



Ю. А. Смирнов
Е. Ю. Смирнова

УЧЕБНИК

С
П
О

АНГЛИЙСКИЙ ЯЗЫК

БАЗОВЫЙ УРОВЕНЬ

• • • • **Методическое пособие
к учебно-методическому комплексу
для реализации общеобразовательной
программы среднего профессионального
образования**



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Методическое пособие является неотъемлемым компонентом УМК «Английский язык. Базовый уровень. Учебник для образовательных организаций, реализующих образовательные программы среднего профессионального образования». Пособие предназначено для учителей, преподающих английский язык для средних профессиональных организаций и ориентировано на требования Федерального государственного образовательного стандарта среднего профессионального образования, содержит подробную характеристику содержания и структуры УМК, календарное планирование, методические рекомендации по организации учебного процесса.

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1. Общая характеристика общеобразовательной дисциплины

1.1. Место дисциплины в структуре основной образовательной программы СПО

Общеобразовательная дисциплина «Иностранный язык» является обязательной частью общеобразовательного модуля образовательной программы в соответствии с ФГОС по определённой профессии/специальности.

1.2. Цели и планируемые результаты освоения дисциплины

1.2.1. Цели дисциплины

Содержание программы общеобразовательной дисциплины «Иностранный язык» направлено на достижение следующих целей:

- понимание иностранного языка как средства межличностного и профессионального общения, инструмента познания, самообразования, социализации и самореализации в полиязычном и поликультурном мире;
- формирование иноязычной коммуникативной компетенции в совокупности её составляющих: речевой, языковой, социокультурной, компенсаторной и учебно-познавательной;
- развитие национального самосознания, общечеловеческих ценностей, стремления к лучшему пониманию культуры своего народа и народов стран изучаемого языка.

1.2.2. Планируемые результаты освоения общеобразовательной дисциплины в соответствии с ФГОС СПО и на основе ФГОС СОО

Особое значение дисциплина имеет при формировании и развитии ОК и ПК.

Код и наименование формируемых компетенций	Планируемые результаты освоения дисциплины	
	Общие	Дисциплинарные ¹
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	<p>В части трудового воспитания:</p> <ul style="list-style-type: none"> — готовность к труду, осознание ценности мастерства, трудолюбие; — готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность; — интерес к различным сферам профессиональной деятельности, 	<ul style="list-style-type: none"> — владеть основными видами речевой деятельности в рамках тематического содержания речи: — говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объёмом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; — создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение) с изложением своего

¹ Дисциплинарные (предметные) результаты указываются в соответствии с их полным перечнем во ФГОС СОО от 17.05.2012г. № 413 (в последней редакции от 12.08.2022) и Примерной рабочей программой СОО (от 14.10.2022 г. № 8/22).

	<p>Овладение универсальными учебными познавательными действиями:</p> <p>а) базовые логические действия:</p> <ul style="list-style-type: none"> — самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне; — устанавливать существенный признак или основания для сравнения, классификации и обобщения; — определять цели деятельности, задавать параметры и критерии их достижения; — выявлять закономерности и противоречия в рассматриваемых явлениях; — вносить коррективы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности; 	<p>мнения и краткой аргументацией объемом 14–15 фраз в рамках отобранного тематического содержания речи;</p> <p>передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объеме 14—15 фраз результаты выполненной проектной работы;</p> <p>— аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;</p> <p>— смысловое чтение: читать про себя и понимать несложные аутентичные тексты разного вида, жанра и стиля объемом 600—800 слов, содержащие отдельные неизученные языковые явления, с различной глубиной</p>
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	<p>— развивать креативное мышление при решении жизненных проблем</p> <p>б) базовые исследовательские действия:</p> <p>— владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;</p> <p>— выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;</p> <p>— анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях;</p>	<p>проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного; читать несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию;</p> <p>— письменная речь: заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка;</p> <p>— писать электронное сообщение личного характера объемом до 140 слов, соблюдая принятый речевой этикет; создавать письменные высказывания объемом до 180 слов с опорой на план, картинку, таблицу, график, диаграмму и/или прочитанный/прослушанный текст объемом до 250 слов; комментировать информацию, высказывание, цитату, пословицу с выражением и аргументацией своего мнения;</p>
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	<p>— уметь переносить знания в познавательную и практическую области жизнедеятельности;</p> <p>— уметь интегрировать знания из разных предметных областей;</p> <p>— выдвигать новые идеи, предлагать оригинальные подходы и решения;</p> <p>и способность их использования в познавательной и социальной практике</p>	<p>— владение фонетическими навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правило отсутствия фразового ударения на служебных словах; владеть правилами чтения и осмысленно читать вслух аутентичные тексты объёмом до 150 слов, построенные в основном на изученном языковом материале, с соблюдением правил чтения и интонации;</p> <p>овладение орфографическими навыками в отношении изученного лексического материала;</p> <p>овладение пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки;</p>
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		<p>не ставить точку после заголовка; правильно оформлять прямую речь, электронное сообщение личного характера;</p> <p>— знать и понимать основные значения изученных лексических единиц (слов, словосочетаний, речевых клише), основных способов словообразования (аффиксация, словосложение, конверсия) и особенностей структуры простых и сложных предложений и различных коммуникативных типов предложений; выявление признаков изученных грамматических и лексических явлений по заданным основаниям;</p> <p>— владеть навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками</p>
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		<p>употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;</p> <p>— владеть навыками распознавания и употребления в устной и письменной речи изученных морфологических форм и синтаксических конструкций изучаемого иностранного языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей.</p> <p>— владеть социокультурными знаниями и умениями: знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учётом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные</p>
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		<p>особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной культуре; соблюдать нормы вежливости в межкультурном общении;</p> <p>— владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приёмы переработки информации: при говорении — переспрос; при говорении и письме — описание/перифраз/толкование; при чтении и аудировании — языковую и контекстуальную догадку. Уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические);</p>
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		<p>— иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети «Интернет» (далее — сеть Интернет); использовать приобретённые умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;</p> <p>— осуществлять межличностное и межкультурное общение на основе знаний о социокультурном</p>
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		портрете и культурном наследии родной страны и страны/стран изучаемого языка.
ОК Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	02. В области ценности научного познания: — сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; — совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира; — осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе.	— владеть социокультурными знаниями и умениями : знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с учётом этих различий; знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (например, система образования, страницы истории, основные праздники, этикетные особенности общения); иметь базовые знания о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; проявлять уважение к иной

	<p>Овладение универсальными учебными познавательными действиями:</p> <p>в) работа с информацией:</p> <ul style="list-style-type: none"> — владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; — создавать тексты в различных форматах с учётом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации; — оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам; — использовать средства информационных и коммуникационных 	<p>культуре; соблюдать нормы вежливости в межкультурном общении;</p> <ul style="list-style-type: none"> — владеть компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приёмы переработки информации: при говорении — переспрос; при говорении и письме — описание/перифраз/толкование; при чтении и аудировании — языковую и контекстуальную догадку; — уметь сравнивать, классифицировать, систематизировать и обобщать по существенным признакам изученные языковые явления (лексические и грамматические); — иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом
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	<p>технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;</p> <p>— владеть навыками распознавания и защиты информации, информационной безопасности личности</p>	<p>иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети «Интернет» (далее — сеть Интернет); использовать приобретённые умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.</p>
<p>ОК 04. Эффективно взаимодействовать и работать в коллективе и команде</p>	<p>готовность к саморазвитию, самостоятельности и самоопределению;</p> <p>— овладение навыками учебно-исследовательской, проектной и социальной деятельности;</p> <p>Овладение универсальными коммуникативными действиями:</p> <p>б) совместная деятельность:</p>	<p>— говорение: уметь вести разные виды диалога (в том числе комбинированный) в стандартных ситуациях неофициального и официального общения объёмом до 9 реплик со стороны каждого собеседника в рамках отобранного тематического содержания речи с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка; создавать устные связные монологические высказывания</p>

<p>— понимать и использовать преимущества командной и индивидуальной работы;</p> <p>— принимать цели совместной деятельности, организовывать и координировать действия по её достижению: составлять план действий, распределять роли с учётом мнений участников обсуждать результаты совместной работы;</p> <p>— координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;</p> <p>— осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным.</p> <p>Овладение универсальными регулятивными действиями:</p>	<p>(описание/характеристика, повествование/сообщение) с изложением своего мнения и краткой аргументацией объёмом 14—15 фраз в рамках отобранного тематического содержания речи; передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения; устно представлять в объёме 14—15 фраз результаты выполненной проектной работы;</p> <p>— иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети «Интернет» (далее —</p>
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	<p>г) принятие себя и других людей:</p> <ul style="list-style-type: none"> — принимать мотивы и аргументы других людей при анализе результатов деятельности; — признавать своё право и право других людей на ошибки; — развивать способность понимать мир с позиции другого человека 	<p>сеть Интернет); использовать приобретённые умения и навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;</p> <p>осуществлять межличностное и межкультурное общение на основе знаний о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка</p>
<p>ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках</p>	<p>наличие мотивации к обучению и личностному развитию;</p> <p>В области ценности научного познания:</p> <ul style="list-style-type: none"> — сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире; 	<p>— аудирование: воспринимать на слух и понимать звучащие до 2,5 минут аутентичные тексты, содержащие отдельные неизученные языковые явления, не препятствующие решению коммуникативной задачи, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации;</p>

	<p>— совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;</p> <p>— осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе</p> <p>Овладение универсальными учебными познавательными действиями:</p> <p>б) базовые исследовательские действия:</p> <p>— владеть навыками учебно-исследовательской и проектной деятельности, навыками разрешения проблем;</p> <p>— способность и готовность к самостоятельному поиску методов</p>	<p>— владеть навыками распознавания и употребления в устной и письменной речи не менее 1500 лексических единиц (слов, словосочетаний, речевых клише), включая 1350 лексических единиц, освоенных на уровне основного общего образования; навыками употребления родственных слов, образованных с помощью аффиксации, словосложения, конверсии;</p> <p>— иметь опыт практической деятельности в повседневной жизни: участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на изучаемом иностранном языке и применением информационно-коммуникационных технологий; соблюдать правила информационной безопасности в ситуациях повседневной жизни и при работе в информационно-телекоммуникационной сети «Интернет» (далее — сеть Интернет); использовать приобретённые умения и</p>
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	<p>решения практических задач, применению различных методов познания;</p> <p>— овладение видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов;</p> <p>— формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами;</p> <p>-осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду.</p>	<p>навыки в процессе онлайн-обучения иностранному языку; использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.</p>
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2. Общая характеристика УМК

2.1. Структура и особенности

Учебно-методический комплект (УМК) «Английский язык. Общеобразовательный модуль для среднего профессионального образования» создан специально для обучающихся, продолжающих изучение английского языка в организациях среднего профессионального образования на базовом уровне.

