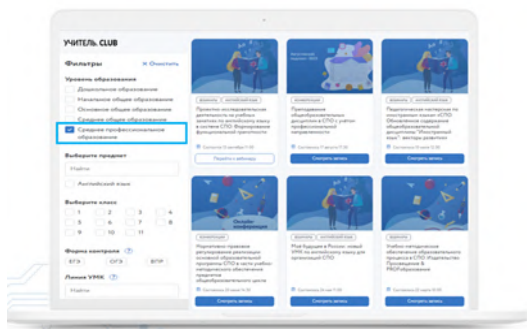
Z

zip /zɪp/ *n* молния (на одежде)

ВЕБИНАРЫ

В целях оказания методической поддержки создана [платформа «Учитель. Club»](#).

Для вас доступны мастер-классы, **записи вебинаров** по актуальным вопросам в сфере образования СПО. С материалами для преподавателей [можно ознакомиться по ссылке](#).




	<p>1. Моё будущее в России: новый УМК по английскому языку для организаций СПО</p>
	<p>2. Педагогическая мастерская по иностранным языкам «СПО. Обновлённое содержание общеобразовательной дисциплины "Иностранный язык": векторы развития»</p>
	<p>3. Проектно-исследовательская деятельность на учебных занятиях по английскому языку в системе СПО. Формирование функциональной грамотности</p>
	<p>4. СПО. Общеобразовательная дисциплина «Английский язык». Диагностика и контроль предметных результатов</p>
	<p>5. Педагогическая мастерская «СПО. Организация учебных занятий по дисциплине «Иностранный язык» с учётом профессиональной направленности программ»</p>
	<p>6. Моё будущее в России: новый УМК по английскому языку для организаций СПО</p>
	<p>7. Продолжаем обучение студентов первого курса СПО английскому языку, соблюдая принцип преемственности согласно ФГОС</p>
	<p>8. СПО. Обновлённое содержание общеобразовательной дисциплины «Иностранный язык»: векторы развития</p>

ВИДЕО РЕКОМЕНДАЦИИ В СООБЩЕСТВЕ ВКОНТАКТЕ «ПРОСВЕЩЕНИЕ. ИНОСТРАННЫЕ ЯЗЫКИ»

Видео рекомендации в сообществе ВКонтакте «Просвещение. Иностранные языки» видео размещены в плейлисте [«Видео рекомендации к УМК «Английский язык. Базовый уровень. Учебник для СПО»](#)


Просвещение. Иностранные языки > Плейлисты > ВИДЕО РЕКОМЕНДАЦИИ К УМК "АНГЛИЙСКИЙ ЯЗЫК. БАЗОВЫЙ УРОВЕНЬ. УЧЕБНИК ДЛЯ СПО"

- 

Знакомство с учебником СПО
Просвещение. Иностранные языки
6 просмотров · 1 день назад
- 

Обучаем всем видам речевой деятельности по новому УМК по английскому языку для студентов I курса ОУ СПО
Просвещение. Иностранные языки
5 просмотров · 1 день назад
- 

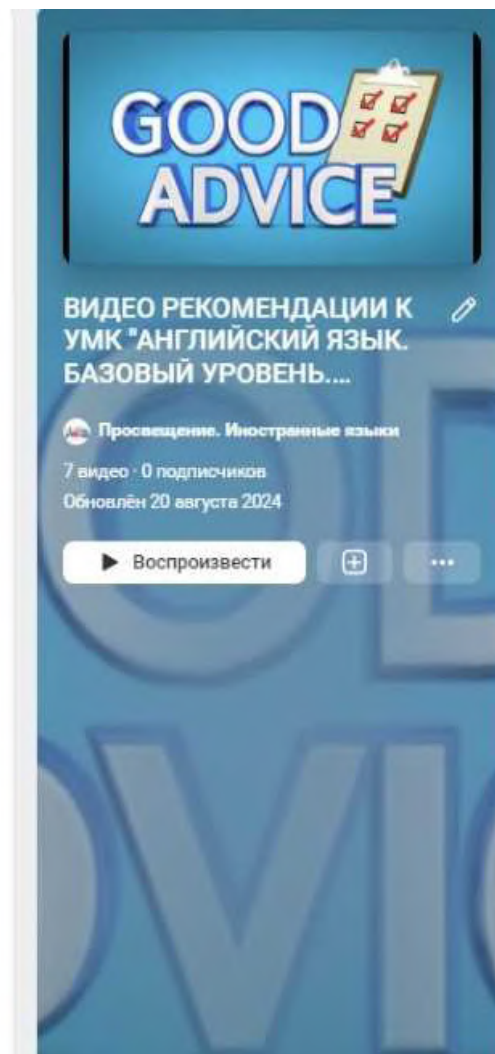
Листаем новый УМК по английскому языку для студентов I курса ОУ СПО
Просвещение. Иностранные языки
5 просмотров · 1 день назад
- 

