



УЧЕБНИК

С

П

О

Е. Ю. Смирнова
Ю. А. Смирнов

ENGLISH

АНГЛИЙСКИЙ ЯЗЫК

Student's Book



БАЗОВЫЙ
УРОВЕНЬ

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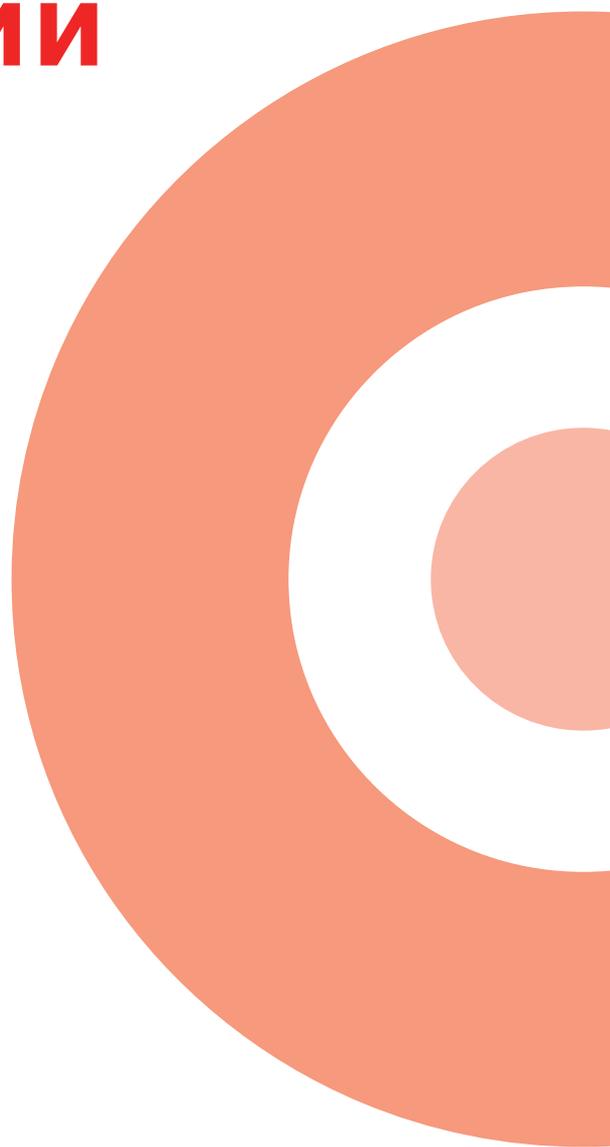
АНГЛИЙСКИЙ ЯЗЫК

Базовый уровень

Учебник
для образовательных организаций,
реализующих образовательные программы
среднего профессионального образования

Допущено Министерством просвещения
Российской Федерации

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«Просвещение»
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Учебник и разработанное в комплекте с ним учебное пособие допущены к использованию при реализации образовательных программ среднего профессионального образования, реализуемых на базе основного общего образования или интегрированных с образовательными программами основного общего и среднего общего образования, при освоении учебных предметов, курсов, дисциплин (модулей) основного общего образования и (или) среднего общего образования в соответствии с Приказом Министерства просвещения Российской Федерации № 858 от 21.09.2022 г. (в ред. Приказа Минпросвещения России № 119 от 21.02.2024).

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Учебник является основным компонентом учебно-методического комплекта для среднего профессионального образования по английскому языку (базовый уровень). Материалы учебника включают в себя тексты и задания по русской культуре и культуре других стран, содержат упражнения на формирование общеучебных умений, предоставляют возможность для дифференцированного подхода к деятельности учащихся, имеют воспитательную и развивающую ценность и дают широкие возможности для социализации учащихся.

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УСЛОВНЫЕ ОБОЗНАЧЕНИЯ

Каждая часть цикла содержит значки и рубрики, направленные на оказание помощи при выполнении упражнений:



значок с номером трека аудиокурса;



проектные задания;



ссылки на грамматический справочник;



ссылки на раздел «Учись учиться» (Skills) на сайте www.prosv.ru.

Кроме этого, на полях учебника можно увидеть:



рамки с дополнительной полезной лексико-грамматической информацией к текстам и упражнениям;



рамки с дополнительной информацией для обсуждения или дальнейшего изучения темы;



советы и стратегии по выполнению заданий;



задания, предполагающие работу с Интернетом;



задания для студентов
технического профиля;



задания для студентов
естественно-научного профиля;



задания для студентов
социально-экономического профиля;



задания для студентов
гуманитарного профиля;



парный проект;



групповой проект.

Module 1

FAMILY AND FRIENDS

In this module you will ...

◆ learn how to

- keep a conversation going
- describe emotions and films
- express your opinion

◆ listen, read and talk about

- films and relationships
- addiction to video games
- likes and dislikes

◆ revise how to

- use adjectives, adverbs, modals, prepositions, present tenses



Unit **A****FRIENDSHIP****1 LISTENING Going out together**

exs. 3, 4

a) Listen to 6 scenes with friends and number the places in the order you hear them.

- ___ On the bus
- ___ At the cinema
- ___ In a fast-food restaurant
- 1 Amber at home
- ___ At Josh's house
- ___ In the street

b) Answer the questions.

- 1 What is Amber's mum strict about?
- 2 What is Jack doing when Amber comes home?
- 3 How does Paige try to calm Amber down?
- 4 Why can't they go to a sports bar?
- 5 Why does Amber want to sit next to Paige?

**2 READING Internet forum**

exs. 1, 2, 5, 6

a) Read this internet discussion and do the task below.

drummer1 — Checked out my Vkontakte page. There are no friends on my friend list. My brother and I had an argument the other night and he defriended me. Now I'm all alone.

birdwatcher — No one cares about a friend list. People collect friends like stamps on social media. They are sure the more friends they have, the more popular they are. They always show off, "I'm amazing because I have lots of friends on VK." This is silly.

moonwalker — I think birdwatcher is right. Such people are insecure. They don't know what a real friend is. They'd

better find some real friends and you too, drummer1.

drummer1 — And do you know what a real friend is, moonwalker? How many of your social media friends are real friends? No more than ten, believe me.

birdwatcher — There's a saying, "A friend in need is a friend indeed". Is it about the real friend? I think it is.

drummer1 — Well, there is a quote by a popular actor, "I do not believe that friends are necessarily the people you like best, they are merely the people who got there first."

b) Who says it, **drummer1** or **birdwatcher**?

- 1 I feel lonely.
- 2 VK friends are not real friends.
- 3 A friend is nearby when you need help.
- 4 Friends are those who you have known for a long time.

3 VOCABULARY Qualities and character

ex. 8

a) Choose five adjectives that a good friend should have. Tell the class.

clingy • honest • loyal • mean • caring • moody • aggressive • jealous • patient • selfish • frugal

b) Complete the sentences.

- 1 We will have to wait for some time. Please be _____.
- 2 Misha is so _____. He never spends his money on anything.
- 3 Olga is _____. She never thinks about others.
- 4 My son is always _____ when I talk to another child.
- 5 Good friends never say bad things about each other. They are always _____.



4 LISTENING How to keep a conversation going ex. 7

a) Listen to the conversation. Why does Ed find it difficult? What is he doing wrong?



b) Now listen to another dialogue between Ed and Holly. Complete Ed's lines with the phrases below.



- Er, 1 _____.
- 2 _____. I didn't know Peanut had a cousin.
Er, 3 _____, Holly?
- Oh, so 4 _____?
- I see. You're not from around here, are you?
5 _____?
- Wow, 6 _____! I've been there on holiday with my family. I remember we went to a nice pizza restaurant in Fort William.
- Er, 7 _____?



KEEPING A CONVERSATION GOING

Make compliments

- That's a nice/cool T-shirt/tattoo/...
- I like your jacket/mobile phone/...

Make comments to show you're interested

- No! I don't believe it!
- Really?
- That's amazing.

Ask questions (who, what, when, where...)

- What's your name?
 - Where are you from?
 - When is your birthday?
- Find out what kind of things the person likes*
- Do you like this music?
 - What's your favourite ice cream/pizza/...?
 - What kind of films/music/... do you like?

Unit **A**

ENGLISH IN USE

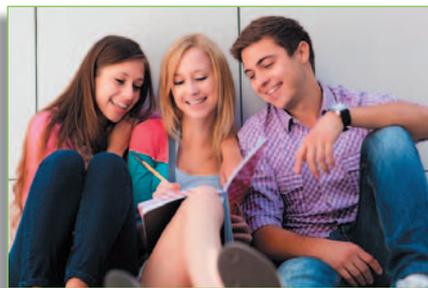
GRAMMAR
BOOSTER
13.1**1 GRAMMAR Comparison of adjectives**

Use the words in brackets to complete the sentences.

- 1 In Russia, temperatures in July _____ temperatures in October. (high)
... *are higher than ... or ... are/aren't as high as ...*
- 2 A holiday by the sea _____ a holiday in the mountains. (cool)
- 3 Beaches on the Black Sea _____ the beaches on the White Sea.
(crowded)
- 4 A holiday by the sea _____ a holiday in the mountains. (exciting)
- 5 Holidays in Russia _____ holidays abroad. (good)

GRAMMAR
BOOSTER
1.2**2 GRAMMAR Position of adverbs**

Put the **adverbs** in brackets in the correct position in the sentences.



- 1 He goes to bed before midnight. (never)
*He **never** goes to bed before midnight.*
- 2 She loves Russia and has travelled there. (often)
- 3 My friends and I have decided not to go to the concert. (already)
- 4 I clean my room at weekends. (always)
- 5 The family has dinner together. (usually)

3 GRAMMAR Modal verbs 1

| | Present | Past | Future |
|--------------|------------------|--------------------------|----------------------|
| Мочь, уметь | I can | I could/I was able to | I will be able to |
| Мочь | I may/I can | I was allowed to/I could | I will be allowed to |
| Быть должным | I must/I have to | I had to | I will have to |

GRAMMAR
BOOSTER
7

Complete the sentences.

- 1 Thanks to the internet, people _____ communicate 24/7! (могут)
- 2 Good friends _____ guess what the other thinks. (не нужно)
- 3 On social media, people _____ lie about their friends. (не должны)
- 4 A real friend _____ help at any time. (сможет)
- 5 Best friends _____ support each other. (должны)

4 GRAMMAR Modal verbs 2

Mustn't or **needn't**.

- 1 Her mother is Russian. She _____ have Russian lessons.
- 2 Zhenya spoke to Lena yesterday. They _____ talk again today.

GRAMMAR
BOOSTER
7

- 3 It's nearly 1 pm! You _____ be late.
 4 Olga knows I am angry. I _____ say anything.
 5 You _____ miss the new film. It's amazing.



**GRAMMAR
BOOSTER**
3.3

5 GRAMMAR State verbs

Read about state verbs in the grammar booster.
 Say which sentence is correct.

- | | |
|--|---|
| <p>1 a) What are you thinking about? b) What do you think about?</p> <p>2 a) Are you having a laptop? b) Do you have a laptop?</p> <p>3 a) I am wanting him to arrive now. b) I want him to arrive now.</p> | <p>4 a) This juice tastes funny. b) This juice is tasting funny.</p> <p>5 a) What are they looking at? b) What do they look at?</p> |
|--|---|

6 VOCABULARY Opposites

Use **dis-**, **im-**, **il-**, **in-**, **ir-**, **un-** to make opposites.

realistic — *unrealistic* • secure • logical • important • successful • friendly • correct • formal • polite • happy • possible • organised • honest • interesting • typical

7 GRAMMAR Prepositions

Complete the text with prepositions.

by • to • for • on • in

Maksim is a sociable guy. He is always surrounded 1 _____ his friends. He cares 2 _____ them a lot. He always insists 3 _____ buying them presents for different occasions. Masha, his elder sister, doesn't believe 4 _____ having so many friends. She prefers films 5 _____ people.

SKILLS
1.1

8 VOCABULARY Emotions

Which word combinations have a similar meaning? Use a dictionary if necessary.

be best friends = be close

A

be best friends • be caring • become good friends with sb • be done with sb • calm down • feel guilty/sorry • get mad • get on sb's nerves • hurt sb • trick sb • trust sb • worry about sth/sb

B

betray sb • become less angry • be helpful • be insecure about sth • believe in sb • ~~be close~~ • be very important to sb • decide a relationship is over • feel like apologizing • get angry • make sb annoyed • make sb feel bad

Unit **B****FILMS AND RELATIONSHIPS****SKILLS**
1.1**1 VOCABULARY Films**

Arrange the words from the list in the table.

| film people | reviewer's opinion | plot | special things | kind of film |
|-------------|--------------------|------|----------------|--------------|
|-------------|--------------------|------|----------------|--------------|

action film • actor • boring • brilliant • cartoon • character • costumes • to direct • director • exciting • famous • happy end • hero • historical drama • horror film • music • (to) play • scene • sentimental • (to) star • strange • science fiction film • western • to win an Oscar

Don't confuse:

an exciting film

(it made him excited)

an excited reviewer

(because the film was exciting).

Compare also: *boring* — *bored*.

**2 READING Film stories**

exs. 1, 2, 3

a) Read the film reviews. Are these facts **true** or **false**?

All of the films are ...

about young people • set in America • romantic comedies

(500) DAYS OF SUMMER

This is a story about a relationship between Tom and Summer, two young people. Tom meets Summer and falls in love with her. Summer doesn't. It is not a typical romantic comedy. In fact, Summer dumps Tom at the beginning, so we know the ending first. Joseph Gordon-Levitt plays Tom and Zoey Deschanel plays Summer. The film has a cool soundtrack with a mix of old and new songs.

BEND IT LIKE BECKHAM

This is a comedy that you enjoy watching again and again. It tells a story about 18-year-old Jess (Parminder Nagra) from London. She dreams of playing for a top women's football team. However, her traditional Indian family wants her to find and marry a good Indian husband, learn how to be a good wife, and study law! This funny film mentions some serious and important topics (like racism and parent-teenager relationships). The message of the film is: Be yourself and don't be afraid of it.

THE CHALLENGE

The film is a Russian drama. A thoracic surgeon (торакальный хирург) Zhenya Belyaeva, played by Yuliya Peresild, must prepare for a space flight in a month to travel to the International Space Station (ISS) and save a sick cosmonaut. She will have to overcome uncertainty and fears and also perform an operation on the cosmonaut who is too ill to return to Earth immediately. Some parts of the film take place in real space on the ISS. You should try watching it even if you are not interested in medicine or space.

**SKILLS**
2.5

b) Look through the reviews again. What is mentioned or not? Fill in the table.

| 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 | | | | | - | |

3 LISTENING Favourite films

exs. 4



Listen to teenagers talking about their favourite films and choose the correct answer.

1 Beth likes *P.S. I Love You* because she is fond of ...

- a) comedies. b) romantic films. c) action films.

2 Amber saw *P.S. I Love You* ...

- a) alone. b) with her sister. c) with Beth.

3 Which of the statements is false? Amber is fond of Hugh Grant ...

- a) because he's funny.
b) because he plays an old pop singer.
c) because he's cute.

4 ... saw the film *WALL-E*.

- a) Jon and Amber
b) Jon and Beth
c) Jon, Amber and Beth

5 Beth didn't like *Kung Fu Panda* as ...

- a) it was too noisy.
b) it made her cry.
c) she doesn't like cartoons.



Before listening, **TIP** always read the questions and answers carefully.

4 WRITING A film review

exs. 5

Write a short review of the film you like. Use the ideas below. Read your description in class.

Introduction: title • kind of film • names of main actors
• name of director

Plot: where the film is set • when it takes place • what happens • kind of ending

Main characters: names • age • appearance • what they are like

Special information: soundtrack • costumes • special effects • awards

Personal opinion: why you liked it/didn't like it

- favourite/least favourite scenes • if you can recommend it
- who would like it

SKILLS
3.9, 3.12

PROJECT

Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
3.1, 3.2

1 GRAMMAR Present tenses



Look at the photo and complete the sentences. Use **present simple** or **present progressive**.

- 1 These people _____ (be) at a summer camp. The sun _____ (shine), and they _____ (have) a good time.
- 2 The girl who _____ (play) the guitar is Wendy. On her right is her boyfriend, Sam.
- 3 He _____ (not smile) – that's typical of Sam. He _____ (be) always very serious.
- 4 Wendy's brother Pete _____ (be) behind her. He usually _____ (not wear) hats. I _____ (not know) why he _____ (wear) one in this photo.
- 5 And the others? Well, I _____ (not remember) their names.

2 GRAMMAR Questions in present tenses

Present simple or **present progressive**? Make questions.

- 1 Is that George in the photo? (he/sit) by the campfire?
- 2 (you/sleep) in a tent when you go on holiday?
- 3 (it/rain)? Oh, no. We can't go to the beach.
- 4 (you/cook) on the campfire every day?
- 5 (you/know) a nice place to hike?

GRAMMAR
BOOSTER
3.1, 3.2

3 GRAMMAR Negatives in present tenses

Read Marina's letter and complete it with the **negative** verb forms in **present simple** or **present progressive**.

Hi, Charlie,
 Just a short message about our holidays. We **are not having** (not have) a nice time here! Why? Well, the weather is terrible. It **doesn't stop** (not stop) raining. The sun 1) (not shine) at all. Right now, I 2) (write) this email in my wet tent, feeling depressed. I 3) (not even have) any more dry clothes to change!
 Locals 4) (not be) too friendly here. They ignore us all the time. I 5) (not enjoy) my holiday here. I want to come back home as soon as possible!
 Best wishes,
 Marina

4 VOCABULARY Talking about films

Choose the correct words to complete the sentences.

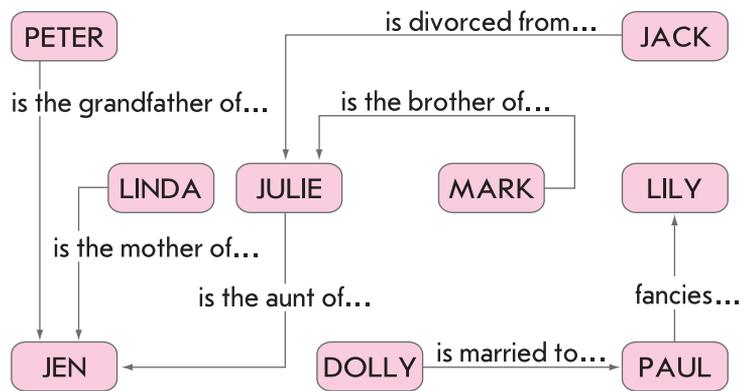
- 1 The (actor/hero) is played by Sergei Bezrukov.
- 2 The (songs/special effects) on the soundtrack fit the plot.
- 3 It's a typical (thriller/love story) with a happy end.
- 4 This exciting (historical drama/western) is set in the 18th-century Russia.
- 5 I wouldn't recommend this film because it's too (exciting/boring).

5 VOCABULARY Relations in soap opera

a) Study the diagram and complete the sentences with the words below.

ex-husband •
father • uncle •
wife • grand-
daughter

- 1 Peter is Linda's _____.
- 2 Mark is Jen's _____.
- 3 Jen is Peter's _____.
- 4 Dolly is Paul's _____.
- 5 Jack is Julie's _____.



b) Complete the dialogue between Linda and Julie. Use the words below.

baby • divorced • father • love • relationship • single



Linda: Guess what, Julie! Paul and Dolly are getting **1** ____.

Julie: Really? Is that because Paul has fallen in **2** ____ with Lily?

Linda: I don't know! It's a surprise because their **3** ____ was long.

Julie: I see. By the way, I saw Lily today. I think she's going to have a **4** ____.

Linda: That's great news! But who's the **5** ____?

Julie: No idea. She never mentioned anyone. Maybe she wants to be a **6** ____ mum.

Find information about internet users in Russia and share in class.

- ____% are regular users.
- ____% find it hard to spend a few days without the internet.
- ____ in ____ users show addiction.

1 VOCABULARY Words**exs. 1**

Choose the correct word.

- 1 Not enough sleep can (ache/harm) your health.
- 2 The new computer virus is (suggested/considered) dangerous.
- 3 Teens' (addiction/addict) to computer games is widespread.
- 4 Elena is (annoying/annoyed) when her son plays computer games all day long.
- 5 The vet couldn't find any (symptoms/sign) of the cat's illness.

2 READING Addicted to video games**exs. 2, 3, 4, 5**

a) How many hours do you spend on social media and on the internet every week? Say.

VIDEO GAMES AND ADDICTION

A new worldwide study says that about 1 in 12 teens is addicted **1** _____ video games.

"This is not because of bad or addictive games," said the survey's author. "It's because some children use video games **2** _____ a wrong way that often harms other areas of their lives."

According to the study, teens showed **3** _____ symptoms of addiction. Boys had more than two, girls showed less than two. But in general, 20% of teens (12% of boys and 8% of girls) showed at least six symptoms. They are considered addicted to video games.

What are the symptoms? Addicted teens spend more time and money on video games. They often feel annoyed or nervous when they play less. Such teens escape everyday problems when playing and spend more time with their gadgets **4** _____ doing homework. They usually lie about the time they spend playing and sometimes even steal games or money to play more.

The so-called "pathological gamers" get worse grades at school or college. They are more than twice as **5** _____ to have problems studying and concentrating at lessons.

6 _____, there are advantages of video games too. Researchers prove that video games are good for hand-eye coordination. In another **7** _____ study gamers are compared to bilingual people. They think faster and are better at multitasking.

Jack Ribbons, a former games addict says, "I remember I was addicted to an action game with lots of levels. Playing it made me feel good, so I played as much as I could to feel good all the time. **8** _____ I woke up before school, I completed a couple of levels. At school my **9** _____ was always



on the game. In fact, that was all I could think about. I did not care about my studies and homework, so as soon as I got home from school, I'd start playing video games. I'd play all evening. I'd only stop for dinner, then play until late."

I'd can mean *I would* or *I had*. Here Jack Ribbons uses *I would* to talk about things that happened regularly in the past.

b) Read the text and complete the sentences with the words from the list.

| | | | | |
|---|-----------------|---------------|--------------|--------------|
| 1 | A to | B from | C with | D by |
| 2 | A to | B on | C such | D in |
| 3 | A less | B few | C little | D no |
| 4 | A because of | B without | C instead of | D while |
| 5 | A likely | B probable | C sure | D certain |
| 6 | A Unfortunately | B Fortunately | C So | D Definitely |
| 7 | A old | B latest | C recently | D recent |
| 8 | A Before | B One | C As soon as | D If |
| 9 | A mind | B thinking | C thoughts | D interest |

3 SPEAKING Expressing opinion

exs. 6, 7

a) Replace the phrases in italics with the phrases in brackets. Practise the dialogue with a partner.

A: *If you ask me*, teens should play computer games only at the weekend. (I think that ... / I feel that ...)

B: *You're right that* students sometimes forget about their duties when playing. (It's true that ... / I agree that ...)

A: *In my opinion*, playing computer games is not good for teens. (I believe that ... / I feel that ...)

B: Well, *I'm sorry but I can't agree with you there*. Some games educate and make you creative. (I just don't think that you're right. / I believe you're wrong there.)

b) Discuss the student's use of computer. Work in groups of three. Choose and act out a role.



SKILLS 3.4

Before you start a role play, list all the phrases you will need.

Student

You spend a lot of time on video games and on social media every day. You are fond of video games and have lots of friends on Vkontakte. You are sure the games make you solve problems better. Vkontakte allows you to communicate with lots of interesting people.

Teacher

You are worried that the student spends too much time on the computer. You have talked with the student about this but he/she just gets angry and doesn't want to listen.

College psychologist

You have arranged the meeting because the teacher is worried about the student's computer use. You want to help the student to reduce the time he/she spends on the computer.

Unit **C**

ENGLISH IN USE

GRAMMAR
BOOSTER
3.1**1 GRAMMAR Negatives (Present simple)**

Complete the dialogue with negative verb forms.

Harry: Have Will and Lucy broken up? I hope it **1** *isn't* (be) true!

Dylan: Unfortunately, it is. Will told me. It's because they **2** _____ (have) the same interests.

Harry: What a pity! So Lucy **3** _____ (like) football, does she?

Dylan: No, she doesn't. Will **4** _____ (be) fond of opera either.

Harry: I see. By the way, I **5** _____ (can) go to the theatre at the weekend. I've got too many things to do.

Dylan: No problem. They say the actors **6** _____ (be) great anyway.

**2 GRAMMAR Prepositions**

Complete the sentences with the correct **prepositions**.

- 1 (From/Out of) my point of view, this is the worst film I've ever seen.
- 2 Irina has to be home (by/for) 9 pm not to make her parents angry.
- 3 Will and Lucy are just too different (from/of) each other.
- 4 What do you think (about/over) your new teacher?
- 5 People shouldn't judge a person (after/by) the clothes he/she wears.

GRAMMAR
BOOSTER
19**3 GRAMMAR Phrasal verbs**

Complete the sentences.

on (2x) • out • off • after • back

bring

- 1 Luke studied so hard that it brought ___ a headache.
- 2 I'll meet Sergei and bring him _____ to the café.
- 3 That new jacket brings _____ the colour of your eyes.

take

- 4 Planes take _____ from the airport all the time.
- 5 Susan has taken _____ a new job.
- 6 Billy takes _____ his father. They look the same.

GRAMMAR
BOOSTER
1.2**4 GRAMMAR Adverbs**

Complete the sentences with the correct **adverb**.

- 1 **Luckily/Unfortunately**, some teenagers develop an addiction to video games.
- 2 **However/Perhaps** teens get addicted because they don't feel accepted.

- 3 Teens' addiction to video games is **certainly/probably** a huge problem.
- 4 **Hopefully/Sadly**, most teens do not admit that they are addicted.
- 5 Families who care for addicted teens **never/usually** have a hard time helping them.

**GRAMMAR
BOOSTER**
1.2

5 GRAMMAR Adverbs and adverbials

Complete the story with the correct adverb.

SKILLS
3.8

A DANGEROUS ACT

Tipp the clown was *always/never* the star of the show. The audience loved him. Tipp *rarely/usually* played different musical instruments at the same time. He slipped on banana skins wildly, too, and fell *heavily/strongly*.

That night, Tipp was strange. He moved *fast/slowly* as if he was tired. *Once/At* first, he looked at the happy faces and said something, but nobody could hear him. *Once/Suddenly* Tipp fell. The audience thought it was an act, so they laughed *loudly/kindly*.

A few minutes later, the manager appeared. "Is there a doctor here?" he asked *luckily/nervously*. A doctor got up and ran to the stage to help Tipp. *Fortunately/Unfortunately*, the clown was fine. Please, remember: if you don't feel well, call a doctor immediately.



SKILLS
2.1

6 LISTENING Computers

Listen and match statements A–F with speakers 1–5. There is one extra statement.

- A People stop making new friends because of the computer.
- B Too much time at the computer can lead to health problems.
- C You don't waste time at the computer.
- D You can become addicted if you use the computer in the wrong way.
- E Internet addicts can go to a special camp.
- F There are more important activities than playing computer games.

| Speaker | Statement |
|---------|-----------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

SKILLS
3.15

7 WRITING Arguments for or against

Choose one of the statements in exercise 6. Write one argument for it and one argument against it. Then give your own opinion and tell the class.

- Arguments for *They say that .../It is said that .../Some people suppose that ...*
- Arguments against *However, .../On the other hand, .../Unfortunately, ...*
- Your opinion *If you ask me, .../From my point of view, .../In my opinion, ...*



SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|---|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – conversations between friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – a film description/review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – keep a conversation going | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – give my opinion, agree and disagree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – talk about films and write a film review | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have learned about ... | | | |
| – friendship, conflicts, social media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – teens' addiction to video games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – vocabulary to describe character and emotions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – adjectives, adverbs, modals, prepositions, present tenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

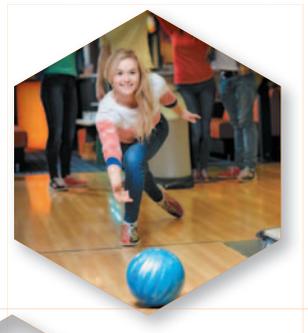
| | | | |
|-------------|------------------------------|---------------------|-----------------------------|
| addict | зависимый | loyal | верный, преданный |
| addicted to | пристрастившийся к чему-либо | mean | 1) подлый; 2) жадный |
| addiction | зависимость | moody | унылый, человек настроения |
| addictive | вызывающий привыкание | patient | терпеливый |
| aggressive | агрессивный | plot | сюжет |
| amazing | удивительный | relationship | отношения |
| annoying | раздражающий | scene | сцена |
| betray | предавать | selfish | эгоистичный |
| brilliant | великолепный | trust | доверять |
| caring | заботливый | trusting | доверчивый |
| clingy | навязчивый, приставучий | Phrases | |
| concentrate | концентрироваться | be based on | быть основанным на чём-либо |
| director | режиссёр | be set in | происходить (о действии) |
| divorced | разведённый | feel like doing sth | хотеть что-либо сделать |
| emotion | эмоция | insist on | настаивать на чём-либо |
| harm | наносить вред | | |
| honest | честный | | |
| in fact | в действительности | | |
| insecure | ненадёжный, небезопасный | | |
| jealous | ревнивый | | |

Module 2

FAMILY RELATIONS

In this module you will ...

- ◆ **learn how to**
 - deal with conflicts
- ◆ **listen, read and talk about**
 - mobile phones and family life
 - relations in families
 - teenagers in trouble
- ◆ **revise how to**
 - use conditionals
 - use reporting verbs
 - use verbs with the infinitive or gerund



Unit **A****RELATIONS IN A FAMILY****1 SPEAKING** If I can ...

ex. 1, 2, 3

a) Read the poem in class. Guess its main idea.

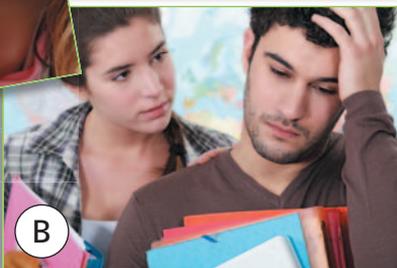
In the poem the writer

*reminds herself/us that ...
views the purpose of life as ...
says/claims that if she ...*

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

Emily Dickinson

A



B



C



D

b) Work in pairs. Describe pictures A–D. What do you think the people are saying?

The effect is that ...

We get the impression that ...

can't help themselves.

needs help.

They/He/She

could/might be
might possibly bediscussing ...
suggesting ...
recommending ...
giving practical
help ...**2 READING** Twins

ex. 4

Fill in gaps A–E with parts of sentences 1–6. There is one extra sentence part.

The extract takes place in the room where two twin sisters were staying. Kris Powell was trying very hard to catch her twin sister's attention. Lindy Powell looked up from the book she was reading **A** _____. But she couldn't see her sister's face only a round pink bubble just the size of Kris's head. "Great bubble," Lindy said without any emotions. Then suddenly she moved forward **B** _____. "Hey!" Kris cried as the bubble exploded into her face. Lindy burst into laughter. "I've got you!" Kris quickly took the book from Lindy **C** _____. "Oh, I lost the

place you were reading!” she said. She knew her sister hated to be interrupted while reading. Lindy took the book back. Kris was still working to clean the bubble gum off her face. “That was the greatest bubble I ever blew,” she said angrily. She couldn’t clean the gum off. “I’ve blown much bigger than that,” Lindy said going back to reading. “Did I clean it?” Kris asked. “No,” Lindy said, looking up. **D** ___ “Oh, great,” Kris said. She ran her hand through her hair, **E** ___. “I’ve got you again!” laughed Lindy. “You’re too bad!” Kris growled at her angrily. “Why are you always so bad to me?”

gotcha = I got you. (slang for “I tricked you” or “I caught you”)



- | | |
|--|---|
| <p>1 and shut it 2 and popped the bubble 3 but couldn’t find any gum</p> | <p>4 “There’s some gum in your hair.” 5 then Kris stopped reading 6 to see what the thing was</p> |
|--|---|

3 VOCABULARY Dealing with conflicts

Write a sentence with each expression below.
She bullies her younger brother.

be sb’s rival • behave coolly towards sb • bully sb • call sb names • demonstrate against sth • discuss a problem with sb • get divorced • have a loud argument with sb • make fun of sb • shout at sb • start a rumour about sb

4 LISTENING Brothers and sisters exs. 5

Listen to three teenagers talking about their siblings. Decide if these statements are **true**, **false** or the information is **not stated**.

- 1 Tansu’s brothers are at least four years older than her.
 - a) True
 - b) False
 - c) Not stated
- 2 Chloe hasn’t got any brothers.
 - a) True
 - b) False
 - c) Not stated
- 3 When Chloe cut off her hair, her sister was really upset.
 - a) True
 - b) False
 - c) Not stated
- 4 Both Chloe’s parents were angry with her.
 - a) True
 - b) False
 - c) Not stated
- 5 Jamie often visits his sister.
 - a) True
 - b) False
 - c) Not stated
- 6 Jamie wants to be a teacher.
 - a) True
 - b) False
 - c) Not stated
- 7 Jamie and his brother don’t have much in common.
 - a) True
 - b) False
 - c) Not stated
- 8 Chloe would like another sister.
 - a) True
 - b) False
 - c) Not stated
- 9 Tansu thinks there are no disadvantages in being the youngest.
 - a) True
 - b) False
 - c) Not stated
- 10 Chloe would love to be an only child.
 - a) True
 - b) False
 - c) Not stated



Unit **A**

ENGLISH IN USE

GRAMMAR
BOOSTER
9.1, 9.2, 9.3**1 GRAMMAR Conditional sentences: mixed types**

a) Complete the sentences with the correct word or verb form.

- 1 If Chloe (hadn't/wouldn't have) cut off her sister's hair, her parents wouldn't have been angry.
- 2 Jamie will have to go to Brighton if he (will/wants to) see his sister.
- 3 If Kris (wouldn't be/weren't) bored, she wouldn't try to get her sister's attention.
- 4 If Tansu's brothers don't leave her alone, she (will/would) get angry.
- 5 Jamie might miss his brothers and sisters if he (would be/were) an only child.

b) Look at the names of the verb forms on the right and complete the table.

| | <i>if</i> -clause | main clause |
|---------------|-------------------|--------------------------------|
| Conditional 2 | ... | would/could/might + ... |
| Conditional 3 | ... | would/could/might + have + ... |

infinitive
past participle
past perfect
past simple

2 GRAMMAR Conditional 2 and 3

a) What would you advise your friend on these things?

He/She ...

- 1 ... can't decide where to go after college.
- 2 ... has had a big argument with his/her best friend.
- 3 ... has lost a tablet that he/she borrowed.
- 4 ... needs some money for a birthday present.

If I were you, ...

b) What does the first verse of the poem say? Tell your partner.

c) Imagine a person recalling his/her past. What things might he/she say? Use conditional 3.

*If I had had the opportunities that teens have today, I would have
Then I might have ...*

d) Make a literary translation of the poem. Read it aloud in class.

If I Were You

If I were you,
I hope I could understand
How it feels to hold my hand,
I bet I'd love me,
And I'd try.
As I know how it feels
When your love is over
And the only way is to cry on
his shoulder,
When you are feeling at ease.

If I were you,
I would be so fair,
With my feelings
Any time and everywhere,
I'd put myself into my place,
And never laugh in my face
I know that I'd be true
For any trouble to come
through.

3 GRAMMAR Reflexive verbs

a) Find the verbs that are **reflexive (-self/-selves)** in Russian, and one verb that is reflexive in English. Name them.

get lost • change • deal • enjoy • say goodbye • feel • imagine • get along
• talk • decide • meet • relax • remember

b) Complete the text with the correct form of the verbs above.

I 1 *met* my girlfriend two years ago. I 2 ___ at the beach that day. We 3 ___ for hours and we 4 ___ wonderfully. After the beach we 5 ___ to have dinner together. We 6 ___ on our way, but it didn't matter. We 7 ___ a lot that evening. I 8 ___ great. I could 9 ___ with her. At the time I 10 ___ that I would spend my whole life with her. But we both 11 ____. We graduated from college and had to 12 ___ with new things. In the end we 13 ____. Sad, but that's life.

4 LISTENING Friendship

You are going to hear five people talking about friendship. Match statements A–F with speakers 1–5. There is one extra statement.

- A Honesty is important in friendship.
- B Forgive mistakes.
- C A good friend always has time for you.
- D Keeping your promises is important.
- E Don't be envious of your friends.
- F There should be no "boss" in a real friendship.



| Speaker | 1 | 2 | 3 | 4 | 5 |
|-----------|---|---|---|---|---|
| Statement | | | | | |

5 WRITING What has happened?

a) Look at the picture on the right and read the text. What might the two boys be saying to each other?

The two boys are at home, I suppose. They're probably brothers. The boy on the left is very angry. He's shouting at the other boy. The boy on the right doesn't understand why the other boy is so angry. Maybe he feels he has done nothing wrong.

b) Look at the picture. Imagine you are the boy or the girl. Write an email to a friend and tell him/her what happened. Write 100–140 words.



Think about:

- the place,
- who the people are,
- what happened,
- what happened afterwards.

GETTING IN TOUCH**1 READING Technology and families** **exs. 1, 2, 3, 4**

a) Are mobile phones good or bad for family relations?
Discuss with a partner and share in class.

In this interview, a psychologist talks to the correspondent about modern technologies and family relations.

Correspondent: The internet and mobile phones are bringing family members together rather than creating isolation. Your

study **1** says that, in accordance with a recent survey, an ordinary family uses modern technologies quite often. You **2** say that the parents and children increasingly use mobile phones, to text and email each other which creates a new kind of connection.

Psychologist: Families were upset that they weren't communicating nearly as much with each other, and we started to study this. We had to find out how often husbands and wives and parents and children were connected with each other.

We **3** found that a lot of family members connect with each other daily. Surprisingly, parents often check, coordinate and schedule. They do much communication all the time. At nights and at weekends people do spend a lot of time together as well.

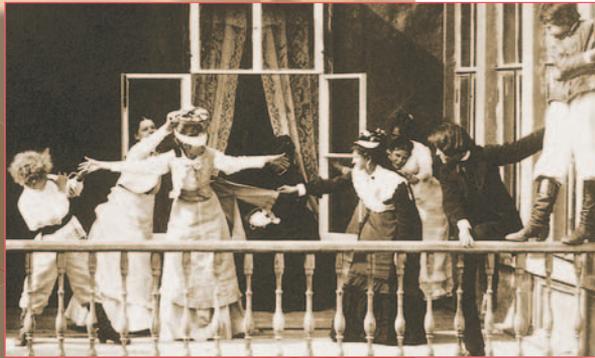
Correspondent: And families **4** didn't see any problems of mutual communication as a result of these tools? Actually, they all felt quite satisfied with them, right?

Psychologist: In general, they do, but unfortunately there are always a certain number who don't. I know it's a problem in my family. My wife **5** tells me off. She thinks that I spend too much time using the computer and not paying much attention to her! But we touched upon this problem as people had had fear that the internet was driving people away from reaching out to others. We **6** found that the internet's really a supplement, it fills in the gaps between people seeing each other face-to-face. If you ask people, you'll find out that it's about a 5:1 ratio of people **7** saying it's better.

Correspondent: I imagine some people would keep to the opinion that conversations couldn't possibly mean as much as they would be if people were together more.

Psychologist: I believe, that's true if you **8** think of it as a substitute, but it's not if you see it as filling in the gaps when you are not together.

Correspondent: Let's discuss another problem now. Many people in the survey also **9** said that computers don't make a distinction between work and home, causing them to have to work longer hours ...



... but unfortunately there are always a number who **don't** (feel good).

We can leave out the rest of a sentence if the meaning is clear:

*I call my grandparents every week, but my sister **doesn't**.*



b) Read the text and choose the correct answer.

1 Families use ... most of all.

- a) texting
- b) mobile phones
- c) emails
- d) all of the above

2 The use of modern technology leads to

- a) more regular contacts.
- b) more isolation.
- c) longer nights and weekends.
- d) checking schedules.

3 The fear that people communicate less and less

- a) was not a part of the survey.
- b) was shown by the study.
- c) was not a worry families had.
- d) was evaluated by the study.

c) Choose the correct alternative for words 1–9 in bold in the text.

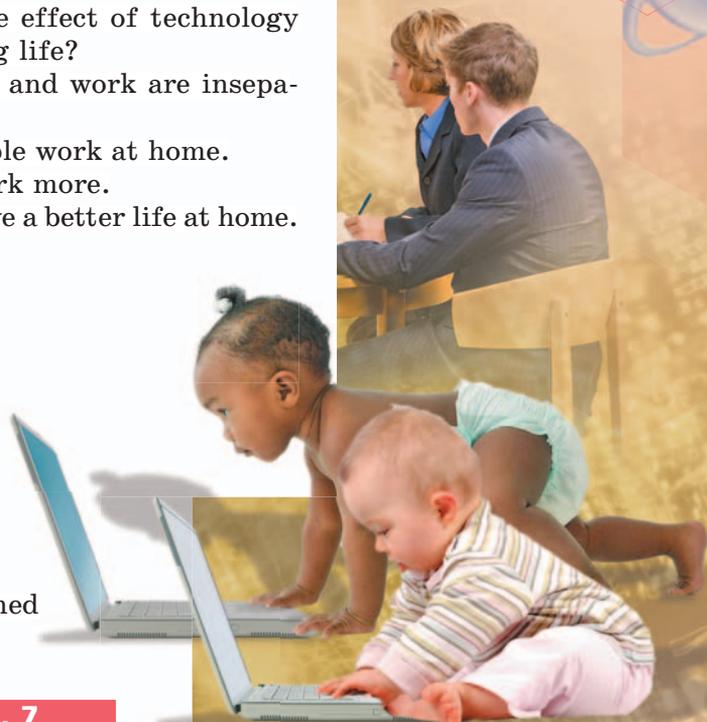
- | | |
|-----------------------------|------------------------|
| 1 criticises/argues | 6 concluded/argued |
| 2 suppose/claim | 7 supposing/stating |
| 3 observed/explained | 8 view/explain |
| 4 didn't experience/realise | 9 described/complained |
| 5 appreciates/criticises | |

4 The advantage of new technology is that people

- a) use it to check where dad is.
- b) use it when they can't meet.
- c) use it when they have problems.
- d) use it instead of family life.

5 What's the effect of technology on working life?

- a) Home life and work are inseparable.
- b) More people work at home.
- c) People work more.
- d) People have a better life at home.



2 SPEAKING New rules

exs. 5, 6, 7

There is a new law in Russia that bans mobile phones during lessons. What do you think about the law? Do the tasks below.

a) Work with a partner. Do you agree or disagree with these opinions?

- 1 Using mobiles in college is our right.
- 2 Mobiles shouldn't be brought to college.
- 3 Mobiles should be used at lessons.

b) Work in pairs. Brainstorm ideas for a discussion. Think about:

- arguments for what you want,
- what arguments will other pairs probably have.

c) Agree on some rules for using mobile phones in class. Use the words on the right and the discussion phrases. Here are some more phrases:

What do you think/feel about ...? What are the alternatives?

Let's consider Ivan's idea.

Should we move on to ...?

Before we move on, we need to consider ...



a phone rings • concentrate on sth • distract sb • get on sb's nerves • make a phone call • phone sb • press buttons on the phone • send a text message • turn the phone on/off

Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
1.2

1 GRAMMAR Adverbs

Choose the correct **adverb** to complete the sentences from a letter to a newspaper.

- 1 In modern society families (generally/not surprisingly) don't spend enough time together.
- 2 (Not surprisingly/Hopefully), through the internet and mobile phones, family members find themselves (probably/increasingly) communicating with the outside world.
- 3 But (particularly/hopefully) parents will realise that it is (gladly/particularly) important for growing children to have regular times when the family gets together.
- 4 Children may think it is boring to go out (repeatedly/certainly) to eat or watch films together, but they will (gradually/unfortunately) come to enjoy it in the end.

SKILLS
1.1

2 VOCABULARY Collocations

Read the text. The **collocations** in bold are mixed up. Find the right collocations.