Содержание учебника разработано в соответствии с Федеральным государственным образовательным стандартом среднего (полного) общего образования (далее — ФГОС СОО) с учётом требований Федерального государственного образовательного стандарта среднего профессионального образования (далее — ФГОС СПО), Федеральной образовательной программы среднего общего образования, Примерных рабочих программ ОД «Иностранный язык» для профессиональных образовательных организаций (варианты 1—3) и Методическими рекомендациями по реализации среднего общего образования в пределах освоения образовательной программы среднего профессионального образования на базе основного общего образования, утверждёнными Минпросвещения России 14 апреля 2021 г.

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

Материалы учебника полностью соответствуют основному содержанию обучения, разработанному в соответствии с ФГОС СОО, как в отношении развития речевых умений, так и освоения языковых средств и знаний о языковых явлениях. Решение этих задач обеспечивается структурой и содержанием учебника, разработанным на основе принципа преемственности с

массовыми учебниками для основной школы, с учётом возрастных психологических и физиологических особенностей обучающихся, получающих среднее профессиональное образование.

Таким образом, учебник обеспечивает повторение и закрепление изученного за время обучения в основной школе лексико-грамматического материала, и в то же время предлагает к изучению новый материал, необходимый обучающимся для использования в будущем, в том числе, в рамках выбранной профессии. Таким образом, лексическое содержание учебника позволяет обучающимся развить умения диалогической речи, важной для профессионального общения в рамках различных профессиональных конкурсов.

Предметное содержание учебника полностью соответствует целям и задачам предмета «иностранный язык», в том числе целям духовно-нравственного развития и воспитания обучающихся, возможностям для формирования базовых национальных ценностей.

Особое внимание при создании учебника было уделено возрастной и гендерной релевантности учебных материалов, обеспечивающих интерес и мотивацию к активной познавательной и речевой деятельности, а также методического аппарата, который при учёте психофизиологических особенностей обучающихся данной возрастной группы обеспечивает их успешное когнитивное, духовно-нравственное и речевое развитие.

На регулярной основе в учебнике своё место в каждом модуле нашли последовательные задания, направленные на освоение новых лексических единиц, фразовых глаголов, предлогов, а также систематизация знаний по словообразованию. Лексико-грамматические задания в учебнике сопровождаются ссылками на раздел *Grammar booster* (грамматический справочник), где на русском языке в доступной форме объясняются основные грамматические правила, изученные обучающимися во время обучения в начальной и основной школе, и новые грамматические явления.

Учебник состоит из 11 тематических модулей (*Modules*), каждый из которых разделён на юниты (*A, B, C*), включающие соответствующий разворот с тренировочными упражнениями на повторение, обобщение и закрепление изученного лексико-грамматического материала (*English in use*). Каждое задание юнита имеет ссылку на тренировочные упражнения в разделе *English in use*¹.

Завершает каждый модуль материал для самопроверки и рефлексии учебных достижений обучающихся, а также *Key vocabulary* — список активных слов и выражений к соответствующему модулю учебника.

Двенадцатый модуль — *Revision* — содержит упражнения на закрепление пройденного материала.

Справочные материалы учебника, как и весь курс, построены с учётом развития самостоятельности обучающимися при их использовании. В дополнение к грамматическому справочнику на русском языке, включённому в учебник, на сайте www.prosv.ru можно найти и бесплатно скачать англо-русский словарь с рецептивной лексикой, встречающейся в модулях учебника, список распространённых неправильных глаголов и фразовых глаголов.

Развиваемая коммуникативная компетенция обучающихся была бы неполной без раздела *Skills* («Учись учиться»), содержание которого направлено на формирование метапредметных результатов обучающихся. Материалы данного раздела на русском языке можно найти и скачать бесплатно с сайта www.prosv.ru.

К каждому модулю учебника также разработаны специальные тематические разделы (отдельные занятия, выполняющие определённые цели и задачи).

My future is in Russia входит в инвариантную (обязательную) часть учебника. Это прикладной раздел, который содержит материалы профессиональной направленности для обучающихся технического,

¹ Подробную информацию см. в разделе 2.2 «Рекомендации по работе с разделами учебника».

естественнонаучного, социально-экономического и гуманитарного профилей. Обучающимся предлагаются тексты к каждому тематическому модулю, сопровождающиеся заданиями для обсуждения в парах или группах, а также набором кейсовых и проектных заданий для соответствующих профилей. Такие задания рекомендуется выполнять самостоятельно с последующей презентацией результатов на занятиях защиты проектов. На усмотрение учителя можно заранее предложить обучающимся тематику проектных заданий учебника, чтобы обучающиеся выбрали какой-либо из них в качестве итогового. Тематику проектных и кейсовых заданий учебника см. в разделе 4.3.

Учебник также включает разделы, которые составляют **вариативную часть** курса и предназначены для включения в образовательный процесс в зависимости от того варианта программы, который используется в образовательной организации (108 ч. или 144 ч.). При обучении по программе варианта 1 (72 ч.) материалы данных разделов могут использоваться на усмотрение преподавателя как дополнительные к основным занятиям или в качестве домашнего задания. Это следующие разделы:

- *Across the globe* — раздел с материалами культуроведческого и страноведческого характера к каждому основному тематическому модулю, которые обеспечивают обучающихся релевантными возрасту учебными материалами для развития социокультурной и межкультурной компетенции, духовно-нравственного развития и воспитания, создают возможности для формирования базовых национальных ценностей.
- *Russia is my home* посвящён разным аспектам русской культуры по основной теме модуля. Он стимулирует интерактивность в образовательном процессе, способствует социализации обучающихся. Текстовые материалы о России разных жанров и форматов (текст-описание, туристический буклет, письмо и т. п.) служат базой для активной речевой деятельности обучающихся (в устной и письменной

форме) с переносом на личный опыт. Подбор текстов и формат заданий направлены на активные формы обучения, осмысление и сопоставление с родной культурой, на воспитание главных ценностных ориентиров. Знакомство с опытом сверстников, его обсуждение, выход на практическую деятельность (проект) — таков путь гражданского воспитания средствами иностранного языка и таких важных сторон духовно-нравственного развития гражданина России, как открытость миру, способность к диалогу с другими национальными культурами. На разных возрастных этапах эти задачи решаются с учётом меняющихся психологических особенностей обучающихся, их социального и языкового опыта.

- *Subject matters* — раздел с материалами к каждому модулю учебника, направленными на развитие межпредметных связей обучающихся. Данный раздел обеспечивает мотивацию обучающихся к освоению английского языка как средства познания целостной картины мира и конкретных дисциплин. В числе интегрируемых учебных дисциплин предлагаются история, география, обществознание, предметы естественно-научного цикла и др. Материалы раздела *Subject matters* содержат активные формы обучения, а также продолжают формировать умения работы с несплошными текстами (графиками, диаграммами, таблицами, инфографикой и т.п.).

Привлекательная форма подачи материала, задания на основе фоновых знаний и личного опыта, выход на проектную деятельность создают условия для эффективного достижения предметных и метапредметных результатов обучающихся.

- *Advanced reading* — раздел, содержащий материалы для дополнительных занятий по развитию умений смыслового чтения обучающихся. Материалы раздела можно найти на сайте www.prosv.ru.

2.2. Рекомендации по работе с разделами учебника

В каждом тематическом модуле учебника большинство заданий юнита А, В, С имеют ссылки на тренировочные упражнения в разделе *English in use*. Эти упражнения можно выполнять в зависимости от уровня подготовки и возможностей обучающихся в двух вариантах (на усмотрение педагога): либо до того, как обучающиеся приступят к выполнению основного задания по изучаемой теме, либо после, повторяя, обобщая и закрепляя лексико-грамматический материал. Некоторые тренировочные упражнения раздела *English in use* (например, письменные задания) могут быть предложены обучающимся в качестве домашнего задания.

Таким образом, при составлении технологических карт занятий, календарно-тематического планирования или поурочных планов рекомендуется разделить материалы одного юнита на два. Распределение содержания модулей может варьироваться на усмотрение педагога в зависимости от уровня обученности студентов и условий образовательной организации.

Ниже предлагается примерное распределение содержания модуля 1 учебника (с учётом изучения и повторения сопутствующего грамматического материала в справочнике *Grammar booster* и изучения материалов раздела *Skills*) и соответствующего ему прикладного раздела *My future is in Russia*².

Module 1. Family and friends			
№ занятия	A. Friendship	A. English in use	Домашнее задание
1	Ex. 1, p. 12 Ex. 2, p. 12	Exs. 3–4, pp. 14–15 Exs. 1, 2, 5, pp. 14–15	Учебник: Ex. 6, p. 15 Тетрадь-тренажёр
2	Ex. 3, p. 13 Ex. 4, p. 13	Ex. 8, p. 15 Ex. 7, p. 15	Тетрадь-тренажёр
№ занятия	B. Films and relationships	B. English in use	Домашнее задание

² Для занятий продолжительностью 45 минут.

3	Exs. 1–2, p. 16	Exs. 1–2, p. 18	Учебник: Ex. 3, p. 18
4	Ex. 3, p. 17 Ex. 4, p. 17	Ex. 4, p. 19 Ex. 5, p. 19	Учебник: Ex. 5b), p. 19 Тетрадь-тренажёр
№ занятия	C. Teens and addictions	C. English in use	Домашнее задание
5	Ex. 1, p. 20 Ex. 2, pp. 20–21	Exs. 2–4, pp. 22–23	Учебник: Ex. 5, p. 23 Тетрадь-тренажёр
6	Ex. 3, p. 21	Exs. 6–7, p. 23	Учебник: Ex. 7, p. 23 Тетрадь-тренажёр
№ занятия	My future is in Russia		Домашнее задание
7	Ex. 1a)-c), p. 176		Ex. 2 Тетрадь-тренажёр

В зависимости от варианта программы, используемой в образовательной организации, возможно следующее распределение содержания учебника³.