Формируем функциональную грамотность через проектную деятельность
Просвещение. Иностранные языки
5 просмотров · 1 день назад
- 




Работаем с тетрадь-тренажёром нового УМК по английскому языку для студентов I курса ОУ СПО
Просвещение. Иностранные языки
6 просмотров · 1 день назад
- 

Развиваем функциональную грамотность студентов I курса СПО в разделе "My future is in Russia"
Просвещение. Иностранные языки
2 просмотра · 1 день назад
- 

Методические советы для работы по новому УМК по английскому языку для СПО
Просвещение. Иностранные языки
3 просмотра · 1 день назад



 <p>Новый УМК по английскому языку для студентов I курса системы СПО</p>	<p><u>Новый УМК по английскому языку для студентов I курса системы СПО</u></p>	<p>Слушатели получают общее представление о новом УМК, о целях и задачах обучения английскому языку в соответствии с требованиями ФГОС.</p>
 <p>Обучаем студентов I курса СПО всем видам речевой деятельности с новым УМК по английскому языку</p>	<p><u>Обучаем студентов I курса СПО всем видам речевой деятельности с новым УМК по английскому языку</u></p>	<p>Слушатели узнают об особенностях обучения аудированию, чтению, лексике, грамматике, письменной и устной речи по новому УМК.</p>
 <p>Листаем новый УМК по английскому языку для студентов I курса ОУ СПО</p>	<p><u>Листаем новый УМК по английскому языку для студентов I курса ОУ СПО</u></p>	<p>Слушатели ознакомятся с разделами нового УМК, получают общее представление о структуре и содержании этих разделов.</p>
 <p>Формируем функциональную грамотность студентов СПО через проектную деятельность с новым УМК</p>	<p><u>Формируем функциональную грамотность студентов СПО через проектную деятельность с новым УМК</u></p>	<p>Слушатели получают актуальную информацию о практическом подходе к формированию функциональной грамотности студентов I курса ОУ СПО на занятиях английского языка в свете требований обновлённых ФГОС, узнают, как сделать проектную деятельность полезной и интересной для студентов с различным уровнем мотивации к изучению английского языка.</p>

 <p>Развиваем функциональную грамотность студентов I курса СПО в разделе "My future is in Russia"</p>	<p><u>Развиваем функциональную грамотность студентов I курса СПО в разделе "My future is in Russia"</u></p>	<p>Слушатели получают важную информацию об особенностях данного раздела, о способах работы с ним вне зависимости от профиля ОУ СПО</p>
 <p>Работаем с тетрадь-тренажёром нового УМК по английскому языку для студентов I курса ОУ СПО</p>	<p><u>Работаем с тетрадь-тренажёром нового УМК по английскому языку для студентов I курса ОУ СПО</u></p>	<p>Слушатели получают общее представление о важном компоненте нового УМК по английскому языку для студентов I курса ОУ СПО, об особенностях работы с ним</p>
 <p>Методические советы для работы по новому УМК по английскому языку для СПО</p>	<p><u>Методические советы для работы по новому УМК по английскому языку для СПО</u></p>	<p>Слушатели получают необходимую информацию для успешного обучения английскому языку студентов I курса ОУ СПО, узнают особенности организации учебного процесса и основные методические приёмы продуктивной работы</p>

РАЗДЕЛ III. ПРОФИЛЬНО - ОРИЕНТИРОВАННЫЕ МАТЕРИАЛЫ. “MY FUTURE IS IN RUSSIA”

С целью формирования профессиональных ценностей и качеств студентов в учебник включен раздел “My future is in Russia”, который составляет **инвариантную часть**. Он содержит материалы профессиональной направленности для студентов *технического, естественнонаучного, социально-экономического и гуманитарного профилей*.

Предлагаем преподавателям СПО совместно с обучающимися воспользоваться дополнительными материалами:

Тема 1. [Современный мир профессий. Проблемы выбора профессии. Роль иностранного языка в вашей профессии](#)

Тема 2. [Проблемы современной цивилизации](#)

Тема 3. [Государственные учреждения, бизнес и услуги](#)

Тема 4. [Промышленные технологии](#)

Тема 5. [Технический прогресс: перспективы и последствия. Современные средства связи](#)

Тема 6. [Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру](#)

Тема 7. [Деловое общение](#)

Подробная информация о проекте размещена в информационном письме на [сайте электронного методического журнала «Просвещение. Иностранные языки»](#), в разделе «Всероссийский проект “My future is in Russia”».