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

3 GRAMMAR Reporting verbs

Use the verbs below and report these statements.

claim • emphasise • explain • point out • state

- 1 **Mother**: "I can see a photo of the manager I am talking to."
- 2 **Father**: "My son sends text messages all the time. I don't."
- 3 **Sam**: "I would never use my mobile for online banking!"
- 4 **Viki**: "I can do hundreds of different things with my phone."
- 5 **Old man**: "I have got poor eyesight. That's why I don't use a mobile."

4 GRAMMAR Past perfect progressive and past simple

Past perfect progressive or past simple? Complete the sentences.

- 1 Finally, Dad ____ (answer) the phone. I ____ (try) to contact him all day.
- 2 My aunt ____ (not visit) us. I ____ (look forward) to seeing her so much.
- 3 Masha ____ (surf) the internet for hours when I ____ (come) home.
- 4 My family ____ (wait) to start lunch for half an hour when I ____ (arrive) home.
- 5 When I ____ (meet) them, Lucy told me that she ____ (argue) with her parents all day.
- 6 They ____ (wait) to start dinner for half an hour when I ____ (arrive) home.



5 SPEAKING Returning purchases

a) Put the lines in the correct order to complete a conversation between a shop assistant and a customer.

- | | |
|--|--|
| <p>— Blue? Let's see if there is one in blue.</p> <p>— Have you got the receipt?</p> <p>— Excuse me. I was wondering if you could replace this blouse with a different make.</p> | <p>— Sure, here you are.</p> <p>— I'm afraid we can't do that. What about another colour?</p> <p>— Do you have it in blue?</p> |
|--|--|

b) Work in pairs. One of you is a shop assistant, the other is a customer who wants to exchange something. Make a dialogue using the phrases below.

Useful language

Excuse me, I'd like to return this/change this for ...
It doesn't work/fit.
Do you have this/these in a different size/colour?
I'll take it/them then.
Could I have a refund?

It's broken/got a tear/stain.
The zip/lock/battery doesn't work.
It's too tight/loose/baggy.
It's too long/short.
It is the wrong colour/style.



6 LISTENING Using technology

Listen to a radio programme about how young people in the UK use technology. Decide if these statements are true, false or the information is not stated.

- 60% of young people use the internet in their bedroom.
a) True b) False c) Not stated
- Most 35-year-olds started using the internet twenty years ago.
a) True b) False c) Not stated
- It is common for older people to read the newspapers on the internet.
a) True b) False c) Not stated
- It costs half the price to buy things on the internet than from a shop.
a) True b) False c) Not stated
- Bloggers sometimes use their skills for their future jobs.
a) True b) False c) Not stated
- Jane writes a regular blog.
a) True b) False c) Not stated



SKILLS
3.9, 3.12,
3.15

7 WRITING An opinion essay

Comment on the following statement.

Modern gadgets connect families.

What is your opinion? Do you agree with this statement?
Write 200–250 words. Use the following plan:

- make an introduction
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposite opinion and give 1–2 reasons for the opposing opinion
- explain why you don't agree with the opposite opinion
- make a conclusion restating your position



Unit **C****WHEN LIFE GOES WRONG**illegal
substances**TEENAGE PROBLEMS**unhealthy
habits

depression

violence

cyberbullying

1 SPEAKING Teens in trouble

ex. 5

a) Look at the mind map and say why teens sometimes get in these situations.

| | | | |
|------------------------------------|--------------------------|--|----------------------|
| One reason A possible reason | why some young people | take ... / become ... / get involved in ... | is because ... |
| Some young people ... too much | | and that is why ... / so they ... | |

b) How can we help teenagers with these problems? Who can help?

2 READING Getting out of trouble

exs. 1, 2, 3, 4

a) Read the text. Fill in gaps A–F with parts of sentences 1–7. There is one extra sentence part.

JOSH SANDERS, 19

Josh Sanders, aged 19, says, “I believe the main part of the problem when I was younger was **A** _____. There was nothing that local youth clubs could offer other than hanging out with my friends. School was not the place I liked, and in the streets there were things that could lead to trouble — drinking, drugs, street fighting. My schoolmates are now drug addicts or unemployed. I could also end with that, but I was lucky **B** _____, to find a youth club that had decks and a mic.

I loved DJing greatly and it helped me a lot. After school I entered college, but it wasn't for me, and I ended (____) dropping (____). Because of it I began doing full-time voluntary work at a charity for young people. I helped kids with problems in school by running DJ workshops. **C** _____ the more I realised that I could help change their mind because they had the same problem as me. I could talk to them and they seemed to respect me.

Nowadays I combine earning my living with changing the world for the best at the charity. I am now sure my future is in youth work — it has changed my life. In contrast to politicians who are always talking about solving youth crime, I am the one who can really change things.”



AMARI SMITH, 18

Amari Smith, who is 18, remembers her school life as always getting into trouble. She says, "I had a fight with a girl when I was 14 and my teachers said I would end up in prison if I didn't stop doing things like that. My parents divorced **D** _____. I was living with my dad, but at the age of 16, I went to live with my mum. We had lots of quarrels, and it didn't work out, **E** _____.

I didn't think of my future and didn't care about myself. My way of life was just hanging around with girl gangs who carried knives and guns. One day I joined Tomorrow's People charity. It helped me to feel comfort and care there. They didn't talk (____) to you and they listened. I teamed (____) with people who were making a video for schools and colleges about the danger of carrying guns. From my experience I know kids don't listen to older people, but it's evident they might pay more attention to teenagers like us **F** _____ on the streets.

During summer holidays we also organised a soccer club to get younger kids up every morning and join (____). I've always had a strong wish to survive, and I feel I've given something (____). Now I work for charity and it helped me to get a flat. Now I'm doing my best to apply to study law at college."

1 so I left

2 when I was 14

3 who know what life is like

4 The more I did it

5 when I was very young

6 and the problem was worse

7 that I was bored

Note use of **present progressive + always**:

I was always getting into trouble ... (= too often)

b) Complete the text with the prepositions below.

back • down • in • out • up (2x)

c) Compare the lives of Josh and Amari and complete the sentences.

Their experience is similar in the following ways. Both ...

The main similarity between them is (that) ...

However, there are also differences. For example, ...

The turning point for the teenagers was ...

3 WRITING Your point of view

ex. 6

Work in pairs. Comment on the statements below, then compare your answers. Use the expressions on the right.

- 1 Josh wasn't a good student at college.
- 2 Amari was lucky to be able to change her life.
- 3 It's parents' fault when their children get into trouble.
- 4 Young people often get into trouble because they are bored.
- 5 Being in a gang is a normal part of growing up.

SKILLS

3.15

- (Personally), I think that ...
- As far as I can see, ...
- It seems to me that ...
- In my opinion, ...
- To my mind, ...
- I'm (not) convinced that ...
- I'm not so sure that ...

GRAMMAR
BOOSTER
8.11 GRAMMAR *to*-infinitive or gerund

A ***to*-infinitive** or ***gerund***? Complete the sentences.

- 1 Josh didn't enjoy ____ (go) to school. In fact, he hated ____ (go) there.
- 2 After her course at *Tomorrow's People*, Amari managed ____ (get) a job.
- 3 After school Josh started ____ (volunteer) at a charity for young people.
- 4 Some of the kids Josh worked with were trying ____ (get) record deals.
- 5 Amari hoped ____ (build) a relationship with her mum, but it didn't work out.
- 6 Josh enjoyed ____ (work) at the centre so much that he decided ____ (get) a job there.
- 7 Josh plans ____ (work) with young people in the future.

GRAMMAR
BOOSTER
8.2

2 GRAMMAR Gerund after prepositions

Make sentences with the correct ***preposition*** + ***gerund***:

Are you interested in coming to the Crimea with us?

| | | | |
|----|------------------------|-------------|---|
| 1 | Are you interested | about | (answer) my parents' questions |
| 2 | Mum insisted | at | (calculate) this again and again |
| 3 | Do you feel | for | (come) to the Crimea with us |
| 4 | How | in | (eat) and (drink) |
| 5 | I have never been good | in spite of | (forget) her smartphone |
| 6 | I'm tired | instead of | (help) me with this problem |
| 7 | Join us | like | (lie) |
| 8 | Nobody can live | of | (pay) for everything on our trip |
| 9 | Our team won | on | (play) video games for hours |
| 10 | She apologised | with | (practise) for our presentation tonight |
| 11 | We are fed up | without | (not have) prepared well |

GRAMMAR
BOOSTER
3.2, 4.23 GRAMMAR Present or past progressive + *always*

Complete the sentences with the verbs below. Use ***present progressive*** or ***past progressive*** + ***always***.



At school Amari *was always fighting* with other kids.

argue • blow • complain • *fight* • get • miss • talk

- 1 Johanna and her friends ____ lessons.
- 2 Look at Jessica again! She ____ on her smartphone.
- 3 Tanya and Alex are fond of long walks. But they can't read a map. They ____ lost!
- 4 I ____ with my brother when we were younger.
- 5 Mark was good in school, but his dad ____ about his marks.

4 VOCABULARY Compare and contrast

a) Paraphrase the sentences using the words in brackets.

The two stories are not the same as each other. (different from) *The two stories are different from ...*

- 1 The survey makes a comparison of teenagers in big cities and small towns. (compare)
- 2 There are also some details they have in common with one another. (similar)
- 3 Only a detailed reading of the story shows where they are different. (differences)

b) Combine the sentences using the words in brackets.

- 1 Josh plans to work with young people. Amari wants to study law. (unlike) *Unlike Amari ...*
- 2 Brothers and sisters may argue a lot when they are young. Later in life they are often very close. (whereas)
- 3 Children were fond of talking to Josh. They didn't talk to teachers. (rather than)

**GRAMMAR
BOOSTER**
14.1, 14.2

5 GRAMMAR Quantifiers

a) Which is wrong?

- | | | |
|------------------------|-----------------------|----------------------|
| 1 a) not many cars | b) not many meat | c) not many sofas |
| 2 a) a few tomato | b) a few tomatoes | c) few tomatoes |
| 3 a) a little water | b) a little juice | c) a little potatoes |
| 4 a) too much students | b) too much pollution | c) too much traffic |
| 5 a) each teeth | b) each hair | c) each ear |

b) Replace the underlined nouns and change the quantifiers to make sentences.

How much tea did you drink? (cups).

How many cups (of tea) did you drink?

- 1 Have another sandwich. (more bread)
- 2 I've got a little money in my purse. (coins)
- 3 He gave me several tips. (information)
- 4 Can you give me a few ideas? (advice)
- 5 I've got too many suitcases. (luggage)



6 LISTENING Bullying

Listen to the radio interview about bullying and choose the correct answer.

1 Mr Kennedy says

- a) teachers can solve the problem.
- b) it is difficult to know how much it happens.
- c) bullying is not increasing.

2 Sometimes bullies

- a) steal from a child's parents.
- b) have a difficult life.
- c) make a child steal.

3 Bullies are

- a) always bigger and stronger.

b) very sure of themselves.

c) sometimes not very confident.

4 Mr Kennedy was

- a) better at sport than at lessons.
- b) not a good student.
- c) not a good football player.

5 If a student is unhappy at

- a) they know he is a bully.
- b) they know he is being bullied.
- c) they want to know the reasons.



SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|---|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – teenagers talking about their siblings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – teens who have changed their lives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – describe pictures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – write an opinion essay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have revised ... | | | |
| – helping people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – technologies changing lives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – conditionals, reflexive verbs, reporting verbs, verbs with the infinitive or gerund | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – comparing and contrasting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

| | | | |
|---------------------------|--|------------------------|---------------------------------------|
| appreciate | ценить | isolation | изоляция |
| behave coolly towards sb | вести себя холодно по отношению к другим | lose one's place | зд. потерять заложенное место в книге |
| charity | благотворительность | make a distinction | разделять, разграничивать |
| claim | утверждать, заявлять | make fun of sb | смеяться над кем-либо |
| concentrate (on sth) | концентрироваться (на чём-либо) | point out | указывать |
| destroy | разрушать | purpose | цель |
| distract sb | отвлекать кого-либо | recommend | рекомендовать |
| effect | эффект | rival | конкурент |
| emphasise | подчеркнуть, сделать акцент на | sibling | брат или сестра |
| face-to-face | лицом к лицу | start a rumour (about) | пустить слух (о чём-либо) |
| get divorced | разводиться | substitute | замена |
| get sb's attention | привлечь чьё-либо внимание | supplement | дополнение, приложение |
| get the impression (that) | кажется, что | usage | использование |
| gradually | постепенно | | |

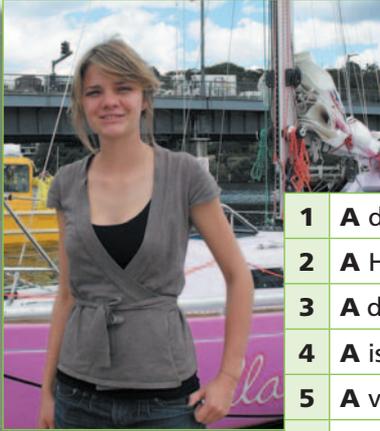
Module 3

LIFE IS GOOD

In this module you will ...

- ◆ **learn how to**
 - deal with money
 - form adjectives
 - make clauses with present and past participles
 - use reported speech
- ◆ **listen, read and talk about**
 - sportspeople
 - pocket money
 - health and bad habits
- ◆ **revise how to**
 - use reporting verbs and relative pronouns



Unit **A****SPORT AND PASSION****1 READING Sport changes lives**

exs. 1, 2, 3, 4

- a) What sport do you play or watch?
 b) Read the text and choose the correct word (A, B, C or D) to fill in gaps 1–6.

| | | | | |
|---|---------------|----------------|---------------------|---------------------|
| 1 | A during | B after | C as | D before |
| 2 | A However | B When | C Because of | D Although |
| 3 | A despite | B due to | C whenever | D nevertheless |
| 4 | A is selected | B was selected | C has been selected | D would be selected |
| 5 | A vote | B voter | C voted | D was voted |
| 6 | A certain | B sure | C capable | D able |

i

Russia is also proud of its travellers. Yuri Senkevich was a famous Russian doctor and scientist. He became world-famous for his participation in the “Ra Expedition” together with Thor Heyerdahl. Senkevich also hosted a popular Russian TV show “Travellers’ Club” which ran for 30 years.

Fitness, passion, determination and courage are important for any sport. Read the two examples.

Jessica Watson: around the world alone

In 2010, Jessica Watson aged 16 became the youngest sailor to travel around the world. She spent seven months at sea fighting big waves and homesickness. **1** ____ she sailed into Sydney Harbour after her epic adventure, thousands of spectators cheered. **2** ____ some experts said that Jessica was too inexperienced for the voyage, the girl disagreed, “People don’t think you’re capable of these things — they don’t realise what young people, what 16-year-olds and girls are capable of.”

Jessica is still a normal person **3** ____ her great achievement — “I don’t consider myself a hero. I’m an ordinary girl who believed in her dream.”

Lee Greatbatch: a blind football player

When Lee was seven, he lost his sight through illness. His childhood was hard: living in different children’s homes without a family. At school he realised he was good at football. So, when he heard about the England Blind Football Team, it became his dream to play for them. Lee **4** ____ and he has represented England internationally more than 50 times. In 2017, he **5** ____ Sports Personality of the Year. Lee often says that his blindness made him strong. “You shouldn’t listen to the people telling you, “You can’t.” Only you are **6** ____ of knowing what you can or cannot do,” says Lee.



Note the different verbs:
 I **play** chess, football, ice hockey ...
 I **go** swimming, sailing, rock climbing, skating ...
 I **go to** yoga, gymnastics ...

Facts about blind football

- The football field is smaller and there is a wall around it.
- The ball has metal pieces inside, so players can hear it.
- The spectators must keep quiet, or the players can’t hear the ball.
- The goalkeeper is not blind.

c) Answer the questions.

- 1 What did Jessica achieve? Give details.
- 2 What did experts say about her trip?
- 3 What does Jessica think about her achievement?
- 4 What made Lee play football better at school?
- 5 What was positive about being blind for Lee?

d) Find the nouns in the text for the words below.

achieve • homesick • ill • sail • see

e) Discuss these statements in class or in small groups.

- 1 Jessica Watson was too young to sail round the world.
- 2 Don't listen to what adults say: only you know what you can do.

2 LISTENING Extreme sports

ex. 5

You are going to hear five speakers. Match sentences A–F with speakers 1–5. There is one extra sentence.

- A thought people had always looked for adventure in their lives.
 B complained that we all paid for people who did extreme sports.
 C explained that extreme sports were a kind of protest.
 D mentioned that it wasn't easy to define what extreme sports were.
 E said it was hard to live with extreme sportspeople.
 F thought people who did extreme sports were brave.

| Speaker | 1 | 2 | 3 | 4 | 5 |
|----------|---|---|---|---|---|
| Sentence | | | | | |

3 SPEAKING Describing a photo

ex. 6

Work with a partner. Describe the photos. Why do people do extreme sports? What do you think about such people? Would you like to try an extreme sport?



i

The Paralympic Games are for athletes with an impairment. They start two weeks after the Olympic Games in the same city.

The Abilympics have taken place since 2014. This is a Russian national competition for people with disabilities who show their professional skills. It is held for students and young professionals, as well as for schoolchildren and college students. You can find more information here: <http://gotourl.ru/15419>



Note the difference:

*He loves **sport**.*

(uncountable noun)

*She is interested in extreme **sports**.* (countable noun, plural)

*He often listens to the **sports news**.* (adjective)

SKILLS

1.2

Useful words

extreme • dangerous •
 courage/courageous • risk •
 adventure • limits • challenge
 • rock climbing

Unit **A**

ENGLISH IN USE

GRAMMAR
BOOSTER
12.1**1 GRAMMAR Reported speech**

Lee Greatbatch's team lost 2–5 against Russia on Sunday. Report what the Russian and British team managers said about the game. Which manager said what?

**The tense changes in reported speech**

am/is/are → was/were
was/were → had been

will + verb → would + verb
verb → verb + ed
verb+ed → had verb + ed

"I'm disappointed with the result." *The British manager said he was disappointed with the result.*

- 1 "We started badly at first, but then the team was fantastic."
- 2 "We played well for the first 20 minutes, but the rest was terrible."
- 3 "I'm happy with the result."
- 4 "We'll win next time!"

2 GRAMMAR Say or tell?**Say (that) or tell (that)?**

Nick *told* journalists *that* his team would win next time.

Nick *said* that his team would win next time.

- 1 Jack ____ in an interview after the game ____ he was not satisfied with the result.
- 2 Oleg ____ he couldn't attend the next game because the tickets were too expensive.
- 3 Another friend ____ he didn't like the British manager.
- 4 Boris ____ me ____ the first goal had been a mistake.
- 5 Masha ____ us ____ she had been a supporter since she was ten.

3 GRAMMAR Negative sentences in reported speech

Pavel Simonov is a young Russian swimmer. Here are some things he told you about his life:

- 1 "I don't train in the afternoon."
- 2 "I don't like training in the gym."
- 3 "I don't change my training schedule."
- 4 "I'm not eating a lot at the moment."
- 5 "We aren't training tomorrow."

Later, Pavel says something different. What do you say to him?

- 1 "I have a new training schedule." → *But you said you didn't change your training schedule.*
- 2 "We are working with a new trainer tomorrow." → *But you told me ...*
- 3 "I'm training today from 2 pm to 5 pm."
- 4 "I can't stop eating these days!"
- 5 "My favourite place to train is the gym."

4 GRAMMAR Questions in reported speech

Look at the list of questions that journalists made for an interview with Jessica Watson. Read and report them.

“What did you eat on board?” *One reporter asked what she had eaten on the boat.*

- 1 “How often did you feel lonely?”
- 2 “Are you ready for a new challenge now?”
- 3 “How much did the voyage cost?”
- 4 “What can we expect from you next year?”
- 5 “Can you describe your typical day on board?”
- 6 “What are you going to do now?”
- 7 “Did you study on the boat?”
- 8 “Did you catch any fish?”
- 9 “What amazed you during the trip?”
- 10 “Who did you miss most of all?”



5 VOCABULARY Reporting verbs

Complete the sentences with the correct form of the verbs below.

announce • complain • explain • mention • propose • recommend • suggest

Sometimes more than one word is possible.

- 1 The committee _____ where the next Abilympics would take place.
- 2 I forgot to _____ that Sasha said he couldn't come to practise tonight.
- 3 Everybody wanted to meet the new champion. But his parents _____ that he needed to rest and relax first.
- 4 He hurt his knee badly. So the doctor _____ that he should stop playing for a month.
- 5 Jessica Watson _____ that the reporters would not leave her alone.
- 6 I _____ that we continue the meeting tomorrow.
- 7 He _____ that we all go out for a meal to celebrate Magda's return.

6 LISTENING Windsurfing

a) Listen to the first part of the dialogue. Match sentence beginnings 1–6 with endings A–G. There is one extra ending.

- | | |
|---|-------------------------------------|
| 1 If you're not sure it's safe to go out, | A so you don't get tired so easily. |
| 2 It's a great sport, | B and try to swim to the shore. |
| 3 On your board you float, | C even when the air is warm. |
| 4 Beginners sometimes panic | D so avoid windsurfing on your own. |
| 5 The water is pretty cold | E but you can't avoid getting wet. |
| 6 When you are in the water, | F stay on shore. |
| | G you lose body heat. |

b) Listen to the second part of the dialogue. **True** or **false**?

- 1 A wet suit will only protect you from the sun, not from the cold.
- 2 Barbara is a strong swimmer.
- 3 The Bay Area is windy in spring and summer.
- 4 You should have some experience before you go windsurfing on the coast.
- 5 Jason has done windsurfing since he was 20.
- 6 The idea for windsurfing goes back to the 1960s.
- 7 People have been windsurfing in Europe for more than thirty years.



DEALING WITH MONEY**1 READING Buy Nothing Day**

exs. 1, 2, 3, 4, 5

a) Do you or your family/friends sometimes spend a whole day without buying anything? Why (not)?

Buy Nothing Day

Buy Nothing Day (BND) is a day when people buy nothing for 24 hours. This way they show what they think about our modern **consumer society**. What for?

Experts claim that 20% of the world's population consume 86% of the world's **natural resources**. That leaves just 14% for the four or five billion people in the world's poorer countries. In richer countries people have to ask themselves, "Do we really need all the **stuff** we buy? Can we cut back?"

In Canada and the USA, BND **takes place** every November the day after Thanksgiving. It is the biggest shopping day of the year in the USA. In Europe and some other countries, BND comes on the last weekend in November, the time when lots of people start thinking about Christmas shopping.

The first BND started in 1993. The idea dates back to 1992 and belongs to Ted Dave, a Canadian. He worked in advertising, and wanted to protest against the message of the advertising industry, "Buy more!" Later, another organisation, Adbusters, took up Dave's ideas. Find out more about them on the internet.

BND takes place in around 65 countries all over the world. Last year, over one million people **took part** in it. BND is especially popular in Europe. There is no central organisation for BND. The event is organised in different countries by different people – consumer groups, volunteers, **environmentalists** and others. There are plenty of different activities on the day, so everyone can find something to their liking! Or just stay at home and don't shop!

**i**

Russians often spend a lot of money on presents and stuff before New Year and Christmas. New Year is one of the most popular holidays in the country. There are often big sales in shops before and after New Year.

*Did you know ...***how much money people spend every year?**

- In Europe: \$11 billion on ice cream
- In Europe and the USA: \$17 billion on pet food
- Worldwide: \$33 billion on make-up and perfume

what you could buy in poorer countries?

- \$10 billion: clean drinking water for everyone in the world
- \$1.3 billion: immunising all children in the Third World
- \$5 billion: universal **literacy**

b) Read the text and choose the correct answer.

- 1** The aim of BND is to
 a) ask people for money.
 b) avoid buying products from poorer countries.
 c) protest against the consumer society.
- 2** BND takes place on the same day
 a) everywhere.
 b) in Canada and the USA.
 c) in Europe and Canada.
- 3** In 1992 Ted Dave worked
 a) for Adbusters.

- b) in advertising.
 c) as an environmentalist.
- 4** BND is organised
 a) by different people.
 b) by Ted Dave.
 c) by consumers.
- 5** With \$5 billion poorer countries could
 a) buy enough ice cream for everyone.
 b) teach everyone to read and write.
 c) immunise all children.

c) Match the words in bold in the text with the definitions.

1 people who try to protect the environment • **2** material, objects, things • **3** to happen • **4** society which buys many things • **5** know how to read and write • **6** to be involved in an activity • **7** minerals, forests, coal, etc.

2 LISTENING Teens and pocket money exs. 6, 7

Listen to two teens talking about the way they spend pocket money. Who says what? Match the speakers with questions A–I. One question is extra.

- | | |
|--|--|
| <p>A Who goes to the cinema and buys popcorn? B Who saves £10 a month? C Who gets £5 a week? D Who wants to get a job? E Who earns money for babysitting?</p> | <p>F Who buys video games? G Who gets £30 a month? H Who never has any money? I Who gets £20 a month?</p> |
|--|--|

3 SPEAKING Role play exs. 6, 7

Work in pairs. Discuss if BND is a good idea. Use the arguments below.

Partner A: Shopper

- Shopping is cool: I like to go out, do window shopping, etc.
- People should be free to spend money how they wish.
- Millions of people are too poor to be consumers: what is BND to them?
- Businesses will lose money and people may lose their jobs.
- People will just buy what they want the next day.

Partner B: BND supporter

- 20% of the world's population consume more than 85% of the natural resources.
- We support small shops, not big brands.
- BND is not about one day; it's about changing habits.
- We must learn to buy less.
- Advertisements make us buy more than we need.

i

Other Russian public holidays

January

Russian Orthodox Christmas (January 7)

February

Defender of the Fatherland Day (February 23)

May

Victory Day (May 9)

June

Russia Day (June 12)

What other important public holidays are celebrated in Russia from September to December?

SKILLS
2.4



SKILLS
2.1



Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
9.4**1 GRAMMAR I wish...**

Complete the sentences with **I wish**.

- 1 Nina asked me not to buy that car. I wish I ____ her advice. (take)
- 2 I can't hear the music. I wish they ____ it _____. (not turn down)
- 3 It was Buy Nothing Day yesterday. My mum didn't buy a thing. I wish I ____ the same. (do)
- 4 You've been at the computer for hours. I wish you ____ the computer so much. (not use)
- 5 Rich countries spend billions on ice cream. I wish they ____ it on clean water for poorer countries. (spend)
- 6 I can't go on holiday with you. It's too expensive. I wish I ____ more money. (save)
- 7 Mike doesn't know what he wants to do. I wish he ____! (decide)
- 8 I had no idea she was so ill. I wish you ____ me. (tell)

GRAMMAR
BOOSTER
11**2 GRAMMAR Present participles**

Make one sentence out of two using **present participles**.

The girl lives next door. She has an expensive bike. *The girl living next door has an expensive bike.*

- 1 The boys are playing basketball. They are wearing green shirts.
- 2 The man is relaxing by the pool. He's my neighbour.
- 3 The friends in the photo are hanging out. They have known each other for a long time.
- 4 The woman is sitting with her family. She has been away for a month.
- 5 The palm tree is growing on the beach. The beach is in Sochi.

GRAMMAR
BOOSTER
11**3 GRAMMAR Past participles**

Make one sentence out of two using **present participles**.

The yacht was last seen 100 kilometres west of Moscow. They are looking for it. *They are looking for the yacht last seen 100 kilometres west of Moscow.*

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

4 GRAMMAR Phrasal verbs: money

Give complete answers to the questions.

- 1 How can we cut back on our expenses?
- 2 When can you pay me my money back?
- 3 What are you saving up for?
- 4 What did the bill in the restaurant come to?
- 5 How much do you pay off every month?

5 GRAMMAR Formation of adjectives

Make **adjectives** using the affixes below:

-able · -al · -e · -ed · -ent · -ible · -ing · -ive · -ous · -y

advertisement *advertising*
emotion
annoy
responsibility
health
attraction
bravery
comfort

politics
expense
competition
dirt
confidence
inexperience
organisation
courage

danger
electricity
safety
enjoy
fame
independence
injury
rely

6 SPEAKING Dealing with conflicts

a) Choose the right box A–E with phrases to ...

- 1 start a conversation.
- 2 name a problem.
- 3 disagree that there is a problem.
- 4 say that you're sorry.
- 5 end a conflict.

A — What annoys me is ...
— I don't like the way you ...
— The problem is ...

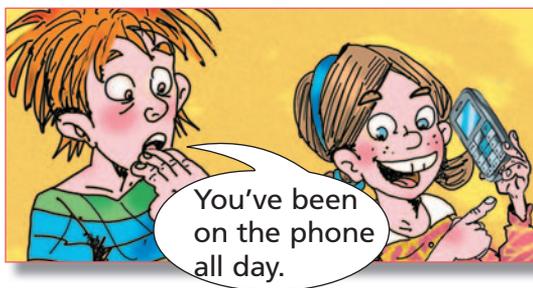
B — I don't see what's wrong with ...
— Where's the problem?

C — Don't worry about it.
— OK. No worries.

D — Can I have a word with you?
— Excuse me, but ...

E — I'm sorry, I didn't mean to ...
— I'm sorry, I didn't know ...

b) Work in pairs. Make dialogues about these situations.



7 WRITING Do football players earn too much?

Read the internet discussion on the subject "Do footballers earn too much?". What is your opinion? Do you think they are overpaid? Write an email to your friend and tell about it. Write 100 words.

FAN587 — Football is our love. But it's annoying that players earn in a week what we earn in a year.

PALM1983 — Fans like you and me pay so much to go and see the game. Is it worth \$100?

FAN587 — The government should fix a maximum ticket price.

PALM1983 — Yes. And the players shouldn't just waste their salaries on fast cars, houses, etc. They should be a role model for children and teens.

Unit C

TEENS AND BAD HABITS

SKILLS
2.7

i

Fast facts about smoking

- 1 Smoking causes cancer and many other diseases.
- 2 Cigarettes have many harmful chemicals in them.
- 3 70% of smokers wish they could stop.
- 4 Nicotine is an addictive drug.
- 5 80% of smokers began smoking before they were 18.
- 6 You can become addicted with just 2 or 3 cigarettes a day.
- 7 If you don't smoke as a teenager, you will probably never smoke.
- 8 Smoking makes you weaker and more tired.

1 READING British teenagers and drugs exs. 1, 2, 5

There is a huge problem with young people in Britain. A new report has shown that British teens are taking up to five times more illegal substances than other young Europeans.

The British are concerned (____) the shocking results of the survey. "It's important to have a national strategy in Britain for alcohol, tobacco and drugs. I don't think young people in this country understand all the risks clearly," says a government spokesperson. One of the problems is that we live in a society where drug taking has become such a common thing that it is almost seen as socially acceptable.

The report suggests that the most effective way to keep teens (____) taking drugs is to start drug education courses (____) an early age. Traditional advertising campaigns have done little (____) change people's behaviour or their attitude to drugs. Now the British government stresses the importance to have drug education for students from the age of five.

Many critics argue that teaching children about illegal substances will only make them want to try drugs. But the authors of the report have the opposite point of view. They say that students need to be given information on drugs from an early age. They also recommend colleges to introduce rules on drugs and support teens with drug problems.

Banning teachers, parents or visitors (____) smoking at college is one of the new ideas on how to reduce the number of young smokers. "Teachers need to tell young people about the dangers of smoking, and they must also set a good example (____) not smoking themselves and by not allowing anybody to smoke at college," says Steve Woodward of the Health Authority. A completely smoke-free environment has been created only by a few colleges.

When students are caught taking drugs, many of them have to leave college. But this is not really a solution. Such students are then more likely (____) come into contact with illegal drugs and crime. It is in the best interests of everyone — the colleges, the students and their families — to keep them (____) the education system. New educational programmes are being put into colleges, so that young people will realise the dangers of drugs and the damage they can cause, and won't get involved (____) the first place.



a) Read the text and fill in the gaps with the prepositions below.

in • at • about • by • to (2x) • within • from (2x)

b) Read the text again. **True or false?**

- 1 Drugtaking is a small problem in Britain.
- 2 Traditional advertising campaigns are not very effective.
- 3 Most colleges in Britain are completely smoke-free today.

c) Choose the correct answer.

- 1 The Health Authority wants
 - a) to ban parents or adult visitors from college.
 - b) all colleges to be smoke-free.
 - c) to introduce smokers' rooms at college.
- 2 In Britain, taking illegal drugs
 - a) has become common.
 - b) is supported by the government.
 - c) sometimes starts at the age of five.

d) Complete the table with the words from the text.

| noun | verb | adjective |
|-----------|--------|-----------|
| | behave | — |
| tradition | — | |
| reduction | | — |
| | solve | — |
| — | accept | |
| | — | criminal |

e) What are the most acute problems with teenagers in Russia? Where can a young person get help?

2 LISTENING Saying "no" is cool ex. 6

Listen to the interview and put the sentences in the correct order.

| | | | |
|----------------------------------|---|----------------------------------|--|
| He started smoking at school. | | He tried his first cigarette. | |
| His teacher's story shocked him. | | He stole money. | |
| Somebody gave Peter a cigarette. | 1 | He stopped smoking. | |
| He saw others smoking. | | The cigarette didn't taste good. | |

3 SPEAKING Fast food: pros and cons exs. 3, 4, 7

Work in pairs.

a) How often do you eat fast food? Why is fast food popular? Make a list of reasons. Think about:

price • quality • taste • speed • advertising • take away • meeting place

b) Share your list in class and discuss.

i

Positive things about being a teenager

Growing up is not only about dangers and problems! There are some really good things, too:

- You are bigger and stronger.
- You are more independent.
- You can make important decisions (studies, career ...).
- You are better at sport.
- You can drive a car.

i

Today in Russia, more and more teenagers are becoming interested in sports and games. If you love sports and want to take part in challenging activities, check the "Hero League". It is Russia's largest organiser of mass sports events. You don't have to be a professional to join the competitions! Go to <http://gotourl.ru/16698> to find more information of upcoming sports events in Russia.

SKILLS 3.6



i

One burger, French fries and a coke contain all the calories you need in a day!

Unit **C**

ENGLISH IN USE

GRAMMAR
BOOSTER
12.3**1 GRAMMAR Advice, commands, requests in reported speech**

Report the statements using **ask**, **advise** or **tell somebody (not) to do something**.

“We need to have a national strategy for alcohol, tobacco and drugs.”

He **advised** us to have a national strategy for alcohol, tobacco and drugs.

- 1 “Do you want to know my opinion? I think you should start the project this week.”
- 2 “Please turn down the TV. I can’t sleep.”
- 3 “I don’t have enough money to go on holiday. Could you lend me some money?”
- 4 “If you are worried about drugs, go and talk to your teacher.”
- 5 “It’s Buy Nothing Day tomorrow. Please don’t go shopping.”

2 GRAMMAR Present participle and past participle clauses

Match clauses A–J with sentences 1–10.

- | | |
|--|---|
| 1 There were a lot of people (C) <i>eating in the new healthy food restaurant.</i> | A earned by top football players |
| 2 The old restaurant (F) <i>known for its huge steaks</i> had to close. | B worrying about their health |
| 3 Customers ___ prefer salads to main courses. | C eating in the new healthy food restaurant |
| 4 I now weigh three kilos more ___ last holiday. | D after eating a burger and fries |
| 5 Students ___ have to leave college. | E students given information on drugs at an early age |
| 6 The new college rule is that students ___ have to help in the kitchen at lunch. | F known for its huge steaks |
| 7 The report says that ___ are less in danger. | G found taking drugs |
| 8 The millions of pounds ___ just make us buy more than we need. | H spent on advertising |
| 9 Do you think the money ___ is too big? | I caught smoking the first time |
| 10 I was at work ___ when I heard the terrible news. | J reading the football results |

**3 LISTENING Eating healthy food**

Listen to five people talking about their eating habits. Match statements A–F with speakers 1–5. There is one extra statement.



- A If you know which foods are healthy, you can decide to eat them.
- B You can worry too much about your weight.
- C Fast food makes life easy.
- D Cooking healthy food is fun.
- E Exercise helps you to keep your weight down.
- F There is too much advertising for unhealthy food.

Work in pairs. What are your eating habits? Would you like to change them or not? Why? Discuss and share in class.

4 GRAMMAR Phrasal verbs: food

Complete the sentences with the correct form of the **phrasal verbs**. Use a dictionary to check their meaning if necessary.

live off • eat out • leave over • eat up • put on • pour out • warm up

I know you **1** _____ fast food, but let's eat at home tonight. I don't want to **2** _____ again. We can **3** _____ the food that was **4** _____ from lunch. I'll **5** _____ it _____ in the microwave and **6** _____ some potatoes. I've just opened a bottle of water. Shall I **7** _____ a glass for you?

GRAMMAR BOOSTER 10

5 GRAMMAR Relative pronouns

Complete the sentences with **who**, **whose** or **where**.

I have a friend *whose* father doesn't allow smokers in the house.

- 1 Is that the college _____ headmaster is fighting against bad habits?
- 2 Do you know anybody _____ is fond of extreme sports?
- 3 America is the country _____ there are the most millionaires.
- 4 The college _____ I have been going for the last year has a non-smoking policy.
- 5 Ted Dave, _____ realised he was spending too much, started Buy Nothing Day.

GRAMMAR BOOSTER 20

6 GRAMMAR used to do sth, get used to doing sth

a) Complete these sentences with the right form of **get used to (doing)**.

My father decided to quit smoking last week. It's very hard for him at the moment. But I'm sure *he'll get used to not smoking*.

- 1 A year ago she decided to become a vegetarian. But she gave up after a couple of months. She _____
- 2 Buy Nothing Day wants us to _____ less.
- 3 We moved from a small town to Moscow. I had to _____

b) Match parts of sentences 1–4 with A–D.

- | | |
|--|---|
| 1 I used to enjoy my history lessons, | A but now I have put on weight. |
| 2 I'll get used to the traffic noise, | B but it was really bad at first. |
| 3 I used to be slim, | C but at the moment I sleep badly. |
| 4 I got used to living in a cold climate, | D but they are too hard now. |

7 WRITING Applying for a fitness club

Complete this application form for a fitness club.

Power Gyms Application form

Provide the following information for statistical purposes.

- List the main reasons for joining Power Gyms.

- Describe your physical fitness.

- List your free-time activities

- Describe your typical diet (how much / how often you eat, your favourite dish).

SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|---|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – reports about successful sportspeople | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – teenagers' attitudes to extreme sports, healthy eating, spending money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – deal with money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – apply for a fitness club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have learned about ... | | | |
| – Buy Nothing Day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – British teenagers and addictions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – healthy food | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – reported speech, formation of adjectives, sentences with <i>wish</i> , participle clauses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – describing photos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

| | | | |
|---------------------|-----------------------|---------------------|-------------------------|
| ban | запрещать | reduce | уменьшать, сокращать |
| challenge | сложная задача | socially acceptable | общепринятый |
| consumer society | общество потребителей | spectator | зритель |
| courage | смелость | substance | вещество |
| courageous | смелый | support | поддержка, поддерживать |
| cut back (expenses) | сокращать (траты) | talent | талант |
| determination | решительность | traditional | традиционный |
| exercise | упражняться | warm up | разогреть |
| extreme sport | экстремальный спорт | | |
| fitness | фитнес | Phrases | |
| inexperienced | неопытный | be a role model | быть примером |
| limit | лимит, предел | solve conflicts | уладить конфликты |
| passion | страсть | take part | принимать участие |
| propose | предлагать | take place | произойти, иметь место |

Module 4

TRAVELLING AROUND

In this module you will ...

◆ learn how to

- make travel arrangements
- use “softeners” in conversation
- discuss teaching and learning languages

◆ listen, read and talk about

- English as a global language
- short working stays abroad

◆ revise how to

- use present perfect, adjectives, the passive
- use mixed past tenses



Unit **A**

Hello?



★★★★★
No smonking

Sign in a hotel in Beijing



A *lingua franca* is a language used for communication between people who speak different languages: *English is a lingua franca for international business.*
a native language = **a mother tongue.**
Russian is my **mother tongue.**
What other *lingua francas* do you know?

GLOBAL ENGLISH

Get around in **ENGLISH** How to be Polite**1 SPEAKING English: a modern lingua franca** ex. 5

Work in groups. Look at the pictures on this page and complete the sentences.

- 1 English is ...
- 2 English is the native language in ...
- 3 There are lots of different ways to practise and improve your English, for example ...
- 4 A "lingua franca" is important today because ...
- 5 Millions of people around the world speak it in order to ...
- 6 It is easy to make mistakes in a foreign language with spelling, ...

2 READING Global English exs. 1, 2

a) Work in pairs. Answer the questions and discuss with a partner.

- 1 Why, in your opinion, are you learning English at college?
- 2 Do you speak English outside your English classroom? Why (not)?
- 3 Do you think you will use English in your future job?

b) Read the text and fill in gaps 1–3 with the words below.

expanding • inner • outer

According to language experts, there are three groups of English speakers. These groups are **represented** by three concentric circles. The **1** ____ circle contains 380 million

native speakers of English in the UK, Ireland, the USA, Australia, New Zealand and parts of Canada. They say, English has become so important today **due largely** to modern American culture and business because most English speakers live in the USA.

During the 18th and 19th centuries, Britain **established** an empire. It covered large parts of India, Africa and the Far East (Malaysia and Hong Kong, for example). The locals of these places **make up** the **2** ____ circle. They learn English at school and use in many everyday situations. English is the official (or second) language for them.

The largest number of English speakers, however, are in the **3** ____ circle. These people learn and use English as a foreign language for different purposes. Mostly because it is the global communication tool of business, science, **entertainment**, the internet, etc. Around a billion people speak English. It is **estimated** that by 2050, nearly half of the **total** population of the world will speak (or at least understand) English.

c) Match the words in bold in the text with the definitions.

1 people who speak a language as their first language • **2** shown as a symbol of sth • **3** mainly, mostly • **4** calculated approximately • **5** started or created an organisation or system • **6** to be the parts or the people who form sth • **7** the number after everything is added together • **8** films, music, etc. that people enjoy

due to + noun = because of
*Many flights have been cancelled **due to** the cold weather.*



3 LISTENING The English and their language exs. 3, 4

Listen to a part of a radio programme, then choose the correct answer.

- What is the text about?
 - Learning English in the global world.
 - Why English is easy for people to learn.
 - The role of English in the world.
- Why is English a language “which belongs to no one – or everyone”?
 - Because English people don't own their language.
 - Because no one protects it.
 - Because the Americans and Australians also speak English.
- Why are the French worried about their language?
 - Because they think that English is changing it.
 - Because they think it is changing too fast.
 - Because they lost the language competition.
- Why don't the English protect their language from changing?
 - New words are seen as a positive thing.
 - There are too many new words.
 - There is nobody to record new words.



Unit **A**

ENGLISH IN USE

GRAMMAR
BOOSTER
4.1, 4.4

1 GRAMMAR Present perfect and past simple

a) Complete the chart.

| | | |
|-------------------------------------|-------------------|--------------------|
| forbid – forbade – <i>forbidden</i> | ... – heard – ... | ... – ... – lost |
| rise – ... – ... | ... – saw – ... | ... – ... – spoken |
| ... – spent – ... | ... – ... – worn | write – ... – ... |

b) **Present perfect** or **past simple**? Complete the sentence pairs using the verbs from the chart above. The verbs can be positive or negative.

a) When my grandfather was younger, he spent a lot of time travelling the world.

b) I have spent all day trying to translate this English text.

1 a) They ____ English in India since the English went there in the 18th century.

b) Some Russians ____ only French in the 18th and 19th centuries.

2 a) The number of English speakers ____ steeply in the last 50 years.

b) I had just bought a house when house prices ____ dramatically.

3 a) Jack's English essay is going to be too long. He ____ five pages so far – and he's only halfway through.

b) When Lily was on holiday in Russia, she ____ a postcard home every day.

4 a) We ____ from Bill for a long time. We don't know anything about him.
b) Sorry to keep you waiting at the door. I ____ the doorbell ring.

5 a) I ____ these boots every winter for four years, and they still look good.

b) When I studied in England, we ____ a traditional uniform which nobody liked.

6 a) The last time I ____ Yana was on holiday in Russia about a year ago.

b) The accident happened because the driver ____ the cyclist coming round the corner.