Вариант программы	Разделы учебника⁴
Вариант 1 (72 ч.)	<ul style="list-style-type: none"> • Модули 1–11* • My future is in Russia*
Вариант 2 (108 ч.)	<ul style="list-style-type: none"> • Модули 1–11* • Модуль 12 (Revision) • My future is in Russia* • Subject matters • Across the globe + Russia is my home

³ Подробное распределение программного материала см. в разделе «Тематическое планирование».

⁴ Звездочкой (*) отмечены разделы, составляющие инвариантную (обязательную) часть учебника.

Вариант 3 (144 ч.)	<ul style="list-style-type: none"> • Модули 1–11* • Модуль 12 (Revision) • My future is in Russia* • Subject matters • Across the globe • Russia is my home • Advanced reading – на сайте
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Материалы вариативной части учебника могут меняться для разных вариантов программы на усмотрение педагога в зависимости от возможностей/способностей обучающихся и выбранных ими профилей.

2.3. Компоненты информационно-образовательной среды УМК

Учебник — организатор информационно-образовательной среды и ядро учебно-методического комплекта. Его дополняют аудиокурс, методическое пособие, электронная форма учебника и тетрадь-тренажёр.

1. Методическое пособие — это рабочий инструмент преподавателя, который содержит учебно-методические рекомендации по проведению занятий, по работе с разделами учебника и тематическое планирование.

2. Аудиоприложение — обязательный компонент. Аудиоприложение содержит треки ко всем упражнениям учебника, предполагающим аудирование.

3. Тетрадь-тренажёр — организатор самостоятельной деятельности обучающихся. В тетради-тренажёре предлагаются упражнения, направленные на закрепление изученного материала учебника. Дополнительно в тетрадь-тренажёр включён прикладной модуль *My future is in Russia*, который содержит дополнительные тексты для чтения и задания профессиональной направленности к каждому модулю учебника. Упражнения из тетради-тренажёра преподавателю рекомендуется выбирать на своё усмотрение и либо отрабатывать на занятии (при наличии времени), либо предложить

обучающимся в качестве домашнего задания.

4. Электронная форма учебника (ЭФУ) по структуре и содержанию соответствует печатной форме ученика. ЭФУ содержит все иллюстрации, присутствующие в печатной форме с учётом их адаптации к электронному формату, встроенный аудиокурс, мультимедийные и интерактивные элементы. Электронная форма учебника реализует возможность создания пользователями заметок, закладок и перехода к ним, а также поддерживает возможность определения номера страницы печатного издания, на которой расположено содержание текущей страницы учебника.

3. Тематическое планирование

3.1. Вариант 1 (72 ч)

Программная тема (тематика общения), количество часов на её изучение	Раздел учебника	Языковой (лексико- грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой)
<p>Межличностные отношения в семье, с друзьями и знакомыми.</p> <p>Конфликтные ситуации, их предупреждение и разрешение.</p> <p>Внешность и характер человека и литературного</p>	<p>Module 1. Family and friends;</p> <p>Module 2. Family relations; My future is in Russia (Modules 1-2)</p>	<p>Изученные лексические единицы (слова, в том числе многозначные; словосочетания; реплики-клише; наиболее частотные фразовые глаголы; синонимы; антонимы; средства логической связи для обеспечения целостности текста; интернациональные слова; сокращения и аббревиатуры).</p> <p>Образование родственных слов с использованием</p> <p>а) аффиксации:</p>	<p>Диалогическая речь</p> <p>Составлять комбинированный диалог, включающий различные виды диалога (диалог этикетного характера, диалог – побуждение к действию, диалог-расспрос, диалог – обмен мнениями), в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова и/ или иллюстрации, фотографии, таблицы, диаграммы или без опор. Брать/давать</p>

<p>персонажа. Повседневная жизнь. (12 ч)</p>		<ul style="list-style-type: none"> • глаголов при помощи префиксов dis-, mis-, re-, over-, under-, суффиксов -ise/-ize, -en; 	<p>интервью. Выразить своё мнение/отношение к обсуждаемым вопросам. Просить о чём-то и аргументировать свою просьбу. Переспрашивать, просить повторить, уточняя значение непонятых слов.</p>
<p>Здоровый образ жизни и забота о здоровье: режим труда и отдыха, спорт, сбалансированное питание, посещение врача. Отказ от вредных привычек. (7 ч)</p>	<p>Module 3. Life is good; My future is in Russia (Module 3)</p>	<ul style="list-style-type: none"> • имён существительных при помощи префиксов un-, in-/im-, il-/ir- и суффиксов -ance/-ence, -er/-or, -ing, -ist, -ment, -ity, -ness, -ship, -sion/-tion; • имён прилагательных при помощи префиксов un-, in-/im-, il-/ir-, inter-, non- post-, pre- и суффиксов -able/-ible, -al, -ed, -ful, -ian/-an, -ic, -ical, -ing, -ive, -less, -ly, -ous, -y, -ese, -ish; • наречий при помощи префиксов un-, in-/im-, il-/ir- и суффикса -ly; 	<p>Сравнивать своё мнение с мнением партнёра по диалогу, обнаруживая различие и сходство мнений. Поддерживать благожелательность в ходе диалога.</p> <p>Монологическая речь</p> <p>Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение), с изложением своего мнения и краткой аргументацией</p>
<p>Школьное образование. Выбор профессии. Альтернативы в продолжении</p>	<p>Module 10. Looking for a job;</p>		

<p>образования. Роль иностранного языка в современном мире. Современный мир профессий (12 ч)</p>	<p>Module 11. Getting a job; My future is in Russia (Modules 10, 11)</p>	<ul style="list-style-type: none"> • числительных при помощи суффиксов -teen, -ty, -th; <p>б) словосложения:</p> <ul style="list-style-type: none"> • сложных существительных путём соединения основ существительных; 	<p>с опорой на ключевые слова, план, таблицы, диаграммы, графики и/или иллюстрации, фотографии и без опоры. Сочетать при необходимости различные типы речи в своём высказывании. Описывать человека, литературного персонажа, объект по определённой схеме. Передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте, без опоры на план, ключевые слова.</p>
<p>Молодёжь в современном обществе. Досуг молодёжи. Ценностные ориентиры молодёжи в современном обществе. Деловое общение (12 ч)</p>	<p>Module 8. Youth voices; Module 9. Man and society; My future is in Russia (Modules 8, 9)</p>	<ul style="list-style-type: none"> • сложных существительных путём соединения основы прилагательного с основой существительного; • сложных существительных путём соединения основ существительных с предлогом; • сложных прилагательных путём соединения основы прилагательного/числительного 	<p>Делать сообщение на заданную тему на основе прочитанного. Комментировать факты из прослушанного/прочитанного текста. Выражать и аргументировать своё отношение</p>

<p>Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка. Россия и мир: вклад России в мировую культуру, науку, технику (10 ч)</p>	<p>Module 4. Travelling around; Module 9. Man and society (Unit C); My future is in Russia (Modules 4, 9)</p>	<ul style="list-style-type: none"> • с основой существительного; • с добавлением суффикса -ed; • сложных прилагательных путём соединения наречия с основой причастия II; • сложных прилагательных путём соединения основы прилагательного с основой причастия I; <p>в) конверсии:</p> <ul style="list-style-type: none"> • имён существительных от неопределённых форм глаголов; • имён существительных от имён прилагательных; • глаголов от имён существительных; 	<p>к прочитанному/услышанному. Кратко излагать результаты выполненной проектной работы. Работать индивидуально и в группе, в частности при выполнении проектной работы. Самостоятельно выбирать формат выступления с учётом задач презентации и особенностей аудитории. Аудирование Распознавать на слух и понимать связные высказывания учителя и одноклассников, построенные на знакомом языковом материале и/или содержащие некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально</p>
<p>Природа и экология (7 ч)</p>	<p>Module 5. Save our planet; My future is in</p>		

	Russia (Modules 5)	<ul style="list-style-type: none"> • глаголов от имён прилагательных. 	<p>реагировать на услышанное.</p> <p>Воспринимать на слух и понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов, содержащих отдельные неизученные языковые явления.</p> <p>Выделять главные факты, опуская второстепенные. Прогнозировать содержание текста по его началу.</p> <p>Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в аутентичных текстах, содержащих отдельные неизученные языковые явления. Использовать языковую и контекстуальную догадку при восприятии на слух текстов, содержащих незнакомые языковые явления.</p> <p>Игнорировать незнакомые</p>
<p>Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Проблемы современной цивилизации (12 ч)</p>	<p>Module 6. Life and technology;</p> <p>Module 7. The media; My future is in Russia (Modules 6, 7)</p>	<p>Имена прилагательные на -ed и -ing.</p> <p>Различные коммуникативные типы предложений: повествовательные (утвердительные, отрицательные), вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме). Нераспространённые и распространённые простые предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке. Предложения с начальным It. Предложения с начальным There + to be. Предложения с глагольными</p>	<p>основное содержание (тему/идею, главные события/факты) аутентичных текстов, содержащих отдельные неизученные языковые явления.</p> <p>Выделять главные факты, опуская второстепенные. Прогнозировать содержание текста по его началу.</p> <p>Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в аутентичных текстах, содержащих отдельные неизученные языковые явления. Использовать языковую и контекстуальную догадку при восприятии на слух текстов, содержащих незнакомые языковые явления.</p> <p>Игнорировать незнакомые</p>