ВСЕРОССИЙСКИЙ ПРОЕКТ “MY FUTURE IS IN RUSSIA”

Информационное письмо о создании обучающих материалов на английском языке для студентов СПО “My future is in Russia”

Обучающие материалы по темам соответствующих УГПС СПО:



Тема 1. Современный мир профессий. Проблемы выбора профессии. Роль иностранного языка в вашей профессии

Тема 2. Проблемы современной цивилизации

Тема 3. Государственные учреждения, бизнес и услуги

Тема 4. Промышленные технологии

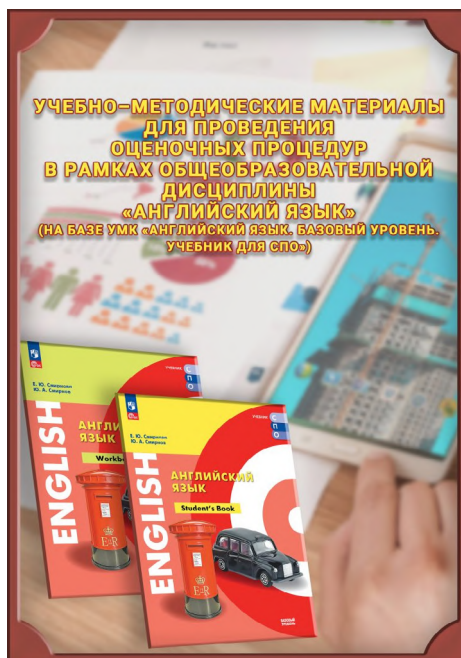
Тема 5. Технический прогресс: перспективы и последствия. Современные средства связи

Тема 6. Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру

Тема 7. Деловое общение

**Учебно-методические материалы для проведения
оценочных процедур в рамках общеобразовательной дисциплины
«Английский язык»**

**(на базе УМК «Английский язык. Базовый уровень.
Учебник для СПО¹»)**



В мае 2024 г. студенты-магистранты Института иностранных языков, кафедры английской филологии проходили производственную практику в Центре лингвистического образования АО «Издательство «Просвещение». Инновационная программа магистратуры получила название **«Учебник в современном лингвообразовании»**, ее целью является подготовка высокопрофессиональных специалистов, обладающих необходимыми компетенциями для разработки и применения в образовательном процессе разнообразных учебно-методических материалов, включая учебники и учебные пособия, в том числе в электронной форме. Важной частью учебного плана магистратуры «Учебник в современном лингвообразовании» являются различные виды практики, разработанные таким образом, чтобы в пошаговом режиме помочь обучающимся в создании собственного учебного пособия (или его части), направленного на решение одной из актуальных проблем в методике преподавания иностранного языка.

Данная программа магистратуры была разработана коллективом преподавателей кафедры английской филологии Института иностранных языков ГАОУ ВО МГПУ под руководством директора ИИЯ, д-ра пед. наук, профессора Е. Г. Таревой и заведующей кафедры английской филологии, д-ра филол. наук, профессора К. М. Барановой. С подробной информацией о магистерской программе можете ознакомиться в статье [«ОТ ПРОСВЕЩЕНИЯ К СОЗИДАНИЮ»](#).

1 Статья к сборнику URL: https://iyazyki.prosv.ru/2024/07/methodological-materials-for-evaluating-procedures_-basic-level/

По заданию АО «Издательство «Просвещение» магистрантами были подготовлены обучающие материалы для проведения **оценочных процедур** для студентов и преподавателей, использующих на занятиях новый УМК «Английский язык. Базовый уровень. Учебник для СПО». Учебно-методические материалы предназначены для студентов I курса образовательных организаций среднего профессионального образования (далее - СПО).

К основным компонентам УМК относятся:

- Учебник
- Тетрадь-тренажер [2]
- Аудиоприложение
- Методическое пособие для СПО [4]
- Электронная форма учебного пособия

Представляем вашему вниманию сборник «Учебно – методические материалы для проведения оценочных процедур в рамках общеобразовательной дисциплины «Английский язык». В нём содержатся материалы, соответствующие лексическим и грамматическим темам, включённым в модули учебника и тетради-тренажёра. Задания сборника можно использовать на занятиях в качестве дополнительного пособия для тренировки полученных навыков или контроля качества обученности студентов по разным видам речевой деятельности.

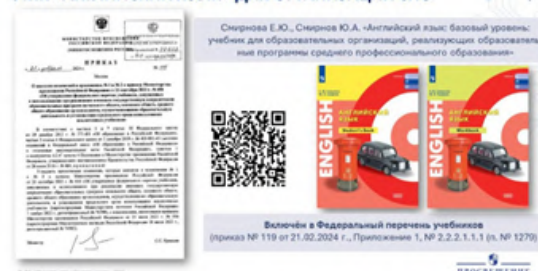
Необходимо отметить, что студенты, изучающие английский язык, часто сталкиваются с вызовом развития не только лингвистических навыков, но и профессиональной компетенции. Кейсовые задания позволяют студентам применить свои знания на практике, развивая критическое мышление и умение работать в команде. Case-studies – это не только эффективный способ развития профессиональных навыков, но и увлекательное погружение в реальные ситуации, требующие принятия взвешенных решений. Вы можете использовать такие задания для самостоятельной работы или в групповом формате, чтобы максимально раскрыть свой потенциал и улучшить свои знания и навыки.