7 a) The French ____ the use of English words on TV and radio since 1994.

b) The teacher ____ us to use a dictionary in the English test yesterday.

2 GRAMMAR The passive

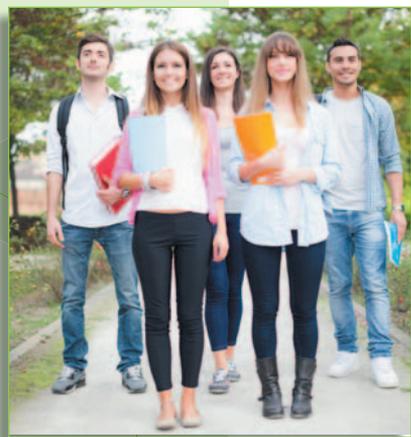
Active or **passive**? Complete the sentences with the correct form of the verbs in brackets.

1 It ____ (estimate) that half of the world's population will know English by 2050.

2 English ____ (speak) as a native language in Britain and Ireland.

3 Language experts often ____ (divide) English speakers into three groups. These groups can ____ (divide) into smaller groups too. The groups ____ (represent) by three concentric circles.

4 New Zealanders also ____ (speak) English.

GRAMMAR
BOOSTER
6.1, 6.2,
6.3, 6.4

SKILLS
3.2
3 SPEAKING "Softeners"

Softeners make you sound more polite in English. Look at the table below and say the sentences using **softeners**.

Apologise

Tom isn't here.

I'm afraid Tom isn't here.

Change statements to opinions

There are better ways of doing it.

I think there might be better ways of doing it.

Use "soft" words

quite, rather, it seems, not very, a bit

Avoid negatives

That's not the way I see it.

I see it differently.

The results are bad.

The results are not very good.

Change statements or orders to questions

That's wrong! Could that be wrong?

Open the window. Could you open the window, please?

- 1 I can't help you.
- 2 That's the wrong thing to say.
- 3 You look ill.
- 4 Give me your opinion.

GRAMMAR
BOOSTER
8.2
4 GRAMMAR by + verb + -ing

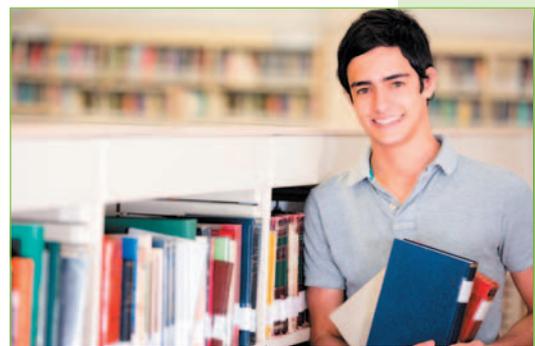
Match parts of sentences 1–5 with A–F. One ending is extra.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 When you travel, you can save a lot of money by 2 You can get better grades at college by 3 You can stop being rude or too direct by 4 You can improve your English by 5 You can improve your English grammar by | <ol style="list-style-type: none"> A chatting in English online. B learning irregular verbs. C using "softeners". D booking tickets online. E using sunblock cream. F working hard at all subjects. |
|--|---|


5 LISTENING A year abroad

Listen to Lesha talking about his experience in New Zealand. Are these statements **true**, **false** or is the information **not stated**?

- 1 Geraldine High School is close to Lesha's place of stay.
 - a) True
 - b) False
 - c) Not stated
- 2 Lesha goes to school alone.
 - a) True
 - b) False
 - c) Not stated
- 3 He left Russia in cold rainy summer.
 - a) True
 - b) False
 - c) Not stated
- 4 In winter in New Zealand it is too cold for outdoor activities.
 - a) True
 - b) False
 - c) Not stated
- 5 In New Zealand, the pressure to study is not big.
 - a) True
 - b) False
 - c) Not stated
- 6 Lesha met a very friendly student at an evening social activity.
 - a) True
 - b) False
 - c) Not stated
- 7 There are seven other international students apart from Lesha.
 - a) True
 - b) False
 - c) Not stated
- 8 English lessons for the international students are the same as for the other students at school.
 - a) True
 - b) False
 - c) Not stated



Unit **B****WORK AND TRAVEL**

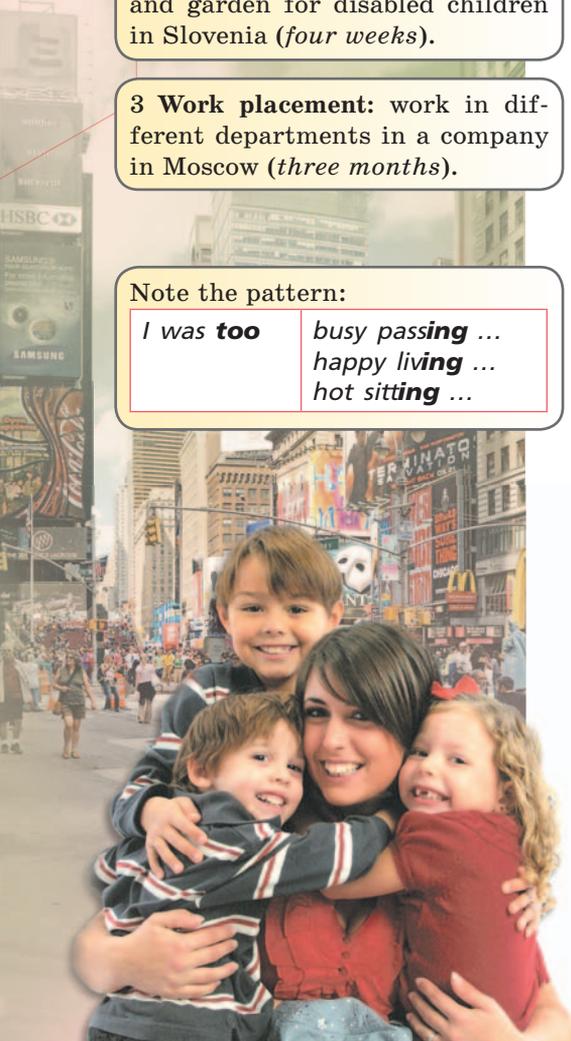
1 Au pair /,əʊ 'pe (r)/: live in a family and look after three children in Vancouver, Canada (*six months*).

2 Work camp: renovate a house and garden for disabled children in Slovenia (*four weeks*).

3 Work placement: work in different departments in a company in Moscow (*three months*).

Note the pattern:

| | |
|------------------|-------------------------|
| I was too | <i>busy passing ...</i> |
| | <i>happy living ...</i> |
| | <i>hot sitting ...</i> |

**1 SPEAKING A job abroad?**

exs. 1

Work in pairs. Discuss the questions.

- 1 Why do people work abroad?
- 2 Which of the three jobs listed on the left would you like to do?
- 3 Which of the jobs you wouldn't like to do?

2 READING A Russian au pair

ex. 2

a) Read the text and match paragraphs A–F with headings 1–7. There is one extra heading.

I have always been good at English. But I did not have any good opportunities to practise it. So, I came to the US as an au pair to improve my English, travel, find new friends and, of course, look at the American family life from the inside.

A ____ In Russia, I live in Barnaul, a large Siberian city. It's a beautiful place (**in/on/at**) the left bank of the river Ob. My family is quite big but we are all close to each other. We love spending time together – sharing news, laughing, helping each other.

B ____ I take care of five children (**because/when/as**) an au pair. They are 12, 10, 8, 2 years and 11 months old. I've been working with them for more than a year and taking care of the baby since it was born. It's a big advantage to live in the family you're working with. This way children accept you as a part of their family. They even learn faster because you really get to know their personalities and talents. I've got very attached (**to/at/on**) the children. So, I have got two families now – one in Russia and one in the US.

C ____ I didn't have a lot of time to prepare in Russia as I was too busy passing final exams (**on/by/at**) college. The flight was exciting but long. I was very tired when I landed (**with/in/on**) New York. My host family welcomed me warmly (**by/to/on**) arrival. Nevertheless, I was supposed to start working the next day. The family didn't have a strict schedule for me. They had a list of things that had to be done every day. Those included cleaning rooms, doing the laundry, and doing the dishes. These chores were to be done whenever I had time. It takes two hours in the morning to finish these things, so I usually have the rest of the day to spend with the kids.

D ____ I usually make breakfast in the morning for the whole family. Then the older boys go to school, and I stay with the little ones. We draw, go for walks, invite their friends. The car is necessary and luckily, I learnt to drive in Russia. Life seems impossible here (**with/without/by**) a car. Then I cook lunch while the babies are asleep.

E ____ At first, it was hard to express myself in English. I just kept forgetting the words I had learned before. But my English has improved a lot, even though I don't take any lan-

guage courses. I always try to communicate with people (as/so/such) much as I can, even when I'm not sure if what I say is correct. Now I speak English fluently almost like Russian. Sometimes I even think in English!

F ____ Looking back, I can say for sure that working as an au pair is the most amazing thing that has happened (for/in/to) my life. I have become grown up and independent. I see things differently and have become a better person!

- | | |
|-------------------------------|--|
| 1 Am I forgetting my Russian? | 5 Why I chose this family |
| 2 How I have changed | 6 My journey and the start of a new life |
| 3 How I plan the day | 7 My second family |
| 4 My background | |

... I kept forgetting the words. They keep arriving late. Use *keep* + verb + *-ing* to talk about sth that happens very often.

b) Work in pairs. Make notes about Tatiana's story under the headings below. Compare your notes with a partner.

Tatiana's Russian family • Her new family
• Her job • Her reasons for going • What Tatiana learned

c) Complete the sentences in the text with the correct words in brackets.



3 LISTENING A work camp in Nepal **exs. 3, 4, 5**

a) Before you listen, match the words with the definitions.

Community centre – a place where everyone from an area can go to.

| Words | Definitions |
|--|---|
| <i>community centre</i> • crops • Everest • Gatlang • Kathmandu • monsoon season • Nepalese • rewarding • long for sth • trek (noun) | from Nepal (adj.) • capital of Nepal • feeling that you have done sth good • long difficult walk • <i>a place where everyone from an area can go to</i> • plants grown for food • small village in Nepal • time of year when it rains heavily • want sth very much • world's highest mountain |

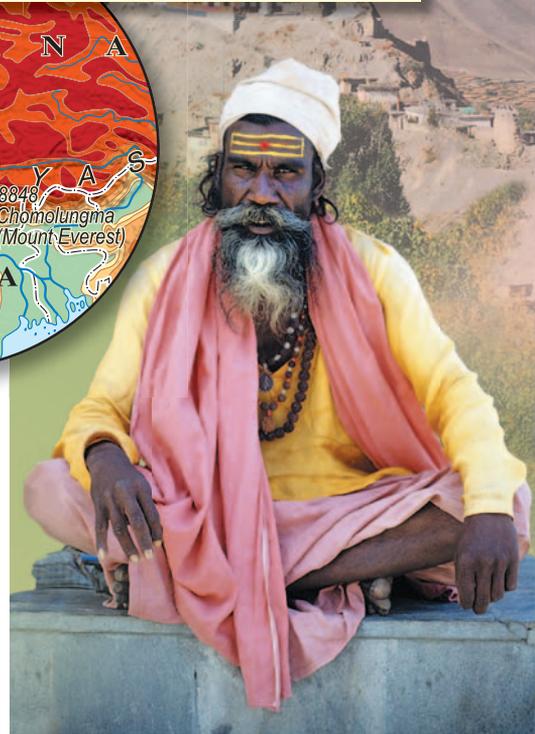
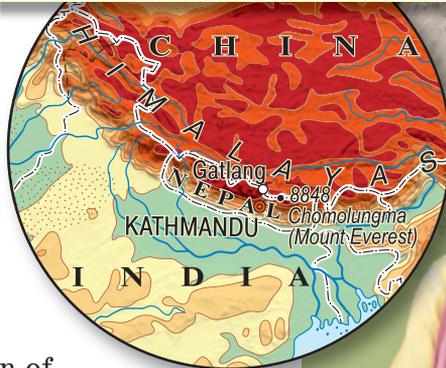
b) Listen to the podcast. What four sections is the podcast divided into?

c) Olga or Jonathan? Who talks about ...

- the geography of Nepal?
- the village of Gatlang?
- the weather?
- going back again?

d) Complete the sentences.

- Nepal is a small country with a population of ...
- The country is most famous for ...
- A big problem in the country is ...
- The government tries to stop this by ...
- The thing Olga liked best in the village was ...
- One problem with living in the village was ...
- There were three main reasons why Jonathan felt different after his time in Nepal. First, ... Second, ... Third, ...



Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
4.1, 4.2, 4.3**1 GRAMMAR Talking about the past**

a) Match the tenses and their use.

- | | |
|-------------------|---|
| 1 Past simple | A something happened before a certain time in the past. |
| 2 Present perfect | B something has happened (but not when it happened). |
| 3 Past perfect | C something happened at a certain time in the past. |

b) Choose the correct form of the verbs.

- Last night I (came/was coming/have come) back from my year in Russia.
- I (read/had read/have read) a lot about India when I went there.
- I (was already speaking/had already spoken/have already spoken) to my friend today.

c) Complete this report with the correct **past** form of the verbs in brackets.

Before I **1** *went* (go) abroad during my “gap year”, I **2** *had never been* (never/be) away from home for longer than a month. I originally **3** ____ (think) that after I had passed my exams in college, I would go straight to university. But my best friend convinced me that it **4** ____ (be) important to gain some “life experience” before I started university. I calculated that I **5** ____ (save) enough money for a ticket to Australia, where I **6** ____ (hope) to find a job.

Now realise how lucky I was then. I **7** ____ (arrive) in New Zealand in October with no home or a job! But within a week I **8** ____ (already/find) a flat and a job in a café. I **9** ____ (work) for six months when I realised it **10** ____ (be) time to move on ...

GRAMMAR
BOOSTER
1.2, 13.2**2 GRAMMAR Adjective or adverb?**

Complete Natalia’s story about her language problems with an **adjective** or an **adverb**.

I can read English very **1** *well* (good), but my spoken English isn’t always **2** *good* (good). There are a lot of words that I don’t pronounce **3** *correctly* (correct). I understand written texts **4** ____ (easy), but when people speak everyday English too **5** ____ (fast), I don’t always understand them **6** ____ (proper).

I often pronounce a word **7** ____ (bad), or I say something that seems inappropriate in the situation. Then everybody smiles at me in a **8** ____ (friendly) way and says nothing. If I’m with friends and I say something **9** ____ (wrong), and they find it **10** ____ (high) amusing, they make fun of me. But at work, especially on the phone, I sometimes get **11** ____ (extreme) nervous. I would like to do a course in English, but it’s usually quite **12** ____ (late) when I leave work, and I feel too tired. I **13** ____ (hard) have enough time at weekends either. What I **14** ____ (real) need is an English friend who is **15** ____ (particular) patient!



3 GRAMMAR Modal verbs: obligations, instructions, advice

- a) Complete the sentences. Sometimes more than one answer is possible.
- (Should/Shall) we go to that art exhibition today?
 - If you're graduating from college in summer, you (ought to/should) be looking for a job.
 - We (should not/must) be too "direct" in English.
 - It's going to snow in the afternoon, so you (ought to/had better) stay at home.
 - For some students homeschooling (is to/is supposed to) be better.
 - Your cough is getting worse. I think you (should/are to) go to the doctor's.
 - Jack (should/must) take some time off after he graduates from college. He needs the experience.
 - When (are we to/shall we) give in our projects? What did the teacher say?
- b) Name two things that:
- you **had better do** or **had better not do** in the next few days. *I had better not forget my parents' anniversary.*
 - you **are not supposed to do** at home. *I'm not supposed to watch TV late at night.*
 - you **should do** before you go to bed tonight.
 - you **are to do** for college before Monday next week.

**4 VOCABULARY Work and travel**

Complete the sentences with the words below.

chores • express • homesick • personality • independent • strict • flight • talents

- Ivan has a strong _____ and he is very _____. I'm sure he will enjoy working abroad.
- I miss my home a lot. I often feel _____.
- It is difficult to _____ yourself clearly if you don't speak a foreign language well.
- Sportspeople have to be very _____ about their diet.
- Tatiana was always busy. She had to do many _____ in the house.
- Teachers try to help students develop their _____.
- The _____ to Nepal took 12 hours.

5 WRITING Applying for a summer job

On your summer holidays you want to work as a volunteer in one of Russia's regions. You have found an ad online. Use the sentence parts below to write a letter to the manager of the programme. You can add other words and change some details.

18 years old • my name • a volunteer • at a local animal shelter • Dear Mr Kirillov, • graduate from college in June • have had experience in volunteering • the summer holidays • would be very pleased • this is possible • if you could help me • if you need any more information about • my teacher says • last summer • looking for a job for four weeks • my email address • please let me know if • please tell me • I will have no problems with • Yours sincerely, ...

Unit **C****A TRIP TO BRITAIN****1 READING Ads for accommodation**

For many people the easiest way to get to Britain from Europe is by ferry across the Channel to Dover. Read the ads and the information on the left.

GREEN GABLES B&B
 • ALL rms en suite, sat TV, coffee maker • Full English breakfast
 • 22 pp/night • Central location, nr station
 01304876543

ST ANNE'S Guest House
 EN SUITE bath/WC, telephone, SAT TV, hairdryer • CONTINENTAL BREAKFAST buffet
 • PRIVATE PARKING (add.charge)
 ROOMS FROM £110 • ALL MAJOR cards acptd
 TEL.: 01304843217
 27 ESPLANADE, Dover CT16 1JA

The sign *B&B* on private houses in Britain means *Bed and Breakfast*. B&Bs may be very simple with one or two rooms only or well-furnished with more facilities. A simple B&B is a cheap way to spend the night. The price usually includes a cooked *English breakfast* (sausage, eggs, bacon, fried tomatoes, etc.) as well as tea, coffee, cereals and toast. This is an excellent way to start a long day of sightseeing. In Russia B&Bs are usually called "guest houses". They have become popular with tourists and holidaymakers. Are there such guest houses in your place of living?

DOVER YHA
DORMITORY ACCOMMODATION, sep. rooms available
 0-18 £12.95 18+ £16.95
MEALS ALSO available 91 Folkestone Road
DOVER CT167DX Tel.: 01304882880

a) Correct the statements.

- 1 St Anne's includes private parking in the price.
- 2 At the Dover YHA you can't have your own room.
- 3 All of the places include English breakfast in the room price.
- 4 Green Gables is close to the ferry harbour.

b) What do the abbreviations and the expressions below mean?

coffee maker • nr • acptd • en suite • sep. • rms • sat

2 LISTENING Asking about accommodation

a) Listen to three telephone conversations and match them to the ads above.

b) Listen again and write the words and phrases that you hear using these headings.

Charges for rooms: *per week, ...*

Type of room: *twin bedroom, ...*

Facilities in rooms: *en suite bath and toilet, ...*

Food available: *continental breakfast buffet, ...*

Other facilities hotels offer: ...

3 SPEAKING Booking a hotel

exs. 5, 6

Work in pairs. One of you is a guest, the other is a hotel receptionist. Make a dialogue and present it in class.

Guest: decide what sort of accommodation you need and for how long.

Receptionist: make a list of prices, rooms and facilities.

Useful language – making a reservation

- *I'd like to make a reservation for ...*
- *I'd like a ... room for ... nights.*
- *We'll be staying ... nights, from ... to ...*
- *Do I need to confirm the reservation?*
- *Do I have to pay a deposit?*
- *Can I pay by credit card?*
- *Do you accept international youth hostel cards?*
- *Is there a bus that stops somewhere nearby?*

4 READING Train services

exs. 2, 3

Read the text from a tourist's leaflet.

Since 1997, passenger trains in the UK have been run by private companies. Travellers can find timetable information for all trains on the national rail website. Visitors to Britain are advised to check in advance for information on rail passes and special offers. The railway network is based on the private railway lines. They were built in the 19th century from the main cities to London. Each railway company had its own terminus in London, which is why there are so many different main stations in London, such as Victoria or King's Cross. London is the central point of the railway network, and many railway journeys in England require changing in London.

a) Answer the questions.

- 1 What happened in 1997?
- 2 Where can you find out about timetable information?
- 3 Why does London have a lot of main stations?
- 4 If you are travelling by train in the UK, how important is London?

b) Find the words in the text which mean the following:

- 1 cheaper price for a short time • 2 last station on a railway line • 3 list of the train times • 4 manage (a company) • 5 part of a town or country

Useful language – buying a ticket

- *What time is the next bus/train/coach to ... ?*
- *When does the next bus/train/coach to ... leave?*
- *How much is a single/return ticket to ... ?*
- *Do I need to reserve a seat?*
- *Can I take my bicycle with me?*
- *Does this bus/train/coach go to ... ?*
- *What is the next stop?*
- *Where do I need to get off?*

5 LISTENING At a coach ticket office

exs. 4

Listen to the conversation and choose the correct answer.

1 The students can

- a) change in Dover.
- b) travel direct via Victoria.
- c) change in Victoria.

2 With a return ticket to Reading the students

- a) can't stop in London.
- b) can't travel on Thursday.
- c) can't go via London.

3 The ticket clerk says they each have to buy

- a) two return tickets.
- b) tickets in London.
- c) four single tickets.

4 If they stop overnight in London, it will cost about

- a) 5 pounds more.
- b) 10 pounds more.
- c) 15 pounds more.

5 The next coach to London Victoria

- a) arrives at 10.20.
- b) leaves at 09.20.
- c) has just left.

6 The clerk says they should

- a) not reserve seats.
- b) reserve seats to London.
- c) reserve seats to Reading.

6 SPEAKING Travelling by train in Russia

ex. 1

Work in pairs. Answer the questions and discuss in class. What's the Russian railway system like? How often do you travel by train? Do you like travelling by train?



Unit **C**

ENGLISH IN USE

1 GRAMMAR Prepositions

A student is going to the college dormitory in Victory Square for the first time. They want to catch a bus. Complete the dialogue with the **prepositions** below. You can use them more than once.

at • for • from • off • on • to



Student: Excuse me, does this bus stop **1** ____ Victory Square?

Bus driver: No, I'm going **2** ____ Central District.

Student: Can you tell me which bus I need **3** ____ Victory Square?

Bus driver: Take number 24 and get **4** ____ **5** ____ the Children's Theatre. Then take number **5** **6** ____ the Children's Theatre **7** ____ Victory Square.

Student: How long does it take?

Bus driver: About 20 minutes **8** ____ the Children's Theatre, but it's only four stops **9** ____ the Children's Theatre **10** ____ Victory Square.

Student: Thank you.

2 GRAMMAR Past perfect and past perfect progressive

Complete the conversation with **past perfect** or **past perfect progressive**.

Yana: So, Denis, how was your visit to the Tavrida Art Festival last night?

Denis: Oh... Well, when I was getting on the bus to go there, I discovered that I **1** *had left* (leave) my money at home. So I had to get off again. I didn't want to miss the event because I **2** *had been looking forward* (look forward) to it for a few weeks. So I ran, but when I got home, I realised that I **3** ____ (not take) my keys with me either, so I couldn't get in. I rang the doorbell for ages, but everybody **4** ____ (go) out. I decided to ask Oleg, but it's a long way to his house, and when I got there, I was really out of breath.

Yana: Let me guess, Oleg **5** ____ (just/spend) all his money. No, I know. He **6** ____ (lend) it all to someone else.

Denis: Nope! He **7** ____ (not come) home yet. His mother could see that I **8** ____ (run), so she asked me in and gave me a drink. When Oleg finally arrived, I **9** ____ (wait) for over half an hour. He said he **10** ____ (take) bottles to the bottle bank for the neighbour for some extra cash. Well, after I **11** ____ (explain) the situation, he gave me some money, and I rushed for the next bus. I **12** ____ (waste) so much time, and when I finally got there, my favourite singer **13** ____ (already/play).

3 GRAMMAR Past simple and past perfect

Combine two sentences to make one using the words in brackets and **past perfect simple** or **past perfect progressive**.

I wrote the email. I sent it to my boss. (as soon as). *As soon as I had written the email, I sent it to my boss.*

1 My pen pal moved to another town. I didn't know. (that)

- 2 I read that boring novel for a week. I passed it on to a friend. (after)
- 3 My sister finally passed her exams. She studied for five years. (after)
- 4 I started to write the answers. I read the questions through. (as soon as)
- 5 Masha didn't have any breakfast. She felt really hungry in the third lesson. (because)

4 GRAMMAR Correct words

Complete the sentences with the correct words.

My name's Pavel, I'm 18. I'm from Vladivostok, Russia. I **1** _____ (arrived/have arrived) in China two weeks ago. I **2** _____ (do/make) martial arts in Russia, so I got **3** _____ (interested/interesting) in the Chinese culture and language. My job is **4** _____ (at/by) the tourist information office. I help to **5** _____ (learn/teach) the tour guides Russian. I **6** _____ (think/thinking) the Chinese are really friendly. They love to talk to you and help you out. I think this programme helps you **7** _____ (understanding/to understand) a culture a lot **8** _____ (more well/better) because you spend **9** _____ (many/a lot of) time with lo-

cal. Since I came here, **10** _____ (I've been learning/I am learning) a bit of kung fu in a martial arts centre. That's so cool! The programme is excellent. This way you can really get yourself in the culture rather **11** _____ (as/than) just read about it.



5 LISTENING Asking for explanation

a) It may be difficult to understand some native speakers in other countries. It's necessary to ask them politely to explain what they said. Read the useful phrases below.

Sorry, I didn't get that.

I'm afraid my English ...

Sorry, that was a bit too quick for me.

Could you say that last bit again, please?

I guess that ... is the same as ...?

b) Listen to the conversations with Australian and Jamaican native speakers. List the phrases used to ask for explanation.

6 WRITING An email to a hotel

You are visiting Delhi, India, for a week and need a hotel room. Write an email to the city hotel and ask about rooms.

Tell them:

- the type of room you need.
- the dates you need a room for,

Ask about:

- the price (room rates),
- facilities in the room/the hotel,
- the food.

Useful language:

Dear Sir / Madam, ...

This is to enquire about ...

I will be coming ...

I will need ...

Please let me know your ...

I would also like to know ...

I look forward ...



SKILLS
2.1, 2.2

SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|--|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – what the au pair job is | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – why English is the lingua franca of the world | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – book a hotel room or a train ticket | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – write an email to a hotel enquiring about rooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have learned about ... | | | |
| – work and travel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – the history of English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – mixed past tenses, the passive, <i>by + verb + -ing</i> , modals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – prepositions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

| | | | |
|-----------------------|--------------------------------------|--------------------|---|
| au pair | няня-иностранка | host family | принимающая семья |
| abroad | за границей | improve | улучшать |
| accommodation | проживание | largely | в значительной степени, |
| apart from | кроме | land | весьма |
| available | доступный | long for sth | приземляться |
| barely | едва | make a reservation | сильно хотеть, |
| (breakfast) buffet | шведский стол | make up | жаждать чего-либо |
| change (train, etc.) | делать пересадку (на поезде и т. п.) | native speaker | бронировать (номер в отеле и т. п.) |
| confirm a reservation | подтвердить бронирование | pay a deposit | составлять |
| en suite (bathroom) | смежная со спальней (ванная комната) | represent | носитель языка |
| establish | основывать, создавать | rewarding | оставлять залог |
| estimate | оценивать, прикидывать | strict | представлять |
| expand | расширяться, увеличиваться | | достойный, стоящий того, оправдывающий себя |
| express oneself | выражать себя | | строгий |
| facilities | удобства, условия | | |

Module 5

SAVE OUR PLANET

In this module you will ...

◆ learn how to

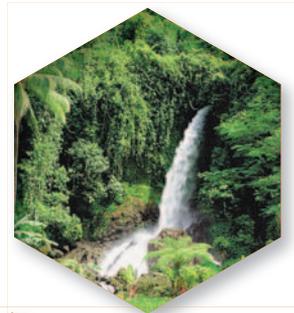
- talk about the future
- follow a class or radio discussion
- write an opinion essay
- make complex sentences

◆ listen, read and talk about

- carbon footprints
- going green
- saving the environment

◆ revise how to

- use adjectives with *-ing* and *-ed*
- form adjectives with *-less*



Unit **A****NATURE AND POLLUTION**

You can use both words for "mycop": rubbish or litter.

TIP

Before listening, read the statements carefully.

i

Percentage of energy consumption from nuclear power (2010)

| | |
|--------|-----|
| Japan | 29% |
| USA | 19% |
| Russia | 17% |
| UK | 16% |

Percentage of energy consumption from renewable energy (2010)

| | |
|---------|-----|
| Iceland | 25% |
| Denmark | 20% |
| UK | 16% |
| USA | 8% |

PROJECT**1 VOCABULARY Our environment and pollution** exs. 3

Complete the sentences.

- Carbon (**emissions/gases**) in big cities are too high.
- Coal is a (**renewable form of energy/fossil**) fuel.
- (**Pollute/Pollution**) is a big problem today.
- Energy (**consume/consumption**) is the highest in the USA.
- Climate change (**destroys/affects**) our lives.
- The (**atmosphere/air**) on Earth contains a number of different gases.
- Look at the streets in this city! (**Litter/Waste**) is everywhere.

2 LISTENING Something must be done exs. 1, 5

a) Listen to the talk about pollution. Decide if these statements are **true**, **false** or the information is **not stated**.

- Governments do a lot to cut down pollution.
 - True
 - False
 - Not stated
- There is more pollution in the atmosphere than in the oceans.
 - True
 - False
 - Not stated
- People are not really worried, that's the problem.
 - True
 - False
 - Not stated
- If polluters pay big fines, we won't pay more for things.
 - True
 - False
 - Not stated
- People are already reducing their consumption.
 - True
 - False
 - Not stated

b) Listen again and put the underlined words in the correct order.

- Businesses and governments down cut to pollution do don't much.
- The sea fish it in has few left and the forests year every smaller world smaller are and of the getting.
- I things for more paying mind don't ...
- They hold on have they to consumption the their good life and to refuse reduce ...

c) Study the statistics on the left. Find information about renewable energy in Russia. Share in class.

3 READING Carbon footprint

exs. 2, 4

a) What is a "carbon footprint"? Guess. Then read and check.

People need a lot of energy for all the gadgets and appliances: computers, TVs, microwaves, electric scooters, cars ... The list is endless – and sad. To produce all the energy, people burn fossil fuels. As a result, carbon dioxide (CO₂) is sent into the atmosphere and causes global warming. CO₂ is one of the greenhouse gases. This leads to climate change which has serious effects on our living conditions. The weather in some places gets much hotter and drier. In some places there is too much water. Lots of animals are in danger because their homes and food will disappear.

A "carbon footprint" is the amount of CO₂ that a person produces. Every time you turn on the heating, play a video game or have a shower your carbon footprint gets bigger.

People are getting more interested in their personal footprints as global warming increases. The average person in the UK has a carbon footprint of 9.8 tonnes of CO₂ per year. The pie chart shows how the average footprint in the UK is made up.

b) Study the pie chart on the right. What does it say?

The pie chart shows ...

It consists of ... slices that ...

... produce ... per cent of CO₂.

... is the largest / second largest ...

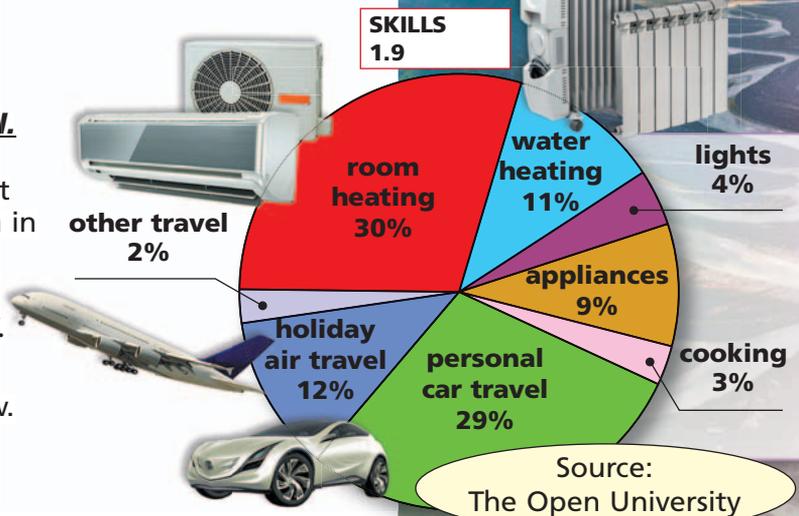
c) Use the calculator at <http://gotourl.ru/13439> and calculate your carbon footprint. Compare your own footprint to the footprint of the average person in the UK.

My carbon footprint is bigger / smaller than the footprint for the UK. It's ...

d) Look at the carbon footprints below. Find out if they are bigger or smaller today. Share in class.

Some facts about global warming

- The last two decades of the 20th century were the hottest in 400 years.
- Arctic ice is disappearing. 2040 will be an ice-free summer.
- Coral is sensitive to changes in water temperature. In many places in the world it is dying off.



4 SPEAKING Reducing your footprint

Work in pairs. What are you going to do to reduce your carbon footprint? Think about home, college, transport, etc. Discuss and share in class.

To reduce my carbon footprint, I could ...

- use public transport / ... more often.
- go by car / eat meat / ... less often.
- turn off the TV / the lights / ... when I'm not using it / them.
- ask my parents to use green energy / buy an electric car / get better insulation / turn down the heating / ...



Unit **A**

ENGLISH IN USE

GRAMMAR
BOOSTER
5

1 GRAMMAR The future

The college students are talking about their future plans. Complete their statements with the correct **future form** of the verbs in brackets. Sometimes two forms are possible.

Anna: I *am doing* a course in fashion design in Moscow. It *starts* in September. If I do well, I *will* probably get the chance to work for famous Russian designers. The school has branches all over Russia, and they *are going to open/are opening* a branch in Beijing next year. I wouldn't like to leave Russia anyway. I'm *going to miss* my family.

Sveta: I 1 ____ (do) a volunteer year in a developing country. I 2 ____ (probably go) to Africa. The college year 3 ____ (finish) in July, so I 4 ____ (sign up) to start in September. I suppose I 5 ____ (miss) home and family. Africa is a different world. It 6 ____ (help) me to grow up.

Li: I 1 ____ (do) a gap year straight after college. I think I 2 ____ (travel) around and see a few countries. I 3 ____ (definitely go) to Russia. But I 4 ____ (do) a few jobs first to earn some money.

Oleg: I hope I 1 ____ (be able to) get a job in a bank. I'm good at maths, but I don't want to go to university. I 2 ____ (be) 18 next month, so it's time I earned some money. I've sent off a few applications. I think they 3 ____ (send) me on a training course first. At least I 4 ____ (be able to) live at home.

Diana: Surely, I 1 ____ (not get) a job immediately. I need more time to think. I'm very interested in computers, so I think I 2 ____ (study) IT. But not just yet. Perhaps I 3 ____ (go) to Canada for a year as an au pair. But for a couple of months after college I 4 ____ (relax) and do nothing.

Katya: I 1 ____ (go) to art college next year in Moscow. They have already accepted me. My best friend 2 ____ (take) the same course, so she 3 ____ (start) in October too. I think it 4 ____ (be) easier learning together. We 5 ____ (probably share) a room in the dormitory.

Pavel: I expect I 1 ____ (go) to university if my exam results are good enough. I'd like to study business. I know that it 2 ____ (not be) easy, but it interests me. I 3 ____ (leave) home. I suppose it 4 ____ (be) strange living all by myself.

2 GRAMMAR Adjectives with *-ing* and *-ed*

Complete the sentences changing the verbs in brackets into **adjectives**.

- Julie is ____ in climate change. (interest)
- Older people are highly ____ in most societies. (respect)
- When we arrived, the place was very _____. (crowd)
- Most people think of the British as a tea-_____ nation. (drink)
- Wow! The view from the room is _____. (astonish)
- The show that I am watching now is very _____. (interest)
- It is always _____ to meet new people. (fascinate)
- When people visit Russia for the first time, they are often _____ that the country is so huge. (surprise)

GRAMMAR
BOOSTER
13.2

3 VOCABULARY Word formation: suffix *-less*

a) Complete the sentences with a noun from the list below + *-less*.

fear • home • end • pain • sleep

- The list of things we have to buy is ____!
- Last week we watched a film about ____ people who sleep in parks.
- The doctor says it won't hurt. It'll be ____.
- I had a ____ night. I always lie awake the night before a trip somewhere.
- Our cat is not afraid of anything. He's absolutely ____.

b) Make nouns from the words below and fill in the table.

pay • achieve • refer • active • suffer • connect • declare • react
• develop • happy • human • ill • imagine • meet • punish • safe

| -tion, -ation | -ment | -ance, -ence | -ty, -ity | -ing | -ness |
|-----------------------|----------------------|-----------------------|----------------------|---------------------|------------------------|
| <i>pollution, ...</i> | <i>argument, ...</i> | <i>existence, ...</i> | <i>equality, ...</i> | <i>warning, ...</i> | <i>brightness, ...</i> |

4 VOCABULARY Prepositions

Complete the story with the prepositions from the box.

by • in • on • to • at • from

My Chinese friend Lee was coming to Moscow at last! I planned to pick him up **1** ____ Sheremetyevo Airport (named after A. Pushkin) **2** ____ Friday. It's an hour's drive **3** ____ Sheremetyevo from my home, so I decided to go **4** ____ car. As I was leaving, I was **5** ____ a hurry, so I left my phone at home. **6** ____ the airport, I parked the car **7** ____ the ground level of the car park and then went to the airport **8** ____ foot. I was happy that I was **9** ____ time. I was really looking forward **10** ____ seeing Lee again. But I waited and waited. All the passengers had come out. No sign of Lee. I went **11** ____ the airlines' info desk. **12** ____ my surprise I learned that Lee hadn't been **13** ____ board. Later **14** ____ home, there was a message **15** ____ my phone. Lee, still **16** ____ Shanghai, had broken his leg and was not able to come!

5 SPEAKING Stop whaling?

Look at the picture. Discuss whaling with your partner.

Partner A

Why whaling exists:

- it's a long tradition
- the fishermen have to earn a living
- there are enough whales
- other kinds of fishing and farming are just as cruel
- compromise: only a small number is allowed to be hunted

Partner B

Why whaling should be banned:

- tradition doesn't matter
- fishermen can catch other fish
- soon there won't be any whales left
- it's cruel to kill animals
- compromise: only a small number is allowed to be hunted



Unit **B**
SKILLS
 2.7

i

Responses to global warming

— The Maldives in the Indian Ocean will disappear if the sea rises by just one metre. The President held a meeting with his government six metres under water (!), so that the world will understand the problem.

— Some films show consequences of global warming: London is flooded, the Amazon rainforest has burnt down, the Alps have no snow.

When you read a new text, try to find a sentence which gives you the main idea of the text.



In phrasal verbs, pronouns go between the verb and the preposition, not after.

... *took us through* ...
You're holding us up.

A CARBON ALLOWANCE

1 READING The Carbon Diaries

exs. 1, 2, 3, 4

The science-fiction story below is about the UK government's new carbon rationing programme. It was introduced to reduce the country's carbon footprint in 2040. People will have to pay Carbon Points on their carbon cards every time they drive a car, listen to music, have a shower, etc. What will happen with 16-year-old Lucy Peters, her elder sister Susan and their family because of it?

On Saturday night, Dad was taking us through a silly government online form to work out what our CO₂ allowance was. We were going to get a carbon allowance of 200 Carbon Points a month to spend on travel, heat, and food. All other things like clothes and stuff have already got the Carbon Points in the price. So, if we wanted to buy a PC from China, and they used dirty fossil fuel to build it, then it would be more expensive, because we had to pay for all the energy needed to make it. The worst thing was that the children had to give up lots of their points for the family carbon allowance. Nothing was left for travel, college, going out with friends. We would use our car less, all of us could use the PC, TV, stereo for only two hours a day. Central heating would be down to 16 °C in the living room and an hour a day for the other rooms. If we wanted to take a shower, it would be only 5 minutes. Taking baths was allowed only at weekends. We had to cut down on using home appliances and choose what to use: hairdryer, toaster, microwave, smartphone, kettle, lights, fridge or cooker. We also had to choose between different activities like shopping or others. And flying was not on the list.

On Monday, carbon cards came. On Thursday, I was late for college, because I had to take Mum to the bus stop. Mum nearly started crying when we walked past our car which she had been driving for years. She whispered, "It won't last forever," and touched her car softly. I pretended not to see. We missed the first bus, and had to wait for 15 minutes. When they were waiting for the next one, it started to rain. We stood in the rain feeling miserable. When the bus came at last, I jumped on, swiped my carbon card and started running upstairs. Mum was searching through her purse, bag and pockets. She looked up at me. "Lucy, I can't find my card. I have lost it. Can you lend me yours?" The driver said, "No carbon card, no ride, Madame."

"But, wait a minute, please..."

A woman in the bus shouted rudely at Mum, "Get off! You're holding us up." And then Mum started to cry. I went back down and we got off the bus. "We'll have to go home and find your card, Mum."

"I'm so sorry, Lucy," Mum said. "I know I should be strong, but I feel so responsible for my generation's actions for all these years. We're responsible for what we have done for you."

It was freezing cold on Wednesday morning when we woke up. It was only allowed to heat our room between 7 and 8. We all believed it wasn't even enough to melt the ice on the windows.

a) Read the text. What will life with a carbon allowance be like for Lucy?

warm/cold • difficult/easy • comfortable/uncomfortable • boring/exciting

b) Read the text again and choose the correct answer.

- 1 People had to
 - a) use Carbon Points for everything they buy.
 - b) use Carbon Points to buy certain things.
 - c) pay a lot more for everything they buy.
- 2 Lucy and Susan couldn't
 - a) use their stereo at all.
 - b) travel any more.
 - c) take long showers.
- 3 The carbon cards
 - a) changed colour as you used the points.
 - b) could be changed for a new one when you used all the points.
 - c) changed colour from red to green.
- 4 Mum had tears in her eyes because she
 - a) missed driving her car.
 - b) had to take a bus.
 - c) believed she would drive again one day.
- 5 Mum told Lucy she was sorry
 - a) she got upset.
 - b) she was not strong.
 - c) for what her generation had done.

c) Do you think this could happen in the future? Think of two things you could give up easily and two things you couldn't give up. Tell the class.



2 WRITING A letter to a newspaper

exs. 5, 6

SKILLS
3.12

Write an email to a British newspaper about carbon rationing. Say if you are for or against it and explain why.

Dear Sir or Madam,

I am a visitor from Russia and I am writing to you about ...

I feel angry / worried / happy / ... because ...

I could / couldn't give up ...

I like a warm house / going by car / ...

In my opinion, carbon allowances ...

— is a good/silly idea because ...

— will/won't help to solve the problem of climate change because ...



Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
4.5**1 GRAMMAR Present perfect progressive**

What have these people been doing since they graduated from college? Use **present perfect progressive** with **for** and **since**.

Mandy: I graduated from college two years ago. After that I went on studying medicine.

Mandy has been studying medicine for two years.

1 **Bob:** I graduated from college last summer. I work for my dad's company.

2 **Doug:** I graduated from college a year ago. I work for an architect firm.

3 **Emma and Lucy:** Emma and I are studying marketing. We started in September last year.

4 **Charlie:** I joined the Air Force three years ago. I'm training as a helicopter pilot.

5 **Andrey and Vadim:** Vadim and I graduated from college eighteen months ago. We're both doing a training course with Aeroflot.

2 VOCABULARY Means of transport

a) List the words below under the following headings: **air, railway, road, sea**.

gate • boat • traffic jam • cab • (to) cycle • (to) drive • airport • ferry • flight • harbour • (to) land • train • motorway • petrol station • plane • platform • rush hour • the Tube • ship • truck • underground

b) Find the right verb for each sentence in the correct form.

- Now we just **didn't have** a taxi when we need to. And our carbon footprint is much smaller!
- We **listened** both cars and decided to travel by bus and Tube every day.
- In the rush hour we were often **read** in traffic jams for hours.
- The journey to work **found** an hour longer, but we **stuck** and **drove** to music.
- We **took** it very difficult at first. At weekends, for example, we **call** a car to go shopping or visit friends.