		<p>конструкциями, содержащими глаголы-связки to be, to look, to seem, to feel.</p> <p>Предложения со сложным подлежащим — Complex Subject. Предложения со сложным дополнением — Complex Object. Сложносочинённые предложения с сочинительными союзами and, but, or.</p> <p>Сложноподчинённые предложения с союзами и союзными словами because, if, when, where, what, why, how.</p> <p>Сложноподчинённые предложения с определительными придаточными с союзными словами who, which, that.</p> <p>Сложноподчинённые предложения с союзными словами whoever, whatever, however, whenever. Условные предложения с глаголами в</p>	<p>языковые явления, не влияющие на понимание текстов.</p> <p>Смысловое чтение</p> <p>Читать про себя и понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов разных жанров и стилей, содержащих отдельные неизученные языковые явления. Прогнозировать содержание текста по его заголовку/началу. Понимать структурно-смысловые связи в тексте.</p> <p>Определять логическую последовательность главных событий/фактов. Игнорировать незнакомые слова, несущественные для понимания основного содержания текста.</p> <p>Читать про себя и находить нужную/интересующую/запрашиваемую</p>
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		<p>изъявительном наклонении (Conditional 0, Conditional I) и с глаголами в сослагательном наклонении (Conditional II). Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense). Повествовательные, вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного предложения. Модальные глаголы в косвенной речи в настоящем и прошедшем времени. Предложения</p>	<p>информацию в аутентичных текстах разных жанров и стилей, содержащих отдельные неизученные языковые явления. Оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи. Оценивать достоверность информации, полученной в ходе чтения разных текстов. Читать про себя и находить запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах, графиках и т. д.). Работать с информацией, представленной в разных форматах (текст, рисунок, таблица, диаграмма). Читать про себя и полно и точно понимать аутентичные тексты разных стилей и жанров,</p>
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		<p>с конструкциями as ... as, not so ... as; both ... and ..., either ... or, neither ... nor. Предложения с I wish ... Конструкции с глаголами на -ing: to love/hate doing smth. Конструкции с глаголами to stop, to remember, to forget (разница в значении to stop doing smth и to stop to do smth). Конструкция It takes me ... to do smth. Конструкция used to + инфинитив глагола. Конструкции be/get used to smth; be/get used to doing smth. Конструкции I prefer, I'd prefer, I'd rather prefer, выражающих предпочтение, а также конструкций I'd rather, You'd better. Подлежащее, выраженное собирательным существительным (family, police), и его согласование со сказуемым. Глаголы (правильные</p>	<p>содержащие отдельные неизученные языковые явления. Осуществлять информационную переработку текста: проводить смысловой и структурный анализ отдельных частей текста, делать выборочный перевод; устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий. Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием). Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста, для нахождения</p>
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		<p>и неправильные) в видо-временных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past Simple Passive; Present Perfect Passive). Конструкция to be going to, формы Future Simple Tense и Present Continuous Tense для выражения будущего действия. Модальные глаголы и их эквиваленты (can/be able to, could, must/ have to, may, might, should, shall, would, will, need). Неличные формы глагола —</p>	<p>информации в тексте. Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту. Понимать интернациональные слова в контексте. Пользоваться сносками, лингвострановедческим справочником, двуязычным и/или толковым словарём.</p> <p>Письменная речь</p> <p>Заполнять анкеты и формуляры, сообщая о себе основные сведения (имя, фамилия, пол, возраст, гражданство, адрес и т. д.), в соответствии с нормами, принятыми в стране/ странах изучаемого языка. Составлять резюме (CV) с сообщением основных сведений о себе в соответствии с нормами, принятыми в стране/ странах</p>
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		<p>инфинитив, герундий, причастие (Participle I и Participle II); причастия в функции определения (Participle I — a playing child, Participle II — a written text). Определённый, неопределённый и нулевой артикли. Имена существительные во множественном числе, образованных по правилу, и исключения. Неисчисляемые имена существительные, имеющие форму только множественного числа. Притяжательный падеж имён существительных. Имена прилагательные и наречия в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения. Порядок следования</p>	<p>изучаемого языка. Писать электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Создавать небольшое письменное высказывание (рассказ, сочинение и т. д.) на основе плана, иллюстрации, таблицы, графика, диаграммы и/или прочитанного/прослушанного текста с опорой на образец. Заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя представленную информацию. Письменно излагать результаты выполненной проектной работы, в том числе в форме презентации.</p> <p>Фонетическая сторона речи</p>
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		<p>нескольких прилагательных (мнение — размер — возраст — цвет — происхождение). Слова, выражающие количество (many/much, little/a little; few/a few; a lot of). Личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме); возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные местоимения none, no и производные последнего (nobody, nothing, etc.). Количественные и порядковые числительные. Предлоги места, времени, направления; предлоги,</p>	<p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произношения. Соблюдать правильное ударение в изолированном слове, фразе. Соблюдать правило отсутствия фразового ударения на служебных словах (артиклях, союзах, предлогах). Различать коммуникативный тип предложения по его интонации. Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления. Воспроизводить слова по</p>
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		<p>употребляемые с глаголами в страдательном залоге</p>	<p>транскрипции. Читать вслух небольшие аутентичные тексты, построенные в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова. Выписывать из текста слова, словосочетания, предложения в соответствии с решаемой коммуникативной/учебной задачей. Правильно использовать знаки препинания в письменных высказываниях. Пунктуационно правильно оформлять прямую речь в соответствии с нормами английского языка. Пунктуационно правильно</p>
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			<p>в соответствии с нормами речевого этикета оформлять электронное сообщение личного характера.</p> <p>Лексическая сторона речи</p> <p>Понимать и употреблять в устной и письменной речи изученные лексические единицы в соответствии с нормами лексической сочетаемости. Знать и понимать значения родственных слов, образованных с помощью основных способов словообразования (аффиксации, словосложения, конверсии). Распознавать принадлежность слова к определённой части речи. Выбирать нужное значение многозначного слова.</p> <p>Грамматическая сторона речи</p>
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			<p>Знать и понимать особенности структуры различных коммуникативных типов предложений в английском языке. Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы). Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</p> <p>Социокультурные знания и умения</p>
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			<p>Осуществлять межличностное и межкультурное общение на основе знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи. Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии родной страны и англоговорящих стран. Владеть знаниями о социокультурном портрете и культурном наследии страны/стран, говорящих на английском языке. Понимать речевые различия в ситуациях официального</p>
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			<p>и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с их учётом. Представлять родную страну/малую родину и страну/страны изучаемого языка (культурные явления и события; выдающиеся люди; достопримечательности и т. д.). Находить сходство и различия в традициях родной страны и страны/стран изучаемого языка. Анализировать и систематизировать получаемую социокультурную информацию.</p>
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3.2. Вариант 2 (108 ч)

Программная тема, количество часов на её изучение (Тематика общения)	Раздел учебника	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой)
<p>Межличностные отношения в семье, с друзьями и знакомыми.</p> <p>Конфликтные ситуации, их предупреждение и разрешение.</p> <p>Внешность и характер человека и литературного персонажа.</p> <p>Повседневная жизнь.</p>	<p>Module 1. Family and friends;</p> <p>Module 2. Family relations; My future is in Russia (Modules 1-2); Across the globe, Russia is my home,</p>	<p>Изученные лексические единицы (слова, в том числе многозначные; словосочетания; реплики-клише; наиболее частотные фразовые глаголы; синонимы; антонимы; средства логической связи для обеспечения целостности текста; интернациональные слова; сокращения и аббревиатуры). Образование родственных слов с использованием а) аффиксации:</p>	<p>Диалогическая речь</p> <p>Составлять комбинированный диалог, включающий различные виды диалога (диалог этикетного характера, диалог – побуждение к действию, диалог-расспрос, диалог – обмен мнениями), в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова и/ или иллюстрации, фотографии, таблицы, диаграммы или без опор. Брать/давать интервью. Выразить своё мнение/отношение к обсуждаемым</p>

(14 ч)	Subject matters		
Здоровый образ жизни и забота о здоровье: режим труда и отдыха, спорт, сбалансированное питание, посещение врача. Отказ от вредных привычек. (14 ч)	Module 2. Family relations; Module 3. Life is good; My future is in Russia (Modules 2—3); Across the globe, Russia is my home, Subject matters	<ul style="list-style-type: none"> • глаголов при помощи префиксов dis-, mis-, re-, over-, under-, суффиксов -ise/-ize, -en; • имён существительных при помощи префиксов un-, in-/im-, il-/ir- и суффиксов -ance/-ence, -er/-or, -ing, -ist, -ment, -ity, -ness, -ship, -sion/-tion; • имён прилагательных при помощи префиксов un-, in-/im-, il-/ir-, inter-, non- post-, pre- и суффиксов -able/-ible, -al, -ed, -ful, -ian/-an, -ic, -ical, -ing, -ive, -less, -ly, -ous, -y, -ese, -ish; • наречий при помощи префиксов un-, in-/im-, il-/ir- и суффикса -ly; 	<p>вопросам. Просить о чём-то и аргументировать свою просьбу. Переспрашивать, просить повторить, уточняя значение непонятых слов. Сравнить своё мнение с мнением партнёра по диалогу, обнаруживая различие и сходство мнений. Поддерживать благожелательность в ходе диалога.</p> <p>Монологическая речь</p> <p>Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение), с изложением своего мнения и краткой аргументацией с опорой на ключевые слова, план, таблицы, диаграммы, графики и/или</p>
Школьное образование. Выбор профессии.	Module 4. Travelling		

<p>Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Современный мир профессий (19 ч)</p>	<p>around (Units A, B); Module 10. Looking for a job; Module 11. Getting a job; My future is in Russia (Modules 4, 10, 11); Across the globe, Russia is my home, Subject matters</p>	<ul style="list-style-type: none"> • числительных при помощи суффиксов -teen, -ty, -th; <p>б) словосложения:</p> <ul style="list-style-type: none"> • сложных существительных путём соединения основ существительных; • сложных существительных путём соединения основы прилагательного с основой существительного; • сложных существительных путём соединения основ существительных с предлогом; • сложных прилагательных путём соединения основы прилагательного/числительного 	<p>иллюстрации, фотографии и без опоры. Сочетать при необходимости различные типы речи в своём высказывании. Описывать человека, литературного персонажа, объект по определённой схеме. Передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте, без опоры на план, ключевые слова. Делать сообщение на заданную тему на основе прочитанного. Комментировать факты из прослушанного/прочитанного текста. Выражать и аргументировать своё отношение к прочитанному/услышанному. Кратко излагать результаты выполненной</p>
<p>Молодёжь в современном</p>	<p>Module 2. Relations and</p>		