Сборник «Учебно – методические материалы для проведения оценочных процедур в рамках общеобразовательной дисциплины «Английский язык» дополняет раздел «Всероссийский проект “My future is in Russia”», размещённый на сайте электронного методического журнала «Просвещение. Иностранные языки». Представленные в разделе обучающие

ВСЕРОССИЙСКИЙ ПРОЕКТ "MY FUTURE IS IN RUSSIA"

Линия УМК: Учебник СПО. Английский язык. Смирнова Е. Ю., Смирнов Ю. А. для организаций системы СПО. Базовый уровень.

УМК «АНГЛИЙСКИЙ ЯЗЫК» ДЛЯ ОРГАНИЗАЦИЙ СПО



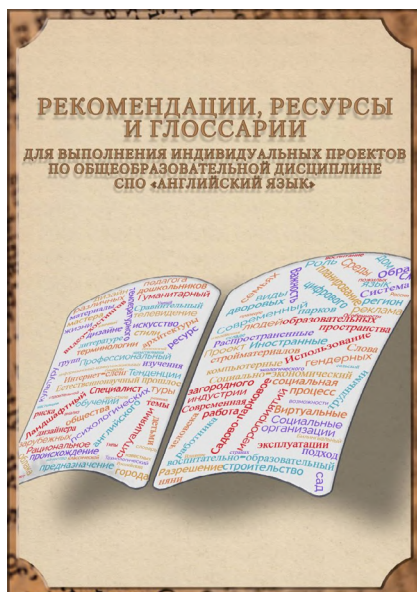
В учебнике есть профессионально-ориентированный раздел, входящий в инвариантную часть - "My future is in Russia". Каждый разворот содержит материалы профессиональной направленности для студентов технического, естественнонаучного, социально-экономического или гуманитарного профилей.

Предлагаем преподавателям СПО совместно с обучающимися принять участие в создании методических материалов по направлениям обучения. Подробная информация о проекте размещена в информационном письме.

материалы позволят преподавателю отработать глубину и прочность знаний, закрепить умения и навыки обучающихся в различных областях деятельности, а также помогут реализовать их познавательную и творческую активность.

Изучение иностранного языка в рамках СПО может быть практико-ориентированным, позволяя студентам погрузиться в терминологию и специфику своей будущей профессии на английском языке. Это облегчает адаптацию к рабочей среде и повышает профессиональную готовность. Поэтому не откладывайте изучение языка - каждый шаг в этом направлении приближает к успеху и новым горизонтам!

Рекомендации, ресурсы и глоссарии для выполнения индивидуальных проектов по ОД СПО «Английский язык»¹



С сентября по декабрь 2023 г. студенты 4 курса образовательной программы бакалавриата «Иностранные языки и межкультурная коммуникация», направления подготовки 45.03.02 Лингвистика, Школы иностранных языков ФГАОУ ВО «Национальный исследовательский университет «Высшая школа экономики» проходили проектную практику в Центре лингвистического образования АО «Издательство «Просвещение», которая получила название «Профессионально-ориентированный проект». Цель практики заключалась в развитии прикладных умений специализации и создании проектного продукта по запросу внешних и внутренних заказчиков. Данная программа проходила под руководством канд.филол.наук, доцента, доцента ШИЯ НИУ ВШЭ Боголеповой С.В.

По заданию АО «Издательство «Просвещение», студентами были подготовлены **методические рекомендации и ресурсы**, необходимые для выполнения **индивидуальных проектов** обучающимися среднего профессионального образования (далее - СПО) следующих профилей: *технологического, естественнонаучного, социально-экономического и гуманитарного.*

Представляем вашему вниманию сборник **«Рекомендации, ресурсы и глоссарии для выполнения индивидуальных проектов по общеобразовательной дисциплине СПО «Английский язык».**

Предлагаемые материалы разработаны в целях совершенствования проектного обучения в образовательных организациях, реализующих программы СПО. Настоящие обучающие материалы подготовлены на основе **методических рекомендаций по организации проектного обучения в образовательных организациях СПО, рекомендованных ФГБОУ ДПО ИРПО [7].**

¹ Статья к сборнику URL: https://iyazyki.prosv.ru/2024/06/recommendations_resources-and-glossaries-for-individual-projects/

В сборнике для каждого профиля и каждой темы проекта приводится следующая информация:

- цели исследования;
- список слов и выражений;
- электронные ресурсы;
- кейсовые задания.

Необходимо отметить, что студенты, изучающие английский язык, часто сталкиваются с вызовом развития не только лингвистических навыков, но и профессиональной компетенции. Кейсовые задания представляют собой отличный инструмент для достижения этих целей. Подобные задания позволяют студентам применить свои знания на практике, развивая критическое мышление и умение работать в команде. Case-studies – это не только эффективный способ развития профессиональных навыков, но и увлекательное погружение в реальные ситуации, требующие принятия взвешенных решений. Такие задания можете использовать для самостоятельной работы или в групповом формате, чтобы максимально раскрыть свой потенциал и улучшить знания и навыки.