3 GRAMMAR Word order

Complete the statements about transport in St Petersburg. Choose the right place for the words in brackets.

- Maria:** I was ____ in a terrible traffic jam _____. (yesterday) It took one hour ____ from Vasilievsky Ostrov to Moskovsky railway station ____! (to drive) I don't think that I'll ____ go to St Petersburg by car _____. (again)
- Ivan:** I want to reduce my carbon footprint, so I ____ cycle ____ five miles to work (usually).
- Liza:** My husband and I always use ____ the metro ____ when we go shopping. (on Saturdays)
- Misha:** When I got to the stop, the last bus had ____ left _____. (early)
- Yulia:** I love buses. I always try ____ to sit ____ so I can enjoy the view. (at the top)

GRAMMAR
BOOSTER
1



4 LISTENING Nuclear power

Listen to the discussion. Decide if the sentences are **true**, **false** or the information is **not stated**.

- 1 This summer, Europe has had temperatures of over 40 degrees.
- 2 Alan says the oil age will end in 20 years.
- 3 Alan is sure there is no serious alternative to petrol-driven cars.
- 4 Charles thinks that nuclear power is too risky.
- 5 Charles believes that we can't get enough energy from the sun or wind.
- 6 Africa has ten times as much sunshine as Britain.



This?  Or this? 



5 READING A bad accident

a) Fill in gaps A–F with parts of sentences 1–7. There is one extra sentence part.

A **A** ____ was badly hurt **B** ____ in the Bristol area yesterday. The father of two children had been **C** ____ (where only 60 are allowed) and wasn't able to stop in time when he saw a traffic jam in front of him. Martin Smith from St Pauls in Bristol was badly injured **D** ____ . Fortunately, doctors were able to arrive on time. The accident happened **E** ____ when thousands of people were travelling home from work. The M32 was closed for two hours between **F** ____ , and there was traffic chaos in the centre of Bristol. Police said the driver should have known about the speed limit.

- | | |
|-------------------------------------|-------------------------------------|
| 1 driving at over 80 miles per hour | 5 St Pauls and Eastville Park |
| 2 by broken glass | 6 but there were no other accidents |
| 3 in the late afternoon rush hour | 7 23-year-old truck driver |
| 4 in one of the frequent accidents | |

b) Work in pairs. Ask five questions about the text. Use **who?**, **what?**, **when?**, **where?**, **why?**

6 WRITING A report

Choose a topic and write a report about it. Remember to answer the questions **who?**, **what?**, **where?**, **when?** and **how?**. Write about 100 words.

- 1 Your family were going on holiday, but you missed the train.
- 2 You saw an accident between a courier on an electric scooter and a passer-by.

Outline

- Set the scene.
- Give the events in the order they happened.
- End the story, describe people's feelings.

Remember to use:

- and then, and, too, also (*add points*)
- because, so (*cause and effect*)
- before, after, when, until, then, after a while, eventually, finally, meanwhile (*time*)
- but, however (*opposing ideas*)

Unit **C****GO GREEN!****SKILLS**
2.6, 3.4**1 READING Making a difference**

exs. 1, 3

Work in pairs. Read the texts and discuss.

*A: You should turn off the lights when you leave a room.**B: Fine, but what if I just go out for a minute?***Agreeing***I think ... is absolutely right.**I completely agree with ...***Adding a comment***Can I just make the point that ...**Sorry to interrupt (you), but ...***Disagreeing***I see what ... means, but ...**I don't quite see it that way.**I think there is another way of looking at this.***Use less energy**

Producing electricity causes a lot of CO₂. Remember to turn off the lights when you leave a room. And when you're not using your computer, TV or other appliances, turn them off completely.

Earth's climate has been slowly changing for years. But people do little to improve things. Here are some simple things you can do to help to stop global warming.

**Reduce litter**

About 75% of the things we throw away could be recycled. Recycling is great because it reduces litter and cuts down energy consumption. You can recycle paper, plastic and glass.

**Heat less water**

Heating water uses more power in houses than anything else. So when you make tea, fill the kettle only as much as you need to.

**Save trees**

Plant a tree! Trees use CO₂ and they produce clean air that we need! More trees mean less CO₂ in the air.

**Eat local food**

To help fight climate change try to eat more local food. It has a small carbon footprint because it hasn't travelled a long way to your local shop.

**SKILLS**
1.3**2 SPEAKING Describing a photo**

ex. 2

Describe the photo to your partner. What is its message? Discuss.

*The photo shows an environmental protest ...**The person in the foreground is wearing ...**The person is holding ...**In the background there are ...**The photographer wants to say ...*



3 LISTENING People's opinions

exs. 4, 6

a) Listen to the first part of the classroom discussion on global warming and take notes. Answer the questions below and compare your answers in pairs.

- 1 What does Jean tell students to do and not to do?
- 2 What does Amy say about the greenhouse effect?
- 3 What does Max add to Amy's point?

b) Listen to the second part of the discussion and answer the questions.

- 1 Which of the following bad discussion habits do you hear? Note down the mistakes and who makes them (Tom, Max, Maggie, Amy or John).

talking too much • being rude • interrupting • not listening to the last speaker • not giving facts to support statements

- 2 What are Jean's three conclusions at the end?

4 WRITING An opinion essay

ex. 5

Write an essay discussing the following statement:

We can do something to help save the planet.

SKILLS
3.12, 3.15

a) Organise your ideas.

- Brainstorm with a partner and make notes.
- Organise your ideas into arguments *for* and *against*.
- Think of examples.

b) Write an outline.

Introduction: Rewrite the given statement in your own words. Say why the question is important.

Points of view: Write about each point of view in separate paragraphs.

Write 1–2 arguments against the opposing opinion.

Conclusion: Sum up the arguments and give your opinion.

c) Write your text.

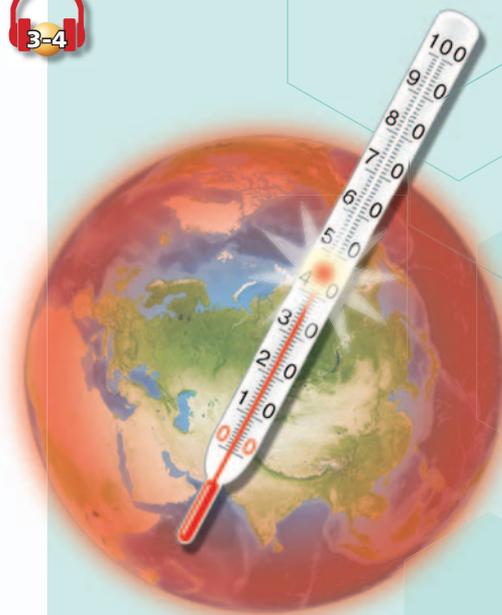
OUTLINE

- 1 Introduction
- 2 First point of view: arguments and examples
- 3 Second point of view: arguments and examples
- 4 Arguments against the opposing opinion
- 5 Conclusion

I am going to discuss/write about ...
The topic is important because ...
... is one of the biggest problems in the world today.
So the question is can ... or not?

Some people think that ...
Firstly, ... / Secondly, ... / Finally, ...
On the one hand, ...
On the other hand, ...
For example, ...
The reason for this is ...
However, other people think that ...
In my opinion, ...

After looking at both sides, I think ...
To sum up, I would say that ...
To conclude ...



In an opinion essay:

- remember to rewrite the statement in your own words.
- remember to read everything again and check for mistakes.



Unit **C**

ENGLISH IN USE

1 VOCABULARY Making the world greener

a) Which word doesn't fit in each group?

- 1 protect • help • pollute • save
- 2 sun • plastic • paper • glass
- 3 solar power • air pollution • climate change • global warming
- 4 cars • trees • electricity • heating
- 5 waste • reduce • recycle • save

b) Match sentence beginnings 1–6 with endings A–G. One ending is extra.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Buying recycled paper can ... 2 You can buy cool clothes cheaply ... 3 You need more energy to produce meat ... 4 It's much better to recycle glass ... 5 Use a cotton shopping bag instead ... 6 Locally grown products ... | <ol style="list-style-type: none"> A with public transport. B are usually better for the environment. C help to save trees. D than to throw it into the dustbin. E than to cook it. F of a plastic one. G at second-hand shops. |
|---|--|

**GRAMMAR
BOOSTER**
4.4, 4.5
2 GRAMMAR Present perfect and present perfect progressive

Complete the sentences with **present perfect** or **present perfect progressive**.

Peter only buys local food. He has been eating it for a year now. Today, for example, he has already eaten local farm bacon and eggs. (eat)

- 1 The weather is awful. It _____ every day so far this week. It _____ since early this morning, and it is still raining. (rain)
- 2 Lida is going to take part in the Moscow marathon. She _____ three times this week. Now it is the fourth time. She _____ for at least an hour. (train)
- 3 Nikolai is interested in environmental problems. He _____ "green" magazines all afternoon. He _____ at least three magazines. (read)
- 4 Olga is driving to a job interview. She _____ on the motorway for about two hours. Now she has arrived at last. She _____ over a hundred kilometres. (drive)

**GRAMMAR
BOOSTER**
19
3 GRAMMAR Phrasal verbs

Add **up** or **down** to the verbs below and complete the sentences. Use the right tenses.

hang • come • cut • end • calm

- 1 My grandfather was annoyed that the neighbours didn't recycle waste. I had to _____ him _____.
- 2 Some scientists _____ with answers to problems accidentally.
- 3 Can we _____ a portrait of Mendeleev in the classroom?
- 4 Plastic and glass should always _____ in a recycling bin.
- 5 To build a new plant, the company _____ a lot of trees _____.

4 VOCABULARY The environment

Complete the sentences using the words below.

solar energy • carbon footprint • cars • fossil fuels • wind power • appliances • global • greenhouse gas • insulation • emissions • recycle rubbish • turn off

- 1 CO₂ is a _____.
- 2 Everyone should _____ like glass, paper and cans.
- 3 If there were fewer _____ on the roads, we could reduce carbon _____.
- 4 Good _____ keeps a house warm and saves energy.
- 5 _____ and _____ are examples of “green” energy.
- 6 _____ electric lights and electronic _____ when you are not using them to save energy.
- 7 The average _____ of a European person is much larger than of an African citizen.
- 8 Burning _____ is one of the main causes of _____ warming.

5 GRAMMAR Complex sentences

Make one sentence out of two. Use one of the words below.

unless • in order to • so ... that • such a ... that

There's so much pollution *that* it's difficult to breathe.

- 1 People send a lot of CO₂ into the air. The climate is changing.
- 2 Stop cutting down trees. The forests will disappear.
- 3 Governments must build bigger hospitals. If they don't, poor people won't be able to get help.
- 4 The wind was freezing. We wanted to stay at home.
- 5 Stewie reads news every day. He likes to know what is happening in the world.

6 WRITING A questionnaire

A Russian ecological organisation is looking for ideas about what you can do to save the environment. Answer the questionnaire in full sentences.

Think global — act local: What **you** can do to look after this planet ... and win a free trip to go whale-watching!

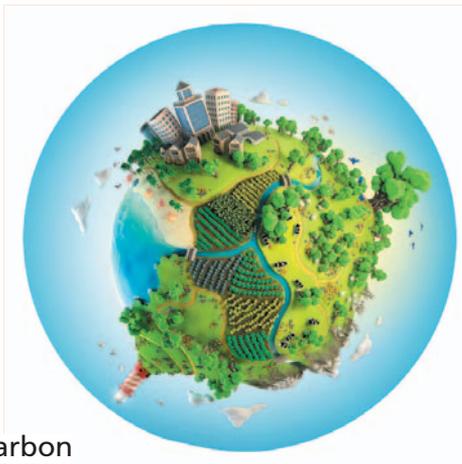
Name: _____

- 1 Tell us three things you can do to save electricity.
- 2 Tell us three things you can do to save other kinds of energy.
- 3 Tell us three things you can do to save water.
- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?



SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|---|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – an extract from a diary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – environmental problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – express my opinion on a subject and give reasons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – write more complex sentences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have learned about ... | | | |
| – pollution, carbon footprints and carbon rationing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – ways to save the environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – word formation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – future tense and present perfect progressive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

| | | | |
|------------------|------------------------------|-------------------|---|
| amount of | количество (чего-либо) | litter | мусор (BrE) |
| atmosphere | атмосфера | melt | таять |
| be made up of | состоять из | pollute | загрязнять |
| break down | ломаться | pollution | загрязнение |
| carbon dioxide | углекислый газ | pretend | притворяться |
| climate | климат | recycle | перерабатывать |
| condition | условие | reduce | уменьшать, сокращать |
| consume | потреблять | responsible | ответственный |
| consumption | потребление | reuse | использовать повторно |
| emission | выброс | rubbish | мусор (BrE) |
| footprint | отпечаток ноги | species | вид (животных, растений) |
| fossil fuel | природное топливо | take through | помочь справиться с чем-либо |
| global warming | глобальное потепление | unconscious | без сознания |
| greenhouse | парниковый | waste | 1) отходы; 2) растрачивать |
| heating | отопление | | |
| insulation | теплоизоляция | Phrases | |
| keep (doing sth) | продолжать (делать что-либо) | make a difference | повлиять на что-либо, изменить что-либо к лучшему |

Module 6

LIFE AND TECHNOLOGY

In this module you will ...

- ◆ **learn how to**
 - make compliments
 - write a formal letter
 - describe objects and processes
- ◆ **listen, read and talk about**
 - inventions and technology
 - science in our daily lives
- ◆ **revise how to**
 - use past simple and present perfect, phrasal verbs, the passive
 - say numbers



Unit **A****INVENTIONS****1 READING They changed the world** exs. 1, 2, 3, 4

a) Read the article. Which invention is a joke?

According to British scientists, these are the top eight modern inventions that changed the world.

Global Positioning System

In fact, GPS was developed for the US army in 1978. It is now used in cars, planes, boats, and mobile phones. Before the invention, people used maps, or **asked people for directions**.

The cassette player

The invention changed music **forever**. It is often called “The Walkman” after the name of the first cassette player. It made possible for people to listen to music on their way.

Trainers

In 1892, trainers were invented in the US. At the beginning, people wore them only for sports. In the 1970s, they became really popular, and since then they have changed fashion and ... our feet! The military say that young people’s feet are now too **soft** to wear traditional army boots.

TV dinners

These **changed the way** families ate meals in the 1970s. Since then, it has become normal for people to eat in front of the TV. Many people think that we were healthier before TV dinners because there is a lot of unhealthy fat, salt and sugar in them.

Social media

Today people spend more than three billion minutes on Vkontakte. Vkontakte and other social networking sites like Odnoklassniki have completely changed the way we communicate. In the past we lost contact with friends. Now we can find them again online.

Text messages

In December 1992, the first text message was sent. Later, people invented a text message language. LOL (laughing out long) and IDK (I don’t know) are now part of everyday English. Apart from SMS, there are lots of apps that allow you to exchange messages for free. Telegram is one of the most popular global messengers today.

Electronic money

Bank cards made it easier for us to do the shopping, both offline and online. Credit cards also made it easy for people to spend more money than they really have.

The Language Mediator

This gadget allows us to communicate with people **anywhere** in the world. The machine automatically translates what you hear and what you say. It supports hundreds of languages.



b) Complete the sentences with the names of the inventions.

SKILLS
2.4

- | | |
|--|---|
| <p>1 ___ added new words to the English language.</p> <p>2 ___ became popular nearly 100 years after they were invented.</p> <p>3 ___ makes shopping easier.</p> <p>4 ___ could be bad news for language teachers.</p> | <p>5 ___ gave people something to listen to while they were running.</p> <p>6 ___ make it easier to stay in contact with friends.</p> <p>7 ___ save time, but are unhealthy.</p> <p>8 ___ was used only by the army at first.</p> |
|--|---|

c) Guess the meaning of the words in bold in the text.

d) Work in pairs. Which inventions are important for your future job? What Russian inventors are known for their inventions? Discuss and share in class.

2 LISTENING A young inventor

exs. 5, 6



SKILLS
2.1

a) Listen to the interview with Jake Martin, who won a prize for a "gasifier", and answer the questions. Check your answers with a partner.

- 1 What was the prize?
- 2 What does Jake burn in his machine?
- 3 How long does it have to run to power a house for 24 hours?
- 4 How did Jake get the idea?
- 5 What is he going to spend his money on?

b) Listen to the conversation and name the phrases that you hear.



MAKING COMPLIMENTS

- A Congratulations!
- B That ... looks great on you.
- C That's cool. Where did you buy it?
- D This is the most interesting project that I've seen.
- E I didn't expect such exciting/interesting ... results.
- F Well done!
- G You've done a really good/amazing ... job.
- H Your project is very impressive/exciting ...

i

Renewable energy comes from natural resources (the sun, the wind, rivers, the sea) and from underground. *Non-renewable energy* comes from coal, gas and oil. Atomic power is also non-renewable.

3 SPEAKING Making compliments

Work in pairs. Choose a situation and make compliments about the other student's work.

- 1 A mobile app that helps students to check their skills for a future job.
- 2 A funny video which helps new students to learn college rules.

More compliments:

Keep up the good work.
It's coming along well.

Questions:

*Could you tell me ...?/
How about ...?*

**GRAMMAR
BOOSTER**
3, 4.1

1 GRAMMAR Present simple and past simple

a) **Present simple** or **past simple**? Complete the sentences.

Long time ago, we (**have to/had to**) get up off the sofa to change channels because we (**don't/didn't**) have a remote control for the TV. We (**watch/watched**) films and programmes in black and white. Our family (**sits/sat**) together in the living room to watch TV because it (**is/was**) the only one in the house. We often (**argue/argued**) about which channel to watch. Now we (**have/had**) three TVs in our house, and we can watch programmes on the computer, too, so there (**are/were**) no more arguments. Today we (**don't/didn't**) sit together as a family as much and we (**don't/didn't**) talk about the programmes we watch. In my opinion, that (**is/was**) a shame.

| | In the past ... | Now ... | To ... |
|--|-----------------|---------------------|--------------------------|
| When people <i>didn't</i> have clocks, they looked at the ... to ... Today we have clocks to find out ... | letters | computers | communicate with friends |
| In the past, people drove / went by / had / looked at / used / wrote ... | salt | fridges | keep food fresh |
| Now we/a lot of people ... | horses | cars and motorbikes | travel short distances |
| | sun | clocks | find out the time |
| | ships | aeroplanes | travel to Australia |

b) Make sentences about the present and the past using the table.

**GRAMMAR
BOOSTER**
4.1

2 GRAMMAR Questions in past simple

Complete the questions using **past simple**.

Lucy: So, Sharon, 1 *did you enjoy your holiday* (enjoy)?

Sharon: Yes, I did. It was a wonderful holiday.

Lucy: Where 2 ____ (you, stay)?

Sharon: At an eco-hotel in the Crimea.

Lucy: An eco-hotel! Wow! How 3 ____ (you, find out) about it?

Sharon: My groupmate told us about it.

Lucy: So, what 4 ____ (be) special about it?

Sharon: Well, the food was tasty – all locally grown.

Lucy: And 5 ____ (be) it organic?

Sharon: Of course, it was. One hundred per cent! And we were allowed to help in the garden. That was fun.

Lucy: Fun? I'm not sure I'd enjoy that. Anyway, what else 6 ____ (you, do)?

Sharon: Well, we went to the beach every day.

Lucy: That sounds more like a holiday. How far 7 ____ (be) it?

Sharon: It wasn't too far. Just over half a mile.

Lucy: And 8 ____ (you, have) nice weather?

Sharon: Yes, it was fantastic. Twenty-seven degrees every day!



**GRAMMAR
BOOSTER
4.1**
3 GRAMMAR Negative statements in past simple

Read Ben's blog about "green" shopping and complete the sentences in **past simple negative**.

FRIDAY I went shopping by bike. I 1 ____ (take) the bus because it uses too much energy. Asked for recycled paper. Unfortunately, they 2 ____ (have) any. Bought some fruit. I 3 ____ (choose) the big apples from Turkey. Instead, I chose locally grown ones, from Krasnodar. Cheaper, too. Got some eggs for mum. Parents! I 4 ____ (be allowed) to buy organic eggs just because they're more expensive!

SUNDAY Can you believe it? I went to town again. I 5 ____ (can find) a second-hand clothes shop that was open! So I 6 ____ (buy) anything..

4 VOCABULARY Technology

a) Make and complete a mind map with the words on the topic of technology.



b) Compare your results with a partner.

**SKILLS
3.16**
5 SPEAKING Everyday inventions

a) Work in groups. Tell the group about an invention that you use every day.

- why you use it
- what people did before it was invented

*I use my smartphone every day.
It's really important to me because
I need it to I also use it to ...
Before smartphones were invented,
people ...*

b) Think of a Russian invention that people use today. Describe it to your group, but don't name it. Can they guess what it is?

**SKILLS
3.14**
6 WRITING A formal letter

a) Find formal expressions in the letter to match these informal expressions:

- 1 I want details ...
- 2 The most important thing ...
- 3 I need to know ...
- 4 Have you got ...
- 5 Goodbye

b) Write a letter to an electronics company asking for information about their new electronic appliance. Ask:

- for details on different models,
- about the battery life,
- when it will go on the market.

Dear Mr Solntsev,
I am writing to ask for information about the "Inventor's Science Competition" which my science teacher has told me about. In particular, I would like to know how I can qualify to enter the competition and what the dates for applications are. Do you possibly have an information brochure which you could send me? I look forward to hearing from you.
Yours sincerely,
Mikhail Ivanov

Unit **B**

SKILLS
2.6

TIP

First read the text and answers 1–6 quickly. Then read it a second time and note down those answers which you are sure are correct. Then find the rest of the answers.

*his attention **did** turn ...* (= his attention turned): *did* gives more emphasis. See Grammar file 16.

i

Lake Baikal in Russia is the oldest, largest and deepest freshwater lake on our planet. It holds 20% of the world's fresh water. What other facts about Lake Baikal do you know?

the Sun, the Earth: you can write these names with or without capital letters (*sun, earth*).

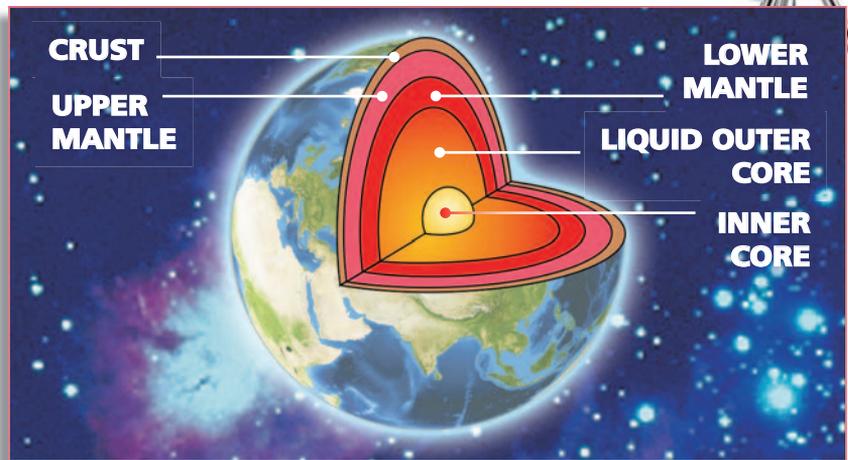
the Pacific: use the definite article with the names of seas and oceans (*the Atlantic, the Indian Ocean*).

WHAT IS SCIENCE GOOD FOR?**1 READING Dima and science**

exs. 1, 2, 3, 4

a) Read the text and fill in gaps A–E with parts of sentences 1–6. One part is extra.

- 1 how scientists find things out
- 2 didn't know anything, really
- 3 the only planet he was ever going to live on
- 4 seem to know almost everything
- 5 how to fly a plane
- 6 "How do they know that?"



Dima's initial interest in science was encouraged by his schoolbook. He suspects that his attention **did** turn to the scheme of the Earth on one of the pages. It made him realise that our planet consisted of layers which met in the centre of it with something like a fireball as hot as the Sun. He wondered: **A** _____.

Years ago, Dima was on a transatlantic flight, looking through the cabin window at the moonlit ocean. It suddenly occurred to him that he didn't know **B** _____. He had no idea why ocean water was salty, but the water in lake (and in lots of other freshwater lakes) wasn't. He knew nothing about whether the oceans were getting saltier or not. He didn't know what a protein was and couldn't tell the difference between a quasar and a quark. Dima didn't understand how geologists could find out the age of a rock just looking at it — **C** _____.

He suddenly wanted to know something about such things and, besides that, to understand how people found out the answers. To Dima, the greatest of all amazements was — **D** _____. How do they know about the Earth's weight or how many layers it consists of or what really is in the centre of the planet? How do they know when the universe started and what it was like back then? How do scientists know what goes



on inside a proton or an atom? They E _____, but still they are not able to predict a volcanic eruption or an earthquake or even tell us whether we should take an umbrella to the football game next Saturday.

b) What is the best title for the story?

- A Dima's school interests
 B Dima's fascination with science
 C How our world works

c) Work in pairs and answer the questions.

- 1 What part did a schoolbook play in Dima's life?
- 2 Why was a plane journey an important moment for him?
- 3 What in particular interests Dima about scientists?
- 4 What does Dima mean when he asks if he should take an umbrella to a football game?

d) Fill in the left column with the derivatives from the text.

| | | |
|-----------------------|-----|-------------|
| amaze (verb) | ... | (noun) |
| attend (verb) | ... | (noun) |
| fly (verb) | ... | (noun) |
| geology (noun) | ... | (noun) |
| moonlight (noun) | ... | (adjective) |
| prediction (noun) | ... | (verb) |
| realisation (noun) | ... | (verb) |
| salt (noun) | ... | (adjective) |
| suspicion (noun) | ... | (verb) |
| universal (adjective) | ... | (noun) |
| weigh (verb) | ... | (noun) |
| wonderful (adjective) | ... | (noun) |

SKILLS 1.1

Here are some common endings for nouns:

-ance, -ence *-ness*
-ing *-tion, -ation*
-ment *-ty, -ity*

2 LISTENING Describing objects

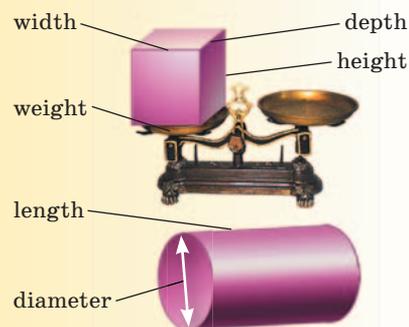
ex. 5

a) Listen to the person and take notes. What is described?

| | | | |
|----------------|---------------------------------|-------------------|---------------------------|
| Shape | round, ... | Texture | soft, liquid, ... |
| Made of | rock, ... | Location | ... miles ... from ... |
| Size | a diameter of ..., huge, ... | Appearance | It looks ... |
| Colour | ... | Comparison | as ... as ... |

b) Listen to the description again and add more details to the table. What other useful words are used to describe objects?

c) Work in pairs. Describe an object you use in everyday life. Can your partner guess what it is?



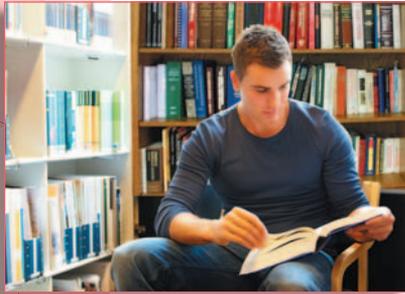
Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
4.1, 4.4**1 GRAMMAR Past simple and present perfect**

Complete the text in **past simple** or **present perfect**.

When Moscow metro **1** *opened* (open) in 1935, there **2** ____ (be) only one line. Since then, they **3** ____ (add) many more lines, and today's network is over 400 km. The first trains **4** ____ (not use) steam engines unlike in London underground. Electric trains **5** ____ (come) into use then. Back in 1935, thousands of people **6** ____ (travel) in the underground on the first day. But the number of passengers **7** ____ (rise) since then. Over nine million people now use the system daily. More about Moscow metro is here <http://gotourl.ru/15509>.

2 GRAMMAR Past simple and present perfect

a) Copy and fill in the table with the time expressions below.

this year • lately • when I was ten • yet • in the summer holidays • ever • never • When ...? • just • at Christmas • in my life • the summer before last • already

| Used with past simple | Used with present perfect |
|-----------------------|---------------------------|
| | |

b) Complete the interview with the correct form of the verbs in brackets.

Interviewer: So, Ignat, do you buy books to read?

Ignat: Well, when I was younger, my family always **1** ____ (give) me books as presents. But now, well, I **2** ____ (buy) one with my pocket money last year, but I **3** ____ (not buy) any book since then. And I **4** ____ (not get) any for my birthday either.

Interviewer: So you get them from the library?

Ignat: Some of them, yes, like this one. I **5** ____ (just take) it out. But more often I borrow from my friends or download from the Net. I **6** ____ (already download) three books this week.

Interviewer: How many books do you finish in a week?

Ignat: Well, I **7** ____ (finish) this one last night — and that one I **8** ____ (read) at the weekend. I **9** ____ (not finish) this one yet.

3 GRAMMAR Present perfect for "time up until now"

a) Look at the time expressions below. Which of them are used with **present perfect**?

lately • all week • so far • last year • since then • until we moved • all my life • not ... ever • for ages • before my driving test • this college year • How long ...? • since we met • when I was small • while I was in Yakutsk

b) Make five sentences. Using the time expressions in a) and verbs in **present perfect**:

I've had the flu all week. I haven't had it for ages.

4 GRAMMAR Phrasal verbs

a) **Phrasal verbs** are usually used in informal English. Formal English often uses other verbs with a similar meaning:

Jill *gets through* two books a week. = Jill *reads* two books a week.

After college I usually *chill* out at home. = After college I *relax* at home.

Make **phrasal verbs** from the words in the two lists below. Replace the underlined words and complete the sentences. Look up the words you don't know in a dictionary.

take • go • put • chill • turn • give • work on • down • off • in • out

- 1 She'll **dress** in her new dress today.
- 2 The conference **continued** longer than expected.
- 3 Did you hear something **explode** last night?
- 4 They **relaxed** in the swimming pool.
- 5 Can you **reduce** the volume, please?
- 6 The big fire **produced** a cloud of smoke over the district.
- 7 Do you know how scientists **calculated** the speed of light?
- 8 For good health our bodies need to **have** three litres of water a day.

b) Make up a story using the **phrasal verbs** made from the two lists below. Check a dictionary before you use them.

carry • drive • get • show •
call • set • put • find • work
• go • turn

in • about • forward • across • on • ahead
• along • through • up • away • back • by
• down • off • out • over

5 VOCABULARY Saying numbers

a) Work in pairs. Partner B closes his/her book. Partner A reads the numbers, dates, etc. to Partner B out loud. Partner B writes them down. Then change roles. Listen and check your answers together. Did you say them right?

| Partner A | Partner B |
|------------|---------------|
| 1,500,000 | Feb 27, 2018 |
| 967 | 23rd |
| 1879 AD | 55% |
| 363 BC | 9.8 |
| 22/09/2015 | 99,265 |
| 1/3 | 1990s |
| 1/2 | 35 + 72 = 107 |
| 32°C | 6 x 7 = 42 |
| 30 km/h | 49 ÷ 7 = 7 |



b) Think together and say the numbers (**m = miles**):

900 mph • 19 mps • 1,000,000 mpd • 40,000 mph
• 100,000,000,000 • 100,000 • 16,000 • 3,000 •
30,000 • 200,000,000 • 12,000,000 mpm

c) All the numbers in b) come from a song. Listen and try to hear what they refer to. Make notes and compare your results with a partner.



HELPFUL INVENTIONS

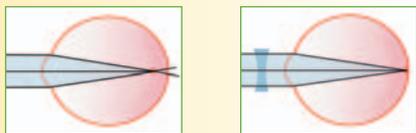
1 READING New type of glasses exs. 1, 2, 3, 4, 5

a) Look at the title of the article and the pictures. What is the article about?

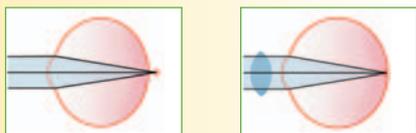


i

How glasses work



Nearsighted: Light focuses *before* it reaches the back of the eye. The focus is moved back by the lens.



Farsighted: Light focuses *after* it reaches the back of the eye. The focus is brought forward by the lens.

Remember these patterns:

*He was **too** (poor) **to** (afford glasses).*

*The **more** (liquid) ..., the (strong) er/the more ...*

TIP

If you don't understand some words in the text, don't panic! Read on, and you will probably guess the meaning.

NEW TYPE OF GLASSES

Joshua Silver remembers the first day how he helped a man see. It was Henry, a tailor in Ghana, who could no longer see well enough to work on his sewing machine. He was too poor to **afford** glasses. Silver, an atomic physicist at Oxford University, handed him a pair of self-adjusting glasses of his own design, and from that time the tailor's life completely changed. "He smiled and started working on his machine very fast," said Silver. Now his aim is to **distribute** his special glasses **throughout** the developing countries. Silver is going to provide eyeglasses to more than a billion people with poor eyesight.

Developing countries without glasses

In the USA, UK and other wealthy countries from 60 to 70 per cent of people wear glasses, he said. But in many developing countries only about 5 per cent have glasses, especially in developed **countryside** areas. Even if they visit an eye doctor, the price of glasses will be more than a month's income. Because of it many schoolchildren and college students cannot study, drivers can't see clearly, and others cannot do their jobs properly.

One size for everyone

The glasses, which are now being produced in China, are not sleek. In fact, Silver **stated**, people call them **ugly**. He assured the design is being **improved**, but the last model has thick dark frames with round lenses. The glasses work on the **principle** that the liquid is pumped into a thin sac in the plastic lenses, and it makes the correction. The more liquid, the more correction. Joshua has attached plastic syringes filled with silicone oil on each side of the glasses. The wearer adds the clear liquid by a little dialing on the pump until the focus is right. After that the syringes are removed, and the glasses are ready to go. Silver also wanted to **cut** the price to a few dollars, instead of \$19.

Silver mentioned there has been some **resistance** from the eyewear industry. Sometime ago a company offered a "**substantial** amount of money" to him for his technology, but Silver refused because he was not sure that it would be used to lower the glasses' prices to the poor.

b) Read the text. Are these statements **true**, **false** or is the information **not stated** in the text?

- 1 One of the first people Silver helped lived in Ghana.
- 2 Students in developing countries have the poorest eyesight.

- 3 The glasses are not attractive, but Joshua cannot change this.
- 4 The cost of glasses in the future will be less than \$19.
- 5 Silver already sold his technology years ago.

c) Match the words in bold in the text with these definitions.

- 1 to express something
- 2 in all parts of
- 3 the opposite of beautiful
- 4 quite a lot
- 5 to get better
- 6 the system which something is based on
- 7 opposition, being against something
- 8 to have enough money to buy something
- 9 to move something from the factory to the customer
- 10 in the country, not in a city
- 11 to reduce (the price) of something

d) Read the text again and answer the questions.

- 1 What is Joshua Silver's aim with the new glasses?
- 2 What is so special about Silver's glasses?
- 3 Why doesn't he want to work with the eyewear industry?



TIP

Take notes before you give full answers to questions.



2 LISTENING Dial4light



- a) Listen to the radio interview. Which country is the report about? What is its topic? Who is the presenter talking to?
- b) Listen again. How does **Dial4Light** work? Take notes and mention these points:

- when the street lights in the town go off,
- why the town turns them off,
- how long the lights stay on under the *Dial4Light* system,
- in how many streets the system is used,
- how much the system saves the town.

c) Write a short description of how the **Dial4Light** system works. Use your notes.

i

Mobile learning

A lot of people say that mobiles have changed the way we teach and learn. For example, with special apps mobiles can be used to explain maths or record data on field trips. In poor countries with few books, they can be used as e-readers.

TIP

First, listen to understand the general idea. Then listen again for the details.

SKILLS
3.16

Unit **C**

ENGLISH IN USE

1 GRAMMAR Compound nouns

They are written as one or two words, or with a hyphen.

Types of compound nouns:

- **noun + noun** (*snowman*); **gerund + noun** (*living room*)
- **noun + gerund** (*air conditioning*); **adjective + noun** (*solar panel*)

a) Make **compound nouns** from the words in lists A and B. How many can you find? Check your answers in a dictionary.

Climate change (noun + noun)

A

NOUNS: climate • computer • earth • eye • air • fire • light (2x) • steam • wind (2x)

GERUNDS: developing • driving • starting

ADJECTIVES: black (2x) • elementary • green • solar

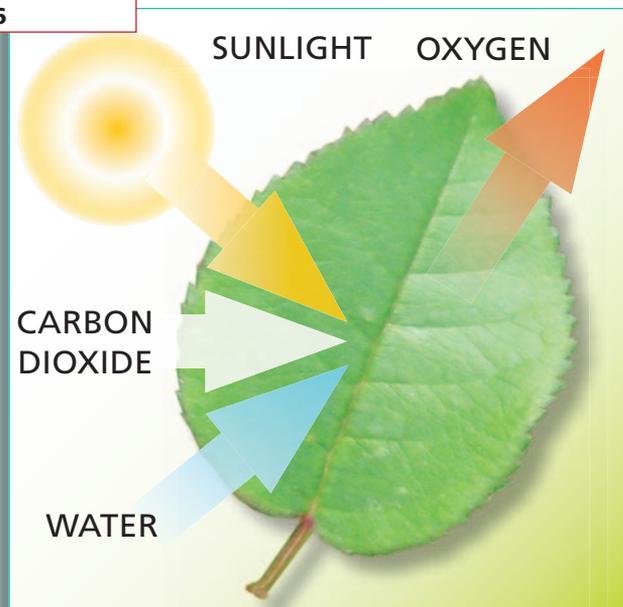
B

NOUNS: countries • board • engine • escape • house • bulb • licence • point • power (2x) • quake • school • sight • system • eye • change

GERUNDS: conditioning • surfing

b) Choose some of the verbs below and make word combinations using the **compound nouns** in a).

discover • cause • damage • start • design • go • get • attend • help • invent • leave • lose • operate • turn on/off • use • write

GRAMMAR BOOSTER
6**2 GRAMMAR The passive (present tenses)**

What do you remember about photosynthesis? Complete the text in the **passive**.

Photosynthesis **1** *has been understood* (learn/understand) since the 19th century. Sugar **2** ____ (produce/capture) in plants using water, carbon dioxide and the sun's energy. Water **3** ____ (pump/take in) by the roots of the plant. Light energy **4** ____ (capture/make) by chlorophyll in the plant's leaves. During this process oxygen **5** ____ (stay/give off) into the air. The sugar that **6** ____ (produce/use) **7** ____ (go/change) into starch (food substance found in potatoes, flour, rice, etc.) that **8** ____ (distribute/store) in the plant.

GRAMMAR
BOOSTER

6

3 GRAMMAR The passive (progressive tenses)

Make sentences using only **present** or **past passive** progressive, **progressive** in tense.

- 1 Today / the number of trees taking CO₂ out of the atmosphere / reduce considerably.
- 2 Millions of tonnes of CO₂ / produce / every day by people driving to work / flying away on holiday.
- 3 Further steps and laws / plan / to fight global warming.
- 4 Then / climate change / not talk about / by anyone.
- 5 Different solutions / discuss / to reduce carbon emissions.
- 6 In the 1970s, / old rainforests / New Zealand / still / cut down.
- 7 Emission levels of cars and factories / limit.

GRAMMAR
BOOSTER

6

4 GRAMMAR Active or passive?

Complete the text about a "green" college using the verbs in brackets in the **active** or **passive** form.

In 2019, solar panels 1 ____ (install) on the college building. Two years later, we 2 ____ (introduce) waste separation for paper, glass and plastics. A small wind turbine 3 ____ (build) on a hill just outside the college. For over three years now all the lights 4 ____ (control) by sensors. At the moment some special software 5 ____ (load) onto all college computers, so they shut down automatically at the end of the day. Drinks that 6 ____ (sell) by machines are cheaper if you 7 ____ (use) your own cup. The machine also 8 ____ (give) money back if its plastic cups 9 ____ (return). Snacks which 10 ____ (buy) in the college shop 11 ____ (not wrap). Plans for the future? Hopefully, paper 12 ____ (save) when we 13 ____ (start) sending letters by email only.

SKILLS
3.16

5 WRITING Describing processes

a) Read the last part of the text (from the line "One size for everyone") on p. 90 again. Which process is described? Write down the verbs used to describe the process.

b) This is how electricity is generated with solar power. Write a short description with the words below. Use **passive forms** where necessary.

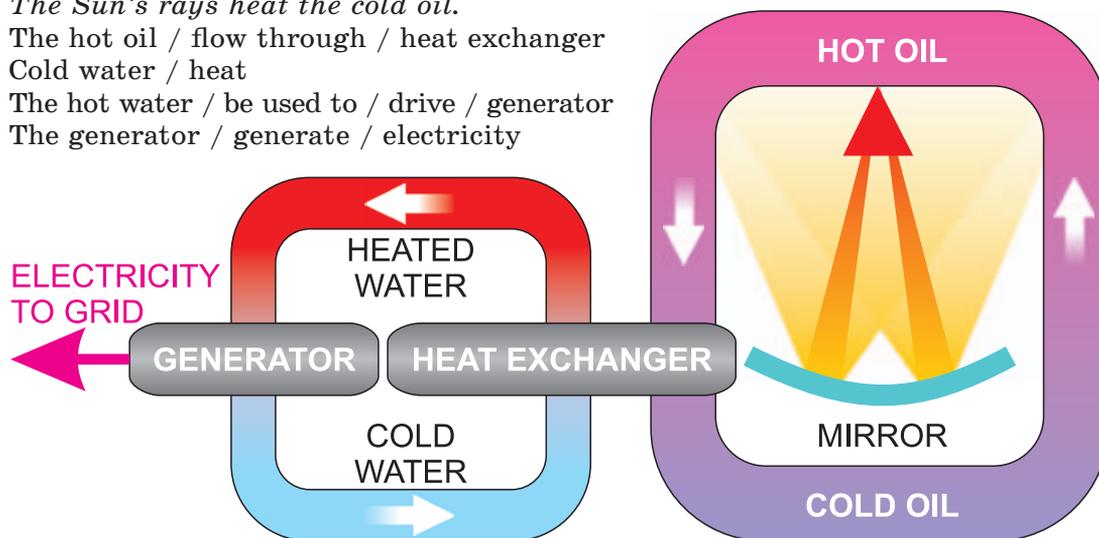
The Sun's rays heat the cold oil.

The hot oil / flow through / heat exchanger

Cold water / heat

The hot water / be used to / drive / generator

The generator / generate / electricity



SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|--|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – texts on technical or scientific subjects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – numbers and descriptions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – make compliments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – write a formal letter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have learned about ... | | | |
| – inventions that have changed the world | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – the importance of science in people's lives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – describing objects and processes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – past simple, present perfect and passive forms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

| | | | |
|----------------------|-----------------------------|------------------|-----------------------------------|
| add | добавлять | liquid | жидкий |
| adjust | прилаживать, приспособлять | on the principle | по принципу |
| aim | 1) цель; 2) ставить целью | power | энергия |
| amount (of money) | сумма денег | predict | предсказывать |
| appliance | устройство | provide | предоставлять |
| billion | миллиард | remove | убирать, удалять |
| consist (of) | состоять (из) | resistance | сопротивление |
| core | ядро | scientist | учёный |
| develop | развивать, совершенствовать | shape | форма |
| distribute | распространять | soft | мягкий |
| focus | фокус (оптический) | substantial | внушительный |
| frame | рамка | subtract | вычитать |
| heat | нагревать | texture | материал, текстура |
| initial | первоначальный | universe | вселенная |
| install | устанавливать | weigh | весить |
| invention | изобретение | work out | находить (ответ), решать (задачу) |

Module 7

MASS MEDIA

In this module you will ...