<p>обществе. Досуг молодежи. Ценностные ориентиры молодежи в современном обществе. Деловое общение (17 ч)</p>	<p>family (Unit C); Module 8. Youth voices; Module 9. Man and society; My future is in Russia (Modules 8, 9); Across the globe, Russia is my home, Subject matters</p>	<p>с основой существительного с добавлением суффикса -ed;</p> <ul style="list-style-type: none"> • сложных прилагательных путём соединения наречия с основой причастия II; • сложных прилагательных путём соединения основы прилагательного с основой причастия I; <p>в) конверсии:</p> <ul style="list-style-type: none"> • имён существительных от неопределённых форм глаголов; • имён существительных от имён прилагательных; • глаголов от имён существительных; 	<p>проектной работы. Работать индивидуально и в группе, в частности при выполнении проектной работы. Самостоятельно выбирать формат выступления с учётом задач презентации и особенностей аудитории. Аудирование Распознавать на слух и понимать связные высказывания учителя и одноклассников, построенные на знакомом языковом материале и/или содержащие некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание (тему/идею,</p>
<p>Родная страна и страна/страны изучаемого языка.</p>	<p>Module 4. Travelling around;</p>		

<p>Выдающиеся люди родной страны и страны/стран изучаемого языка. Россия и мир: вклад России в мировую культуру, науку, технику (18 ч)</p>	<p>Module 9. Man and society (Unit C); Russia is my home (к модулям 1—11); My future is in Russia (Modules 4, 9); Across the globe</p>	<ul style="list-style-type: none"> • глаголов от имён прилагательных. <p>Имена прилагательные на -ed и -ing. Различные коммуникативные типы предложений: повествовательные (утвердительные, отрицательные), вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме). Нераспространённые и распространённые простые предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке. Предложения с начальным It.</p>	<p>главные события/факты) аутентичных текстов, содержащих отдельные неизученные языковые явления. Выделять главные факты, опуская второстепенные. Прогнозировать содержание текста по его началу. Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в аутентичных текстах, содержащих отдельные неизученные языковые явления. Использовать языковую и контекстуальную догадку при восприятии на слух текстов, содержащих незнакомые языковые явления. Игнорировать незнакомые языковые явления, не влияющие на понимание текстов.</p>
<p>Природа и экология (10 ч)</p>	<p>Module 2. Relations and family (Unit B);</p>	<p>Предложения с начальным It.</p>	<p>Смысловое чтение</p>

	<p>Module 5. Save our planet; My future is in Russia (Modules 2, 5); Across the globe, Russia is my home, Subject matters</p>	<p>Предложения с начальным There + to be. Предложения с глагольными конструкциями, содержащими глаголы-связки to be, to look, to seem, to feel. Предложения со сложным подлежащим – Complex Subject. Предложения со сложным дополнением – Complex Object. Сложносочинённые предложения с сочинительными союзами and, but, or. Сложноподчинённые предложения с</p>	<p>Читать про себя и понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов разных жанров и стилей, содержащих отдельные неизученные языковые явления. Прогнозировать содержание текста по его заголовку/началу. Понимать структурно-смысловые связи в тексте. Определять логическую последовательность главных событий/фактов. Игнорировать</p>
<p>Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность.</p>	<p>Module 6. Life and technology; Module 7. The media; My future is in</p>	<p>союзами и союзными словами because, if, when, where, what, why, how. Сложноподчинённые предложения с определительными придаточными с союзными словами who, which, that. Сложноподчинённые предложения с союзными словами</p>	<p>незнакомые слова, несущественные для понимания основного содержания текста. Читать про себя и находить нужную/интересующую/запрашиваемую информацию в аутентичных текстах разных жанров и стилей, содержащих отдельные неизученные языковые</p>

<p>Проблемы современной цивилизации (16 ч)</p>	<p>(Modules 6, 7); Across the globe, Russia is my home, Subject matters</p>	<p>whoever, whatever, however, whenever. Условные предложения с глаголами в изъявительном наклонении (Conditional 0, Conditional I) и с глаголами в сослагательном наклонении (Conditional II). Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense). Повествовательные, вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного</p>	<p>явления. Оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи. Оценивать достоверность информации, полученной в ходе чтения разных текстов. Читать про себя и находить запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах, графиках и т. д.). Работать с информацией, представленной в разных форматах (текст, рисунок, таблица, диаграмма). Читать про себя и полно и точно понимать аутентичные тексты разных стилей и жанров, содержащие отдельные неизученные языковые явления. Осуществлять информационную переработку текста:</p>
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		<p>предложения. Модальные глаголы в косвенной речи в настоящем и прошедшем времени. Предложения с конструкциями as ... as, not so ... as; both ... and ..., either ... or, neither ... nor. Предложения с I wish ... Конструкции с глаголами на -ing: to love/hate doing smth. Конструкции с глаголами to stop, to remember, to forget (разница в значении to stop doing smth и to stop to do smth). Конструкция It takes me ... to do smth. Конструкция used to + инфинитив глагола. Конструкции be/get used to smth; be/get used to doing smth. Конструкции I prefer, I'd prefer, I'd rather prefer, выражающих предпочтение, а также конструкций I'd rather, You'd better.</p>	<p>проводить смысловый и структурный анализ отдельных частей текста, делать выборочный перевод; устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий. Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием). Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста, для нахождения информации в тексте. Догадываться о значении незнакомых слов по сходству с русским языком, по</p>
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		<p>Подлежащее, выраженное собирательным существительным (family, police), и его согласование со сказуемым. Глаголы (правильные и неправильные) в видо-временных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past Simple Passive; Present Perfect Passive). Конструкция to be going to, формы Future Simple Tense и Present Continuous Tense для выражения</p>	<p>словообразовательным элементам, по контексту. Понимать интернациональные слова в контексте. Пользоваться сносками, лингвострановедческим справочником, двуязычном и/или толковым словарём.</p> <p>Письменная речь</p> <p>Заполнять анкеты и формуляры, сообщая о себе основные сведения (имя, фамилия, пол, возраст, гражданство, адрес и т. д.), в соответствии с нормами, принятыми в стране/ странах изучаемого языка. Составлять резюме (CV) с сообщением основных сведений о себе в соответствии с нормами, принятыми в стране/ странах изучаемого языка. Писать электронное</p>
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		<p>будущего действия. Модальные глаголы и их эквиваленты (can/be able to, could, must/ have to, may, might, should, shall, would, will, need). Неличные формы глагола – инфинитив, герундий, причастие (Participle I и Participle II); причастия в функции определения (Participle I – a playing child, Participle II – a written text). Определённый, неопределённый и нулевой артикли. Имена существительные во множественном числе, образованных по правилу, и исключения. Неисчисляемые имена существительные, имеющие форму только множественного числа. Притяжательный падеж имён существительных. Имена</p>	<p>сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Создавать небольшое письменное высказывание (рассказ, сочинение и т. д.) на основе плана, иллюстрации, таблицы, графика, диаграммы и/или прочитанного/прослушанного текста с опорой на образец. Заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя представленную информацию. Письменно излагать результаты выполненной проектной работы, в том числе в форме презентации.</p> <p>Фонетическая сторона речи</p>
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		<p>прилагательные и наречия</p> <p>в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения. Порядок следования нескольких прилагательных (мнение — размер — возраст — цвет — происхождение). Слова, выражающие количество (many/much, little/a little; few/a few; a lot of). Личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме); возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные</p>	<p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произношения. Соблюдать правильное ударение в изолированном слове, фразе. Соблюдать правило отсутствия фразового ударения на служебных словах (артиклях, союзах, предлогах). Различать коммуникативный тип предложения по его интонации. Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления. Воспроизводить слова по</p>
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		<p>местоимения none, no и производные последнего (nobody, nothing, etc.).</p> <p>Количественные и порядковые числительные. Предлоги места, времени, направления; предлоги, употребляемые с глаголами в страдательном залоге</p>	<p>транскрипции. Читать вслух небольшие аутентичные тексты, построенные в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова. Выписывать из текста слова, словосочетания, предложения в соответствии с решаемой коммуникативной/учебной задачей.</p> <p>Правильно использовать знаки препинания в письменных высказываниях. Пунктуационно правильно оформлять прямую речь в соответствии с нормами английского языка. Пунктуационно правильно</p>
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			<p>в соответствии с нормами речевого этикета оформлять электронное сообщение личного характера.</p> <p>Лексическая сторона речи</p> <p>Понимать и употреблять в устной и письменной речи изученные лексические единицы в соответствии с нормами лексической сочетаемости. Знать и понимать значения родственных слов, образованных с помощью основных способов словообразования (аффиксации, словосложения, конверсии). Распознавать принадлежность слова к определённой части речи. Выбирать нужное значение многозначного слова.</p> <p>Грамматическая сторона речи</p>
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			<p>Знать и понимать особенности структуры различных коммуникативных типов предложений в английском языке. Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы). Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</p> <p>Социокультурные знания и умения</p>
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			<p>Осуществлять межличностное и межкультурное общение на основе знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи. Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии родной страны и англоговорящих стран. Владеть знаниями о социокультурном портрете и культурном наследии страны/стран, говорящих на английском языке. Понимать речевые различия в ситуациях официального</p>
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			<p>и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с их учётом. Представлять родную страну/малую родину и страну/страны изучаемого языка (культурные явления и события; выдающиеся люди; достопримечательности и т. д.). Находить сходство и различия в традициях родной страны и страны/стран изучаемого языка. Анализировать и систематизировать получаемую социокультурную информацию.</p>
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3.3. Вариант 3 (144 ч)

Программная тема, количество часов на её изучение (Тематика общения)	Раздел учебника/компонент	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой)
Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и литературного	Module 1. Family and friends; Module 2. Family relations; My future is in Russia (Modules 1—2); Across the globe (Modules 1—2); Russia is my home (Modules 1—2); Subject matters (Modules 1—2);	Изученные лексические единицы (слова, в том числе многозначные; словосочетания; реплики-клише; наиболее частотные фразовые глаголы; синонимы; антонимы; средства логической связи для обеспечения целостности текста; интернациональные слова; сокращения и аббревиатуры). Образование родственных слов с использованием	Диалогическая речь Составлять комбинированный диалог, включающий различные виды диалога (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос, диалог — обмен мнениями), в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии, таблицы, диаграммы или без опор. Брать/давать