В современном обществе владение иностранными языками имеет огромное значение как для достижения качественного образования, так и является одним из главных требований к специалистам в различных областях деятельности. Успешное овладение иностранным языком в рамках общеобразовательного цикла в СПО играет важную роль в формировании профессиональных навыков будущих выпускников, создавая прочную основу для их успешной карьеры.

Преподавание иностранного языка в учебных организациях СПО – это всегда сложная задача и для педагогов, и для обучающихся. Преподаватели сталкиваются с проблемой выбора подходящего УМК, который отвечал бы образовательной программе и позволял достигать высоких результатов в овладении языком студентами с разным уровнем подготовки.

УМК «Английский язык. Базовый уровень. Учебник для СПО» АО «Издательство «Просвещение» разработан специально для студентов I курсов СПО, продолжающих изучение английского языка на базовом уровне. УМК соответствует всем нормативным документам, включая ФГОС СПО, Примерным рабочим программам для профессиональных образовательных организаций и методическим рекомендациям.

К основным компонентам УМК относятся:

- [Учебник](#)
- [Тетрадь-тренажер](#)
- [Аудиоприложение](#)
- [Методическое пособие для СПО.](#)
- [Электронная форма учебного пособия](#)

Рабочая программа ОД «Иностранный язык» в системе СПО – один из ключевых документов образовательной программы. Эта программа в том числе входит в состав примерных методических продуктов, предложенных к внедрению, в котором через конкретизацию планируемых результатов обучения обеспечивается выполнение требований ФГОС СОО и ФГОС СПО [14].

Существует **три варианта** реализации программы на базовом уровне, отличающиеся объёмом учебной нагрузки: 72, 108 и 144 часа.

Вариативная часть учебника содержит разделы (*“Russia is my home”, “Across the globe”, “Subject matters” и “Advanced reading”*), связанные по содержанию с темами каждого модуля. Преподаватель может включать эту часть в учебный процесс, если считает это необходимым и в зависимости от выбранной учебной программы. С вышеуказанной целью были разработаны рекомендации, ресурсы и глоссарий для выполнения индивидуальных проектов.

ВСЕРОССИЙСКИЙ ПРОЕКТ “MY FUTURE IS IN RUSSIA”

Линия УМК: Учебник СПО. Английский язык. Смирнова Е. Ю., Смирнов Ю. А. для организаций системы СПО. Базовый уровень.

УМК «АНГЛИЙСКИЙ ЯЗЫК» для организаций СПО



В учебнике есть профессионально-ориентированный раздел, входящий в инвариантную часть – *“My future is in Russia”*. Каждый разворот содержит материалы профессиональной направленности для студентов технического, естественнонаучного, социально-экономического или гуманитарного профилей.

Предлагаем преподавателям СПО совместно с обучающимися принять участие в создании методических материалов по направлениям обучения. Подробная информация о проекте размещена в информационном письме.

Сборник «Рекомендации, ресурсы и глоссарии для выполнения индивидуальных проектов по общеобразовательной дисциплине СПО «Английский язык» дополняет раздел «Всероссийский проект “My future is in Russia”», размещённый на сайте электронного методического журнала «Просвещение. Иностранные языки». Представленные в разделе обучающие материалы позволят преподавателю отработать глубину и прочность знаний, закрепить умения и навыки обучающихся в различных областях деятельности, а также помогут

реализовать их познавательную и творческую активность.

Изучение иностранного языка в рамках СПО может быть практико-ориентированным, позволяя студентам погрузиться в терминологию и специфику своей будущей профессии на английском языке. Это облегчает адаптацию к рабочей среде и повышает профессиональную готовность. Поэтому не откладывайте изучение языка - каждый шаг в этом направлении приближает к успеху и новым горизонтам!

АТЛАС ПРОФЕССИЙ

Методический сборник профессионально-ориентированных материалов «АТЛАС ПРОФЕССИЙ»¹



Представляем вашему вниманию инструмент профориентационной работы – **сборник «Атлас профессий»**, посвященный миру профессий и специальностей, который готовит система среднего профессионального образования России. Атлас предоставляет список профессий/специальностей СПО в разрезе профессиональных образовательных организаций РФ.

Профессионально-ориентированные материалы разрабатывались в рамках проектной работы в Центре лингвистического образования АО «Издательство «Просвещение» с мая по декабрь 2023 года.

Атлас представляет собой уникальный продукт, созданный для преподавателей СПО в **целях** повышения их профессиональной компетентности, а также для обучающихся системы СПО, заинтересованных в изучении английского языка и стремящихся погрузиться в увлекательный мир выбора профессионального пути.

В сборнике приведен подробный перечень самых востребованных **профессий и специальностей (более 160)**, список **профессиональных и надпрофессиональных навыков (soft skills)**, которые необходимо развивать для того, чтобы успешно найти свое место в той или иной профессиональной отрасли.