- ◆ **learn how to**
 - use clauses of reason
 - use “understatement”
- ◆ **listen, read and talk about**
 - the mass media and the new media
 - advertising
 - working as a TV presenter
- ◆ **revise how to**
 - use present and past participles



the (mass) media [+ plural verb] newspapers, magazines, TV and radio considered as a group:

The event has been discussed a lot in the media.

the new media [+ plural verb] new information and entertainment technologies such as the internet and mobile phones:

The new media are changing the way we see the world.



Unit **A****HISTORY OF THE MEDIA****1 READING A short history of the media** exs. 1, 2, 3

Radio in 1945: a medium for the masses



medium (singular)
media (plural)

Note the spelling:

- *computer program* (BrE, AmE)
- *TV programme* (BrE) / *program* (AmE)

This verb is irregular:

broadcast — *broadcast* —
broadcast



a) Read the text and complete the timeline below with one statement for each period.

19th century 1930s 1950s 1990s 21st century

A — In fact, the media (= channels of communication) are as old as human culture itself. (____), mass media in the modern sense first came (**in/into/to**) existence in the second half of the 19th century. Then, new developments (**in/with/for**) printing and papermaking made it possible to print large quantities of written information quickly and (**with/from/at**) low cost. (____) in the 1930s, these print media had to compete (**with/about/on**) a new form of media, the radio, and from the 1950s onwards, television. The result was that (**for/within/to**) a few decades these new electronic media had conquered living rooms (**in/on/throughout**) the world.

B ____ Traditionally large publishing houses and broadcasting corporations own the media. This is because a large staff and considerable technical support are required. Such private companies pay for their operations through advertising income. They sell either space for ads or broadcasting time for commercials on radio or TV. On commercially operated television sponsors may influence the content of the programmes in which their ads are shown.

C ____ In the last decade of the 20th century, the internet became a powerful new medium. This was made possible by a digital revolution that changed media content (texts, images, audio and video clips) into a stream of bits and bytes that can be copied, stored and sent round the world when necessary. (____), through the internet, new forms of sharing information have been created: blogging, posting and social networking are just a few of them.

D ____ Some observers see a big change from the mass media era of the last century. (____) mass media content comes from centralised sources controlled by big business, the sources of content for the new media are local and come from individual citizens. The internet is (____) welcomed as an advance in individual freedom. Critics, (____), warn of many dangers: loss of privacy, identity theft, illegal downloading of copyright material, etc.

E ____ It is too early to say whether the internet is really a revolution in the way we live, work and communicate, or whether that is just an idea from journalists. One thing is sure, (____): for citizens of the 21st century understanding and knowing how to use the media is more important than ever.

b) Match paragraphs A–E with headings 1–6. One heading is extra.

- | | |
|---------------------------------|----------------------------------|
| 1 Content in digital form | 5 Who controlled the mass media? |
| 2 Big business and the internet | 6 Who controls the new media? |
| 3 The impact of the internet | |
| 4 Origins of the mass media | |

c) Choose the correct preposition from the words in brackets.

d) Fill in the gaps in the text with the linking words below.

then • in addition • therefore • however (2x) • whereas • on the other hand

2 LISTENING An interview with an anchorman exs. 4, 5, 6

a) Listen to the radio interview with a new presenter (anchorman) and choose the correct answer.

- 1 What was the reason for the interview?
- Martin Frost has been voted Media Personality of the Year.
 - Martin Frost has won some important awards.
 - Martin Frost will be the new presenter of a programme.
- 2 Martin tells us that he has worked as
- a print journalist and film director.
 - a foreign correspondent and a presenter.
 - a foreign correspondent and investigative journalist.
- 3 Martin explains why
- he wants to change his job.
 - he found Nelson Mandela impressive.
 - he found Colonel Gaddafi scary.
- 4 Some aspects of the new job will be different. Which aspect does Martin not mention?
- He will earn more money.
 - He won't have to travel so much.
 - He will deal with both foreign and domestic issues.
- b) Are these statements **true**, **false** or is the information **not stated**?
- Martin's career began in a London newspaper.
 - True
 - False
 - Not stated
 - The highlight of his career was reporting a tsunami.
 - True
 - False
 - Not stated
 - Last year he was voted news reporter of the year.
 - True
 - False
 - Not stated
 - He has known Joanne Marley for many years.
 - True
 - False
 - Not stated
 - He expects there will be about six important stories every day.
 - True
 - False
 - Not stated
 - Martin will easily get up very early every morning.
 - True
 - False
 - Not stated

NEW TRENDS Tablet computers and the news

| | | |
|--------------------------|------------------|-------------------------|
| 11% of US adults own one | 77% use it daily | 53% read the news daily |
|--------------------------|------------------|-------------------------|

What would British 16- to 24-year-olds miss most?

| | | |
|-------------------|--------------|--------|
| Mobile phones 28% | internet 26% | TV 23% |
|-------------------|--------------|--------|



presenter (BrE) — anchorman (AmE)



Unit **A**

ENGLISH IN USE

GRAMMAR
BOOSTER
11.2**1 GRAMMAR Participle clauses**

Make one sentence beginning with a **present participle**.

The media require a large staff and technical support. They have been the property of large corporations. *Requiring a large staff and technical support, the media have been the property ...*

- 1 Max didn't know whom to ask. He walked up to the first person he saw.
- 2 The internet changes information into bits and bytes. It has created new forms of sharing information.
- 3 The TV channel looked for a new anchorman. They offered the job to a famous reporter.
- 4 Julie wants to make a good impression. So she always gets to work on time.
- 5 Critics warn of the dangers of the internet. They fear there will be a loss of privacy.

GRAMMAR
BOOSTER
14.4**2 GRAMMAR Either ... or / neither ... nor**

Make sentences with **either ... or** or **neither ... nor**.

They sell space for advertising and time for commercials on TV. One or the other. *They either sell space for advertising or time for commercials on TV.*

- 1 They call it a "mobile phone" in Britain and a "cell phone" in the USA.
- 2 He didn't email and didn't phone me.
- 3 You can send me an email. But perhaps a text message would be better.
- 4 The channel shows only documentaries and talk shows.
- 5 Dima doesn't read newspapers and doesn't listen to the radio news.

3 VOCABULARY Synonyms

a) Choose two words from the groups of three to complete the sentences.

- 1 existence • life • being
- a) People have been looking for the ___ of aliens on other planets for centuries.
- b) The first ___ on Earth began four billion years ago.
- 2 conquered • defeated • won
- a) Mt Everest was ___ in 1953.
- b) The Soviet Union ___ Nazi Germany in 1945.

3 store • save • collect

- a) The people in the village ___ firewood every day.
- b) They need to ___ the firewood in a dry place.

4 observers • spectators • witnesses

- a) The ___ were angry when the game finished 0:0.
- b) The international ___ stated that the elections were fair.

5 fundamental • important • primary

- a) Food, shelter and warmth are ___ human needs.
- b) Einstein discovered some ___ principles of science.

b) Make a sentence with the word which is extra in each of the groups.



4 GRAMMAR *as, since, due to, because of*

a) Match sentence beginnings 1–6 with endings A–F.

As Martin has many years' experience as a journalist, his new job won't be difficult.

- | | |
|--|--|
| 1 Since Rob never looks at the TV programme, | A his new job won't be difficult. |
| 2 As she believes all the adverts she sees, | B he can't get a job at a newspaper. |
| 3 Since Greg isn't trained as a journalist, | C we are unsure how the internet will change things in the next ten years. |
| 4 As studies have shown, | D he always misses the good films. |
| 5 Since the news has always been controlled by big corporations, | E young people read newspapers less and less. |
| 6 As Martin has many years' experience as a journalist, | F she always buys useless products. |

b) Make sentences using the missing prepositions in brackets.

the growth of / the digital revolution / is / the internet (due to).

The growth of the internet is due to the digital revolution.

- to be cancelled / had / the game / the rain (because of)
- has declined / newspapers' / a decrease in readers / income from advertising (due to)
- his backaches / at the computer / he believes / are / long hours (due to)
- wouldn't allow him / they / into the club / his age (because of)
- next week / to meet / the exams / we have no time (because of)

5 GRAMMAR Reported speech

Report the statements. Use the correct tense and begin with **Martin said ...** or **The interviewer asked him ...**

"I trained to be a print journalist."

Martin said he had trained to be a print journalist.

- "Martin, where and how did you start your career in news reporting?"
- "Before I went behind a studio desk, I was a foreign correspondent."
- "Tell us something about the famous people you have interviewed."
- "How did you feel about that?"
- "I always work as a part of a team."

6 WRITING Where do you read the news?

Comment on the following statement.

The internet is a reliable source of information.

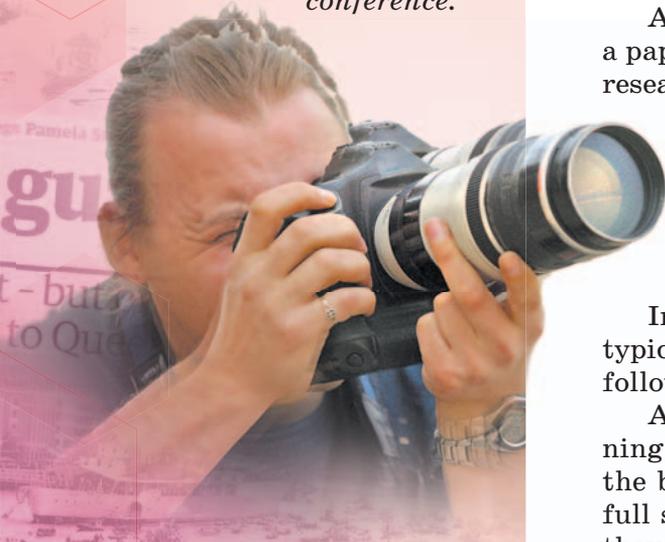
What is your opinion? Do you agree with this statement? Write 200 words. Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2 reasons for your opinion;
- express an opposite opinion and give 1 reason for this opposite opinion;
- explain why you do not agree with the opposite opinion;
- make a conclusion restating your position.



Unit **B****JOURNALISTS AT WORK**

Reporters gather information for their news stories at a press conference.

**1 READING Newspapers at work**

ex. 1

a) How often do you read a newspaper? What type of articles do you read? Do you always read the full article? Why (not)?

A daily newspaper produces something that is longer than a paperback book in just 24 hours! In that time journalists do research, interview people **A** ____. Writing articles is not the end of the story: a newspaper has to be printed and then distributed to its readers six days a week.

Journalists are the “eyes and ears” of any newspaper, **B** ____. They decide which stories to report **C** ____. This often involves cutting them to the right length. The editors usually write the headlines for stories.

In general, newspaper articles have the same typical structure, which is easy for journalists to follow **D** ____.

All the important information goes at the beginning, and less important information goes down at the bottom. **E** ____ is that readers don't need to read the full story. They look at the headline. If that interests them, they read the first sentence. If that still interests them, they go on reading. But most readers will stop before they get to the end of the story.

b) Read the text and fill in gaps A–E with parts of sentences 1–6. One sentence part is extra.

- 1 A reporter will write his story with a certain structure
- 2 and easy to edit or cut
- 3 and where to fit an article on the page

- 4 The advantage of this
- 5 but behind them there are editors
- 6 and go to press conferences

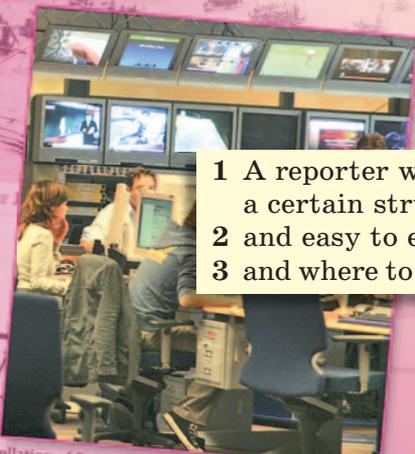
c) Make a mind map with the words related to newspapers and journalism from the text.

**2 LISTENING Three styles of writing**

exs. 2, 3

Listen to the journalist talking about three different styles of writing: **academic**, **chronological** and **journalistic**. Then do the tasks below.

- 1 What are the advantages of the journalistic style?
- 2 Work in pairs. Find or make up a story and tell it in the chronological style and in the journalistic style.



The news is written and edited in a newsroom.

3 READING A news article

exs. 4,5,6

a) Work with a partner. Use the news article below to illustrate the journalistic style of writing described in exercises 1 and 2.

Shopping in pyjamas is banned!

A supermarket in Cardiff warns customers that nightwear is not permitted, but shoes are a must.

A Tesco supermarket in Cardiff is concerned that customers in pyjamas and bare feet may offend other customers.

Tesco customers in Wales are not allowed to do the shopping in their pyjamas or bare feet. Supermarket in Cardiff have put up a note saying, "Footwear must be worn at all times and no nightwear is permitted."

According to the spokesman interview, *Tesco* did not have a strict dress code, but it did not want its customers to do the shopping in their nightwear in case it offended other customers. As it was said he didn't know if any other *Tesco* stores had to put up similar signs. He added that *Tesco* wasn't a nightclub with a strict dress code, and jeans and trainers were undoubtedly more than welcome. Though, however, the administration requested that customers did not shop in their pyjamas or nightgowns. He also mentioned that such measures were taken to avoid causing offence or embarrassment to others.

As the survey proves, *Tesco* is not the only store to ban customers from shopping in their nightwear. A Dublin café erected a "no pyjamas" sign in 2008. More than 10,600 people have posted to social media against girls and women wearing pyjamas on the streets of Liverpool, and a year ago an Irish production company made a documentary about a group of teenagers living in central Dublin, called "The Pyjama Girls". It was about the girls who spent most of their time in pyjamas.

Headline

Strapline (smaller headline)

First paragraph in bold

Cardiff, in South Wales, is the capital of Wales and its largest city.

Tesco, a British supermarket chain, is one of the top three retailers in the world, with stores in Europe, North America and Asia.

in case = it is possible that, it might

b) Read the text, then choose the correct answer.

1 *Tesco* have told customers

- a) they can't dress like they do at home.
- b) not to offend others.
- c) they can't buy bananas in pyjamas.

2 *Tesco* put notices

- a) in newspapers.
- b) in just one store.
- c) in all of their stores.

3 The spokesman said *Tesco*

- a) didn't want to cause offence.

b) wanted to embarrass people.

- c) didn't want other customers to be upset.

4 The article mentions

- a) another supermarket which has banned nightwear.
- b) an internet-based group against wearing nightwear in public.
- c) a café in Wales which has done the same.

c) Find all the **passive** forms in the text.

d) What do you think of the article? Do you find it funny? Why (not)?



Unit **B**

ENGLISH IN USE

1 GRAMMAR and VOCABULARY Mixed exercise

Complete the text with the correct form of the words on the right.

Celebrity Big Brother started on Channel 4 and **1** ____ for 26 days. The first show had 8.2 million **2** ____ and was the second most watched show in Big Brother history. However, on January 16 the series attracted the **3** ____ ever number of public **4** ____ to the UK broadcasting company about a Big Brother series, after an unpleasant scene in the Big Brother house, when other housemates **5** ____ attacked Shipa Shetty, a Bollywood **6** ____ and model. They told her to “go back to the slums”. This raised protests and **7** ____ in India. The main sponsor **8** ____ its sponsorship of the show, and Britain’s image of **9** ____ a racially tolerant society was damaged.

RUN
VIEW

LARGE
COMPLAIN

VERBAL
ACT

DEMONSTRATE
WITHDRAW
BE

GRAMMAR
BOOSTER
6.3, 6.4

2 GRAMMAR The passive: mixed tenses

Make the sentences in this report **passive**. Use impersonal structures (... **is said / is thought to be** ...) where necessary.

MOTORWAY CRASH

Three people are seriously injured in a crash on the M4 in Wiltshire.

One crash victim, a 25-year-old man, was taken by air ambulance to hospital. An air ambulance took one crash victim, a 25-year-old man, to hospital. Unfortunately, he is in a critical condition. Passing motorists saved an injured woman from a burning car. Fortunately, they rescued the driver. They airlifted him to hospital. People think that the car was a silver Toyota. The passenger in the Ford was in shock but not hurt. They took him to hospital in Swindon, where they are keeping him under observation.

**3 GRAMMAR Reported speech**

a) Report the speaker’s words about a flood in New Orleans using the **reporting verbs** below.

tell (reporters) • add • admit • explain • go on to say • emphasise • maintain • promise • warn • say (that) • state • stress

Spokesperson: “This is the biggest disaster in the history of the Mississippi area. Thousands are homeless. The catastrophe is so huge that reacting to it is almost impossible. However, we are doing everything we can to help people. The army and medical services are in the area. Yesterday the government set aside 2 billion dollars to rebuild the area. More help will arrive in the next few days. We will give you more information as soon as it is available. Thank you.”

b) Change the spokesman’s reported speech into the direct speech in the article on p. 101.

4 GRAMMAR Verb + object + present participle

Complete this report of a fire with the correct form of the words in brackets.

“I 1 *saw smoke coming* (see/smoke/come) from a building a few blocks away, and I 2 *noticed people running* (notice/people/run) towards the paper factory. I opened the kitchen window and then I 3 ____ (smell/something/burn) as well. I 4 ____ (see/flames/come) from the factory. Just then a neighbour arrived, so we decided to go and see what was going on. As we got closer, we 5 ____ (hear/people/shout). When we got to the factory, we 6 ____ (see/a big crowd/stand) in front of the gates. We 7 ____ (hear/ a fire brigade/come). When they arrived, we 8 ____ (watch/ the firefighters/set up) their equipment. My neighbour 9 ____ (notice/two people/climb) down a fire escape.

**5 VOCABULARY Describing the news**

Fill in the table with the words below: positive, negative and neutral.

News reports: accurate • clear • balanced • convincing • critical • dramatic • dull • educational • emotional • entertaining • factual • inaccurate • informal • lively • reliable • sentimental • spontaneous • unreliable • unsentimental • interesting

Events: amusing • amazing • appalling • catastrophic • depressing • disastrous • exciting • funny • impressive • incredible • sad • sensational • spectacular • terrible • thrilling • tragic • tense

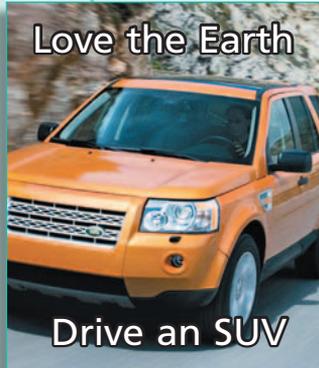
| | Positive | Negative | Neutral |
|---------------------|---------------|-------------------|---------------|
| News reports | accurate, ... | ... | balanced, ... |
| Events | ... | catastrophic, ... | ... |

6 LISTENING Interview with a writer

Listen to the interview with the American writer. Are these statements **true**, **false** or is the information **not stated**?

- Christopher's mom taught him more than his dad.
 - True
 - False
 - Not stated
- Christopher got his high-school diploma four years ago.
 - True
 - False
 - Not stated
- Christopher has neither brothers nor sisters.
 - True
 - False
 - Not stated
- It took three years to write the whole trilogy.
 - True
 - False
 - Not stated
- Dragonland* is not Christopher's first book.
 - True
 - False
 - Not stated
- Christopher likes reading *Harry Potter* stories.
 - True
 - False
 - Not stated
- All the characters in *Dragonland* are out of Christopher's head.
 - True
 - False
 - Not stated
- Christopher lives in a place like *Dragonland*.
 - True
 - False
 - Not stated



Unit **C****THE WORLD OF ADVERTISING****1 SPEAKING Presenting a “green” image exs. 1, 2, 3**

You can say:
advertisement, advert or ad.
 Note the stressed syllables:
advertisement
advert

a) Work in groups. Collect ideas about this ad. Share them in class.

- 1 What image of SUVs (Sports Utility Vehicles) is presented in the ad? Describe in detail how this image is conveyed to consumers.
- 2 What do you know about this type of car (fuel consumption, impact on the environment, etc.)?
- 3 Does the ad give a “green” image to a product which is not naturally “green”? (This is called “greenwashing”.)

b) Discuss the advertisements in groups. Share your reactions to the ads in class.

100% organic
100% natural
100% healthy

Our crisps are handmade from 100% organic potatoes and the finest natural sea salt.

Good things don't have to be bad!

(A)

The new
Eco-Bottle:
20% less plastic,
 better for the
 environment.
 We all make
 a difference.

(B)

Environmental activist

(C)

We usually wear fur for warmth and beauty. But wearing fur also helps to protect nature by supporting people who live on the land — the trappers. They know and love the land and are the first to sound the alarm when wildlife habitats are in danger. That's one reason why the regulated use of wildlife is supported by international conservation authorities.

A New Vision of Fur for an Eco-Friendly World

2 READING Ads – for or against?

exs. 4, 5

a) In the essay about advertising below, this paragraph is missing. Decide where it belongs in the text.

There are three main negative influences from advertising. Firstly, it makes people buy things. We must have that new smartphone, although our old one would still work for another year.

b) Complete the text with the linking words below.

Despite this • Finally • whereas • For example • Furthermore • In conclusion • As a result • in my opinion • Secondly • Firstly

Advertising has become common: the commercials seen on television and in the streets, the ads in magazines and much more.

1 ____, it makes consumers spend money they don't have. **2** ____ people can end up in debt because they buy things they can't afford.

3 ____, it is expensive. TV commercials and newspaper ads cost a lot of money to produce and show. **4** ____, it is the consumer who pays the bill for this with higher prices for goods.

5 ____, there are also positive aspects to advertising. **6** ____, it informs consumers of new products or gives them facts about them.

7 ____, advertising helps customers to compare products and choose the one they prefer. Being able to compare the prices keeps them down.

8 ____, good advertising is good for the economy. When people buy goods and services, production increases, and there are more jobs and better salaries.

Advertising, **9** ____, has a positive role to play in society if it gives consumers important facts about the products, **10** ____ its impact is negative if it plays on weaknesses and makes us want something badly.

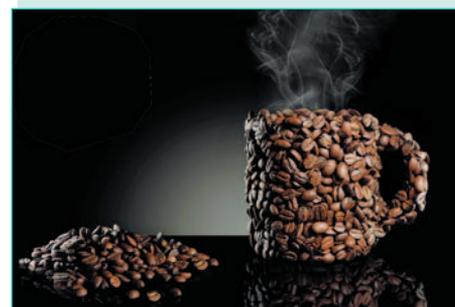
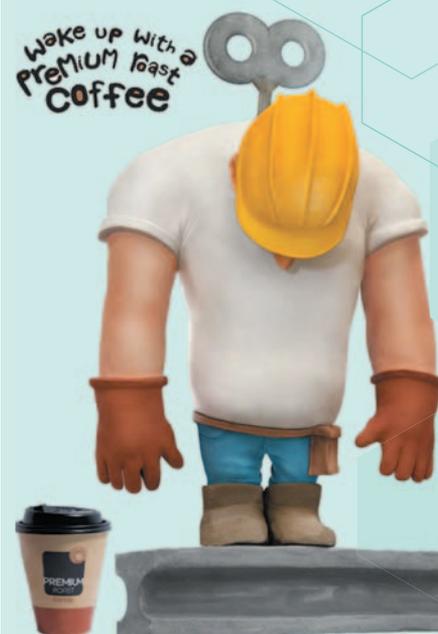
3 WRITING Is advertising useful?

Comment on the following statement.

Advertising is useful and truthful.

What is your opinion? Write 200 words using the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposite opinion and give 1–2 reasons for this opposing opinion;
- explain why you don't agree with the opposite opinion;
- make a conclusion restating your position.



Two very different ads for coffee

Unit **C**

ENGLISH IN USE

GRAMMAR
BOOSTER
11.3**1 GRAMMAR Participle clauses: (After) having ...**

Make sentences with **After having ...** or **Having ...**

We studied the ad. We decided it was greenwashing the product. *After having studied the ad, we decided it was greenwashing the product.*

- 1 They produced a lot of energy from coal-fired power stations. How can they claim to be “green”?
- 2 Suzan wore a fur coat. She never wants to wear another kind of coat.
- 3 People used plastic bottles for years. Now they are changing them for glass.
- 4 I compared the prices. I’ve decided to buy this model.
- 5 She bought a lot of cosmetics. Now she has no money left this month.
- 6 Jack drove an SUV. He knows it has high fuel consumption.

2 GRAMMAR Present and past participles

Complete the sentences with present or past participles.

advertise • buy • embrace • *hear* • lie • live • spend • test • tire • *wear*

The commercials *heard* on the radio today are different from the ones 30 years ago. The woman *wearing* a fur coat was sprayed with red paint.

- 1 Of the 100 students ___ last month, the majority has passed.
- 2 The romantic couple ___ on the bridge are actually advertising sweets!
- 3 The brochure ___ SUVs doesn’t mention their impact on the environment.
- 4 Families ___ more money than they earn will have problems paying later.
- 5 The animals ___ on our planet need to be protected.
- 6 The ad showed a family ___ on a beach under a palm tree.
- 7 The worker in the ad, ___ after a late night, needed a cup of coffee.
- 8 Houses ___ in that part of town are now worth 20% more. They are becoming more expensive every year.

3 GRAMMAR Mixed forms

Complete the text with the correct grammar form of the words on the right.

Our trip to the Zabaikalsky National Park was amazing! No roads, no shops, no power stations — just the wonders of nature. The geologist **1** ___ us through the forest was a volunteer. He told us that we **2** ___ sight of some very rare birds. “The birds help the forest to grow by **3** ___ seeds all over the area.” If we protected the birds, they **4** ___ to replant the trees. Then, as he **5** ___, a beautiful yellow and red bird suddenly flew past. “**6** ___ (you) that?” he said. “It’s the very first time I **7** ___ one of those!” Coming back from the park, I realised I **8** ___ many new things. A new interest in the natural world **9** ___ inside me.

LEAD

CATCH
DROP
CONTINUE
TALK
SEE
SEE
LEARN
GROW



4 VOCABULARY Business and advertising

Complete the sentences.

- Advertising can be so ___ (persuasion/persuasive/persuading) that it makes you want things you really don't need.
- The ___ (currant/current/currency) fashion is for long skirts and high boots.
- To make a ___ (comparing/comparison/compares) between the different tablet computers available, it is necessary to do some research.
- There is a huge demand at Christmas time. Shops have to work hard to ___ (satisfy/satisfaction/satisfying) customers.
- The weight and battery life of a new smartphone are ___ (critic/critical/criticism) to its success.
- The commercial must ___ (convict/conviction/convince) customers that this is the best product.
- The ___ (advertisement/advertiser/advertising) industry is a big business.
- The USA is one of the world's biggest energy ___ (consumer/consumption/consumers).



5 LISTENING Understatement

The English are famous for **understatement**. For example:

A hard, uncomfortable bed. (accurate description)

The bed is a little on the hard side. (understatement)

The English also like to make small talk. Look at the pictures and discuss. Then listen to the conversations and choose the correct answer.



- It's very nice, thank you. And it has a lovely view.
 - The view's nice, but it's incredibly loud. It's like sleeping on the motorway.
How do you all manage?
- Oh, I could do without the rain, but I'm having a great time anyway.
 - Oh, I have a big problem with it. I find the heat very tough, and then the humidity makes it even worse, and now this ...
- Yes, I have. My grandma had a fall. She had to go to hospital, and my mum was really worried. Oh, and my little brother did well in his French test ...
 - Yes, I got a letter yesterday. They're all fine. Thank you for asking.
- Great!
 - Well, it's a nice idea, but I'm not sure I can take those giant American steaks. I feel sick when I look at them, even when they're cooked.

SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|--|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – a typical newspaper article | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – a young author talking about writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – discuss my use of the media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – analyse ads and the role of advertising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS I have learned about ... | | | |
| – the history and development of the media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – journalist's work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – greenwashing in advertising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – participle clauses, adjectives used in newspaper articles, clauses of reason | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – synonyms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

| | | | |
|---------------|--------------------------|------------------|-----------------------------|
| ad | реклама | income | доход |
| advert | реклама | influence | влиять |
| advertisement | реклама | offend | обижать |
| broadcast | транслировать, вещать | persuasive | убедительный |
| cause offence | оскорбить, вызвать обиду | print journalist | журналист печатного издания |
| conquer | завоевать | printing | печать, печатное дело |
| convincing | убедительный | property | собственность |
| decrease | уменьшение, снижение | satisfy | удовлетворять |
| digital | цифровой | source | источник |
| distribute | распространять | trend | направление, тенденция |
| headline | заголовок | TV commercial | телевизионная реклама |
| illustrate | иллюстрировать | | |
| in case | в случае | | |

Module 8

YOUTH VOICES

In this module you will ...

◆ **learn how to**

- use past progressive
- use collocations
- have a role play discussion

◆ **listen, read and talk about**

- young people's rights
- taking action, for things you care about
- projects for volunteers

◆ **revise how to**

- use *will*-future and conditionals
- use mixed past tenses



Unit **A****TEENS' RIGHTS****1 SPEAKING The right age**

exs. 2, 3

a) Work in pairs. Copy and complete the table below with the information about Russia.

| | United States (states sometimes have different laws) | Russia |
|-----------------------------|---|---------------|
| Get married | 14–17 | |
| Drive a car on your own | 16–18 | |
| Vote in a national election | 18 | |
| Get the national passport | 16–17 | |
| Start a job | 14 | |
| Open your own bank account | 18 | |

A: *I think that in Russia you have to be ... before you can ...*
B: *I agree. / I disagree. You have to be older / can be younger.*

b) At what age should you be allowed to do these things?
 Discuss with a partner.

- *I think that ... is too young / too old / the right age to ... because ...*
- *If young people ..., it's more/less likely that they will get divorced / have accidents /...*
- *If I couldn't ... until I was ..., I would ...*

2 READING We are people, too!

exs. 1, 4, 5, 6

a) Look at the title above and the picture on p. 111. Who do you think the writer cares about? Who is he talking to, adults or teenagers? Read the text and check.

Are young people different? Yes, we are! We're younger than you. If you think that means we don't have rights, you're wrong.

Here in Britain every citizen under 18 has some important rights. For example, the right to say what we think, and adults should listen to us and take us seriously. And we have the right to get together with our friends in public (if we respect the rights of other people and do not break the law).

However, British children aren't taken seriously until they're 18. Too many adults think that what we say is not important and we don't deserve equal rights. Here are some examples of discrimination.

There are signs on shops that say "two children at a time", "no school bags", or even "no children unless they are with

i

In Russia, from the age of 14, you can register as a self-employed entrepreneur («ИП»), but each transaction will require the written consent of the parents. Russian Teenagers aged 14 to 18 are considered minors (несовершеннолетние). Teens aged 16 to 18 have limited legal rights for running business, which will only be fully realised upon reaching adulthood.

SKILLS
1.5**SKILLS**
1.2

Collocations with "break":

| | |
|-------|-------------------|
| break | the law/the rules |
| | a promise |
| | a leg |
| | a world record |
| | sb's heart |
| | the news to sb |



an adult". Children must wait outside and watch adults go in and out of a shop. Then, when they go into the shop, they must leave their bag outside. It's so unfair! It doesn't matter if they have an expensive laptop or tennis ball inside. The bag has to stay outside. If I want to meet my friends, I can't wait for them outside the shops or the burger café near my house. Why? Because of that horrible "mosquito" device.

The "mosquito" is a machine that makes a terrible noise that only teenagers can hear. It hurts our ears, and shop owners use it to keep antisocial teenagers away. But the noise also keeps nice, friendly teenagers, like me and my friends, away. In fact, teenage troublemakers are only a very small percentage of the youth population.

But the huge majority of young people do not cause problems. I apply for a part-time job in a hotel. If I get the job, I will get about £3 an hour because I am 16. But 18 to 21-year-olds get £4.60 an hour, and people who are over 22 get £5.52. So, we do the same jobs, but we earn less money. Is that fair?

Britain is a democracy. Every day, authorities make decisions that change our lives. But as I'm 16, I don't have the right to vote. I can leave home, get married, apply for a job, but I can't vote. Adults in Britain should understand that we're old enough to help to improve things, and that we have the right to be heard.

Oliver Munslow (16)

b) Match parts of sentences 1–6 with A–F.

- | | |
|--|---|
| 1 Oliver says teenagers are only different because ... | A less money than older people. |
| 2 He thinks that too many adults think ... | B adults can't hear. |
| 3 The "mosquito" makes a noise that ... | C can't vote. |
| 4 If Oliver gets a job, he will be paid ... | D listen to what young people have to say. |
| 5 If they aren't happy about the situation, 16-year-olds ... | E that teenagers shouldn't have equal rights. |
| 6 Oliver wants adults to ... | F they are younger than adults. |

3 WRITING My experience

Write an email to Oliver and tell him about the rights Russian teens have (use 120 words). Remember the rules of writing emails.



Verb collocations in the text:

| | |
|-------|--------------|
| have | rights |
| have | sth to say |
| get | married |
| cause | problems |
| make | a decision |
| make | a difference |
| take | seriously |



i

In Russia, you can become a volunteer at the age of 14. But you will need a written permission from your parents or guardians.

SKILLS
2.3



SKILLS
3.14



Unit **A**

ENGLISH IN USE

GRAMMAR
BOOSTER
5.21 GRAMMAR *Will-future*

a) Bill and Susan are thinking about using the “mosquito” outside their coffee shop. Complete their arguments with **will** and **won't**.

**Bill (for the “mosquito”)**

- 1 The “mosquito” ___ keep troublemakers away.
- 2 Our customers ___ feel safer.
- 3 More people ___ come here.
- 4 With the “mosquito” there ___ be crowds of teenagers outside the shop.
- 5 We ___ have to pick up their rubbish outside.

Susan (against the “mosquito”)

- 6 The “mosquito” ___ stop troublemakers.
- 7 They ___ just go somewhere else and cause trouble.
- 8 The noise ___ annoy all young people.
- 9 Teenagers ___ come here any more.
- 10 Teenagers ___ have a safe place to meet parents or friends.

b) What do you think about using the “mosquito” outside your college?

I think we should/shouldn't use the “mosquito” at our college because it will/won't ...

GRAMMAR
BOOSTER
9.12 GRAMMAR *Conditional 1*

Complete the sentences using **conditional type 1**.

In Britain, if he is (be) under 18, he *will only earn* (only earn) £3 an hour.

- 1 If they ___ (not offer) fair pay for the job, nobody ___ (work) there.
- 2 There ___ (be) fewer accidents if young people ___ (start) driving at 16.
- 3 In Britain, shops ___ (have) fewer problems with teenagers if shop owners ___ (understand) that only a few of them are troublemakers.
- 4 Teens ___ (not go) to that shop if they ___ (use) the “mosquito”.
- 5 If more teens ___ (become) volunteers, things ___ (get) better.

GRAMMAR
BOOSTER
9.23 GRAMMAR *Conditional 2*

What would you do if ...? Write the sentences in conditional 2.

... you won 10 million roubles? *If I won 10 million roubles, I would travel around the world.*

- 1 ... you had to live on a desert island?
- 2 ... your college had to close for a month?
- 3 ... you saw a stranger get into your neighbour's car through a window?
- 4 ... you discovered that you could travel in time?
- 5 ... you could talk to animals?
- 6 ... you could read people's minds?

SKILLS
1.1
4 VOCABULARY Verbs and collocations

a) Which collocations do the verbs **do/make** and **get/go** form with the words on the right?

- | | | |
|-------------|--------------------|-------------------|
| do | • friends | • a cake/biscuits |
| make | • nothing well | • a call |
| | • the dishes | • a favour |
| | • a speech | • a deal |
| | • business | • a drawing |
| | • an exercise | • a project |
| | • the work | • the shopping |
| | • angry | • drousy |
| | • bad (about food) | • hard |
| get | • blind | • involved |
| go | • bored | • light |
| | • crazy | • ready |
| | • deaf | • red |
| | • dressed | • to university |



b) Work in pairs. Partner A: find a good Russian translation for each collocation. Partner B: think of an English sentence using the collocation.

5 VOCABULARY Adjectives and collocations

Fill in the gaps with **hard**, **heavy** or **strong**. Check all the meanings in a dictionary first.

He won't be able to lift such a heavy bag. He's only nine years old.

- It's been a long, ____ day today.
- My teachers always made a ____ impression on me.
- It was a ____ exam and the final question was just too difficult.
- Jack's got a really ____ timetable this term.
- There is a ____ chance that he will get the job.
- Although I have ____ views on this, I can see your point, too.
- It was a very ____ meal — too much meat and not enough vegetables.
- She speaks Russian quite well, but with a ____ French accent.
- They have had a ____ life abroad.
- I'm not so good at maths, but I am quite ____ on physics.

| | MON | TUE | WED | THU | FRI |
|-------|---------|-----------|---------|---------|-----------|
| 9:00 | Maths | Physics | Biology | Biology | Maths |
| 10:00 | Sport | Biology | English | English | Sport |
| 11:00 | Russian | Chemistry | Physics | Maths | Chemistry |
| 12:00 | Russian | English | Maths | Physics | Chemistry |

6 VOCABULARY Collocations in politics

a) Make collocations with these words. Use a dictionary if necessary.

cause • achieve • break • elect
 • lose • discriminate against •
 support • vote

support • an aim • Conservative
 • trouble • a mayor • minorities
 • a movement • a promise

b) Make 2 sentences with any of the collocations and with **If ...** or **When ...**
If you want to achieve an aim, you will have to work hard for it.

Unit **B****DO YOU CARE?****1 READING A quiz**

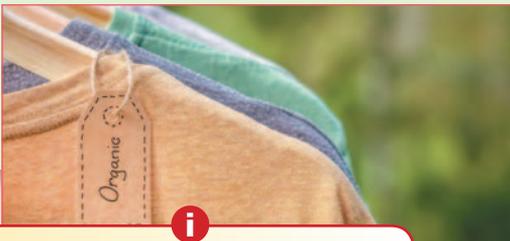
exs. 1, 2

Do you care enough to get up and do something about unfair things? Do the quiz and find out.

QUIZ

How much do you care?
Do this quiz and find out!

- 1 You need a new T-shirt. Do you buy one with a fashion label or one made from eco-materials?
 - a) If the two T-shirts are the same price, I'd probably buy the one made from eco-materials.
 - b) I always choose eco-friendly products to help the environment.
 - c) The fashion label. It's really important to look good.
- 2 There's a new student at your college. He doesn't speak Russian very well. What do you do?
 - a) I wait until he learns to speak Russian.
 - b) I ask him to play football or another game where language isn't important.
 - c) I smile at him every time I see him.
- 3 Do you leave your mobile phone on overnight?
 - a) Sometimes. But I feel a bit guilty because I know it uses a lot of electricity.
 - b) Of course. This way my phone is always ready for me to use.
 - c) I would never do that!
- 4 Are you interested in the news?
 - a) No, but I sometimes look at the TV pages in the newspaper and the sports pages, too.
 - b) Not really, but I sometimes notice something interesting on the TV news when my parents are watching it.
 - c) Yes, I get information from lots of sources: news programmes, online news sites, blogs ...
- 5 You have three wishes. What's your first wish?
 - a) Good health for my family and friends.
 - b) World peace.
 - c) To be rich and good-looking.
- 6 Which statement do you agree with?
 - a) If you don't vote, you don't have the right to complain when you don't like something.
 - b) Why should I vote? Politicians don't listen to people anyway.
 - c) Voting is important, but you also have to get up and do something.
- 7 They want to close your youth club. What do you do?
 - a) Anything I can do to save my youth club!
 - b) I make a post online.
 - c) Nothing – no one will listen to us.

**i**

Eco-clothes, made from environmentally friendly materials, are becoming more and more popular in Russia. There are Russian brands that have a special "green" label on them. You can easily find them on the internet.

2 SPEAKING Quiz results

Work in a group. Look at the quiz score on p. 254 and compare your results. Are you surprised? Why (not)?

- *It says that I/you ...*
- *I'm (not) surprised by that. I think that I/you ...*
- *Really? I think it's true that I/you ... but ...*

3 LISTENING What we care about ex. 3

a) Listen. Write down the key words and phrases for the things the speakers care about.

| Speaker | Key words and phrases |
|---------|------------------------|
| 1 | environment, pollution |

SKILLS
2.2

c) Compare your answers with a partner and add more key words.

4 SPEAKING Video cameras at college ex. 4, 5, 6

In some colleges there are problems with vandalism, graffiti and bullying. The head teacher of a college wants to put video cameras outside the building, in the corridors and classrooms. Discuss the following question:

Will video cameras make the college a cleaner and safer place?

a) Work in pairs. One partner chooses a role **for**, the other chooses a card **against**. Make notes before you begin.



CCTV (Closed Circuit Television) is very common in Russia. There are cameras outside, in schools/colleges, shops, stadiums. In Moscow this system is called "Safe City" («Безопасный город»)

**For****Parent**

- Troublemakers will be caught.
- Save money on repairs, new computers, cleaning. More money for students' activities, etc.
- Teachers won't have to look for troublemakers. More time for teaching.
- The college will be a nicer, cleaner place.

Student 1

- Problems at your college: graffiti on the building, students bullied, etc.
- You would feel safer.
- Your friend's college uses cameras, and now there are fewer problems.
- Only troublemakers need to worry about the cameras.

Against**Teacher**

- It's your job to make sure that students don't cause trouble.
- You don't want to be watched by cameras.
- The money can be used for other things.
- Students will be afraid to speak openly.

Student 2

- Bullying won't stop; it will go outside college.
- Troublemakers shouldn't be watched by cameras, they should be watched by real people.
- Your friend's college uses cameras, and it's like a prison.
- You can't talk openly when you know that there are cameras.

b) Make a discussion and agree on an answer. Report the result to the class.

5 WRITING Cameras at your college

Are there cameras at your college? Are they helpful? What is your opinion? Write a comment (200 words).

Outline

- | | |
|-------------------------|-------------------------------|
| 1 Introduction | 3 Arguments against cameras |
| 2 Arguments for cameras | 4 Your opinion (with reasons) |

SKILLS
3.9, 3.12,
3.15



Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
4.2**1 GRAMMAR Past progressive**

Complete the dialogue with the words below. Use **past progressive**.

do (2x) • go • stand • wait (2x) • walk (2x)

Officer: What **1** *were* you *doing* at 8 o'clock on Sunday evening, Chuck?

Chuck: I **2** ___ my dog.

Officer: Where exactly **3** ___ you ___?

Chuck: I wasn't near the shop, believe me! I **4** ___ to see some friends, Oliver and Jim.

Officer: And did you meet your friends? **5** ___ they ___ for you?

Chuck: Yes, they **6** ___ at the end of Britain's Road when I saw them.

Officer: But Oliver told us that they **7** ___ for an hour and you never came. Now tell us what you **8** ___ really ___ that evening. It will be better for you.

2 GRAMMAR Past simple and past progressive

Complete the story. Use **past simple** or **past progressive**.

After the cinema Miranda **1** *caught* (catch) the last bus. There **2** *were* (be) a few teenagers on the bus who **3** *were going* (go) home — and a man opposite her. Miranda **4** ___ (notice) that the man **5** ___ (watch) her. When she **6** ___ (get off) the bus, it **7** ___ (rain) and the wind **8** ___ (blow). She **9** ___ (look) behind nervously. The street **10** ___ (be) empty apart from a man who **11** ___ (cycle) in the other direction. Miranda suddenly **12** ___ (feel) frightened. Just as she **13** ___ (cross) the road, she **14** ___ (hear) footsteps behind her. Someone **15** ___ (follow) her. She **16** ___ (begin) to run. Her heart **17** ___ (beat) loudly. Not far now, almost home. Only two more streets. She **18** ___ (feel) in her bag for her keys — but where were they? Thank goodness! Home at last, but no lights on. Everybody **19** ___ (sleep). Then suddenly she **20** ___ (feel) a hand on her arm. She **21** ___ (ring) the doorbell in panic. "Hey, Miss. Your keys. You **22** ___ (drop) them in the bus. Good night!"

GRAMMAR
BOOSTER
3.1, 3.2,
4.4, 4.5**3 GRAMMAR Present tenses**

Complete the sentences. Use **present simple**, **present progressive**, **present perfect** and **present perfect progressive**.

Mr Peterson is a successful manager. He **1** *has been* (be) a manager for ten years now. He **2** ___ (enjoy) his job. Mr Peterson **3** ___ (be) a keen fisherman too. He **4** ___ (often go) fishing with his friend Mr Grey. Actually, right now they **5** ___ (fish) in the north of Scotland.