<p>персонажа. Повседневная жизнь. (17 ч)</p>	<p>Revision (Modules 1— 2); Advanced reading</p>	<p>а) аффиксации:</p> <ul style="list-style-type: none"> • глаголов при помощи префиксов dis-, mis-, re-, over-, under-, суффиксов -ise/-ize, -en; • имён существительных при помощи префиксов un-, in-/im-, il-/ir- и суффиксов -ance/-ence, -er/or, -ing, -ist, -ment, -ity, -ness, -ship, -sion/-tion; • имён прилагательных при помощи префиксов un-, in-/im-, il-/ir-, inter-, non- post-, pre- и суффиксов -able/-ible, -al, -ed, -ful, -ian/-an, -ic, -ical, -ing, -ive, -less, -ly, -ous, -y, -ese, -ish; 	<p>интервью. Выразить своё мнение/отношение к обсуждаемым вопросам. Просить о чём-то и аргументировать свою просьбу. Переспрашивать, просить повторить, уточняя значение непонятых слов. Сравнивать своё мнение с мнением партнёра по диалогу, обнаруживая различие и сходство мнений. Поддерживать благожелательность в ходе диалога.</p> <p>Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение), с изложением своего мнения и краткой аргументацией</p>
<p>Здоровый образ жизни и забота о здоровье: режим труда и отдыха, спорт, сбалансированное питание, посещение врача. Отказ от вредных привычек. (12 ч)</p>	<p>Module 3. Life is good; My future is in Russia (Module 3); Across the globe (Module 3); Russia is my home (Module 3); Subject matters (Module 3); Revision (Module 3) Advanced reading</p>		
<p>Школьное образование.</p>	<p>Module 4. Travelling around (Units A, B);</p>		

<p>Выбор профессии.</p> <p>Альтернативы в продолжении образования. Роль иностранного языка в современном мире.</p> <p>Современный мир профессий (27 ч)</p>	<p>Module 10. Looking for a job;</p> <p>Module 11. Getting a job;</p> <p>My future is in Russia (Modules 4, 10, 11);</p> <p>Across the globe (Modules 10—11);</p> <p>Russia is my home (Modules 10—11);</p> <p>Subject matters (Modules 10—11);</p> <p>Revision (Modules 10—11)</p> <p>Advanced reading</p>	<ul style="list-style-type: none"> • наречий при помощи префиксов un-, in-/im-, il-/ir- и суффикса -ly; • числительных при помощи суффиксов -teen, -ty, -th; <p>б) словосложения:</p> <ul style="list-style-type: none"> • сложных существительных путём соединения основ существительных; • сложных существительных путём соединения основы прилагательного с основой существительного; • сложных существительных путём соединения основ существительных с предлогом; 	<p>с опорой на ключевые слова, план, таблицы, диаграммы, графики и/или иллюстрации, фотографии и без опоры. Сочетать при необходимости различные типы речи в своём высказывании. Описывать человека, литературного персонажа, объект по определённой схеме. Передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте, без опоры на план, ключевые слова. Делать сообщение на заданную тему на основе прочитанного. Комментировать факты из прослушанного/прочитанного текста. Выражать и аргументировать своё отношение</p>
<p>Молодёжь в современном обществе. Досуг</p>	<p>Module 2. Relations and family (Unit C);</p>		

<p>молодёжи. Ценностные ориентиры молодёжи в современном обществе. Деловое общение (25 ч)</p>	<p>Module 8. Youth voices; Module 9. Man and society; My future is in Russia (Modules 8—9); Across the globe (Modules 8—9); Russia is my home (Modules 8—9); Subject matters (Modules 8—9); Revision (Modules 8—9) Advanced reading</p>	<ul style="list-style-type: none"> • сложных прилагательных путём соединения основы прилагательного/числительного с основой существительного с добавлением суффикса -ed; • сложных прилагательных путём соединения наречия с основой причастия II; • сложных прилагательных путём соединения основы прилагательного с основой причастия I; <p>в) конверсии:</p> <ul style="list-style-type: none"> • имён существительных от неопределённых форм глаголов; • имён существительных от имён прилагательных; 	<p>к прочитанному/услышанному. Кратко излагать результаты выполненной проектной работы. Работать индивидуально и в группе, в частности при выполнении проектной работы. Самостоятельно выбирать формат выступления с учётом задач презентации и особенностей аудитории. Аудирование Распознавать на слух и понимать связные высказывания учителя и одноклассников, построенные на знакомом языковом материале и/или содержащие некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное.</p>
<p>Родная страна и страна/страны изучаемого языка.</p>	<p>Module 4. Travelling around;</p>		

<p>Выдающиеся люди родной страны и страны/стран изучаемого языка. Россия и мир: вклад России в мировую культуру, науку, технику (27 ч)</p>	<p>Module 9. Man and society (Unit C); Across the globe (Modules 1—11); Russia is my home (Modules 1—11); Subject matters (Modules 1—11); Revision (Modules 4, 9) Advanced reading</p>	<ul style="list-style-type: none"> • глаголов от имён существительных; • глаголов от имён прилагательных. <p>Имена прилагательные на -ed и -ing. Различные коммуникативные типы предложений: повествовательные (утвердительные, отрицательные), вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме). Нераспространённые и распространённые простые</p>	<p>Воспринимать на слух и понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов, содержащих отдельные неизученные языковые явления. Выделять главные факты, опуская второстепенные. Прогнозировать содержание текста по его началу. Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в аутентичных текстах, содержащих отдельные неизученные языковые явления. Использовать языковую и контекстуальную догадку при восприятии на слух текстов, содержащих незнакомые языковые</p>
<p>Природа и экология (13 ч)</p>	<p>Module 2. Relations and family (Unit B); Module 5. Save our planet; My future is in Russia (Module 5);</p>	<p>Имена прилагательные на -ed и -ing. Различные коммуникативные типы предложений: повествовательные (утвердительные, отрицательные), вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме). Нераспространённые и распространённые простые</p>	<p>Воспринимать на слух и понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов, содержащих отдельные неизученные языковые явления. Выделять главные факты, опуская второстепенные. Прогнозировать содержание текста по его началу. Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в аутентичных текстах, содержащих отдельные неизученные языковые явления. Использовать языковую и контекстуальную догадку при восприятии на слух текстов, содержащих незнакомые языковые</p>

	<p>Across the globe (Module 5); Russia is my home (Module 5); Subject matters (Module 5); Revision (Module 5); Advanced reading</p>	<p>предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке. Предложения с начальным It. Предложения с начальным There + to be. Предложения с глагольными конструкциями, содержащими</p>	<p>явления. Игнорировать незнакомые языковые явления, не влияющие на понимание текстов.</p> <p>Смысловое чтение</p> <p>Читать про себя и понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов разных жанров и стилей, содержащих отдельные неизученные языковые явления. Прогнозировать содержание текста по его заголовку/началу. Понимать структурно-смысловые связи в тексте. Определять логическую последовательность главных событий/фактов. Игнорировать незнакомые слова, несущественные для понимания основного содержания текста. Читать про себя и находить</p>
<p>Технический прогресс, современные средства информации и коммуникации, Интернет-безопасность. Проблемы современной цивилизации</p>	<p>Module 6. Life in technology; Module 7. The media; My future is in Russia (Modules 6—7); Across the globe (Modules 6—7); Russia is my home (Modules 6—7); Subject matters (Modules 9—7);</p>	<p>глаголы-связки to be, to look, to seem, to feel. Предложения со сложным подлежащим — Complex Subject. Предложения со сложным дополнением — Complex Object. Сложносочинённые предложения с сочинительными союзами and, but, or. Сложноподчинённые предложения с союзами и союзными словами because, if, when, where, what, why, how. Сложноподчинённые</p>	