Мы уделили особое внимание дополнительным лингвистическим материалам, что позволит данному сборнику стать опорой для преподавателей и их студентов в изучении **профессионально-ориентированной лексики**, обсуждению профессиональных тем на английском языке, а также в будущем предоставит выпускникам возможность **комфортного общения** в глобальном профессиональном сообществе.

Помимо этого, мы предоставляем дополнительные ресурсы для последующего самообразования по каждой из **10 отраслей**:

- Безопасность
- Гостеприимство
- Информационные технологии

¹ Статья к сборнику URL: <https://iyazyki.prosv.ru/2024/03/atlas-of-professions/>

- Креативные индустрии
- Промышленность
- Образование и социальная сфера
- Транспорт
- Торговля и финансы
- Строительство
- Здоровоохранение

Каждая отрасль включают в себя **профессиональный глоссарий, русско-английский и англо-русский словари, полезные ресурсы**, которые помогут получить более полное представление о лингвистической составляющей профессиональной среды.

Для удобства использования вся информация в сборнике представлена как на русском, так и английском языке.

Мы верим, что изучение иностранного языка в рамках системы СПО может быть практико-ориентированным и увлекательным. Надеемся, что наш труд будет востребован и поможет студентам погрузиться с помощью английского языка в мир их будущей профессии.

Желаем вам успехов в изучении английского языка, ярких открытий и успешного выбора своего пути в мире профессий!

КАЛЕНДАРЬ ПРОФЕССИОНАЛЬНЫХ ПРАЗДНИКОВ

Праздники как способ мотивации обучающихся к изучению иностранного языка¹



В условиях становления в России гражданского общества главной целью образования является формирование профессионально и социально компетентной личности, способной к творчеству и самоопределению в условиях меняющегося мира, обладающей развитым чувством ответственности и стремлением к созиданию. Решение воспитательных задач в системе образовательной деятельности обозначено в законе РФ «Об образовании», определяющем образование как «целенаправленный процесс воспитания и обучения в интересах человека, общества, государства». Для реализации данной цели обратим внимание на профессиональные праздники.

Профессиональный праздник - это официально закрепленный нормативным правовым актом день, посвященный работнику определенной профессии или сферы деятельности.

Надо отметить, что проведение профессиональных праздников является одним из факторов активизации учебной деятельности студентов среднего профессионального образования и высшей школы. Наибольшая эффективность образовательного процесса достигается в условиях активизации учебной деятельности студентов посредством выполнения ролевых, деловых игр, кейсовых, проектных заданий.

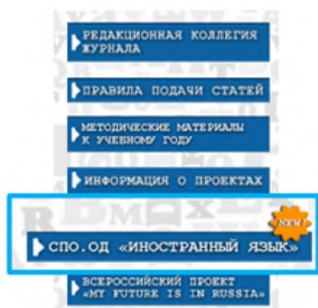
Потенциал, который заложен в празднике, может быть использован в учебном процессе как в воспитательных целях, так и в преподавании, в частности - иностранного языка. Изучение праздников является одной из интересных и уникальных возможностей усовершенствовать знания в области иностранного языка, расширить кругозор, познакомиться с культурой, традициями и обычаями той или иной страны, а также развить способности к иноязычному общению.

¹ Ссылка на статью URL: <https://iyazyki.prosv.ru/2023/12/professional-holidays-calendar/>

В электронном методическом журнале [«Просвещение. Иностранные языки»](#), в разделе [Всероссийский проект “My future is in Russia”](#) открыта рубрика [«Календарь профессиональных праздников»](#), где приведен перечень праздников профессий, которым обучаются студенты.

Материалы выполнены на русском языке для возможности использования учителями всех иностранных языков в урочной и внеурочной деятельности и будут полезны обучающимся при подготовке к будущей профессиональной деятельности.

РАЗДЕЛ IV. ПУБЛИКАЦИИ В НАУЧНО-МЕТОДИЧЕСКИХ ЖУРНАЛАХ



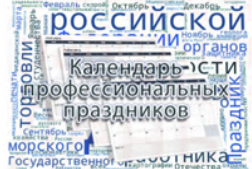


Обратим внимание на авторские публикации, благодаря которым вы получите общее представление о новом УМК, о целях и задачах обучения английскому языку в соответствии с требованиями ФГОС, узнаете особенности организации учебного процесса и основные методические приёмы продуктивной работы.