But Mr Peterson's wife **6** ___ (wait) for her husband to return. Their only son Matthew **7** ___ (decide) to leave college and join the army. He says he **8** ___ (think) about it for a long time. He **9** ___ (want) to experience real life and do something useful, like fighting for his country. Mrs Peterson **10** ___ (find) the army jobs too dangerous. Matthew's decision will be a surprise for Mr Peterson, too. He is the manager of an organisation that **11** ___ (give) help to teen soldiers in Africa.

4 GRAMMAR State verbs

The verbs which are crossed out in this text are wrong. Give the correct form.

I ~~am not thinking~~ *don't think* that my friends want me to hang out with them anymore. ~~Do~~ they ~~meet~~ tonight without me? They have all said that they are busy with homework, but I ~~am having~~ a feeling that they do something together. I heard someone say something about the cinema. I ~~am not meaning~~ that they ~~are wanting~~ to hurt me, but right now they ~~act~~ strangely. Look, there they are, talking together. ~~Do~~ they ~~talk~~ about me? I ~~am feeling~~ that they ~~make~~ fun of my clothes because they keep turning their heads towards me. I guess they ~~are hating~~ me. What's that? Oh! It's ~~looking~~ as if Alex is waving at me. ~~Am~~ I ~~understanding~~ this correctly? Yes, now he ~~calls~~ me over...

5 GRAMMAR Phrasal verbs

Complete the *phrasal verbs* with **get** in the sentences.

- When I met Tim for the first time, I knew we would get ____ well.
a) around b) at c) on d) up
- I'm afraid I can't help you now. I've got so ____ with my work.
a) up b) over c) away d) behind
- Ruslan is always late for college, but he always gets ____ with it!
a) by b) away c) on d) over
- Josh must get ____ to prepare for the exam.
a) round b) over c) away d) behind
- Oleg says he can't get ____ from college before 4 pm.
a) away b) at c) behind d) over
- My friend from Yalta couldn't get ____ the prices in Moscow restaurants.
a) up b) round c) by d) over

6 VOCABULARY Getting involved

Complete the sentences with the correct word.

- We have ____ (decided/described) to do something to make our college better.
- Our group leader made a ____ (chat/speech) about what we should do.
- Then he ____ (opened/talked) the discussion.
- Lots of students had a chance to ____ (speak/have) their say.
- Some students said we should ____ (raise/grow) money for extracurricular activities.
- I had the idea to ____ (elect/organise) a fair.



Unit **C****HAVE YOUR SAY!****1 READING Which project?**

exs. 1, 2, 3

**About Olga**

Olga, 18, wants to get involved in helping the environment. As a student she has very little money and spends most of it on volunteering.



The All-Russian Society for Environmental Protection (VOOP) was founded in 1924. This state organisation aims at saving the environment. It offers many programmes for volunteers and ecologists, organises ecological events and conferences. More about VOOP: <https://go.prosv.ru/gKN9K9>
The Russian Geographic Society (RGS) was founded by the order of Nicholas I in 1845. Volunteers participate in almost all of the RGS projects. A Youth club has been organised for the active and caring young people. More about RGS: <http://gotourl.ru/15688>.

a) Read the information about Olga, then read and compare Projects 1 and 2. Which project is more suitable for her? Give reasons.

*I suggest Project ... is suitable for Olga because she ...
On the other hand, Project ... is not suitable for Olga because she ...*

PROJECT 1: Children plant gardens

Are you keen on making our planet green? Do you think that trees are not just a **decoration**? Then join VOOP on the project "Children plant gardens". It takes part in different Russian regions. You will have a chance to talk to experts, learn about trees and, most importantly, plant them yourself!

PROJECT 2: RGS Conservation school

Volunteering with the RGS Conservation school is a great way to meet people who share your love for nature. As a **volunteer** you'll have the chance to become a true guardian of nature and help to improve national parks and nature reserves. You will watch the Red Book animals, explore protected areas and show respect for the environment. You will also help **vets** to take care of **homeless** and sick animals. Anyone between the ages of 18 and 35 can join the school.

b) Read the information about Alla and Dima, then read and compare Events 3 and 4. Which event is the most suitable for Alla and which is the most suitable for Dima? Give reasons.

*I'd recommend Alla to choose Event ... because there she can ...
However, Dima is interested in ..., so Event ... is the most suitable for him.*

About Alla

Alla works in a supermarket, but would love to be a gardener. Hobbies: action films, hiking

About Dima

Dima is a biology student. He's very interested in global warming. Hobbies: volunteering, acting

EVENT 3: Film and discussion

Earth 2100 is a documentary that **explores** how our world might look at the start of the next century if we do not fight global warming. The film is based on the latest research, and it also shows ways of creating a different future.

EVENT 4: Local Park project week

Do something to make public parks greener and more beautiful spots. The Local Park spring project needs volunteers with green fingers who can help to clean up after the long winter. Practise your gardening skills, and get a few tips from the experts.



c) Match the words in bold in the texts on p. 118 with their meaning.

- 1 animal doctors
- 2 people or animals who have nowhere to live
- 3 a thing that makes something look attractive
- 4 a person who needs no money for his or her work
- 5 to examine something in order to find out more about it

2 LISTENING Should young drivers drive at night? ex. 4

a) Some people want to ban drivers under 25 from driving after 10 pm. What do you think about this idea?

I think it's an interesting/crazy/... idea.

b) Listen to the radio programme. Are the callers **for** or **against** banning young people from driving after 10 pm?

| | for | against |
|-------|-----|---------|
| Jon | | |
| Jess | | |
| Kiera | | |
| Grace | | |
| Josh | | |

c) Listen again. Are these statements **true**, **false** or is the information **not stated**?

- 1 Young drivers get into accidents more often than other drivers.
- 2 Young women drive fast to show off.
- 3 A listener from Harlow has a son who has had an accident.
- 4 Banning young drivers would not save any money.
- 5 Girls are more careful drivers than boys.
- 6 25% of young drivers need their cars to drive to work.
- 7 Some adults are bad drivers, too.

3 WRITING An email

ex. 5

There have been a lot of accidents with people on electric scooters. So, the authorities support a speed limit for electric scooters. Email your English friend and say what you think about this idea and why. Write at least 100 words.

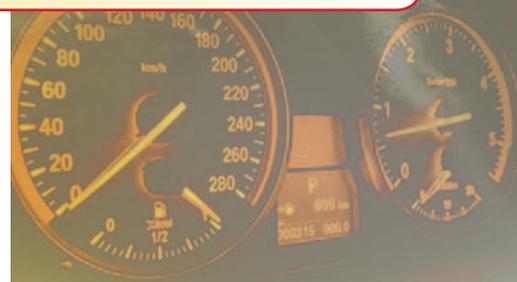
- Collect ideas for arguments for or against. Use ideas from the Module.
- Look up some useful words and phrases for giving your opinion.

i Some countries have very strict laws. For example, in Australia, young drivers:

- must complete 20 hours of night driving,
- can carry only one passenger under the age of 21 between 11 pm and 5 am,
- have a zero alcohol limit.



i In Russia, from March 1, 2023, the maximum speed that can be reached when riding an electric scooter is 25 km/h. When approaching a zebra crossing, you will have to dismount from your scooter and cross the road on foot.



Unit **C****ENGLISH IN USE****GRAMMAR
BOOSTER
17****1 GRAMMAR Comparing and contrasting**

Complete the sentences using the linking words below.

although • but • however • on the other hand • while



- The boys find driving a car exciting. _____, their parents worry that it's dangerous.
- _____ she didn't like her new college, her sister really enjoyed it.
- Bill wants the "mosquito" in front of the shop, _____ his wife is against it.
- On the one hand, Russia can be wet and cold. _____, many regions are warm and sunny.
- _____ Olga has very little money, she would like to help as a volunteer.

**SKILLS
3.5****2 VOCABULARY Paraphrasing**

Match parts of sentences 1–5 with A–E to paraphrase the words below.

subtitles • economy • party • goal • chat-show host

- | | |
|---|--|
| 1 It's an organisation that ... | A producing and selling things. |
| 2 They're words at the bottom of a screen ... | B really want to be able to do in your life. |
| 3 It's somebody who interviews guests ... | C in a discussion (on TV, etc.). |
| 4 It's something that you ... | D people can vote for in elections. |
| 5 It's our system for ... | E that help you to understand a film in a foreign language. |

3 SPEAKING Making suggestions

a) You have a guest from another region. You're busy today, so make suggestions about what your guest could do alone. Choose the correct phrase (column A or B) to complete each suggestion.

| | A | B | |
|---|--------------------|----------------------|--|
| 1 | I suggest ... | <i>You could ...</i> | ... spend the morning in the local museum. |
| 2 | Why don't ... | Why not ... | ... you check the opening hours on the internet? |
| 3 | If I were you, ... | I suggest ... | ... I'd take the bus into town. |
| 4 | Why don't ... | Why not ... | ... ask at the station how much an all-day ticket costs? |
| 5 | If I were you, ... | I suggest ... | ... that you have lunch in town. |
| 6 | You could ... | I'd recommend ... | ... the Chinese restaurant near the market. |

b) Make suggestions about what your guest could do after lunch. Use the phrases from a).



4 VOCABULARY Politics

Complete the sentences with the words below. One word is extra.

criticise • citizen • elect • responsibility • the majority

- 1 In the UK they ____ a new government every five years.
- 2 Every ____ in Britain has the right to say what they think.
- 3 It's the UK government's ____ to look after the economy, the health system and the schools.
- 4 ____ of the people want a change in the law.



5 LISTENING Announcements

Listen to the announcements and choose the correct answer.

Announcement 1

1 The non-stop train to York will leave today from platform

- a) 3.
- b) 4.
- c) 5.

2 The non-stop train to York will be

- a) 5 minutes late.
- b) 10 minutes late.
- c) 30 minutes late.

3 The train that stops in Peterborough will leave at

- a) 5:53.
- b) 6:03.
- c) 6:30.

Announcement 2

4 You can buy a pair of Janglers jeans for

- a) £10.
- b) £49.
- c) £59.

5 The café is on the

- a) first floor.
- b) second floor.
- c) fifth floor.

Announcement 3

6 There are refreshment stations

- a) every 2 kilometres.
- b) every 5 kilometres.
- c) every 42 kilometres.

7 The disco starts at

- a) 5 pm.
- b) 8 pm.
- c) 10 pm.

8 The marathon finishes at

- a) Milson's Point.
- b) Harbour Bridge.
- c) Sydney Opera House.

Announcement 4

9 At 10:30 the channel will show

- a) Jim in Germany.
- b) Red Roses.
- c) East Enders.

10 You can watch the news on the channel at

- a) 9:30 pm.
- b) 10 pm.
- c) 10:30 pm.





SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|--|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – a story about teens' issues in Britain | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – a quiz | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – take a role in a discussion about video cameras in college | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – write a comment on an article | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have learned about ... | | | |
| – young people's rights and issues they care about | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – volunteers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – <i>will</i> -future, conditionals, mixed past tenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – collocations with some verbs and adjectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

KEY VOCABULARY

| | | | |
|---------------------------|------------------|-----------------------------|-----------------------------|
| citizen | житель | politics | политика |
| complain | жаловаться | politician | политик |
| democracy | демократия | public | общественный |
| deserve | заслуживать | in public | во всеуслышание, открыто |
| discriminate (against) | дискриминировать | volunteer | доброволец, волонтёр |
| discrimination | дискриминация | vote | голосовать |
| elect | выбирать | Phrases | |
| election | выборы | break the law/ a promise | нарушать закон/ обещание |
| equal | равный | cause problems/ trouble | вызывать проблемы |
| majority | большинство | get involved | участвовать в чём-либо |
| participate | участвовать | It doesn't matter. | Не важно. |
| peace | мир | make a decision | принимать решение |
| | | take seriously | принимать всерьёз |

Module 9

MAN AND SOCIETY

In this module you will ...

- ◆ **learn how to**
 - understand polite “codes”
- ◆ **listen, read and talk about**
 - how society works
 - becoming an adult
 - common stereotypes
- ◆ **revise how to**
 - describe people in pictures
 - use phrasal and prepositional verbs
 - use linking words



Unit **A****LIVING IN SOCIETY****1 READING The building blocks of society** exs. 1, 4, 5

a) Who or what has had the strongest influence on the things you believe to be important in society?

b) Read the text and answer the questions.

We are all born into a specific social and geographical setting, for example, a family, a social class, a country. This affects children's social, cultural, religious and political **values**, habits and traditions. These are external factors. In addition to them, internal values and habits make up an individual's identity.

Humans are the only species on earth who can think about who they are, and they are **conscious** of their role within society. This motivates them to **interact** with others, according to moral values and rules. Every individual needs rules to **socialise** with others. Such rules vary from family agreements to national constitutions. They can change over time and may be different in different cultures.

Structures and hierarchies have developed in human society throughout history. Democracies, monarchies and dictatorships are some of the social and political structures which exist in the world today. In a **tolerant** society, subcultures, made up of people who don't accept the majority culture, are active. People also take part in religious communities, political parties or other organisations.

If an individual or a group feels superior or inferior to other members of society or is **discriminated against**, their **attitude** towards that society and its values may change. In fact, a change in popular opinion or economic developments may cause social structures to change permanently.

If it is impossible for people to live within the mainstream culture, they sometimes oppose or **challenge** society's values. If there is no solution found through discussion and negotiation, people may turn to violence.

1 What are the external factors that influence children?

2 Why do people need rules?

3 What do people do in a tolerant society?

4 What can change societies?

c) Match the words in bold in the text with these definitions.

1 be treated worse than other people • 2 knowing or realising sth • 3 communicate with somebody • 4 accepting what people say/do • 5 how you think or feel about somebody or something • 6 refuse to accept sth • 7 beliefs about what is right • 8 enjoy meeting people

d) Complete the sentences with the information from the text.

**Don't confuse:**

economic (экономический): **Economic** growth in Russia has been very fast.

economical (экономный): Josh saved a lot of money — he was very **economical**.

- 1 An individual's identity is made up of ...
- 2 In order to socialise with others ...
- 3 When a group feels it is not part of society, it may ...
- 4 Violence happens in society when ...

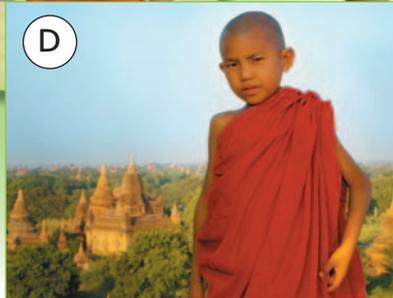
e) Make other forms of these words from the text. Use a dictionary if you need to.

| | | | | | |
|---|-------------|----------------------------|----|-----------|------------|
| 1 | conscious | noun: <i>consciousness</i> | 7 | society | adjective: |
| 2 | economic | noun: | 8 | solution | verb: |
| 3 | identity | verb: | 9 | tolerant | noun: |
| 4 | nation | adjective: | 10 | tradition | adjective: |
| 5 | negotiation | verb: | 11 | vary | noun: |
| 6 | religious | noun: | 12 | violence | adjective: |

2 SPEAKING Describing people

exs. 2, 3

SKILLS
1.2



Work in pairs. Describe the people in the photos.
What country, class or group do you think they come from?

| | | |
|--------------------------------|---|---|
| <i>The person in picture A</i> | <i>looks/seems/ appears to be/is probably</i> | <i>young/middle-aged/old ... a baby/teenager ... poor/middle-class/well-off/upper-class ... pretty/handsome/pleasant/unpleasant ... Asian/white/black ... a student/retired ...</i> |
|--------------------------------|---|---|

3 WRITING Describing a friend

Write a short description of your friend or family member. Write:

- what they look like,
- the type of clothes they usually wear,
- what their hobbies are.

Unit **A**

ENGLISH IN USE

SKILLS
3.8

1 GRAMMAR Linking words

a) Read the text and find three **linking words** or **phrases**.

The role of parents and schools in preparing children for society has been discussed for ages. On the one hand, parents say that schools are not strict enough. Critics, however, say that schools can't do much without full parental support. Furthermore, they call attention to the use of social media.

b) Complete the text with the **linking words** below.

in the long run • for example • however • for one thing • in fact • realistically • as a result • moreover



ELEPHANTS VS. HUMANS

What do you think of when you hear the words “elephants” and “Africa”? Probably of efforts to protect Africa’s last herds of the animals. But **1** ____, elephants have become a real problem in some African countries. In Botswana, **2** ____, there is one elephant for every fourteen human inhabitants. The elephants destroy crops and villages eating whatever they find and moving in herds. How can their number be reduced? One suggestion is to kill some of the elephants. Experts, **3** ____, warn that the results could be terrible. **4** ____, the rest of the herd could get angry with people and become a permanent danger. **5** ____, the female elephants keep the social structure of the herd. Losing them could break order and discipline. **6** ____, young bulls could start to behave like teenage males in problem areas of our cities. **7** ____, when one remembers the public anger at road building projects that are a danger to certain birds or insects, it is impossible to imagine public acceptance of killing large numbers of the biggest mammal in the world. **8** ____, people will have to learn to share the planet with the elephants.

GRAMMAR
BOOSTER
7.1, 7.2

2 GRAMMAR Modals: mixed exercise

a) Complete the sentences with the correct **modals**.

- 1 Would you like a ride? You (might/could) like it.
- 2 I (could/am able to) get up very early in the morning.
- 3 I (needn't/mustn't) go home now. There's no hurry.
- 4 I (must/had to) write an essay about “Society” yesterday.
- 5 I (was able to/could) carry my baby all day yesterday. He was so quiet!

b) Make sentences using the modals in brackets to express the same as the underlined parts.

If you don't want to go to the meeting, it's not necessary to go. (need)
You needn't go to the meeting if you don't want to.

- 1 Is it really necessary for us to attend the conference? (have to)
- 2 He's late. The only explanation is that something has happened. (must)
- 3 It didn't rain yesterday, so it was possible for us to jog. (be able to)

- 4 It is just possible that the story Alex told you is true. (might)
- 5 I advise you to go to the doctor's. (should)
- 6 I'm quite sure that's Peter's car. (must)

3 GRAMMAR Phrasal and prepositional verbs, pronoun objects

Make sentences using the words in brackets and a **pronoun object** in the correct position.

Take off your shoes, please. I've just washed the floor. (already / take off)
*I've already taken **them** off.*

- 1 Nastya arrives back from Irkutsk today. (I / pick up / airport)
- 2 Have you seen Billy after the accident? (call on / yesterday)
- 3 Why don't you phone the manager? (already / ring up)
- 4 Students stole money from the college cafeteria. (security / look for / carefully)
- 5 Our cats can stay with the neighbours while we're on holiday. (look after)

4 VOCABULARY Prepositions in collocations

Choose the correct **prepositions**.

- 1 He was born (in/into) a rich family.
- 2 It is wrong to discriminate (against/to) somebody!
- 3 Since the arrival of the internet, there has been a change (to/in) the way people communicate.
- 4 Most people are opposed (to/from) violence.
- 5 We don't know who to turn (away/to) to solve this problem.

5 LISTENING Teens and stress

Listen to a radio programme. Are these statements **true**, **false** or is the information **not stated**?

- 1 Stress is only a teens' problem.
 - a) True
 - b) False
 - c) Not stated
- 2 Jennifer says the speed at which things happen today leads to stress.
 - a) True
 - b) False
 - c) Not stated
- 3 Stressed teenagers spend less time with their friends.
 - a) True
 - b) False
 - c) Not stated
- 4 90% of stressed teenagers are angry or impatient.
 - a) True
 - b) False
 - c) Not stated
- 5 Experts believe that about 19% of all illnesses come from stress.
 - a) True
 - b) False
 - c) Not stated
- 6 If you are stressed, running can help.
 - a) True
 - b) False
 - c) Not stated
- 7 Jennifer advises to eat sugar when you are in stress.
 - a) True
 - b) False
 - c) Not stated
- 8 Healthy food prevents stress more than just relaxing.
 - a) True
 - b) False
 - c) Not stated
- 9 If you want to sleep well, you should change the time you go to bed.
 - a) True
 - b) False
 - c) Not stated



Unit B

GROWING UP

1 SPEAKING Being a teenager

ex. 5

The time in life between childhood and adulthood is called "adolescence". These pictures show some of the issues adolescents face.



a) Work in pairs. Match the pictures with the issues below. Compare your answers with a partner.

conflict • belonging • the future • decisions • dropping out

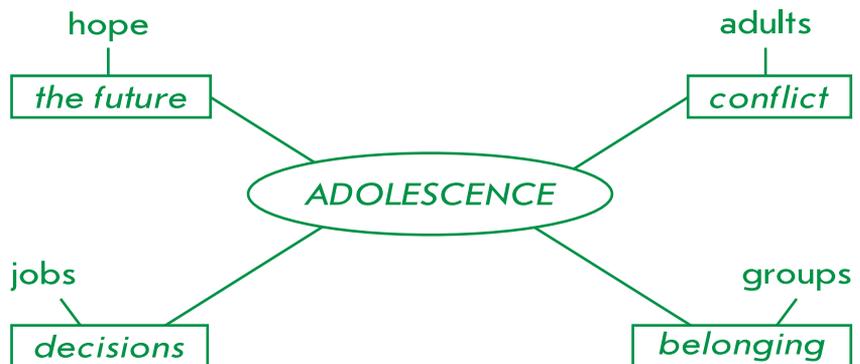
b) Can you suggest alternative issues for any of the pictures?

I think picture ... could also express the idea of ...

c) How do the pictures express the ideas you have discussed? Why do you think of these issues when you look at the pictures?

| | | |
|----------------|---|---|
| Picture A ... | shows ... | a girl on a road ... |
| The picture/it | gives you/evokes | the impression that/ the idea that ... |
| | suggests/express/illustrates the problem of ... | |

d) Work in groups. Collect more ideas on the topic. Draw a mind map and present it to class.



adolescence /,ædə'les(ə)ns/ teenage years
 adolescent /,ædə'les(ə)nt/ a teenager

2 READING Becoming an adult

exs. 1, 2, 4, 6

a) Read the text and match paragraphs A–C with headings 1–4. One heading is extra.

A — They say childhood is a carefree time during which one is protected by one's parents. However, life suddenly becomes complicated with the start of adolescence. Teens' bodies change, and hormones often cause quick mood changes, from happiness to depression. Adolescents suddenly want to sleep in and stay up late. It becomes harder for them to concentrate on studies or household chores. They discover other interests, not the least of which are social media.

B — Most teens feel a need to free themselves from their parents during adolescence. This often leads to a conflict. The teen years are the time for having fun and experimenting. Sometimes adults have little understanding of youth culture and often complain. But for every difficult parent-child relationship, there are just as many positive ones. Studies have proved that a strong relationship with parents can keep teens out of trouble.

C — Another important part of growing up is thinking about the future. What grades will one get in final exams, what to do after leaving school or graduating from college? Not all adolescents have goals and ambitions in life, yet teenagers have to start making decisions about their future career. Fortunately, it is not too late to change careers later.

- | | |
|-------------------------------|-----------------------|
| 1 A key relationship | 3 Planning the future |
| 2 Adolescents need protection | 4 A difficult period |

b) Match parts of sentences 1–6 with A–F. Put the sentences in the correct order to make a summary of the text.

- | | |
|-------------------------------------|---|
| 1 Adolescents often don't accept | A experience many unfamiliar things. |
| 2 In addition, it becomes | B important to make a plan for the future. |
| 3 Teens' bodies and their feelings | C with parents is critical at this time. |
| 4 Although decisions made | D change. |
| 5 In adolescence young people | E now can still be changed later. |
| 6 Nevertheless, a good relationship | F what their parents say. |



Parents sometimes forget that they were once young

yet can also be a conjunction:
He must study for his exam, yet
 (= despite that) *he always stays up late.*

3 LISTENING Emotions

ex. 3



You are going to hear five people talking about emotions. Match statements 1–5 with speakers 1–5. One statement is extra.

- A** Sport can help you to deal with your anger.
B Crying is healthy.
C “Road rage” is when drivers get angry and aggressive.
D Crying and laughing are equally important.
E People in the country are more emotional than people in the city.
F Showing anger and aggression is often a way of hiding other emotions.

Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
5.1–5.6**1 GRAMMAR The future**

Complete the sentences with the correct **future** form of the verbs in brackets.

- 1 Our whole family ____ (fly) to Sochi this summer.
- 2 Next weekend, we ____ (have) a meeting at college with representatives of some big Russian companies.
- 3 The exam ____ (start) in an hour.
- 4 Don't be angry. We ____ (be) there in a few minutes.
- 5 You look stressed. I ____ (just/make) a nice cup of tea.
- 6 My friend and I ____ (finish) our first year of college by next August.

GRAMMAR
BOOSTER
1.2**2 GRAMMAR Sentence adverbs**

Replace the underlined parts of the sentences with the **sentence adverbs** below.

surprisingly • eventually • obviously • understandably • hopefully • strictly speaking • apparently • strangely • supposedly



- 1 The company claims that it does not share clients' personal information with anyone.
- 2 I can't explain why she wasn't on a journey, although she was carrying her suitcase.
- 3 We hope that Julie will make the right decision about her future.
- 4 As far as I can tell, the girl in the photo is happy about the event.
- 5 If I follow the rules, you must leave at 12 o'clock – but you can stay one more hour.
- 6 Before too long, troublemakers will become responsible grown-ups.
- 7 The parents were surprised that their teenage son didn't ask for help.
- 8 I can understand that some people say that teenagers are noisy and loud.
- 9 It was clear to everyone present that Nick was lying.

GRAMMAR
BOOSTER
19.1, 19.2**3 GRAMMAR Phrasal and prepositional verbs**

Answer the questions using the verbs below.

catch up (with sth) • come across sth • fall behind (with sth) • finish sth off • get on with sth • give up • keep at sth • put sth off • write sth down

- 1 What do you do if you find work difficult?
- 2 How do you learn and remember new English words?
- 3 Do you sometimes leave homework only half done?
- 4 Do you ever put off doing your homework or studying for a test?
- 5 What do you do if you fall behind with your work?

4 VOCABULARY Negative prefixes

Make words with the correct **negative prefix** (**un-**, **in-**, **im-**, **il-**, **ir-** or **dis-**). List the words in groups. Then make sentences with at least five of the words. Use a dictionary if necessary.

ability • able • capable • competence • conscious • equal • equality • interest • just • logical • mortal • official • permanent • polite • popular • relevant • respectful • satisfied • stability • stable • tolerant

5 VOCABULARY Alternative words

The same word is used three times in these sentences. Read the sentences again using alternative words.

1 harmful/poor/unpleasant

- She is worried about her teenage daughter because of her **bad** health.
- Everyone knows that smoking is **bad**.
- I still have **bad** memories of my trip.

2 express/evoke/illustrate

- The drawing **shows** life in ancient Russia.
- The dramatic photo **shows** the atmosphere of life 100 years ago.
- The picture **shows** the idea of a new invention.

3 overjoyed/relieved/satisfied

- Pavel was **very happy** when he won the contest.
- The passengers were **happy** that the plane landed on time.
- The sales director wasn't **happy** with the sales in the first quarter.

4 discuss/recall/reveal

- The conference will **talk about** the importance of environmental protection.
- In this interview Sergei Bezrukov **talks about** his successful career.
- The singer **talked about** the early days of starting a band.

5 claim/report/suggest

- The manager **said** that fifty per cent of stock had been sold.
- Her son **said** that he was innocent.
- The guide **said** that we should visit the exhibition first.

6 WRITING Role models

Answer the question and give your own opinion in 200 words.

Do teenagers need role models more than critics?

Mention:

- different types of people who are role models,
- what makes them good role models,
- someone who would be a good role model for you.

Unit **C****TALKING ABOUT STEREOTYPES**

stereotype (noun): a fixed idea that people have about a person, a nation, a place, etc. The idea is usually based on very little real information: *Common stereotypes of the British are that they all drink tea and wear bowler hats.*

Adjectives

arrogant • boastful • bossy • chaotic • cold • disciplined • disorganised • easy-going • eccentric • emotional • formal • friendly • hard-working • honest • humorous • lazy • loud • mean • modest • organised • outgoing • passionate • polite • punctual • quiet • reliable • reserved • romantic • rude • talkative • tolerant • traditional • warm-hearted

Phrases

don't like foreigners • drink tea • drink wine • love to sing/party • eat snails • have great bands and music • have blond hair and blue eyes • have no/a good sense of humour • wear nice/terrible clothes • play chess • speak with their hands • show their affection • have dark hair

1 SPEAKING Are stereotypes bad?**ex. 1**

a) Think of some nationalities (the Russians, the Chinese, the South Africans ...) and match them with some typical national stereotypes. The words below will help you.

One image of ... people is that ...

You sometimes hear comments like, "All ... are ..."

A common stereotype of ... people is that ...

b) Where do stereotypes come from? Make a list of ideas.

c) Stereotypes are not always negative. Think of some positive examples. Read your list of stereotypes out loud in class.

2 READING They are the British**exs. 2, 3, 5**

a) Read the text and say what its message is.

THEY ARE THE BRITISH

Ask a Briton, and you will find that they listen and dance to music from America, Africa and Asia; they taste national cuisines from Ireland, China and Jamaica; they communicate in more than three hundred languages, and they have four hundred recipes of cooking potatoes. They are of Celtic, Arab and Bengali nationalities; they wear national outfits such as kilts, saris and football shorts; and if you come up with them face to face, you can probably see the history of the whole world.

The British are not a single nation with a single religion, and they don't come from a single territory. But they are building a nation where they are all able to be who they are, to be British. That is what they are moving forward to.

b) Answer the questions.

- 1 People of which nationalities live in Russia?
- 2 Can Russia be called a "multicultural" country? Why (not)?
- 3 What are Russian national outfits?

c) Work in pairs. Imagine that you need to write a story "We are Russians" for a college blog. What would you say? Discuss and share in class.

Great Britain: British • Briton/Brit • the British

England: English • Englishman/woman • the English

Scotland: Scottish/Scots/Scotch • Scot/Scotsman/woman • the Scots/Scottish

Wales: Welsh • Welshman/woman • the Welsh

i

You can find all the necessary information about Russia on the website of the Russian Geographic Society: <http://gotourl.ru/16699>.

3 SPEAKING What do they really mean?

The British are known for being polite and modest. But you need to understand the codes. Match polite or "coded" sentences 1–10 with their real meanings A–J.

- | | |
|--|---|
| <p>1 Excuse me, could I trouble you for the water?</p> <p>2 I'm afraid my schedule is very full.</p> <p>3 I have been told that I'm not a bad dancer.</p> <p>4 Would you mind not talking so loud on your mobile?</p> <p>5 Oh really? Is that what you think?</p> <p>6 Well, I do know a bit about art, especially modern sculpture.</p> <p>7 Excuse me, I'm so sorry to bother you, but your chair is on my coat.</p> <p>8 You must come to tea sometime.</p> <p>9 How sweet: I can't remember when I last heard that expression.</p> <p>10 We usually queue in this country, but that's all right, you can go first.</p> | <p>A You've pushed in front of me, but I'm going to let you.</p> <p>B Pass the water, please.</p> <p>C I'm an expert on 20th- and 21st-century sculpture.</p> <p>D I'm not really very keen to see you again.</p> <p>E Your language is a bit old-fashioned.</p> <p>F You seem to have some funny ideas.</p> <p>G It was nice meeting you, but we needn't meet too often.</p> <p>H I'm an excellent dancer.</p> <p>I Keep quiet, please.</p> <p>J Get your chair off my coat, please.</p> |
|--|---|



4 LISTENING Beyond stereotypes

ex. 4



a) Listen and choose the correct answer.

- | | |
|--|---|
| <p>1 Pam isn't happy in the US because</p> <p>a) her English isn't very good.</p> <p>b) she isn't like other teenagers.</p> <p>c) she has no friends.</p> <p>2 For Pam it is important</p> <p>a) to keep her self-respect.</p> <p>b) to return to Vietnam.</p> <p>c) to adapt at all costs.</p> <p>3 Pam thinks her parents</p> <p>a) are too strict.</p> | <p>b) work too hard.</p> <p>c) have taught her a lot.</p> <p>4 Mark lives in</p> <p>a) Brazil.</p> <p>b) Britain.</p> <p>c) America.</p> <p>5 Mark ___ being part of two cultures.</p> <p>a) finds it difficult</p> <p>b) really hates</p> <p>c) sees advantages in</p> |
|--|---|

b) Are these statements **true**, **false** or is the information **not stated**?

- | | | | |
|--|---------|----------|---------------|
| 1 Pam has been a victim of racism. | a) True | b) False | c) Not stated |
| 2 Pam lived in Vietnam for ten years. | a) True | b) False | c) Not stated |
| 3 Mark spends a lot of time playing video games indoors. | a) True | b) False | c) Not stated |
| 4 Mark stands out because all the local people are black. | a) True | b) False | c) Not stated |
| 5 Mark plans to stay in Brazil when he finishes school. | a) True | b) False | c) Not stated |
| 6 Mark and Pam don't feel the same about living between cultures. | a) True | b) False | c) Not stated |



Unit **C**

ENGLISH IN USE

1 VOCABULARY Word formation

Complete the table. Use a dictionary if you need to.

| adjective | noun | verb | adjective | noun | verb |
|-------------|------------------|------|---------------|------|------|
| arrogant | <i>arrogance</i> | – | modest | | – |
| bossy | | | nationalistic | | – |
| boastful | | | organised | | |
| chaotic | | – | passionate | | – |
| disciplined | | | polite | | – |
| eccentric | | – | punctual | | – |
| emotional | | – | reliable | | |
| formal | | – | romantic | | – |
| honest | | – | rude | | – |
| lazy | | – | tolerant | | |

2 GRAMMAR Present simple for descriptions

Complete the sentences in **present simple**.

- 1 It ____ (seem) that this song ____ (express) the idea of being alone.
- 2 In the text, the writer ____ (tell) us about her experience as a teenager.
- 3 The poem ____ (make) it clear that many of the stereotypes that we ____ (have) about people ____ (be) simply wrong.
- 4 This film ____ (be) a mystery. It ____ (open) with an attractive Italian woman, who ____ (arrive) in a small town for the weekend. She ____ (meet) an old college friend and they ____ (go out) for dinner. After dinner, the friend suddenly ____ (disappear). The woman ____ (try) to find him.
- 5 It ____ (say) in the text that growing up ____ (can) be hard.

3 GRAMMAR Mixed tenses: present, past, future

Maggie is looking for a flat share in Moscow. Pavel is interviewing her. Make full sentences with the correct form of the verbs. Mind the tenses.

Pavel: Why / come to live / Moscow?

Maggie: I / find / job here.

Pavel: Your Russian / very good. How long / you / learn it?

Maggie: I / learn Russian / for eight years.

Pavel: you / know / anybody in Russia?

Maggie: Yes / I / have / an uncle here. He / live / in Omsk.

**GRAMMAR
BOOSTER
3.1**


Pavel: What sort of music / you / like?

Maggie: I / like / hip hop. But / I / often / listen to classical music, too.

Pavel: you / have bad habits?

Maggie: No, I / not.

Pavel: How long / you / need / the bathroom in the mornings? We / only / have / one bathroom. It / get / crowded / in the mornings.

Maggie: I / usually / be / pretty quick – It / normally / take / 10 to 15 minutes. My work / start / at 10 am, so I / not / think / the bathroom / be / a problem.

Pavel: OK, well, thanks / for / come / Maggie. I / let you know / in a couple of days.

4 SPEAKING Interviewing a Russian student

Here are the answers a Russian student gave in a survey about her work and studies. What **questions** was she asked?

- 1 “No, I finished school two years ago.”
- 2 “Yes, I do. I go to IT college in Moscow.”
- 3 “Yes, I also work part-time for an IT company.”
- 4 “It is not easy to combine work and studies.”
- 5 “Well, I don’t have much time for hobbies, but I sometimes hang out with friends.”
- 6 “Oh, we usually go shopping, have food in a café or go to the cinema.”
- 7 “Some of them are. But the others are my old school friends.”



5 VOCABULARY Who lives in Britain?

Complete the sentences with the correct word. Sometimes more than one answer is possible.

- 1 Have you seen today’s headlines? It says “FIVE ___ (BRITONS/ BRITISH) INJURED IN AVALANCHE”.
- 2 Did you know that Sean Connery was ___ (Scottish/a Scot)?
- 3 Wayne Rooney’s not Irish, he’s ___ (a Briton/British).
- 4 All ___ (the English/English) are British, but not all ___ (the British/ British) are English.
- 5 I’m not ___ (Englishman/English), I’m ___ (Scottish/a Scot).
- 6 With a name like Bryn Morgan, he must be ___ (Welsh/a Welsh).
- 7 Many ___ (Scotch/Scots) no longer want to be ___ (Britons/British).

SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|--|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – what society is | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – the experience of modern teenagers suffering from stress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – write a description of my friend or relative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – talk about being an adolescent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have learned about ... | | | |
| – childhood, adolescence, adulthood | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – some national stereotypes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – linking words, modals, prepositional verbs, sentence adverbs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – negative prefixes and alternate words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

| | | | |
|-------------|--|---------------|---|
| adolescence | юность | interact | взаимодействовать |
| adolescent | подросток, юноша/девушка | lazy | ленивый |
| adulthood | взрослая жизнь | mainstream | широко распространённый, представляющий большинство |
| ambition | стремление, цель | modest | скромный |
| attitude | отношение | monarchy | монархия |
| belonging | принадлежность | religion | религия |
| boastful | хвастливый | religious | религиозный |
| chaotic | хаотичный | reserved | скрытный, замкнутый |
| conflict | конфликт | rude | грубый |
| conscious | сознающий, воспринимающий | social class | общественный класс |
| disciplined | дисциплинированный | socialise | общаться, бывать в обществе |
| drop out | выбиваться, выпадать (из компании, коллектива и т. п.) | tolerant | терпимый, толерантный |
| easy-going | общительный | tradition | традиция |
| evoke | вызывать | traditional | традиционный |
| goal | цель | value | ценность |
| habit | привычка | violence | жестокость |
| human | человек | youth culture | молодёжная культура |
| identity | личность | | |
| influence | влиять | | |

Module 10

LOOKING FOR A JOB

In this module you will ...

◆ **learn how to**

- use past perfect progressive
- use relative clauses
- write a job application
- accept an invitation
- role play a job interview

◆ **listen, read and talk about**

- personal statements
- applying for a job

◆ **revise how to**

- use conditionals, verbs with the infinitive and gerund



Unit **A****THE RIGHT JOB****1 LISTENING Two personal statements****ex. 1**

What type of person are you? For example, do you get energy from being with people (*extrovert*) or from being alone (*introvert*)? There are a number of internet tests you can take. Look under “find strength weakness”.

Sarah Dee and Nat Wilde are graduating from college next month. Read the list below, then listen to them talking. What are their strengths?

- | | |
|-------------------------------|-----------------------------|
| 1 can explain technology | 7 is reliable |
| 2 enjoys travelling | 8 is good at helping people |
| 3 can speak foreign languages | 9 is sporty |
| 4 likes working in a team | 10 communicates well |
| 5 likes music | 11 has internet skills |
| 6 is organised | |

2 READING Company websites**ex. 2****UCHIMZNAEM**

The “UchimZnaem” (“WeTeachTheyLearn”) Project is a unique educational environment created **1** ___ hospital conditions for Russian children who need long-term treatment. The main goal is to support children so that they live a full life during treatment, the recovery period, and socialisation. A perfect project **2** ___ those who like to help others. Send your CV with a letter of application **3** ___: ...

ELECTRONICS SHOP

Would you like to work **4** ___ an exciting private company with great training programmes to support you? Russia’s number one electronics shop is looking for new sales assistants. Do you work well in a team? Do you like good service and contact with customers? Can you explain how a camera or a smartphone works? Are you looking for a career where you can rise **5** ___ the top? Then send your CV to: ...

MY JOB

Welcome **6** ___ “My Job” careers website. We’re the largest state organisation in Moscow which specialises **7** ___ citizens’ employment. **8** ___ “My Job” we work to make our customers’ dreams come true. You can join our team to help others find the best job in the capital! Why not check our website and send **9** ___ your CV and a letter of application?



CV = *curriculum vitae* (record of sb’s education/work experience)

**Fake job advertisements**

Be careful: jobs posted on the internet can be fake! Here are some tips:

- Never pay anybody for finding you a job or offering you training.
- Don’t send personal information until you are sure about the company.
- Check the contact information of the company.

a) Read the texts and complete them with the prepositions below.

in • for • on • to • at

b) Make a list like the one below about each of the companies:

Type of business: *Private health care service*

Name of the job: ...

Job description: ...

Strengths needed: ...

c) Look at your answers in ex. 1 and decide which company you would apply for.

d) Think of a well-known Russian company and look at their internet home page. What can you find out about jobs in the company? Make notes and tell the class.

Search under “jobs” or “careers”.

PROJECT

3 WRITING A letter of application ex. 3, 4, 5

a) Complete the letter of application with the phrases below.

- A I will graduate from college in ...
- B I would like to apply for a job as a ...
- C I am good at working in a ...
- D I am interested in ...
- E I am writing to you about ...

Dear Sir or Madam,

1 ___ the careers that you offer on your company website.

2 ___ sales assistant.

I am 17 years old and 3 ___ June this year. I am a helpful person and 4 ___ team. 5 ___ technology and I like explaining to people how things work.

I look forward to hearing from you.

Yours faithfully,

Maria Petrova

b) Think of a job or training programme that you are going to do after graduation and write a letter of application. Here are some useful phrases:

- ... *the trainee programme which you advertised in... of (date).*
- *I am writing in reply to your advertisement in ... of (date).*
- *I enclose my current CV.*
- *As you can see from my CV, for the last ... years I have worked part-time/full-time as a ...*
- *I would welcome/like the opportunity to work for / start my career with your company.*
- *I would appreciate the opportunity to come for / be available for an interview at any time.*
- *If you feel I might be suitable / the right person for the job, please contact me on... / at the above address.*



Unit **A**

ENGLISH IN USE



1 LISTENING Personal statements: my future



| Speaker | Statement |
|---------|-----------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

a) Listen to the speakers and match statements A–F with speakers 1–5. One statement is extra.

- A I don't want my parents to plan my future for me.
- B I don't know yet which career is right for me.
- C I want to get advice from my parents before I decide what to do.
- D My parents don't really understand how much I need a break.
- E I plan to combine work and travel.
- F I think it won't be easy to find a good job in my country.

b) Listen again and check your answers.

2 VOCABULARY Applying for a job

Complete the sentences with the words below.

enclosed • advice • employees • join • looking for • security • CV • looking forward to • rise • part-time • practical

- 1 Denis is good with his hands. He prefers a ____ job when he graduates from college.
- 2 What kind of job are you ____?
- 3 If you have a family, you may only be able to do a ____ job.
- 4 Our career coach gave me some good ____ about my future career.
- 5 If I work hard, in five years I will ____ to a management position.
- 6 I ____ my ____ with my letter of application.
- 7 The company I am going to ____ has 1,000 _____. I am really ____ starting work.
- 8 Olesya has a big family, so job ____ is important to her.

**GRAMMAR
BOOSTER**
9.3

3 GRAMMAR Conditional 3

Rewrite these sentences using **conditional type 3**.

Rita overslept and was late for her interview. She didn't set her alarm.
If Rita had set her alarm, she wouldn't have overslept and been late for her interview.

Mark's camera was stolen. He didn't lock his car. *Mark's camera wouldn't have been stolen if he had locked his car.*

- 1 Lucy's college application wasn't accepted. She sent it off too late.
- 2 Sita's mobile rang at the maths lesson. The teacher took it away from her.
- 3 Rachel lost her phone. She left it lying around.
- 4 Emma didn't get the job. She had the wrong qualifications.
- 5 Pete left his rucksack at the railway station. It disappeared.
- 6 Tom didn't pay his bill. His internet access was deactivated.

4 GRAMMAR Conditional sentences: mixed types

Some friends are planning a trip to Kazan this summer. Complete their conversation with the correct **conditional form** of the verbs in brackets.