(23 ч)	Revision (Modules 6—7); Advanced reading	предложения с определительными придаточными с союзными словами who, which, that. Сложноподчинённые предложения с союзными словами whoever, whatever, however, whenever. Условные предложения с глаголами в изъявительном наклонении (Conditional 0, Conditional I) и с глаголами в сослагательном наклонении (Conditional II). Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense). Повествовательные, вопросительные	нужную/ интересующую/запрашиваемую информацию в аутентичных текстах разных жанров и стилей, содержащих отдельные неизученные языковые явления. Оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи. Оценивать достоверность информации, полученной в ходе чтения разных текстов. Читать про себя и находить запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах, графиках и т. д.). Работать с информацией, представленной в разных форматах (текст, рисунок, таблица, диаграмма). Читать про себя
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		<p>и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного предложения. Модальные глаголы в косвенной речи в настоящем и прошедшем времени. Предложения с конструкциями as ... as, not so ... as; both ... and ..., either ... or, neither ... nor. Предложения с I wish ... Конструкции с глаголами на -ing: to love/hate doing smth. Конструкции с глаголами to stop, to remember, to forget (разница в значении to stop doing smth и to stop to do smth). Конструкция It takes me ... to do smth. Конструкция used to + инфинитив глагола. Конструкции be/get used to smth; be/get</p>	<p>и полно и точно понимать аутентичные тексты разных стилей и жанров, содержащие отдельные неизученные языковые явления. Осуществлять информационную переработку текста: проводить смысловый и структурный анализ отдельных частей текста, делать выборочный перевод; устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий. Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием). Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски)</p>
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		<p>used to doing smth. Конструкции I prefer, I'd prefer, I'd rather prefer, выражающих предпочтение, а также конструкций I'd rather, You'd better. Подлежащее, выраженное собирательным существительным (family, police), и его согласование со сказуемым. Глаголы (правильные и неправильные) в видо-временных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past</p>	<p>для понимания основного содержания прочитанного текста, для нахождения информации в тексте. Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту. Понимать интернациональные слова в контексте. Пользоваться сносками, лингвострановедческим справочником, двуязычном и/или толковым словарём. Письменная речь Заполнять анкеты и формуляры, сообщая о себе основные сведения (имя, фамилия, пол, возраст, гражданство, адрес и т. д.), в соответствии с нормами, принятыми в стране/ странах изучаемого языка. Составлять резюме (CV) с сообщением</p>
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		<p>Simple Passive; Present Perfect Passive). Конструкция to be going to, формы Future Simple Tense и Present Continuous Tense для выражения будущего действия. Модальные глаголы и их эквиваленты (can/be able to, could, must/ have to, may, might, should, shall, would, will, need). Неличные формы глагола – инфинитив, герундий, причастие (Participle I и Participle II); причастия в функции определения (Participle I — a playing child, Participle II — a written text). Определённый, неопределённый и нулевой артикли. Имена существительные во множественном числе, образованных по правилу, и исключения. Неисчисляемые имена</p>	<p>основных сведений о себе в соответствии с нормами, принятыми в стране/ странах изучаемого языка. Писать электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Создавать небольшое письменное высказывание (рассказ, сочинение и т. д.) на основе плана, иллюстрации, таблицы, графика, диаграммы и/или прочитанного/прослушанного текста с опорой на образец. Заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя представленную информацию. Письменно излагать результаты</p>
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		<p>существительные, имеющие форму только множественного числа. Притяжательный падеж имён существительных. Имена прилагательные и наречия в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения. Порядок следования нескольких прилагательных (мнение – раз мер – возраст – цвет – происхождение). Слова, выражающие количество (many/much, little/a little; few/a few; a lot of). Личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме);</p>	<p>выполненной проектной работы, в том числе в форме презентации.</p> <p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произношения. Соблюдать правильное ударение в изолированном слове, фразе. Соблюдать правило отсутствия фразового ударения на служебных словах (артиклях, союзах, предлогах). Различать коммуникативный тип предложения по его интонации. Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий,</p>
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		<p>возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные местоимения none, no и производные последнего (nobody, nothing, etc.). Количественные и порядковые числительные. Предлоги места, времени, направления; предлоги, употребляемые с глаголами в страдательном залоге</p>	<p>специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления. Воспроизводить слова по транскрипции. Читать вслух небольшие аутентичные тексты, построенные в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова. Выписывать из текста слова, словосочетания, предложения в соответствии с решаемой коммуникативной/учебной задачей. Правильно использовать знаки препинания в письменных</p>
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			<p>высказываниях. Пунктуационно правильно оформлять прямую речь в соответствии с нормами английского языка. Пунктуационно правильно в соответствии с нормами речевого этикета оформлять электронное сообщение личного характера. Лексическая сторона речи</p> <p>Понимать и употреблять в устной и письменной речи изученные лексические единицы в соответствии с нормами лексической сочетаемости. Знать и понимать значения родственных слов, образованных с помощью основных способов словообразования (аффиксации, словосложения, конверсии). Распознавать принадлежность слова к определённой</p>
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			<p>части речи. Выбирать нужное значение многозначного слова.</p> <p>Грамматическая сторона речи</p> <p>Знать и понимать особенности структуры различных коммуникативных типов предложений в английском языке. Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы). Распознавать в письменном тексте и дифференцировать слова по определённым признакам</p>
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			<p>(существительные, прилагательные, смысловые глаголы).</p> <p>Социокультурные знания и умения</p> <p>Осуществлять межличностное и межкультурное общение на основе знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи. Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии родной страны и англоговорящих стран. Владеть знаниями о социокультурном портрете</p>
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			<p>и культурном наследии страны/стран, говорящих на английском языке. Понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с их учётом. Представлять родную страну/малую родину и страну/страны изучаемого языка (культурные явления и события; выдающиеся люди; достопримечательности и т. д.). Находить сходство и различия в традициях родной страны и страны/стран изучаемого языка. Анализировать и систематизировать получаемую социокультурную информацию.</p>
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4. Рекомендации по организации проектной деятельности обучающихся и требования к индивидуальному проекту

4.1. Общие положения об индивидуальном проекте

Индивидуальный проект – особая форма организации самостоятельной деятельности обучающихся и направлена на повышение качества образования.

Индивидуальный проект является обязательной частью образовательной программы, реализуемой на базе основного общего образования, и реализуется на первом курсе.

ФГОС среднего общего образования (далее – ФГОС СОО) определяет требования к проектной компетентности обучающихся на уровне среднего общего образования следующим образом: «формирование навыков разработки, реализации и общественной презентации обучающимися результатов исследования, предметного или межпредметного учебного проекта».

Согласно рекомендациям по получению среднего общего образования в пределах освоения образовательной программы среднего профессионального образования (письмо Минпросвещения России «О направлении рекомендаций», № 05-592 от 01.03.2023 г.), индивидуальный проект может быть представлен в виде учебного исследования или учебного проекта. Индивидуальный проект выполняется обучающимся самостоятельно под руководством преподавателя (тьютора) по выбранной теме в рамках одной или нескольких изучаемых общеобразовательных дисциплин с учётом получаемой профессии или специальности.

Индивидуальный проект выполняется обучающимся в течение освоения общеобразовательного цикла в рамках учебного времени, специально отведённого учебным планом, и должен быть представлен в виде завершённого учебного исследования или разработанного проекта: информационного, творческого, социального, прикладного, инновационного, конструкторского, инженерного.

Индивидуальные проекты на первом курсе обучения согласно ФГОС СОО:

- выполняются в течение одного или двух семестров в рамках учебного времени, специально отведённого учебным планом;
- являются формой самостоятельной работы обучающимся, выполняемой под руководством преподавателя (тьютора);
- выполняются по выбранной теме в рамках одного или нескольких изучаемых учебных предметов, курсов в любой избранной области деятельности;
- являются завершённым учебным исследованием или разработанным проектом: исследовательского, конструкторского, инженерного, социального, прикладного, инновационного, творческого типа.

Индивидуальный проект должен иметь практическую направленность, может быть сопряжён с характеристикой профессиональной подготовки по специальности и выражен в форме продукта проектной деятельности в любой из следующих работ:

- письменная работа (эссе, реферат, отчёты о проведённых исследованиях, статья, стендовый доклад, учебное иллюстративное пособие, чертёж, сравнительный анализ, путеводитель, и др.);
- творческая работа (сценарий тематического мероприятия, видеофильм, компьютерная презентация, веб-квест, разработка сайта и др.);
- материальный объект (макет, модель или иное конструкторское изделие, коллекция, стенд и др.);
- отчётные материалы по социальному проекту (анкета для проведения социологического опроса, анализ результатов социологического исследования и др.), могут включать в себя как тексты, так и мультимедийные продукты.

В состав материалов, которые должны быть подготовлены по завершении

проекта для его защиты, включаются:

1) выносимый на защиту продукт проектной деятельности, представленный в одной из описанных выше форм;

2) подготовленная обучающимся пояснительная записка объёмом не более одной страницы А4 с указанием для всех проектов:

— исходного замысла, цели и назначения проекта;

— краткого описания хода выполнения проекта и полученных результатов;

— списка использованных источников;

Для конструкторских проектов в пояснительную записку включается описание особенностей конструкторских решений, для социальных проектов

— описание эффектов/ эффекта от реализации проекта.

3) тезисы публичного доклада объёмом не более двух страниц формата А4, а также возможна компьютерная презентация;

4) краткий отзыв руководителя, содержащий краткую характеристику работы обучающегося в ходе выполнения проекта, в том числе:

— инициативности и самостоятельности;

— ответственности (включая динамику отношения к выполняемой работе);

— исполнительской дисциплины;

— при наличии в выполненной работе соответствующих оснований в отзыве может быть также отмечена новизна подхода и/или полученных решений, актуальность и практическая значимость полученных результатов.

Необходимо соблюдение разработчиком проекта элементарных норм и правил цитирования, ссылок на различные источники.

Защита индивидуального проекта является обязательной и проводится за счёт объёма времени, предусмотренного на изучение общеобразовательной учебной дисциплины.

При защите индивидуального проекта обучающиеся могут пользоваться:

- персональным компьютером (с выходом в Интернет);
- презентационным оборудованием.

Процедура защиты состоит в 5—7 минутном выступлении обучающегося, который раскрывает актуальность, поставленные задачи, суть проекта и выводы. Далее следуют ответы на вопросы.

В случае неявки на защиту индивидуального проекта по неуважительной причине обучающийся получает неудовлетворительную оценку. В случае неявки на защиту индивидуального проекта по уважительной причине обучающемуся предоставляется право на защиту в другое время.

Во время защиты важно, чтобы обучающиеся не только представили свой проект и передали его содержание, но и ответили на вопросы одноклассников и выслушали их мнение по проекту. Работать следует всей группой. В группах, где не привыкли к проектной деятельности, преподаватель может сам задать вопросы и выступающему, и слушающим, чтобы мотивировать внимание.

Общие рекомендации по подготовке презентаций и выступлениям можно найти в разделе *Skills* в электронном дополнении к учебнику или на сайте www.prosv.ru.

4.2. Примерные критерии оценивания индивидуального проекта

Основными критериями оценки (успешности) индивидуального проекта являются:

- уровень сформированности навыков коммуникативной, учебно-исследовательской деятельности, критического мышления;
- уровень способности к инновационной, аналитической, творческой, интеллектуальной деятельности;
- уровень сформированности навыков проектной деятельности, а также самостоятельного применения приобретённых знаний и способов действий

при решении различных задач, используя знания одного или нескольких учебных предметов или предметных областей;

– уровень способности (умения) ставить цели и формулировать гипотезы исследования, планировать работу, отбирать и интерпретировать необходимую информацию, структурировать аргументацию результатов исследования на основе собранных данных, презентовать результаты⁵.

Современная проектная деятельность предполагает уровневый подход к оценке сформированности навыков:

- базовый;
- повышенный;
- высокий.

Примерные критерии для оценивания индивидуального проекта приведены в таблице ниже.