На сайте электронного методического журнала «Просвещение. Иностранные языки» открыт [раздел «СПО. ОД. «Иностранный язык»](#), где мы публикуем авторские и методические статьи по УМК «Английский язык. Базовый уровень. Учебник для СПО»

Журнал «Просвещение. Иностранные языки»	Публикации в СМИ
	<p>«Моё будущее в России»: Новый УМК для организаций СПО</p>
	<p>Знакомьтесь: новый УМК по английскому языку для студентов I курса СПО</p>
	<p>Образовательная экосистема УМК «Английский язык. Базовый уровень. Учебное пособие для СПО»</p>
	<p>Среднее профессиональное образование: особенности обучения английскому</p>
	<p>"Мое будущее в России: важность профессионально-ориентированного обучения и воспитания студентов 1-х курсов организаций СПО в рамках изучения общеобразовательной дисциплины «Иностранный язык»</p>
	<p>К вопросу об использовании учебно-методического комплекса «Английский язык. Базовый уровень. Учебное пособие для СПО» на занятиях английским языком в системе среднего профессионального образования</p>

	<p><u>Рабочий инструмент преподавателя СПО: методическое пособие к УМК по английскому языку</u></p>		<p><u>Методология и технология формирования коммуникативной компетенции в процессе обучения иностранному языку</u></p>
	<p><u>Тетрадь-тренажёр – средство эффективной организации самостоятельной работы студентов на аудиторных и внеаудиторных занятиях английского языка в организациях СПО</u></p>		
	<p><u>Опыт участия в проекте создания методических материалов по ОД «Английский язык» с учётом профессиональной направленности</u></p>		
	<p><u>Учебно-методические материалы для проведения оценочных процедур в рамках общеобразовательной дисциплины «Английский язык» (на базе УМК «Английский язык. Базовый уровень. Учебник для СПО»)</u></p>		

	<p><u>Рекомендации, ресурсы и глоссарии для выполнения индивидуальных проектов по ОД СПО «Английский язык»</u></p>		
<p>МЕТОДИЧЕСКИЙ СБОРНИК ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫХ МАТЕРИАЛОВ «АТЛАС ПРОФЕССИЙ»</p> <p>Автор: Кочетова, Екатерина Публикация: МЕТОДИЧЕСКИЕ ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ, СИСТЕМА СПО, ОБЩЕОБРАЗОВАТЕЛЬНАЯ ДИСЦИПЛИНА ИНОСТРАННЫЙ ЯЗЫК</p> <p>Дата: 27 марта 2024</p> 	<p><u>Методический сборник профессионально-ориентированных материалов «Атлас профессий»</u></p>		
<p>ПРАЗДНИКИ КАК СПОСОБ МОТИВАЦИИ ОБУЧАЮЩИХСЯ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА</p> <p>Автор: Кочетова, Екатерина Публикация: МЕТОДИЧЕСКИЕ ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ</p> <p>Дата: 13 января 2023</p> 	<p><u>Праздники как способ мотивации обучающихся к изучению иностранного языка</u></p>		

РАЗДЕЛ V. УЧЕБНЫЕ ПОСОБИЯ ДЛЯ СПО

«**Язык. Профиль. Карьера**» – серия профильно-ориентированных учебных пособий для обучающихся системы среднего общего и среднего профессионального образования.

«**English language overview and practice**» – учебное издание, нацеленное на повторение основных лексико-грамматических тем по английскому языку согласно требованиям Федеральной образовательной программы основного общего образования.

Обобщающий курс содержит краткие грамматические правила и упражнения для повторения и закрепления материала. Курс рекомендуется использовать как в качестве дополнительного материала во время занятий по английскому языку, так и для самостоятельного изучения.

На сайте АО «Издательство «Просвещение» размещены **дополнительные материалы**:

- ключи для самопроверки,
- правила чтения,
- список распространённых неправильных глаголов.

Teaching. Language skills for future — учебное пособие по английскому языку для педагогических классов и педагогических специальностей системы СПО.

Данное учебное пособие является дополнительным компонентом к основному учебно-методическому комплексу и предназначено для профильных классов организаций среднего образования и проведения занятий на 1 и 2 курсах организаций системы среднего профессионального образования. Учебное пособие разработано в соответствии с требованиями Федерального государственного образовательного стандарта среднего общего образования в редакции Приказа Министерства просвещения Российской Федерации № 732 от 12.08.2022 г., требованиями Федеральной образовательной программы среднего общего образования, утверждённой Приказом Министерства просвещения Российской Федерации № 371 от 18.05.2023 г, а также в соответствии с Федеральным государственным образовательным стандартом среднего профессионального образования по группе специальностей/профессий «Образовательные и педагогические науки». В пособии рассматривается прошлое, настоящее и будущее профессии на основе материалов *о личностях российских ученых: А. Лурия, М. Ломоносов, Л. Выготский, К. Ушинский, А. Леонтьев, Ш. Амонашвили, В. Сухомлинский, С. Шацкий, А. Макаренко, Л. Вербицкая, С. Лысенкова и пр.* Материалы учебного пособия включают в себя тексты и задания для отработки грамматики и лексики, содержат тексты для чтения и аудирования о ключевых педагогах и наставниках, повлиявших и внесших значительный вклад в отечественную и мировую технологическую индустрию, что расширяет знания современных выпускников о русской культуре и культуре других стран. Также в учебном пособии содержатся упражнения на формирование общеучебных умений, навыков функциональной грамотности, развитие метапредметных навыков и умений. Посредством проектных заданий использование учебно-методического пособия предоставляет возможность для осуществления дифференцированного подхода к деятельности учащихся, имеет воспитательную и развивающую ценность, что позволяет в значительной степени расширить кругозор обучающихся, а также дает широкие возможности для их социализации. Особой ценностью пособия является наличие текстов для чтения и аудирования с заданиями, система которых выстроена таким образом, чтобы сформировать у ребенка прочные навыки аудирования, чтения, письма и говорения.