Emma: If I keep my part-time job until summer, I **1** ____ (have) enough money for the trip.

Phil: If I **2** ____ (not spend) all my money on a new computer the year before, I would have had the money for the trip long ago.

Janet: Well, unless something happens, I will have enough money for the trip by June.

Phil: You always have enough money, Janet.

Janet: Well, I save. If I **3** ____ (spend) a lot on stuff, I **4** ____ (not have) much at all.

Emma: If I **5** ____ (not earn) good money at the garage, I wouldn't be able to afford the trip. Anyway, when shall we go?

Janet: If we **6** ____ (book) before 15th May, it will cost £320. That's the cheapest offer. And if we fly before 16th July, we **7** ____ (get) a discount on all Russian flights.

Steve: July is too early. What about August?

Emma: If we **8** ____ (go) in August, it might be too hot. It's the busiest holiday month, too.

Janet: What about rooms? I think we should book a hotel. Everywhere may be full up in summer. What would we do if we **9** ____ (not get) rooms? Just imagine how scary it would be if we **10** ____ (have to) sleep in the park. If we **11** ____ (book) a tourist hotel with the help of a travel agent, it would be cheaper.

Steve: Good idea. If we stayed in downtown, somewhere central, we **12** ____ (walk) everywhere and cut our travel costs. And what about food?

Phil: My Dad was in Moscow last year. He said if he **13** ____ (buy) food in a shop, he **14** ____ (save) a lot.



5 WRITING Applying for a summer job

Read the job advertisement and write an email for more information using the ideas below. Before you write, decide on the best order for the different points.

- Where the college is.
- How you can get there.
- Exact dates.
- Why you want to be in the show.
- Where you can sleep.
- Three important facts about yourself.
- How much you'll earn.

Summer jobs for students

We are making a new TV show about travelling in Russia. During summer holidays in August, we are filming in a college in Saint Petersburg. We are looking for reliable young people (15–18 years old) who are able to understand simple instructions in English.

Write an email today to:
j.gubbins@example.com

Unit **B****AN INVITATION FOR
A JOB INTERVIEW****1 READING An invitation email**

ex. 4

Read the invitation for a job interview. Maria would like to go to the interview by metro. Which of the points below will she need to ask about?

place of interview • interview dates • interview times • public transport • whether there will be a meal • the kind of food the canteen offers



Use *Mrs* if a person is married. *Ms* is used both for married and unmarried women.

Dear Ms Petrova,

Thank you for your letter of application. We would like to invite you to an interview at our office in Moscow during the week from 14th to 18th June. Please let us know whichever date works best for you.

Public transport in Moscow is excellent, but however you decide to come, we would be happy to help you to find your way.

We plan to interview ten candidates each day, and there will be a chance for group discussions during lunch in our canteen.

We look forward to hearing from you, if possible by email to the address below.

Yours sincerely,
Mikhail Egorov

2 WRITING Accepting an invitation

exs. 1, 2

Put the sentences from Maria's email to Mikhail Egorov in the correct order and write an email. Compare it with a partner.

- It would be very interesting to meet other candidates during lunch.
- I would like to go to the interview by metro.
- Could you tell me if your canteen offers vegetarian food?
- Thank you for your letter of 25th May.
- I would like to come for an interview on Wednesday 16th June.
- Dear Mr Egorov,
- Yours sincerely, Maria Petrova
- Please let me know when I should arrive at your office.
- What is the nearest metro station?
- I look forward to meeting you.

Email writing**Beginning**

Dear Mr/Mrs, Ms,
Dear Sir/Madam,

Ending

Yours sincerely,
Yours faithfully,

3 WRITING Agreeing on details

ex. 5

SKILLS
3.14

Read Mikhail Egorov's email, then complete Maria's answer.

Dear Ms Petrova,
 Thank you for your email of 26th May. I saw that you can come for an interview on Wednesday 16th June. Would you like an interview at 9.30 am or 2.30 pm? If you choose the afternoon interview, please arrive in time for lunch at 12.15 pm.
 The easiest way to come to our office is by metro. The nearest station is Baumanskaya. Our office is 5 minutes from the station on foot. I am happy to say that our canteen offers various dishes, so you can make a choice to your liking.
 I look forward to meeting you.
 Yours sincerely,
 Mikhail Egorov

WRITING THE DATE

British

day/month/year
 14th March 2011
 14 March 2011
 14.03.2011

American

month/day/year
 March 14th 2011
 March 14 2011
 03.14.2011

____ Mr Egorov,
 Thank you ____.
 ____ at 2.30 pm and will make sure that I arrive ____.
 I will come by _____. I'm very glad your _____ offers various dishes. Many thanks.
 I _____ meeting you and the other candidates.
 Yours _____,
 Maria Petrova

SAYING THE DATE

We write *14th March*, but we say **the 14th of March**.

WRITING THE TIME

- 9.30 or 9:30
- pm or p.m.

4 LISTENING Getting ready for an interview exs. 3, 6



Dayamayee has a job interview at a call centre in Delhi tomorrow. She is practising with her friend Harita, who is the interviewer. Listen to the dialogue and complete the candidate profile for Dayamayee.

| | |
|--------------------------------------|--|
| Name | Dayamayee |
| Personal qualities | good at ... enjoys ... |
| Computer skills | can use ... |
| Attitude to modern technology | has got ... |
| Experience with English | always got good ... speaks ... listens ... |
| Knowledge of Britain | has visited her ... reads ... learns ... |
| Work experience | part-time: ... weekend job: ... |
| Weakness | forgets ... |



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There are many **call centres** that work for British companies in India. Employees need to speak good English and know about the UK and its culture.

Unit **B**

ENGLISH IN USE

GRAMMAR
BOOSTER
8.1**1 GRAMMAR Gerund and to-infinitive after verbs**

a) Complete the chart with the verbs below.

attempt · avoid · choose · decide · dislike · enjoy · expect · finish · give up · can't help · imagine · manage · offer · plan · pretend · promise · refuse · risk · seem · suggest

| verbs + to-infinitive (11 verbs) | gerund (9 verbs) |
|----------------------------------|------------------|
| attempt | |

GRAMMAR
BOOSTER
8.2

b) Complete these sentences with your own ideas.

- | | |
|---|--|
| <p>1 After I graduate from college, I plan ...</p> <p>2 I could imagine ...</p> <p>3 At weekends my friends and I enjoy ...</p> <p>4 I don't like it when people pretend ...</p> <p>5 When I asked her, my mother refused ...</p> | <p>6 Though she tries, my friend never manages ...</p> <p>7 In my opinion, teachers should attempt ...</p> <p>8 When I think about my English skills, I suppose I need to practise ...</p> |
|---|--|

2 GRAMMAR Gerund after prepositions

a) Complete the questions with the correct **preposition** (**at, in, like, of, on** or **to**) and use a **gerund** after it.

- Are you good ____ (keep) in touch with all your friends?
- Do you want to succeed ____ (solve) problems on your own?
- So, are you interested ____ (spend) little money to make a large profit?
- Are you keen ____ (hear) all the latest news as it happens?
- How often do you feel ____ (relax) in front of TV?
- Do you sometimes dream ____ (get ahead) in life?
- Are you used ____ (download) films from the Net?
- Are you sometimes afraid ____ (miss) the latest trends?

b) What do you say when you don't want to answer all the questions? Make sentences with the phrases below using **gerunds**.

tired of · decide against · fed up with · not interested in

3 GRAMMAR Progressive tense

Complete the pairs of sentences with the verbs in the correct **progressive tense**. Use the same verb in both sentences.

1 (apply)

Maria *has been applying* for jobs for the last six months without success.
Maria *had been applying* for jobs for a long time when she finally got an interview.

2 (read)

I ____ job advertisements all morning, and now I am tired.
I ____ job advertisements all last week, and then I found my ideal job.



3 (help)

Steve's teacher ___ him find a career until he decided to just take a year off college.

For the last month Steve's teacher ___ him to decide on a career.

4 (look for)

Companies ___ new employees, but they stopped last month.

Companies ___ new employees since January because they have a lot of new orders.

5 (learn)

I started a new course last week and I ___ the skills I need for office work.

Before I decided to train as a teacher, I ___ the skills I need for office work.

GRAMMAR
BOOSTER
174 VOCABULARY *Whoever, whatever, however, whenever, wherever*

Complete the sentences with one of the words below.

whoever · whatever · however · whenever · wherever

- ___ much money they offer you, I wouldn't take the job.
- Always be polite ___ you are talking to.
- Nat never gets angry ___ the situation.
- He always wears black shoes ___ he goes.
- You can phone me ___ you like.

5 VOCABULARY *Jobs*

Choose the correct word.

- Sarah sent off her ___ (apply/application) yesterday.
- He seems a very ___ (reliable/rely) person.
- He says that he is very ___ (organising/organised), too.
- I read the company's ___ (advertisement/advertise) on the internet yesterday.
- The job offer is a great ___ (opportunity/occasion) for Phil.
- Emma is ___ (available/able) for an interview.

6 LISTENING *Shopping*

Listen to the friends' conversation about shopping. Are the statements **true**, **false** or is the information **not stated**?

- Diana ordered two tops from an online shop.
- Diana has paid for the tops.
- The service number of the online shop is 0800 53535.
- Just Jeans* have many shops in London.
- Prices at *Just Jeans* are reduced by half.
- HK Fashion* prices are better than prices at *Just Jeans*.
- Pete asks Diana to go shopping with him.
- Diana often shops at *HK Fashion*.
- Pete often buys computer games.
- Diana tells Pete that it is easier to shop in town than on the website.



Unit **C**
SKILLS
3.3
**i****Common interview questions**

- What is your biggest weakness/strength?
- How would you describe yourself?
- What motivates you?
- Tell me about yourself.
- What decisions do you find difficult to make?
- What interests you about this job?
- Why are you the best person for the job?
- What are your goals for the next five years?
- What will you do if you don't get this job?

Showing interest in the candidate's answers:*Really?**I see.**That's interesting/very good.***AT A JOB INTERVIEW****1 READING Giving good answers****exs. 1, 3, 4**

a) How should Dmitri answer Ms Grekova's questions? Choose A or B. Then compare your answers with a partner.

Ms Grekova: Hello, nice to meet you, Dmitri. My name is Julia Grekova.

Dmitri: **A** Hello, Ms Grekova. Nice to meet you.
B Hi, Julia!

Ms Grekova: Well, Dmitri. Thank you for your interest in our company. Could you tell me why you'd like to work for us? What are the aspects you are interested in?

Dmitri: **A** Because travelling is really cool.
B Well, I really enjoy travelling and being in other countries. We used to live in China.

Ms Grekova: Maybe you can say something about your strengths. What are the things you are good at?

Dmitri: **A** Well, I'm really brilliant at languages. And I'm just so organised and reliable!
B Well, I do speak two foreign languages quite well. And I'm very organised and reliable.

Ms Grekova: Of course, there would also be quite a lot of desk work to do.

Dmitri: **A** I can imagine that. I'm very happy to do office work.
B No worries, Ms Grekova!

b) Read the rest of the interview. Why aren't Dmitri's answers good? Think of better answers. Share in class.

Ms Grekova: Are you confident about using a computer?

Dmitri: Sure, I spend lots of time surfing the internet.

Ms Grekova: OK, imagine everybody wants something from you at the same time. What do you do?

Dmitri: Tell them to be patient. I'm not a machine.

Ms Grekova: How soon would you be able to start if we offered you the job?

Dmitri: What about tomorrow?

Ms Grekova: Why should we choose you?

Dmitri: Why not?

Ms Grekova: Well, that's it. Thank you for coming. We'll contact you soon. Goodbye!

Dmitri: See you!

2 READING Interview tips

exs. 2, 5, 6

Read the tips for a good interview. Match tips A–E with headings 1–6. One heading is extra.

A —

Listen carefully when the interviewer is speaking and look interested. Don't interrupt, but prepare some questions to show you are interested in the job. There is usually some information on the company website.

B —

Speak clearly and smile. Don't say things which are not true. If you don't understand a question, ask. If you don't know an answer, say so.

C —

Prepare answers to common interview questions. Answer a question, but then stop talking. The interviewer, who may have already interviewed many candidates, should ask the next question.

D —

Make sure you look smart. Sit still and make eye contact. This looks confident. If you move a lot, you look nervous, so sit up straight. If you relax too much, you look bored or uninterested.

E —

Be enthusiastic and happy. Don't criticise other people. This creates a bad impression. People may think that if you are negative, perhaps you will be negative about your new employer!

- | | |
|-------------------------|-----------------------------------|
| 1 Sound positive. | 5 Tell the truth. |
| 2 Listen! | 6 Pay attention to body language. |
| 3 Don't talk too much. | |
| 4 Relax — feel at home. | |

3 LISTENING Leaving a message

a) Sarah has started working for WOW Electronics. She is making a phone call to CX Computers. Put the sentences in the correct order to complete the conversation.

Tim: CX Computers. Tim speaking.

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

Tim: OK. That's great. Thanks.

Sarah: Can I leave a message?

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

Sarah: 01705 – 4912214

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

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

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

Tim: And your phone number?

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

Sarah: Thank you, Tim.

b) Listen and check your answers. Then practise the dialogue with a partner. Use different names and phone numbers.

i

How to ... start an interview:

- Shake hands.
- Greet: *Hello, Mr/Ms ...*
- Give your name: *I'm ... and I'm from ...*
- Give your purpose: *I'm here for the ... o'clock interview for ...*

finish an interview:

- Thank the interviewer, repeat their name: *Thank you for talking to me, Ms ...*
- Say you want the job: *I would really like to work for ...*
- You want to hear from them: *I hope to hear from you soon.*
- Shake hands.
- Keep eye contact and say goodbye.



Useful telephone language

... speaking.

This is ... speaking.

Can you put me through to ...?

Hold on, please.

I'll call back later.



Unit **C**

ENGLISH IN USE

GRAMMAR
BOOSTER
10.3**1 GRAMMAR Relative clauses**

Complete the questions without **who/which/that** and with the **preposition** at the end.

We stayed at a nice hotel in the centre of Samara. *What was the name of the hotel that we stayed at?*

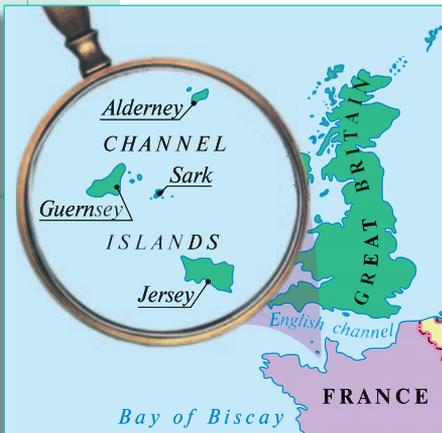
- The evening before the interview we went to the theatre. What was the name of _____?
- You talked to a friend for a long time. What was the name of _____?
- Then we ate at an expensive sushi restaurant. Where was the restaurant _____?
- After the interview we had a sandwich lunch in a park. Where was _____?
- Then we looked around the shops in Main Street. What were the names of _____?
- We drove to a monastery outside Yaroslavl on the way home. Where was _____?

2 GRAMMAR Non-defining relative clauses

Combine the two sentences, using **who** and **which**.

The Channel Islands lie in the English Channel. They consist of four main islands. *The Channel Islands, which consist of four main islands, lie in the English Channel.*

- The Channel Islands are closer to France than to England. They belong to Britain.
- The largest of the four islands is only about 20 kilometres from the French coast. It is called Jersey.
- The islands are visited by over half a million tourists every year. They are known for their mild climate and beautiful beaches.
- The Channel Islanders are very friendly. They speak both English and French.

GRAMMAR
BOOSTER
10.4

- The English particularly enjoy the southern atmosphere. The Channel Islanders welcome them warmly.
- The tourists like the street cafés and the French cooking. The tourists come mainly from England.

GRAMMAR
BOOSTER
20**3 GRAMMAR used to + infinitive**

Work with a partner. Peggy and Stuart are colleagues at work. As teenagers, they went to the same college. Complete their sentences with **used to + infinitive**.

be (x2) • hate (x2) • feel • drive

Peggy

- I *used to love* playing tennis at college.
- I ___ a bit scared of you.
- Our fathers ___ good friends.
- I ___ maths at college.

Stuart

- I *used to like* squash more.
- I ___ bad when other students laughed at you.
- My father ___ your father to work.
- I ___ history.

4 GRAMMAR Emphasis

a) Look at the list and read the short text. Find examples of all six ways of giving emphasis in the text.

- | | |
|--|---|
| <p>1 Stress: my city</p> <p>2 Words: <i>really, ever, completely</i></p> <p>3 <i>-self</i>: I met the president himself.</p> | <p>4 Say the important thing first: It's you who can go.</p> <p>5 Inversion: Never can I (not I can)</p> <p>6 Do/does/did: I do like that dress.</p> |
|--|---|

Yes, it was the famous General Director of Rostec Corporation, who came to our college yesterday and gave a speech. So we listened to the director himself. And he does smile a lot when he meets people. I think he really enjoyed his visit. Never have I seen so many students interested in a speech.

b) Rewrite the sentences giving emphasis.

- William's mother helped him with his lessons early every morning. (*It was ...*)
- She never allowed him to sleep late from Monday to Friday. (*Never ...*)
- She made him work hard (... *did* ...), but he was pleased about it (... *really* ...).
- The lessons were always interesting, he said. (*-self*)

c) Work with a partner. Read the following text, then make four statements about facts in the text, using emphasis.

Example: *It is the survey which shows ...*

A survey of 4,500 teenagers in Canada shows that they enjoy life and expect a bright future. Overall, teens reported being very close to their parents, with almost eight out of ten teens saying they got on well with their mothers, and more than seven out of ten saying the same about their fathers. 85% said they were happy with their hobbies and friends. When teens see their future, they see themselves with families and children and the jobs they want.



5 VOCABULARY Finding a job

Work in pairs. Collect key words, phrases and sentences on the topic of finding a job. Copy the table and fill it in. Discuss and share in class.

| Things to consider about the job | What your strengths are | Job advertisements | Letter of application |
|----------------------------------|-------------------------|--------------------------------------|----------------------------------|
| <i>working hours ...</i> | <i>reliable ...</i> | <i>We are always looking for ...</i> | <i>I would like to apply ...</i> |

6 GRAMMAR Singular and plural nouns

Choose the correct form of the verbs: **singular** or **plural**. Sometimes both are possible.

- The government ___ (want/wants) to help more people find jobs.
- Politics ___ (is/are) important for everybody's lives.
- There ___ (is/are) a lot of information about jobs on the internet.
- Here ___ (is/are) the news.
- The police ___ (is looking for/are looking for) witnesses.
- That ___ (is/are) good advice.

SELF-ASSESSMENT

| How well can you do these things? | Very well | OK | Practise! |
|--|--------------------------|--------------------------|--------------------------|
| LISTENING AND READING | | | |
| I can understand ... | | | |
| – a personal statement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – company job advertisements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING AND WRITING | | | |
| I can ... | | | |
| – write a letter of application | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – take part in a job interview | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOPICS | | | |
| I have learned about ... | | | |
| – job advertisements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – how to get ready for a job interview | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| STUDY AND LANGUAGE SKILLS | | | |
| I have learned more about ... | | | |
| – past perfect progressive, conditionals, verbs with the infinitive and gerund, relative clauses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| – giving emphasis when speaking or writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



KEY VOCABULARY

| | | | |
|-----------------------|----------------------------------|--------------------------------|--------------------------------------|
| advertise | рекламировать | look forward to | с нетерпением ожидать |
| apply (for) | подавать заявление (на) | opportunity | чего-либо |
| application | заявка, заявление | organise | возможность |
| attitude | отношение | refuse | организовывать |
| candidate | кандидат | reliable | отказывать(ся) |
| canteen | столовая | reply | надёжный |
| colleague | коллега | sales assistant | ответ, отвечать |
| confident | уверенный | strength | продавец-консультант |
| current | текущий | teamwork | сильная сторона |
| customer | клиент, покупатель | training | работа в команде |
| CV (curriculum vitae) | резюме | weakness | профессиональная подготовка, тренинг |
| employer | наниматель | | слабая сторона |
| employee | работающий по найму, сотрудник | Phrases | |
| employment | работа, занятость | book a hotel | забронировать номер в отеле |
| job security | гарантия работы (рабочего места) | Can I leave a message? | Могу ли я оставить сообщение? |
| | | Can you put me through to ...? | Не могли бы вы соединить меня с ...? |
| | | Hold on, please. | Подождите, пожалуйста. |

Module 11

GETTING A JOB

In this module you will ...

◆ **learn how to**

- use future perfect
- express purpose
- talk to new people

◆ **listen, read and talk about**

- the trends in the business world
- new jobs and products
- people talking about their jobs

◆ **revise how to**

- use future in the past
- use mixed past tenses



Unit **A****THE WORLD OF BUSINESS****1 READING Global trends**

exs. 1, 2, 3, 4, 5

i**Outsourcing**

BRICS is short for **Brazil, Russia, India, China, South Africa**. It is an interstate association of five countries: Brazil, Russia, India, China, South Africa. The organisation was founded in June 2006 at the St. Petersburg Economic Forum. In 2023, Egypt, Ethiopia, Iran, Saudi Arabia, and the UAE were invited to join BRICS. You can learn more here: <https://go.prosv.ru/TAqdsR>.

Wage(s) or salary?

Employees who work in factories get their *wages* each week. Professional people such as doctors or teachers get a *salary*.

Outsourcing

This is a process when work is done by people from outside the company usually from a company that is expert in that type of work.



a) Read the text and match paragraphs A–G with headings 1–8. One heading is extra.

A ___ The 21st century has brought significant changes in the global economy. The centre of economic power has been moving towards the Asia-Pacific region with the rise of new markets, especially the BRICS countries (Brazil, Russia, India, China, South Africa).

B ___ Moreover, in order to remain competitive, the industrial nations have to raise the productivity of their economies through automation and rationalisation. To reduce costs and to maximise profits, companies often move production to other countries in order to profit from lower wages and easier laws (longer working hours per day, etc.) there. This is called “outsourcing”.

C ___ This strategy, however, has led to high unemployment at home, especially in the “traditional” manufacturing industries. At the same time, there has been a growth in the service sector and an increase in part-time and temporary employment. However, many of these jobs in the service sector are low-skilled and low-paid.

D ___ Looking ten years ahead, most industrialised countries will have smaller populations due to lower birth rates. As a result, the retirement age will have been raised to at least 67, and more women will be working.

E ___ Up to now the ideal career for employees was to be gradually promoted to higher levels in one company. However, with less job security, people will not work for years for one company. Moreover, flexible working hours will replace the old nine-to-five jobs. In our new hi-tech world employees will need good qualifications, and they must be prepared for frequent on-the-job training.

F ___ Working in international teams makes it necessary for employees to communicate effectively with people from different cultures, especially from Asia. This requires understanding and flexibility. At the same time, new technologies have transformed our world — changing how, where and when we do business — and they have brought new personal freedom to the workplace. More and more employers are encouraging their employees to work from home. Provided they have access to information, there is no need for them to work in expensive company offices.

G ___ There is no doubt that young people entering the workforce now will experience a fast-changing business world in the future. They will need to be flexible and able to learn fast. “Jobs for life” are a thing of the past.

- 1 Be flexible!
- 2 Changes in career structure and promotion
- 3 Unemployment, but growth in new sectors
- 4 New ways of working

- 5 The effect of a smaller workforce
- 6 A new world order
- 7 The end of part-time work
- 8 The need to stay competitive

b) Match parts of sentences 1–6 with A–F.

- 1 The rise of new economies
- 2 Industrial nations have to cut costs,
- 3 The population in these nations has got smaller,
- 4 Since employees need to work with people from all over the world,
- 5 The result of using new technologies
- 6 Because of changes in the way people work,

- A** and as a result people must work until they are older.
B has led to power moving east.
C is that employees can work in any place or at any time.
D new employees must be quick to learn.
E so they have moved production to low-wage countries.
F they increasingly need to understand different cultures.

i
 In Russia, there are days dedicated to people doing a certain job. For example, Teacher's Day, Medical Worker's Day, etc. The Day of secondary vocational education is a new one, which was made official in 2022. It is celebrated on October 2.

c) Complete the phrases with the correct prepositions.

- | | |
|-------------------------------|----------------------------------|
| 1 to profit ___ cheap labour | 4 be prepared ___ new challenges |
| 2 a growth ___ unemployment | 5 be promoted ___ a better job |
| 3 due ___ a fall in the price | 6 an increase ___ low-paid jobs |

d) The words in the chart are from the text. Complete the word families. Use a dictionary if you need to.

| verb | noun | adjective |
|----------|-------------------------|---------------------------|
| | employment (1) (2) | |
| — | economy | (1) (2) |
| | | competitive industrial |
| maximise | | |
| | retirement | |
| — | | flexible |
| | productivity (1) (2) | |

2 SPEAKING Describing a picture

ex. 6

Look at the picture on the right. First, describe the picture, then explain the message. Share in class.

The picture deals with the topic of ... / It shows ...

The artist's message is that ... This is made clear by ...

3 WRITING The future of your job

What do you think your chosen job will be like in future? What will change? Write 100 words and share your ideas in class.



Our outsourced world

Unit **A**

ENGLISH IN USE

**1 LISTENING The future of work**

Six people were asked what they think the job situation will be like in ten years' time. Match statements A–G with speakers 1–6. There is one extra statement.

- A Employees will have to pay higher costs than up to now.
- B There will be no need to sit in an office every day.
- C Some jobs cannot be moved overseas.
- D Growth in new jobs will move to different sectors in future.
- E The demand for women in the workforce will be stronger.
- F People will find it hard to enter the job market.
- G Profit is not the only thing businesspeople must think about in future.



| Speaker | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------|---|---|---|---|---|---|
| Statement | | | | | | |

GRAMMAR BOOSTER
5.5
2 GRAMMAR Future perfect and future perfect passive

“What will have happened in the world 20 years from now?” Complete the answers to this question with **future perfect** or the **future perfect passive**.

The retirement age *will have been raised* (raise) to 70.

Women *will have got* (get) many of the top jobs.

- 1 Medicine to cure new illnesses ____ (find) by scientists.
- 2 As fewer people will travel to work, the number of traffic jams ____ (go down).
- 3 The petrol engine in cars ____ (replace) by the electric engine.
- 4 Man ____ (travel) to Mars.
- 5 The use of fossil fuels ____ (reduce) by 30%.
- 6 With global warming it ____ (become) possible to grow food in Siberia.
- 7 The number of people who live to 100 ____ (increase).
- 8 Many people ____ (stop) going to offices every day because they will work from home.
- 9 The world's population ____ (grow) to nine billion.
- 10 The origins of the universe ____ (discover) by scientists.

GRAMMAR BOOSTER
5.5, 5.6
3 GRAMMAR Future perfect and future progressive

Choose the correct verb forms.

- 1 The company will introduce flexible working hours next month. When I start my new job there in two months, the new system ____ (will be beginning/will have begun).
- 2 My friend works online between 6 and 7 pm. It's 6 o'clock now. If we go home now, he ____ (will be working/will have worked).
- 3 His journey to work is from 7 to 8 every morning. So at 7.30 tomorrow morning he ____ (will be travelling/will have travelled).



4 GRAMMAR *in order to* and *so that*

Match sentences 1–6 with A–F. Then make two new sentences from each pair using ***in order to*** and ***so that***.

They have moved production abroad in order to reduce costs.

They have moved production abroad so that they can reduce costs.

- | | |
|---|--|
| <p>1 Sue has to have a diploma. 2 Companies must rationalise. 3 The government has raised the retirement age. 4 They have moved production abroad. 5 Employees need understanding and flexibility. 6 Bill is going to study management.</p> | <p>A This will solve the problem of the shortage of skilled workers. B It is necessary to work with people from different cultures. C He wants to apply for a job with a large corporation. D They want to reduce costs. E She hopes to teach young children. F They need to stay competitive.</p> |
|---|--|

5 VOCABULARY *Business and the economy*

economic • expand • finance • inflation • investment • loan • loss • objective • profit • raw materials • tax • turnover

Complete the sentences with the words below. Use a dictionary if you need to.

- The country's general ___ situation is healthy, but ___ is high at 8% a year.
- Australia supplies ___, such as coal and iron, to China.
- The company needs a ___ from the bank to ___ the new development plan. This is a big ___. They aim to ___ to Asia.
- Their ___ is to increase their ___ by 20% in three years.
- This has been a good year. We have made a ___ after ___ of 12%. But last year we made a ___ of -5%.

6 SPEAKING *A hundred years from now*

a) In the year 1900, experts were asked how they imagined the world in 100 years – in the year 2000.

Here are some of things they said:

- People will be taller and live longer.
- Trains will be powered by electricity, not coal.
- Cars will be cheaper than horses.
- Photographs will be telegraphed around the world.
- Strawberries will be as large as apples.

Describe the picture on the right. How was life different in 1900?



b) Work with a partner. Make a mind map about the year 2100.

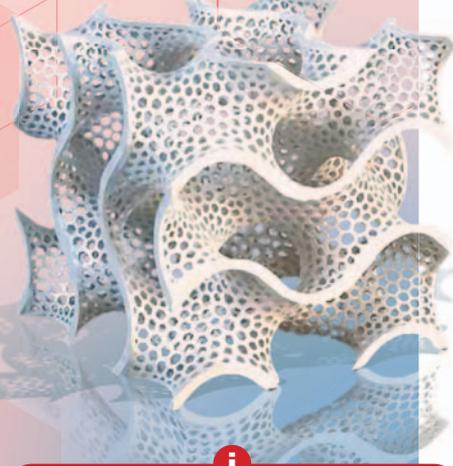


Compare and discuss your ideas in class.



Unit **B****NEW PRODUCTS & JOBS**

A 3D print



i

3D printing is a new technology which makes three-dimensional objects by building up layers of material. In the future it may be as cheap to produce one item as to produce thousands.

get to = have the chance
I *get to* travel.
I *get to* test the new software.

A 3D printer



1 Pavel's friends are very interested in

- a) his research.
- b) the experiments he does.
- c) his travelling.
- d) the demo units he builds.

2 What does Pavel not do?

- a) Test products.
- b) Talk directly to customers.
- c) Research software.
- d) Sell printers.

1 READING A job description

exs. 2, 3

a) Pavel works for a Russian company that develops 3D printers, a technology of the future. In his blog he describes his job and what the new printers do. Read the text and complete it with the **prepositions** below.

on • about • in (2x) • by • of • off • to

I have been asked () my job a lot. What **excites** people is the fact that () my job, I get to travel a lot. So I start () telling people that I am a Research and Development Engineer. I go on to explain that I am involved in the electronics and software side of any research and development that goes on in my company. A few heads **nod**. I tell them that I have to conduct experiments in my lab and test various features () our products. **Occasionally**, I am involved () building demo units. I tell them that if a customer has a problem, I am the interface between them and the company, and hence I get a lot of phone calls about technical problems. It's then that they ask me why I need to travel. I tell them that I have been involved in training customers to use our products in India, and providing technical help all around the world. () other occasions, I am at exhibitions. Occasionally, I also **go out** to meet suppliers and customers, and to have technical meetings.

So moving on: 3D printers. Does anybody know what a 3D printer is? It is a printer that prints in 3D. No, it does not print on paper, but more or less on **thin** air. You give it a modelled 3D drawing and it produces the object in plastic or metal, or whatever material is suitable. I have been trying to explain this () all my friends. Nobody seems to understand! On the left there is a picture of a 3D print. Normally we take such things for granted, not really wondering how they are produced. The old method was to **create** a mould and pour hot **melted** stuff in it, and as it cooled (), it became **solid** and formed such wonderful shapes. Now we just use a 3D printer. Though I understand how it works, it still fascinates me like something from science fiction films!

b) Read the text again and choose the correct answer.

3 Pavel travels in order to

- a) train customers. • b) present products.
- c) test software. • d) build demo units.

4 A 3D printer "prints"

- a) in plastic. • b) in metal.
- c) on paper. • d) in any material.

5 Before 3D printers

- a) we didn't think about how things are produced.
- b) we needed to make a mould first.
- c) Pavel thought they were from science fiction.
- d) Pavel tried to explain them to his friends.

- c) Make a list of different things Pavel does in his job.
d) Match to make collocations used in the text.

| | |
|----------------|---------------|
| 1 conduct | A air |
| 2 job | B description |
| 3 research and | C development |
| 4 take | D experiments |
| 5 thin | E for granted |

- e) Make pairs of opposites with the words below and the words in bold in the text.

bore • destroy • frequently • frozen • liquid • shake • stay in • thick

- f) Match **get** in the sentences with one of these different meanings:

receive • find • become • bring • arrive

- 1 It's getting dark. I think it's going to rain.
- 2 When you get there, give me a ring.
- 3 He got a job with a new high-tech company.
- 4 At the end of the training course you get a qualification.
- 5 Shall I get you a coffee when I go out?

2 SPEAKING Interview with the founder ex. 1

Partner A: You are a journalist. Read the notes about Ivan Terekhov and prepare to interview him.

Partner B: You are Ivan Terekhov, founder of a successful design company. Answer the questions. Think of other details and add them yourself.

- Born in 1985 in Ufa.
- Aged 15, he started his first company, a school newspaper.
- In 2005 he started a guide to software companies in Russia. He had from 1 to 50 employees in three years. The company was sold in 2009 for £2m.
- He started his design company in 2008. It is a company selling modern website designs to small companies.
- He gives popular design workshops in Moscow Design School.

3 LISTENING My job exs. 4, 5

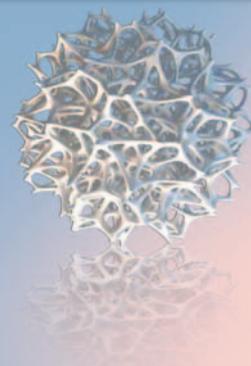
You are going to hear six people talking about their jobs. Listen, then match statements A–G with speakers 1–6. One statement is extra.

- A Working with children is the most satisfying job you can imagine.
- B I find it difficult to get motivated at work these days.
- C I usually get my patients after they have been to other doctors.
- D Sometimes I wonder if I would be happier in a quieter job.
- E Even after a year my boss and my colleagues are good to work with.
- F The most important thing is to enjoy the work you do.
- G The thing I enjoy most is working with other people.



Useful language

Thank you for ...
When did you first ...?
Could you tell me ...
How do you feel about ...?
Could you repeat your question/
what you said?
I'm afraid I didn't get your last
point. Could you explain ...?
What is your view on ...?



Unit **B**

ENGLISH IN USE

1 GRAMMAR Mixed forms

Choose the best word from the table (A, B, C or D) to complete gaps 1–11 in the text.

William Henry Gates III, co-founder of Microsoft, is one of the world's **1** ___ people and perhaps the most successful businessman ever. **2** ___ he is admired **3** ___ many people, he is also criticised for his tough business tactics. He was born on October 28th, 1955 in Seattle, USA. His parents wanted **4** ___ law, but Gates **5** ___ already fascinated with electronics when he was a teenager. In 1975 he contacted a small **6** ___ company to see if they were interested **7** ___ a computer program he had written. This led to the creation of Microsoft. Gates later **8** ___ his operating system to IBM, and Microsoft became a major player in the IT industry. Gates had a vision that computers could change our lives. He helped make this vision **9** ___ true. In 2006 he stopped **10** ___ full-time at Microsoft to spend more time on the charity he started with his former wife, Melinda, **11** ___ he married in 1994. Gates stepped down as Microsoft CEO in June 2008.



| | | | | |
|-----------|------------------------|--------------------------|------------------------|-----------------------|
| 1 | A most rich | B richest | C more rich | D richer |
| 2 | A Although | B However | C Because | D If |
| 3 | A from | B of | C off | D by |
| 4 | A that he study | B that he studied | C him studying | D him to study |
| 5 | A had been | B has been | C is | D was |
| 6 | A technique | B technologies | C technology | D technical |
| 7 | A for buying | B in buying | C to buy | D in buy |
| 8 | A sell | B was selling | C had been sold | D sold |
| 9 | A coming | B to come | C come | D came |
| 10 | A to work | B worked | C working | D work |
| 11 | A who | B that | C with which | D which |

**GRAMMAR
BOOSTER
18**
2 GRAMMAR Giving emphasis

Study the examples. Then say sentences 1–7 again and give emphasis to the underlined parts of the sentences.

I am trying to explain how a 3D printer works. → It is *how a 3D printer works that I am trying to explain.*

People get excited about the fact that I travel for my job. → What *people get excited about is the fact that I travel for my job.*

He has a lot of customers and he can't remember their names. → He *has such a lot of customers that he can't remember their names.*

1 From 1900 to 2000 there were big changes in transportation. → *There were such ...*

2 People like the product, but they don't understand the technical details. → *It ...*

3 The product is interesting, but the technical details are complicated. → *It's such ...*

4 Jobs in manufacturing have moved overseas. → *What ...*

5 This year the amount of rain and flooding surprised everybody. → *It ...*

6 Jobs will change, but people will stay the same. → *What ...*

7 He believed the present is more important than the past or future. → *What ...*

3 VOCABULARY Spelling

a) Complete the words with the missing letters where necessary.

| | | | | |
|-------------|----------|--------------|------------|-------------|
| ap_art_ment | appar_nt | appear_nce | assist_nt | depend_nt |
| d_scribe | d_saster | dis_ap_oined | ex_mple | go_ver_ment |
| happen_d | lo_ser | loyal_ty | manag_able | politic_an |
| r_spons_ble | standar_ | themsel_es | | |

b) Choose the correct spelling of the words.

- 1 His most famous ____ (roll/role) was in a show about the life of a media tycoon.
- 2 3D printers use a ____ (whole/hole) new technology.
- 3 Don't ____ (stair/stare) out of the window! Do your job!
- 4 Jack always uses technical terms. I wish he'd speak ____ (plane/plain) English.
- 5 Skyscrapers need to use high-quality ____ (steel/steal).
- 6 He started the company in Novosibirsk. He lives ____ (their/there), too.

4 GRAMMAR Phrasal verbs and prepositional verbs

a) There are more than ten **phrasal** or **prepositional verbs** in the letter below. Write them down in the order they appear.

Dear Maggie,

I have been an assistant to the managing director of a small company for five years now. I'm twenty-five. I enjoy the work and my boss is satisfied with me. In fact, he counts on me for just about everything.

The problem is that I don't think I earn enough. My salary in no way measures up to those of friends in similar positions in other firms. My boss has never given me a rise, although I have brought up the issue four years in a row. He hasn't turned down my requests, he just ignores them. He says he will deal with the matter, or he will look into it, but he never does. I think I know the reason for his attitude.

Four years ago, he asked me to do an extra project, but I politely refused, as I was overloaded with other work. Could this be his way of getting back at me? I would like to discuss the problem openly, but I don't know how to go about it. I once wanted to leave, but he talked me into staying. I'd like to stay. The work is interesting, and I get on well with my colleagues.

I sometimes feel that I can't cope with the situation any longer, but every time I decide to confront him, I put it off. There are so many people out of work! But why should I have to put up with a boss who doesn't take my wishes seriously? I can't do without a rise forever. Please advise me.

Sarah Stone

b) Replace the underlined **phrasal** or **prepositional verbs** with another verb or verb phrase. Use a dictionary.

- 1 Sarah has brought up the matter of a salary rise several times.
- 2 Sarah's boss has not turned down her request.
- 3 She thinks her boss may want to get back at her.
- 4 She would like to discuss the problem, but she doesn't know how to go about it.
- 5 Her boss once talked her into staying.



5 WRITING Giving advice

Which job in your region would you recommend to your friend? Write him an email. Use some of the **phrasal** and **prepositional verbs** from Sarah's letter.

Unit **C**
SKILLS
 3.4, 3.6

MY FUTURE CAREER

1 SPEAKING Dream jobs

Choosing a career is one of the most important decisions that adolescents have to make. Many are looking for their dream job.

- Work in pairs. List the reasons why you have chosen your future profession. Use a dictionary if you need to. Share your ideas in class.
- Do you think your future occupation is a dream job? Why (not)? Discuss and share in class.

2 READING Soft skills

exs. 1, 2, 3, 4, 5

a) What does a person need for a successful career (qualifications, personal qualities, ...)?

Kirill had been to interviews for over 30 sales jobs before he was finally offered a job. The reason? He had all the qualifications, but lacked “soft skills”.

Companies who hire new staff obviously need qualifications and experience. But these days it is no longer enough simply to be able to do the job: companies look for candidates who offer soft skills as well.

Soft skills include communication, listening, cooperation, politeness, motivation – everything which makes someone a good employee and a good colleague. Some recently interviewed companies said they were about to hire staff who showed a high level of soft skills and then train them for specific jobs. These companies believed that in a world of fast-changing technology “hard skills” were going to be out-of-date soon anyway.

At job interviews applicants need to expect questions aimed at their soft skills, such as:

- Your team have made a big mistake with an order. Because of disagreements between colleagues, you knew that this would happen. What would you do?
- Your boss is very talkative. How do you deal with this?
- Tell me about a big mistake you have made, and what you did.
- How would you develop relationships with others in a new workplace?

Kirill has now found a really interesting job with a software company. After so many rejections, he realised that his excellent technical skills were not enough. He went on a training course which helped him to understand himself and the feelings of others better. That made him stand out from the rest of the candidates at his next interview – and he was offered the job the next day!

LOTS OF MONEY

MEET PEOPLE

...

DREAM JOB

...

...

A



b) Read the text and answer the questions.

- 1 How would you define the term “soft skills”?
- 2 Why are they so important today?

c) The words and their opposites below are mixed up. Find the pairs and add the correct prefix where necessary.

acceptance • *agreement* • ___clude • experienced • failure
 • fire • ___politeness • hire • include • ___experienced •
 out-of-date • politeness • rejection • success • ___-to-date
 • *disagreement*

agreement — disagreement

d) Collect words in the text about job applications, careers and work. Make a mind map. Add other words you know.



e) Work with a partner. Think about soft skills.

- 1 Look at the list below and decide why these soft skills are important in the workplace.

- | | |
|-----------------------------|--------------------------------|
| 1 strong work ethic | 6 acting as a team player |
| 2 positive attitude | 7 self-confidence |
| 3 good communication skills | 8 ability to accept criticism |
| 4 time management abilities | 9 flexibility/adaptability |
| 5 problem-solving skills | 10 working well under pressure |

- 2 Discuss which soft skills are illustrated in photos A–D on this page and the previous page.
- 3 Think of one more soft skill which is important at work.
- 4 Agree on your top five soft skills and make a ranking. Present your list to class.

f) Read the interview questions about soft skills again and think of three more questions. Think about problem-solving, teamwork, communication and relationships.



3 SPEAKING Getting to know new people **exs. 6, 7**

a) When you start a job or continue your education, you will meet new people, and you will want to make a good impression. Listen to three conversations. Decide which is the best reply to each of them — a), b) or c). Give reasons for your choice.

b) Role-play these situations with your partner.

- 1 A new systemic company opened in your region. Your partner is going to apply for a job there.
- 2 You are on a training course for new employees in a systemic company. You start talking to a colleague during the coffee break. You are of the same age.



SKILLS 3.1



In Russian cities and towns there are a lot of systemic companies (системообразующие предприятия) that contribute a lot to the country's economy and provide workplaces for citizens.

Unit **C**

ENGLISH IN USE

GRAMMAR
BOOSTER
4.1, 4.3, 4.6**1 GRAMMAR Past perfect (progressive) and past simple**

Choose the correct verb form.

Ben *had been going* (had gone/had been going) to interviews for six months before he was finally offered a job.

- By the age of 25, his company ____ (had sold/sold) five million computers.
- Helen ____ (had been becoming/became) interested in writing when she produced a college magazine.
- To begin with, he ____ (had not realised/didn't realise) how important soft skills were.
- Joan ____ (had been working/had worked) as an assistant for a long time when she was given a promotion.
- I met Peter last month. I ____ (hadn't seen/didn't see) him since we were in school together.
- By the age of 25, Peter's company ____ (had employed/employed) 1,000 people.
- Oleg was late because he ____ (hadn't heard/didn't hear) that the meeting started at 10.30.
- He was given the Nobel Prize last year for the work he ____ (did/had been doing) for the last 30 years.
- He needed a car for his new job. But he ____ (had sold/sold) his car the month before.