Критерий	Максимальное количество баллов
1. Способность к самостоятельному приобретению знаний и решению проблем	18
1.1. Поиск и отбор информации, адекватной задачам проекта	3
1.2. Точность постановки проблемы	3
1.3. Постановка цели, планирование путей достижения	3
1.4. Качество анализа хода работы, наличие выводов	3
1.5. Проявление креативности в получении результатов	3
1.6. Полезность продукта	3
2. Сформированность предметных знаний	9
2.1. Соответствие способов работы цели и содержанию проекта	3
2.2. Глубина раскрытия проблемы	3
2.3. Качество продукта	3
3. Сформированность регулятивных действий	12
3.1. Соответствие требованиям оформления проекта	3
3.2. Использование технических средств и других средств наглядности	3
3.3. Грамотное построение доклада защиты	3
3.4. Соблюдение регламента защиты (5-7 минут)	3

⁵ Методические рекомендации по организации проектного обучения в образовательных организациях среднего профессионального образования / И.С. Казакова, Е.Ю. Миньяр-Белоручева, М.С. Емельяненко, С.В. Герасименко. – Москва: ФГБОУ ДПО ИРПО, 2022. – 90 с.

4. Сформированность коммуникативных действий	6
4.1. Убедительность, лаконичность выступающего	3
4.2. Умение защищать свою точку зрения, отвечать на вопросы	3
Всего	45

По каждому субкритерию максимальное количество баллов – 3.

Всего максимальное количество баллов – 45.

Соответствие полученных баллов за индивидуальный проект:

- базовый – 22–32 балла (50–74 %);
- повышенный – 33–40 баллов (75–89 %);
- высокий – 41–45 баллов (от 90%)⁶

В образовательных организациях системы СПО с традиционным подходом к оцениванию проектов, при котором баллы переводятся в отметки, возможно использовать критерии, предлагаемые ниже.

⁶ Методические рекомендации по организации проектного обучения в образовательных организациях среднего профессионального образования / И.С. Казакова, Е.Ю. Миньяр-Белоручева, М.С. Емельяненко, С.В. Герасименко. – Москва: ФГБОУ ДПО ИРПО, 2022. – 90 с.

Отметка	Содержание	Технология выполнения	Самостоятельность выполнения	Презентация
«5» — отлично	Правильно поняты цель, задачи выполнения проекта. Продемонстрировано понимание содержания выполненной работы. Продемонстрировано свободное владение предметом проектной деятельности. Ошибки отсутствуют. Грамотно и	Соблюдена технология исполнения проекта. Работа спланирована и последовательно реализована самостоятельно, своевременно пройдены все необходимые этапы обсуждения и представления.	Проявлены творчество, инициатива. Работа свидетельствует о способности самостоятельно ставить проблему и находить пути её решения; продемонстрировано свободное владение логическими операциями, навыками критического мышления, умение	Тема ясно определена и пояснена. Текст/сообщение хорошо структурированы. Все мысли выражены ясно, логично, последовательно, аргументировано. Автор владеет культурой общения с аудиторией. Работа/сообщение вызывает большой интерес. Автор свободно и аргументировано отвечает на вопросы. В речи отсутствуют

<p>обоснованно в соответствии с рассматриваемой проблемой(темой) используются имеющиеся знания и способы действий. В работе и в ответах на вопросы по содержанию работы отсутствуют грубые ошибки</p>	<p>Контроль и коррекция осуществлялись самостоятельно. Проявляются отдельные элементы самооценки и самоконтроля обучающегося.</p>	<p>самостоятельно мыслить; продемонстрирована способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного</p>	<p>ошибки. Широко используются средства логической связи</p>
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<p>«4» — хорошо</p>	<p>Правильно поняты цель, задачи выполнения проекта. Продемонстрировано понимание содержания выполненной работы. Продемонстрировано владение предметом проектной деятельности. Грамотно и обоснованно в соответствии с рассматриваемой проблемой(темой) используются имеющиеся знания и</p>	<p>Соблюдена технология исполнения проекта, но допущены незначительные ошибки, неточности в оформлении. Работа спланирована и последовательно реализована под контролем и при поддержке руководителя, своевременно пройдены все необходимые этапы обсуждения и</p>	<p>Проявлено творчество. Работа свидетельствует о способности самостоятельно или с опорой на помощь руководителя ставить проблему и находить пути её решения; продемонстрировано владение логическими операциями, навыками критического мышления, умение самостоятельно мыслить; продемонстрирована способность приобретать</p>	<p>Тема ясно определена и пояснена. Текст/сообщение хорошо структурированы. Все мысли выражены ясно, логично, последовательно, аргументировано. Работа/сообщение вызывает некоторый интерес. Автор свободно отвечает на вопросы. В речи отсутствуют грубые ошибки, искажающие смысл. В целом используются средства логической связи</p>
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	<p>способы действий. В работе и в ответах на вопросы по содержанию работы отсутствуют грубые ошибки</p>	<p>представления. Контроль и коррекция осуществлялись под контролем и при поддержке руководителя.</p> <p>Проявляются отдельные элементы самооценки и самоконтроля обучающегося</p>	<p>новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного</p>	
«3» — удовлет ворител ьно	<p>Правильно поняты цель, задачи выполнения проекта.</p> <p>Продемонстрировано общее понимание</p>	<p>Допущены нарушения в технологии исполнения проекта, его оформлении</p>	<p>Не проявлена самостоятельность в исполнении проекта.</p> <p>Работа свидетельствует о</p>	<p>Продемонстрированы навыки оформления проектной работы и пояснительной записки, а также подготовки</p>

<p>содержания выполненной работы. Продемонстрировано частичное владение предметом проектной деятельности.</p> <p>Имеющиеся знания и способы действий в целом используются в соответствии с рассматриваемой проблемой(темой). В работе и в ответах на вопросы по содержанию работы отсутствуют ошибки</p>	<p>Работа спланирована и последовательно реализована под контролем и при поддержке руководителя, большинство необходимых этапов пройдено своевременно.</p> <p>Контроль и коррекция осуществлялись под контролем и при поддержке руководителя</p>	<p>способности ставить проблему и находить пути её решения с опорой на помощь руководителя; продемонстрировано частичное владение логическими операциями, навыками критического мышления; способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного материала не проявлена</p>	<p>простой презентации. Автор отвечает на вопросы.</p> <p>В речи присутствуют ошибки. Иногда используются средства логической связи</p>
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<p>«2» — неудов летвори тельно</p>	<p>Цель и задачи выполнения проекта поняты частично. Продемонстрировано частичное владение предметом проектной деятельности. В работе и в ответах на вопросы по содержанию работы присутствуют ошибки</p>	<p>Проект выполнен или завершён. Работа спланирована и реализована под контролем и при поддержке руководителя, все необходимые этапы пройдены несвоевременно. Контроль и коррекция осуществлялись под контролем руководителя</p>	<p>не не Работа свидетельствует о неспособности ставить проблему и находить пути её решения; продемонстрировано частичное владение логическими операциями, способность приобретать новые знания и/или осваивать новые способы действий, достигать более глубокого понимания изученного материала не проявлена</p>	<p>Продемонстрированы навыки оформления проектной работы и пояснительной записки, а также подготовки простой презентации. Автор не отвечает на вопросы. В речи присутствуют ошибки. Средства логической связи практически отсутствуют</p>
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<p>2-1 («1» — неудов летвори тельно, пересда ча)</p>	<p>Цель и задачи выполнения проекта не поняты. Продемонстрировано слабое владение предметом проектной деятельности. В работе и в ответах на вопросы по содержанию работы присутствуют грубые ошибки.</p>	<p>Проект не выполнен или не завершен. Работа спланирована и реализована под контролем и при поддержке руководителя, все необходимые этапы пройдены несвоевременно. Контроль и коррекция не осуществлялись</p>	<p>Проект не выполнен или не завершен.</p>	<p>Навыки оформления проектной работы и пояснительной записки не продемонстрированы. Автор не отвечает на вопросы. В речи присутствуют ошибки, в том числе искажающие смысл. Средства логической связи отсутствуют</p>
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4.3. Тематика проектов и кейсовых заданий учебника

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.

Практически к каждому проектному заданию, предполагающему работу с Интернетом, на полях даются подсказки с ключевыми словами для поиска информации или Интернет-ссылками. Такие задания отмечены специальным значком. Отдельно в разделе *My future is in Russia* предлагаются проекты (кейсовые задания), в том числе по разным профилям, которые можно рекомендовать обучающимся выбрать в качестве итоговых.

Программная тема	Тематика проектов и кейсовых заданий
Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. Внешность и характер человека и литературного персонажа. Повседневная жизнь.	<ul style="list-style-type: none">• Соц. опрос для обучающихся про межличностные отношения с друзьями• Обзор фильма• Использование мобильных устройств в семье

<p>Здоровый образ жизни и забота о здоровье: режим труда и отдыха, спорт, сбалансированное питание, посещение врача. Отказ от вредных привычек.</p>	<ul style="list-style-type: none"> • Русская традиционная еда: полезные блюда • Известные спортсмены России • Спортивные академии России
<p>Школьное образование. Выбор профессии. Альтернативы в продолжении образования. Роль иностранного языка в современном мире. Современный мир профессий</p>	<ul style="list-style-type: none"> • Работа для подростков в России • Инфраструктура комнат для отдыха сотрудников в современных офисах • Язык фангало • 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>Родная страна и страна/страны изучаемого языка. Выдающиеся люди родной страны и страны/стран изучаемого языка. Россия и мир: вклад России в мировую культуру, науку, технику</p>	<ul style="list-style-type: none"> • Свадебные традиции в России и зарубежных странах • Российские изобретения, изменившие мир • Традиции малых народов России • Русская дача • Мой регион • Туристические места в регионах РФ • Высотные здания в регионах РФ • Понятие «типично русский» • Современный российский транспорт • Национальные обряды и церемонии
<p>Природа и экология</p>	<ul style="list-style-type: none"> • Возобновляемые энергетические ресурсы в России • Рускеала — удивительный парк России • Проблема лесных пожаров в России • Экологические проблемы и их решение • Экологически-чистый транспорт
<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

	<ul style="list-style-type: none">• Автомобили будущего• Российский автопром: прошлое, настоящее и будущее
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5. 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 + have + <i>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, c. 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

6. Аудиоскрипты к учебнику

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 Dörentrop 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!

Bill: Huh? I don't think you can do that – that's sex discrimination! It's an idea that you might feel strongly about! Send us a message and tell us what you think. 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!

7. 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.

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

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

			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

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Методическое пособие к учебно-методическому комплексу для реализации образовательной программы среднего профессионального образования

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