Благодарности:

Первому проректору ФГАОУ ВО «Государственный университет просвещения» Сторчак Любови Николаевне за всестороннюю поддержку деятельности авторов

На сайте АО «Издательство «Просвещение» размещены **дополнительные материалы:**

- аудиокурс,
- аудио тексты,
- ключи для самопроверки.

Medicine. Language skills for future — учебное пособие по английскому языку для медицинских классов и медицинских специальностей системы СПО.

Данное учебное пособие является дополнительным компонентом к основному учебно-методическому комплексу и предназначено для профильных классов организаций среднего образования и проведения занятий на 1 и 2 курсах организаций системы среднего профессионального образования. Учебное пособие разработано в соответствии с требованиями Федерального государственного образовательного стандарта среднего общего образования в редакции Приказа Министерства просвещения Российской Федерации № 732 от 12.08.2022 г., требованиями Федеральной образовательной программы среднего общего образования, утверждённой Приказом Министерства просвещения Российской Федерации № 371 от 18.05.2023 г, а также в соответствии с Федеральным государственным образовательным стандартом среднего профессионального образования по группе специальностей/профессий «**Здравоохранение и медицинские науки**». В пособии рассматривается прошлое, настоящее и будущее профессии на основе материалов *о личностях российских ученых: И. Буяльский, Н. Пирогов, С. Корсаков, А. Максимов, С. Боткин, Н. Гамалея, Д. Михайлова, Л. Рошаль, Ф. Иноземцев, С. Федоров, И. Мечников и пр.* Материалы учебного пособия включают в себя тексты и задания для отработки грамматики и лексики, содержат тексты для чтения и аудирования о ключевых представителях медицинской отрасли, повлиявших и внесших значительный вклад в отечественную и мировую медицину, что расширяет знания современных выпускников о русской культуре и культуре других стран. Также в учебном пособии содержатся упражнения на формирование общеучебных умений, навыков функциональной грамотности, развитие метапредметных навыков и умений. Посредством проектных заданий использование учебно-методического пособия предоставляет возможность для осуществления дифференцированного подхода к деятельности учащихся, имеет воспитательную и развивающую ценность, что позволяет в значительной степени расширить кругозор обучающихся, а также дает широкие возможности для их социализации. Особой ценностью пособия является наличие текстов для чтения и аудирования с заданиями, система которых выстроена таким образом, чтобы сформировать у ребенка прочные навыки аудирования, чтения, письма и говорения.

Консультант – проректор по научной работе ФГАОУ ВО «Государственный университет просвещения», доктор медицинских наук, доцент Куликов Дмитрий Александрович

Благодарности:

Первому проректору ФГАОУ ВО «Государственный университет просвещения» Сторчак Любови Николаевне за всестороннюю поддержку деятельности авторов

На сайте АО «Издательство «Просвещение» размещены дополнительные материалы:

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Engineering. Language skills for future — учебное пособие по английскому языку для инженерных классов и инженерных специальностей системы СПО.

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Директору ГБПОУ МО «Колледж «Коломна» Ширкалину Михаилу Александровичу за возможность апробации материалов учебного пособия на занятиях со студентами колледжа.

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- ключи для самопроверки,
- грамматические правила с упражнениями и ключами.

РАЗДЕЛ VI. ПОЛЕЗНЫЕ РЕСУРСЫ

Нормативные документы

1. Методические рекомендации по реализации среднего общего образования в пределах освоения образовательной программы среднего профессионального образования на базе основного общего образования (утв. Министерством просвещения РФ 14 апреля 2021 г.). [Электронный ресурс] // ГАРАНТ. РУ. URL: <https://www.garant.ru/products/ipo/prime/doc/400564052/?ysclid=lub8csy33f998513168>
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3. Приказ Министерства просвещения Российской Федерации от 24.08.2022 № 762 «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам среднего профессионального образования» (зарегистрирован 21.09.2022 № 70167). [Электронный ресурс] // Официальное опубликование правовых актов. URL: <http://publication.pravo.gov.ru/Document/View/0001202209220002>
4. Приказ Минобрнауки России от 17.05.2012 г. № 413 «Об утверждении федерального государственного образовательного среднего общего образования» (в ред. Приказа Минпросвещения от 12.08.2022 № 732-ФЗ). [Электронный ресурс] // ГАРАНТ. РУ. URL: <https://base.garant.ru/70188902/?ysclid=lub84rzlhd397520404>
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