GRAMMAR
BOOSTER
5.7**2 GRAMMAR Future in the past**

Study the examples below. Then make new sentences for situations 1–8 using the forms in bold.

They said that hard skills **were going to** be out-of-date.

I knew mistakes **would** happen because my colleagues disagreed all the time.

The latest smartphone **was due to** be released last month, but there was a delay.

The company **was about to** hire new staff with good soft skills.

- Liza decided to stay at home for the summer. -> *Liza decided she would ...*
- I wanted to walk to the shops, but it started raining. -> *I was ...*
- The bell was expected to ring in a few minutes. So, the students stopped listening to the teacher.
- The timetable said the train arrived at 5 o'clock. But it came at 5.15.
- I planned to cook a meal for two. But then four came, so I got a takeaway.
- A press conference was arranged for 6 pm. The government representative told journalists the time.
- I'd booked a table in the restaurant for us. But I had to phone and cancel.
- Beth and Kat almost left without me. I arrived just in time.

3 GRAMMAR Phrasal verbs with go

Complete the email with the correct form of the phrasal verbs below.

go along • go off • go on (2x) • go through • go without

Students 1 ____ a difficult time during their last year at college. They have to study so hard for their exams that they have to 2 ____ much free time. At the same time, they have to decide, to start a job or continue their education. That last year seems to 3 ____ forever!

My friend Oksana 4 ____ about what she should do next year every time I see her. Yesterday she 5 ____ to talk to a careers adviser.

I am more relaxed about things. And my parents say they will 6 ____ with anything I decide.

4 GRAMMAR Relative clauses

Complete the sentences with **who**, **whose** or **which** and add a preposition where necessary. In which sentences can you leave out the **relative pronoun**?

- 1 That is the man ____ house costs a few million roubles.
- 2 The woman ____ he married is an engineer.
- 3 The company needs staff ____ have good soft skills.
- 4 It was the training course ____ taught Kirill about soft skills.
- 5 That friend of yours ____ you introduced me ____ is very intelligent.
- 6 The house, ____ has fifteen bedrooms, looks over the Volga River.
- 7 Baseball is a game ____ Jasper is not very good ____.
- 8 The company ____ he started ten years ago now has 1,000 employees.
- 9 Tom, ____ brother is in the army, wants to become a policeman.
- 10 The office ____ she works ____ is in Moscow City.

SKILLS 3.5

5 VOCABULARY Prepositions

Complete the sentences with the correct prepositions.

- 1 The security staff are well-trained ____ all emergencies.
- 2 Denis was offered a job because he stood out ____ the other candidates.
- 3 In the last 20 years, there have been many changes ____ the way we communicate.
- 4 My grandfather has had a big influence ____ me.
- 5 The book is a guide ____ job hunting for college graduates.
- 6 The new job is aimed ____ young people under 25.
- 7 The terrible wildfires have led ____ many people losing their homes.
- 8 The manager wasn't satisfied ____ last month's sales.



6 SPEAKING Explaining a menu to an English visitor

You are going to take part in the Career Day in one of local schools. Your mission is to make a speech and tell teenagers about the job you have chosen. Make a short presentation and share in class.

7 WRITING An email about your career choice

You have received a letter from your English-speaking pen friend who asks you what career you have chosen. Answer his/her question. In your letter:

- write what job you want to do and why,
- ask about his/her career choice.

SELF-ASSESSMENT

How well can you do these things?

Very well OK Practise!

LISTENING AND READING

I can understand ...

- advice for choosing a career
- predictions about the future of work

SPEAKING AND WRITING

I can ...

- give advice
- talk about what life may be like in 100 years

TOPICS

I have learned about ...

- advanced technology (3D printers)
- the soft skills in the workplace

STUDY AND LANGUAGE SKILLS

I have learned more about ...

- future perfect (progressive), future in the past, past perfect, spelling rules
- giving emphasis, expressing purpose, describing photos, graphs and cartoons



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KEY VOCABULARY

| | | | |
|-----------------|--|--------------------------|-------------------------------|
| confront | противостоять | productivity | производительность |
| economic | экономический | profit | доход |
| economy | экономика страны | promote | продвигать |
| (un)employment | (безработица) работа, занятость | raise | поднимать |
| exhibition | выставка | rejection | отказ |
| fascinate | поражать, изумлять | replace | заменять |
| hire (staff) | нанимать | request | запрос |
| industrialised | | research and development | исследование и развитие |
| country | развитая страна | retirement age | пенсионный возраст |
| job description | описание вакансии | rise (in salary) | повышение (зарплаты) |
| job security | гарантия занятости | salary | зарплата |
| low-skilled | недостаточно квалифицированный | supplier | поставщик |
| motivation | мотивация | systemic company | системообразующее предприятие |
| occasionally | время от времени | temporary | временный |
| outsourcing | привлечение сторонних рабочих ресурсов | training course | учебный курс |
| part-time | неполный (рабочий день) | wage | сдельная оплата труда |
| | | workforce | трудовые ресурсы |
| | | workplace | рабочее место |

1 Complete the sentences with one of the words below.

set • calmed down • guilty • single • plot • selfish

- 1 Jack hasn't got a wife. He is still ____.
- 2 At first Dad was angry, but then he ____.
- 3 Ira feels very ____ that she said those terrible things to her brother.
- 4 ____ people only think about themselves.
- 5 The ____ of the historical drama is ____ in Russia under the tsar.

2 Complete the sentences with the correct **modal verb**.

- 1 Mike ____ (could/had to) clean his room before playing video games.
- 2 Everyone ____ (must/may) wash their hands before eating.
- 3 From the Ostankino TV Tower you will ____ (be able to/be allowed to) see for kilometres.
- 4 My children ____ (can/are allowed to) stay up late at New Year.

3 Put the verbs in the correct **present tense**.

- 1 Sveta ____ (call) her son every hour.
- 2 The cat ____ (belong) to my neighbours.
- 3 My friend ____ (wait) for me. I must go.
- 4 They ____ (show) nice plays at that theatre.
- 5 He ____ (have) a wonderful holiday now.

4 Ask questions about the underlined words with **what?**, **where?**, and **who?**

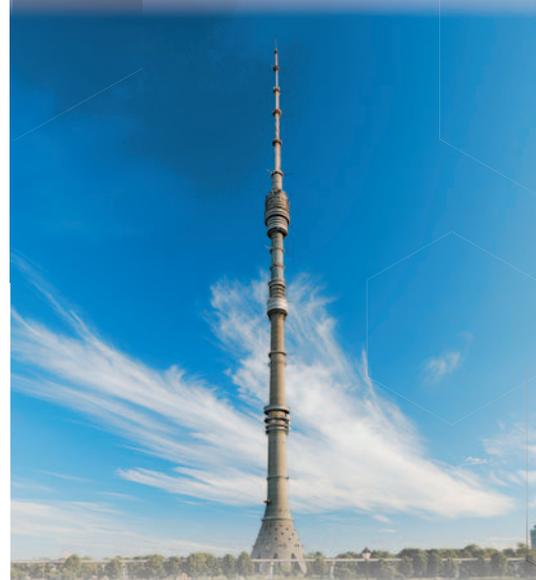
- 1 He never goes to an internet café.
- 2 Jack's parents are coming to talk to his teacher.
- 3 Tim spends all his pocket money on computer games.
- 4 Lida's mother is cooking breakfast.
- 5 Dan is browsing the Net in his room.

5 Giving your opinion. Disagree politely with these opinions.

- 1 "I think that dress looks good."
- 2 "In my opinion, parents must be strict with their children."
- 3 "Students get too much money these days."
- 4 "Children should not play computer games on weekdays."
- 5 "Vkontakte is the best social media to find new friends."

6 Ask two people in your college (but not in your class) these questions. Discuss their answers in class.

- 1 How many online friends do you have?
- 2 How many real friends do you have?
- 3 What is the most important quality for a real friend?
- 4 Have you got best friends on the internet? Why (not)?



PROJECT

Module 2

1 Complete these sentences using a **gerund** or a **to**-infinitive. Add a preposition if necessary.

- 1 He kept ...
- 2 There was no possibility ...
- 3 I'm looking forward ...
- 4 It was my decision ...
- 5 We want you ...

2 Complete the sentences using **conditional type 2** or **3**.

- 1 If Misha _____ (not annoy) Liza, Liza wouldn't have annoyed Misha.
- 2 Experts _____ (not know) that 1 in 5 people feels positive about the internet if they hadn't made a survey.
- 3 The head teacher _____ (not want) to ban mobile phones if students didn't use them at lessons.
- 4 People would work less if they _____ (not work) at home.
- 5 If people _____ (not have) mobile phones, they couldn't communicate easily.

3 Complete the text with the correct form of the verbs below.

drop • end • give • split • not talk • team

Jim's parents **1** _____ up when he was nine. He **2** _____ out of college at 16 and **3** _____ up sleeping on the streets. Luckily, he met Amari at a charity fund. She understood him and she **4** _____ down to him. Now, two years later, Jim has **5** _____ up with Amari to help other teens. He wants to **6** _____ back what he has learned to others.

4 Answer the questions using the words in brackets.

- 1 Why are you looking at that woman? (suspiciously)
- 2 Did he say he was pleased with what I did? (appreciate)
- 3 Shall we meet and talk about this? (face-to-face)
- 4 What do you think of this photo? (get the impression)
- 5 Isn't that going to be a very hard project? (enthusiasm)

PROJECT

5 How often does your family use their smartphones? Fill in the table.

| Smartphone usage in my family: average minutes per day | | | | | | |
|--|-----|-----|----|---------|--------|--------------|
| | Mum | Dad | Me | Brother | Sister | Grandparents |
| Mum | — | | | | | |
| Dad | | — | | | | |
| Me | | | — | | | |
| Brother | | | | — | | |
| Sister | | | | | — | |
| Grandparents | | | | | | — |

Module 3

1 A Russian paralympic sportsman was interviewed about his life. Report what he said.

- 1 "I was born in Russia." *He said ...*
- 2 "I loved swimming since I was 3."
- 3 "My parents signed me up to the swimming pool."
- 4 "I started swimming in competitions at the age of ten."
- 5 "I enjoy other sports, too."
- 6 "I love winning, and I'm not going to give up."

2 **Present or past participles?** Complete the sentences using the verbs below.

produce • grow • compete • live • look • need • visit • park • smoke

- 1 When Jessica sailed round the world, she spent a lot of time just _____ out to sea.
- 2 American clubs _____ for the best players pay large sums of money for them.
- 3 First _____ in the 1990s, GM tomatoes are now no longer grown.
- 4 The maize _____ in many countries these days uses GM seed.
- 5 That huge van _____ in front of the shop is causing a traffic jam.
- 6 The baseball team _____ Japan when the tsunami hit the country spoke of what they had seen.
- 7 Young people _____ in the Dominican Republic don't have many job opportunities.
- 8 The man _____ in the café was asked to leave.
- 9 The pesticides _____ to protect crops are dangerous to humans.

3 Complete the paragraph with the words below.

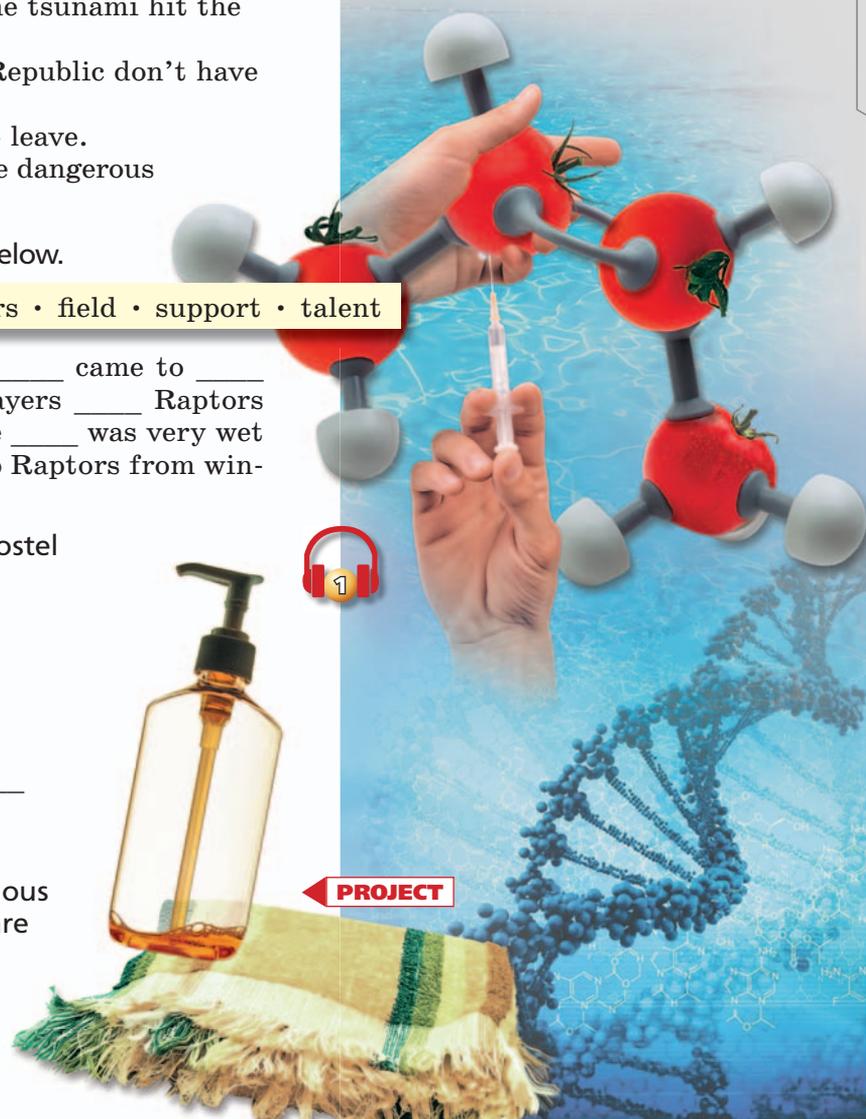
representing • inexperienced • spectators • field • support • talent

Last Saturday's game was exciting. The _____ came to _____ Raptors, the local team. Some of the players _____ Raptors are _____, but they have a lot of _____. The _____ was very wet because it had rained, but that didn't stop Raptors from winning 4-2!

4 Listen to the two dialogues in a youth hostel and complete the phrases you hear.

- 1 Mia, _____
- 2 Well, _____ that it isn't great for me.
- 3 Sorry, but _____ it.
- 4 _____ did you use my shampoo?
- 5 OK, but _____ that you've used it all.
- 6 There is still some in the bottle, so _____
- 7 And _____ you didn't ask me first!
- 8 Anyway, _____ use so much.

5 Use the internet to find out about a famous Russian sportsman or woman you like. Share in class.



PROJECT

Module 4



1 Complete the statements with the correct form of the verbs in brackets.

- 1 My job ____ (take) me to many countries.
- 2 Before I ____ (start) working in the hotel business, I ____ (never/be) outside St Petersburg.
- 3 I ____ (work) in Kazakhstan for three years when I got a job in China.
- 4 Speaking foreign languages ____ (become) necessary today.
- 5 Now I ____ (come back) to work in St Petersburg, the best place in the world!

2 Rewrite the sentences in the **passive form**.

- 1 Tatiana's host family has looked after her very well.
- 2 Experts estimate that 8% of South Africans speak English.
- 3 Students often make mistakes with English spelling.
- 4 They will invite him to give a talk when he returns from Belarus.
- 5 Special teachers take care of the international students.

3 Complete the sentences with the correct linkers.

- 1 ____ the pressure to get a higher qualification, many students in Britain like to take a year off after school. ____, there are now a lot of organisations which help students find projects during the year. (as a result/ despite)
- 2 There are ____ still plenty of students who go straight to university. It is impossible to say, ____, which alternative is best, but ____, the number of students taking a year off will certainly increase. (looking ahead/ nevertheless/however)

4 Make questions that the hotel receptionist has answered.

- 1 No, it's not late. The reception is open 24 hours.
- 2 You could get a bus or a train.
- 3 No, we only serve continental breakfast.
- 4 Our standard double room is \$60 per night including breakfast.
- 5 Yes, we have some rooms available.

5 Search this topic on the internet and make a chart:

"Fanagalo" is a language spoken by a few thousand people in South Africa.

| Fanagalo | | |
|------------|----------------------------|--------------------|
| Its origin | Its grammar and vocabulary | Where it is spoken |



Module 5

1 Choose the correct answer and complete the sentences.

- 1 Oh, it's starting to rain. Get in. I ____ (drive/will drive) you home.
- 2 The first bus to Tula ____ (is leaving/leaves) at 6.15, I think.
- 3 Look out! The ice ____ (is going to/will) break.
- 4 I ____ (go/am going) to a meeting about climate change tonight. Do you want to come?
- 5 We ____ (land/are landing) in Novosibirsk at 3.35 and our connecting flight is two hours later.

2 Answer the questions in **present perfect progressive**.

- 1 Why is Olga so tired? (learn / survive / three days / the bush)
- 2 Why is your sister so bored? (listen / a talk / carbon footprints / three hours)
- 3 Why are you so cold? (sit / room / heating / at 15 °C)
- 4 Why do Jim and Kate look scared? (watch / horror film)
- 5 Why is Peter so interested in whales? (discuss / problem / whaling / at college)

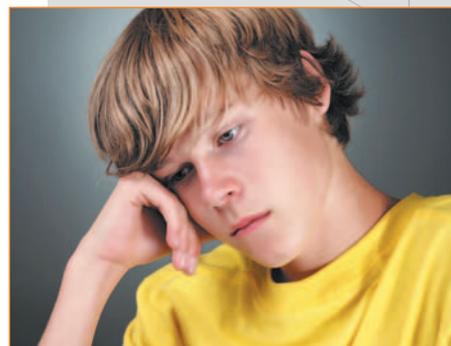
3 Complete the sentences with the adjectives in brackets.

- 1 Dina was ____ after ten minutes. Nuclear power and fossil fuels are so ____! (boring/bored)
- 2 The river is _____. The ____ plant has been working for years. (polluting/polluted)
- 3 There are strict ____ rules in our town. All the ____ rubbish goes to produce electricity. (recycling/recycled)
- 4 It is an ____ project. I am ____ that they recycle all the rubbish. (amazing/amazed)
- 5 Betty looks _____. Perhaps it is because her ____ neighbour never reduces her waste. (annoying/annoyed)
- 6 Chuck is really ____ about his new electric car. He is taking me out on Sunday. It is going to be an ____ drive! (exciting/excited)

4 Work with a partner. Go through this module again and collect words and phrases on the topic "Saving the planet". Make a mind map. Show the problems and the solutions. Discuss and share in class.

5 Write an outline for an opinion essay about the following statement. Remember the introduction, the points of view and the conclusion.

Only public transport should be allowed in the city centre.



...

SOLUTIONS

PROBLEMS

global warming

climate change

glaciers melt

PROJECT

Module 6



Search under "Russian inventions".

1 Complete the sentences with one verb from the list below in **present perfect** or **past simple**. The verbs can be positive or negative.

find • be • wear • lose • write

- 1 a) The game was good, but unfortunately, we ____, 5:3.
b) I ____ my credit card. I just don't know where it is, and neither does anybody else.
- 2 a) There ____ another bad accident on the motorway today.
b) The last big motorway accident ____ in September last year.
- 3 a) I ____ these old books the other day. Are they Granny's?
b) Misha has been looking for his history file since the last exam, but he ____ it yet.
- 4 a) I ____ these boots every winter for three years, and they still look good.
b) When we were at high school, we ____ a dark blue uniform with silly hats.
- 5 a) Ann's report is going to be too long. She ____ six pages so far.
b) When Liza was on holiday, she ____ a postcard home every day.

2 Write the sentences in the **passive**.

- 1 The company has offered Tom a three-year contract.
- 2 Nina got the first prize in the essay competition.
- 3 If he fails the test for the third time, they will laugh at him.
- 4 The police arrested three teenagers for car theft.
- 5 I think Pelageya wrote this song.

3 Complete the sentences with the words from module 6.

- 1 I can't ____ the answer to this question. RKOW UTO
- 2 She can ____ what will happen in the future. ITCREPD
- 3 There is a lot of ____ to this new technology. People don't like it. SISENCEATR
- 4 Mobile phones and TVs are both electronic ____.
PLPAISENCA
- 5 A short informative text is a ____ . SGESMEA

PROJECT ▶

4 Write a short formal email to an inventor of your choice.

- Introduce yourself and what you are doing.
- Show interest in their work and ask them two questions about it.
- Ask him for some general information.

5 A Russian invention that has changed the world.

Work with a partner. Find information about one Russian invention that has changed the world. Share in class.

Module 7

1 Complete the sentences with your own ideas.

- 1 **As a result of** the rise in sea level, ...
- 2 **Because** newspaper articles have the same structure, ...
- 3 **Since** he writes detective stories, the truth ...
- 4 The game had to stop, **due to** ...
- 5 **As** Jack can't find a job in his home town, ...

2 Complete the statements that people told a reporter.

- 1 I noticed a bearded man ___ (wait/waiting) in the car.
- 2 I could smell food ___ (cook/cooking), then I saw the café.
- 3 I felt something ___ (hit/hitting) my car. It was a stone.
- 4 I saw a woman ___ (leave/leaving) the bank and run away.
- 5 The teens ran away. Then we heard somebody ___ (shout/shouting).

3 The underlined words in these sentences are mixed up. Find the right word for each sentence.

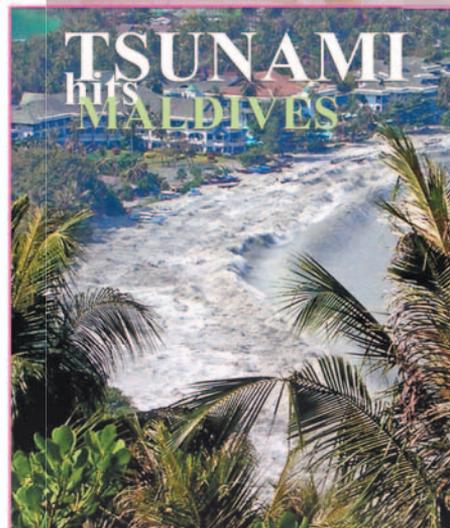
- 1 This TV channel influence 24 hours a day.
- 2 The journalist refused to tell the police the headline of his story.
- 3 It became possible to debt newspapers at low cost.
- 4 Commercial television is paid for by advertising convincing.
- 5 The print said "TSUNAMI HITS MALDIVES".
- 6 Some media companies have a lot of broadcasts and income.
- 7 There has been a steady source in the number of people reading newspapers.
- 8 Advertising aims to decrease you to buy things.
- 9 I didn't believe the story. It wasn't power.
- 10 The article ignores the fact that many families are in persuade.

4 Listen to the radio adverts and choose the correct answer.

- 1 The first advert is for
- a) a company that gives advice on weddings.
 - b) a shop that sells wedding dresses.
 - c) a company that organises parties.
- 2 The second advert is for
- a) bicycles and motorbikes.
 - b) a lock with an alarm.
 - c) an alarm system for your home.

- 3 The third advert is for
- a) a romantic film.
 - b) travelling by ship.
 - c) a dating agency.
- 4 The fourth advert is for
- a) baby food.
 - b) cosmetics.
 - c) pet food.

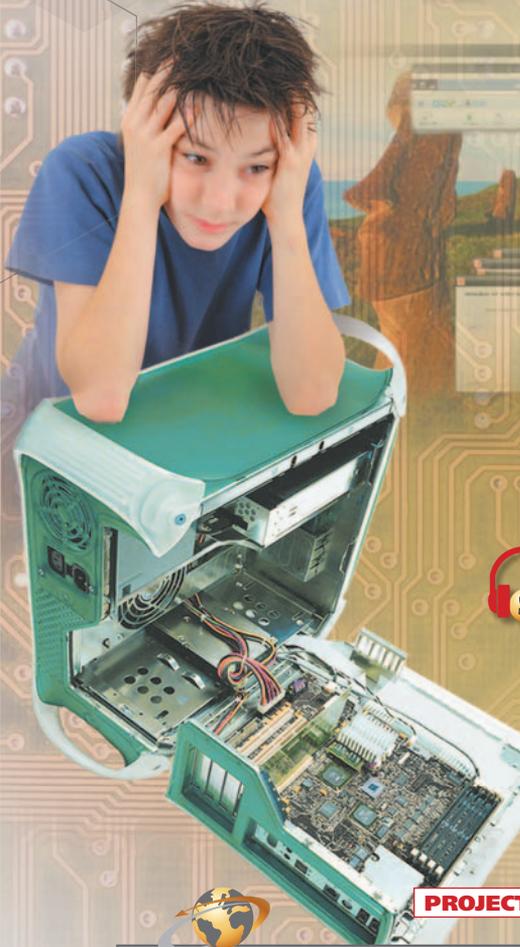
5 Find information and write about 1–2 media sources that Russian teens use to read news. Present the short description to the class.



PROJECT



Module 8



PROJECT

Search under key words, such as "child poverty".

1 Find and correct one mistake in each of these **conditional sentences**.

- 1 You can't log in if you know the password.
- 2 If Maksim would win a million roubles, he would tell everybody.
- 3 If you will travel with Aeroflot before 1 May, you will get a huge discount.
- 4 Kim would tell me how to use the gadget if she would know.
- 5 If Mary doesn't come soon, we eat without her.

2 Complete the sentences using the pairs of verbs below. Use **past simple** and **past progressive**.

drive/have • ring/do • stand/start • hope/give • give/crash

- 1 I _____ in front of the shop when the "mosquito" _____.
- 2 Tom _____ a car for the first time when he _____ accident.
- 3 The phone _____ when Jill _____ the English exercise.
- 4 He _____ a presentation with PowerPoint when his computer _____.
- 5 I _____ to go to the Information Day yesterday, but my teacher _____ us too much homework.

3 Complete the sentences using the words below.

make • heavy • cause • elect • break

- 1 Shop owners in Britain think teenagers _____ many problems.
- 2 We must _____ a decision whether to introduce CCTV cameras.
- 3 I had such a _____ meal last night that I couldn't sleep.
- 4 The country will _____ a new government in the autumn.
- 5 Billy says he will help, and I am sure he will never _____ his promise.



4 Listen to five announcements. Decide whether these statements are **true** or **false**.

- 1 It's going to rain in the Midlands and Wales.
- 2 Frozen foods are cheaper all week.
- 3 The Customer Service Centre is on the third floor.
- 4 A tiger in Dublin spent a few hours in the park.
- 5 David MacTavish scored two goals for England.

5 Issues you care about.

Work in a group. Choose an issue that worries you most of all. Discuss and make a table using the headings below. Present your work in class.

The issue • Description • What can be done to help.

Module 9

1 Choose the correct **linking words**.

1 ___ (Despite/Although) Italians came to America earlier, the history of modern Italian Americans began 150 years ago, 2 ___ (that is to say/for example) when millions arrived in the United States from Southern Italy. 3 ___ (Nevertheless/While) most of them were landless farmers, others had lost everything in disasters, such as earthquakes. 4 ___ (However,/Although) it can be said that all of them hoped to find a better life. 5 ___ (On the one hand,/In the long run) most immigrants hoped to return to Italy, but 6 ___ (in the meantime/on the other hand,) many found a permanent home in their new country. 7 ___ (In contrast/Furthermore), the migrants from other countries who arrived later in the 20th century wanted to make a permanent home in the States.

2 Complete the sentences with **can('t)** or **could(n't)** or **(be) able to**.

- 1 I used to ___ read Chinese, but I can't do it now.
- 2 The angry bear saw us. Luckily we ___ run away.
- 3 She can't do it now, but she ___ do it tomorrow.
- 4 I asked Sam to help me, but he ___ find the time.
- 5 Although Liza wasn't at home, I ___ talk to her father.
- 6 I haven't ___ make a project this week.
- 7 My sister ___ draw very well.

3 Make pairs of opposites.

loud • chaotic • easy-going • boastful • lazy • passionate • rude • new

polite • modest • old • disciplined • formal • hard-working • quiet • reserved

4 Listen to Alex talking to his uncle about a school project in his community. Choose the correct answer.



1 Alex said doing the project was

- a) boring.
- b) tiring.
- c) relaxing.

2 Before he made the film, Alex

- a) knew nothing about the street.
- b) knew a little about the street.
- c) knew everything about the street.

3 In Alex's street there are a lot of people who

- a) were born in London.
- b) came from other countries.
- c) have lived there for six weeks.

4 Most of Alex's neighbours

- a) enjoy living there.
- b) wish they lived somewhere else.
- c) want to move to other countries.

5 Alex talked to more than

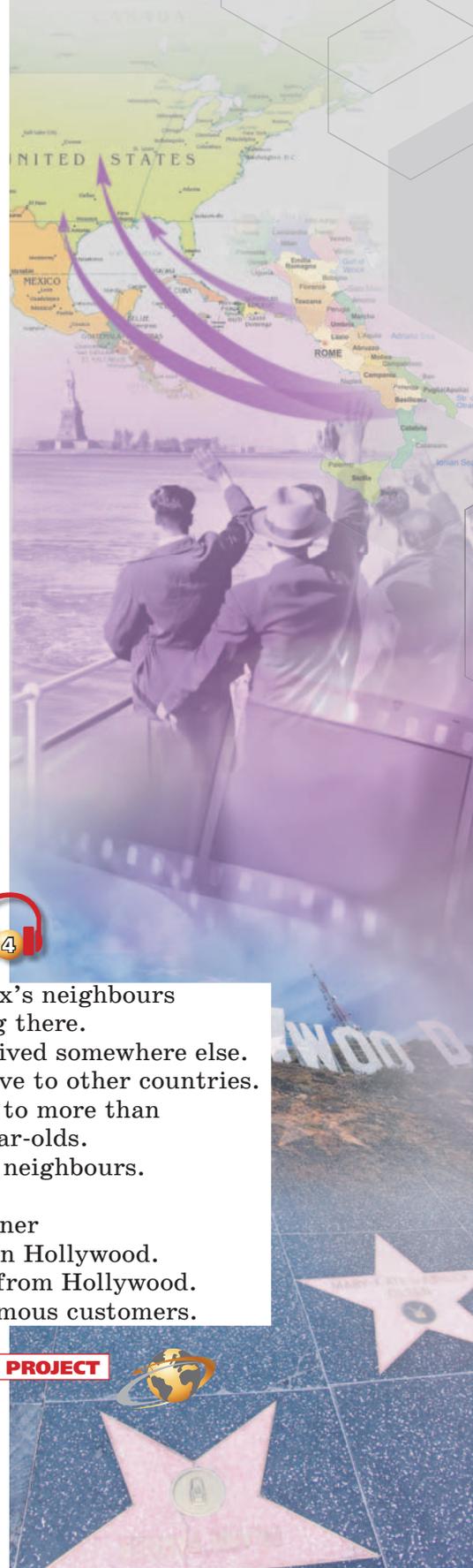
- a) 20 sixty-year-olds.
- b) 20% of his neighbours.
- c) 40 people.

6 The café owner

- a) has a café in Hollywood.
- b) gets cards from Hollywood.
- c) only has famous customers.

5 Search for some unusual habits or traditions of the peoples («народы») living in Russian regions on the internet. Present your work to the class.

PROJECT



Module 10



1 Complete the sentences using **conditional type 3**.

- 1 They didn't offer me the job. If the day ____ (start) better, I think I ____ (get) the job.
- 2 I missed the 10 o'clock train. If I ____ (not miss) the train, I ____ (not arrive) late for the interview.
- 3 I didn't have time to prepare for the interview. If I ____ (have) more time, I ____ (answer) the questions correctly.

2 Complete the sentences with the **relative clauses** A–F adding **who/which**.

A ... I have known for years • B ... gave me three more appointments. • C ... is a manager of a company • D ... was once the main centre of the city • E ... my uncle had told us about. • F ... has ten floors

- 1 We stayed at the City Hotel, ____.
- 2 I went to see the dentist, ____.
- 3 Liza, ____, is starting a job in a new town.
- 4 The City of London, ____, is now the financial centre.
- 5 The new office building, ____, will be opening next week.
- 6 A friend's mother, ____, found the job for me.

3 Complete this job advertisement with the words below.

application • looking for • company • in a team • rise • colleagues • communicate • training • career • assistants • CV

Work for an exciting **1** ____ with excellent **2** ____ programmes. Fruitland Supermarket is **3** ____ new sales **4** _____. Can you **5** ____ well with customers and **6** ____? Do you like working **7** ____? Do you want a **8** ____ where you can **9** ____ to the top? Then welcome to Fruitland! Send in your **10** ____ and letter of **11** ____ tomorrow.

4 Complete these sentences with the appropriate phrases.

- 1 I am writing ____ your advertisement ____ 6 June.
- 2 I ____ CV.
- 3 I ____ an interview at any time.
- 4 I am ____ working for your company.
- 5 I ____ to hearing from you.
- 6 I ____ for a job as a care assistant.

5 A class survey: job interests.

Interview five students and ask them to rank the aspects of their future job on the right from 1 (most important) to 8 (least important). Discuss in class.

- working hours
- physical work
- job security
- image of the job
- pleasant workplace
- salary
- work in a team
- work independently

PROJECT

Module 11

1 Choose the correct verb form.

- 1 In one year's time my house (will have built/will have been built/will be built) 150 years ago.
- 2 My mother (will have been/was going to be/would be) 100 a week after she died.
- 3 When he started the job, he didn't imagine he (would/was due to/was about to) do it for 40 years.
- 4 If you give up now, all your hard work (was going to be/had been/will have been) for nothing.
- 5 This time tomorrow I (will have been taking/will have taken/will be taking) an exam.
- 6 The world population (was due to reach/will have been reached/will have reached) 9 billion by the year 2040.
- 7 I don't like the job, but at least when I leave, I (will have been paid/will have paid/will be paying) a lot of money.

2 Read these sentences **without** giving emphasis.

What you need is some good advice. *You need some good advice.*

- 1 What Kaspersky succeeded in doing was to create one of the best antivirus software.
- 2 Some countries have such an ageing workforce that they must raise the retirement age.
- 3 It was the last government who raised taxes and lost the election.
- 4 What they criticise him for is that he never listens to other people.
- 5 The wildfires caused such damage that economic growth was zero.
- 6 What I want you to do is go and say you are sorry.
- 7 It was Bill Gates's vision that made Microsoft successful.

3 Complete the text with the correct form of the words on the right.

Sue liked the job 1 _____. She got a good salary and dealt with customers and 2 _____. Job 3 _____ was also good. She could work until 4 _____ if she wanted. At first she was 5 _____ and went on a lot of 6 _____ courses. Her 7 _____ was high. After one year she 8 _____ by her boss.

DESCRIBE
SUPPLY
SECURE
RETIRE
TRAIN,
TRAIN
MOTIVATE
PROMOTE

4 Work in groups. Each group collects information and presents it to the class. Discuss the results.

Group A: what jobs have disappeared completely.

Group B: what the most popular jobs are today.

Group C: what the most popular jobs will be in the future. You can check the "Atlas of emerging jobs".



The Russian Atlas of emerging jobs (<http://gotourl.ru/15694>) tells you about promising sectors and occupations for the next 15–20 years.

PROJECT



My future is in Russia

1 READING Konstantin Khabensky

a) Do you know any famous people working in culture and science in Russia? Why are they well-known?

b) Some famous people are known for their work in charity. Read the text about Konstantin Khabensky, a popular Russian actor. Translate the text.

contemporary — современный
Honorable Actor of Russia —
 Заслуженный артист России
patronage — покровительство
incurable disease — неизлечимая
 болезнь
charitable foundation —
 благотворительный фонд
crowdfunding — краудфандинг
 (практика финансирования
 проекта или предприятия путём
 сбора множества небольших сумм
 денег от большого числа людей,
 как правило, через Интернет)
medical examination — медицин-
 ский осмотр
treatment — уход, лечение
rehabilitation programmes —
 реабилитационные программы
brain tumour — опухоль головного
 мозга
orphans — дети-сироты

Among the contemporary public figures of Russia, Konstantin Yuryevich Khabensky is one of the major ones. Over the years, Konstantin Khabensky became an increasingly authoritative man in the arts. He was awarded the title Honorable Actor of Russia in 2006 and received numerous awards for his works as a theatre and film actor. He heads the Moscow Art Theatre named after Anton Chekhov, one of the most famous theatres in the capital. In addition, under his patronage numerous theatre studios for children were opened all over the country.

Although his acting work have always been met with acclaim, it is not the only thing for which he is widely recognised as one of the most outstanding Russians of our time. Khabensky lost his wife, the mother of his son, to an incurable disease, and this loss inspired him to create a charity foundation.

Konstantin Khabenskiy's Charity Foundation was founded by in 2008. Foundation's activity consists of organising crowdfunding and medical help for children with cancer and brain disease. The Fund helps in organising medical examinations and treatment of children, providing medicine, planning rehabilitation programmes, supporting leading medical institutes, training of doctors and doing information work with parents, and is focused on the improvement of the early diagnostics of brain diseases. 96% of all children the Foundation is working with suffer from central nervous system neoplasms — brain tumours, which take the second place in diagnosed oncology cases in children, after leucosis.

Khabenskiy's Foundation manages to save children's lives. This name itself is a marker of

honesty and determination of people who follow Khabensky in helping others with cancer. The organization frequently does charity drives, collecting money for the people in need, so that anyone, including orphans, can afford the expensive medical treatments. Once, the Foundation held a drive where



people were offered to donate just one rouble. In the end, a huge amount of money was collected, which shows that even a small donation can save someone's life.

c) Discuss in pairs.

- What other famous people in Russia do charitable work?
- Which charity organisations in Russia do you know?
- What are the purposes of most charity foundations?
- Do you take part in charity? Why (not)?
- Would you suggest to raise a crowdfunding for non-profit organisations? Why (not)?

2 SKILLS Profile cases

Do the tasks according to your field of studies.



Imagine a famous Russian actor or singer asked you to help at their charitable fund. Your main task is to organise crowdfunding to collect money for a new social canteen for low-income families, retired people and the homeless. What would you start with? Make a plan and share in class.



Collect information about the necessary technical equipment that a canteen must have. Make a technical plan of a social canteen.



Make a menu for a social canteen for each day of the week. Remember to include names of dishes, ingredients and calories.



Make an ad for or write an information letter about a new social canteen for low-income families, retired people and the homeless that has just opened in your town/city or region.

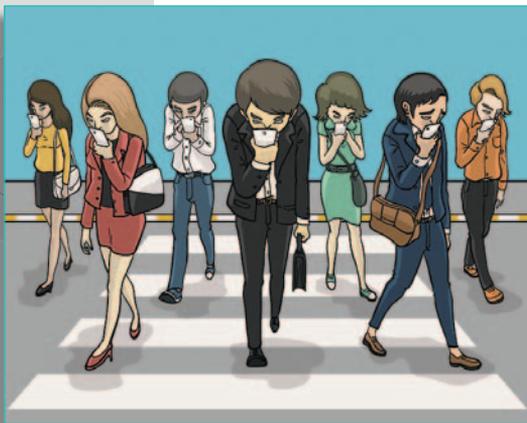
My future is in Russia

1 READING Managing nomophobia

a) Which of the modern technologies/gadgets or communication tools do you use to stay in touch with family and friends? Choose and say.

smartphone • social media • messenger • computer • email

b) Most people today use different gadgets for communication. Sometimes, these can make you addicted. Read the text about one of the newest psychological issues.



access — доступ
chore — обязанность
constant — постоянный
disorder — расстройство
fuel by — подпитываться чем-либо
interfere with — мешать чему-либо
limit — ограничивать
nomophobia — страх остаться без мобильного телефона
reward — награждать
schedule — планировать
social media — социальные сети

A smartphone, tablet, or computer can be a productive tool. However, constant use of these gadgets can interfere with studies, work and relationships. When you spend more time on your gadget than you interact with people face to face, or you can't stop yourself from checking texts, emails, or apps, it may be time to change your technology use.

Smartphone addiction, or nomophobia, is often fuelled by an internet addiction disorder. It's not the phone or tablet itself that creates the problem, but rather the games, apps, and online worlds it connects us to.

By learning to use your gadgets correctly, you can better balance your life. Think of it more like going on a diet. Just as you still need to eat, you probably still need to use your phone for studies, work or to stay in touch with friends. Your goal should be to use gadgets in a healthier way.

Here is some advice.

- 1. Set time for when you can use your smartphone.** For example, you can schedule use for certain times of day, or you could reward yourself with some time on your phone. For example, when you complete your homework or finish a chore.
- 2. Turn off your phone during the day.** For instance, when you're doing your homework, having dinner, or playing with your friends. Don't take your phone with you to the bathroom.
- 3. Don't bring your phone or tablet to bed.** Turn devices off and leave them in another room overnight to charge. Instead of reading ebooks on your phone or tablet at night, pick up a book. Research shows that you'll sleep better and remember more of what you've read.
- 4. Replace your smartphone use with healthier activities.** When you are bored and lonely, it can be very difficult not to use your smartphone. Find other ways to spend your time, such as reading a book, or chatting with friends in person.

5. Remove social media apps from your phone. This way you can only check social media like Vkontakte or Odnoklassniki from your computer. Also remember: what you see of others on social media is not always true. Most people make their life look better on social media than it does in reality. Spending less time on social media can help to improve your mood and self-confidence.

6. Limit checks. If you check your phone every few minutes, try limiting your checks to once every 15 minutes. Then once every 30 minutes, then once an hour. If you need help, there are apps that can automatically limit access to your phone.

c) Discuss in pairs.

- Is nomophobia common with your peers?
- Have you or your friends got nomophobia?
- Which specialists can help people with nomophobia?

2 SKILLS Profile cases

Do the tasks according to your field of studies.



Find information on the apps that help to decrease the time you use a smartphone. Choose two and make a presentation in class. Remember to mention the following:

- General overview of the apps;
- Technology (how the apps work);
- Results of using such apps;
- Your own opinion.

Which apps did you find most interesting and helpful?



What equipment can be introduced in a modern classroom? Find on the internet new technologies that can be used in a classroom to help students learn easier during lessons. Make a presentation in class.



Find professional advice on how to help a person with nomophobia. Make a presentation in class. Remember to mention:

- causes of nomophobia;
- how nomophobia is diagnosed;
- real-life examples;
- major steps to help people get rid of nomophobia.



“Nomophobia is a serious problem of the new generation.”

What is your opinion? Do you agree with this statement? Write 200–250 words.

Use the following plan:

- make an introduction (state the problem paraphrasing the given statement);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

My future is in Russia

1 READING On-board computers

a) What devices installed in modern cars make them safer, more eco-friendly, more comfortable and easier to operate?

b) Read the text.

operation — работа
engine — двигатель
brakes — тормоза
steering system — система рулевого управления
sensor — датчик
mileage — пробег
malfunctions — неисправность
dashboard — приборная панель



An on-board computer gives the driver information about the vehicle's speed, its fuel consumption, travel time, current mileage, and its route of travel (with the help of GLONASS). It regulates engine operation to optimise its performance while improving fuel economy and controlling pollution. It can also help the car owner to recognise engine problems or other malfunctions before a breakdown can occur. Modern cars have networks of sensors that constantly transmit information to the computer. The main task of the on-board computer is to diagnose the vehicle. When a sensor detects a malfunction in any system, or if the sensor itself stops working, an error warning lights up on the screen to warn you to take your car to a mechanic as soon as possible. Computers have fault codes stored in their memory. When a certain malfunction occurs, the microprocessor recognises the nature of the malfunction in a fraction of a second and issues a specific warning in the form of a code. The computer decodes the information. It is programmed to recognise certain conditions and take appropriate action in re-

sponse.

An on-board computer can also show you a map of the area and use a computerised navigation system to show you a better route to your destination. Steering and speed sensors help the computer track the vehicle's location from the departure point indicated by the driver to its destination.

The car mechanics nowadays must use the computer to diagnose faults in both the engine and other systems. In many cases, the computers in the car give out a code that mechanics can read to know exactly what goes wrong. They have the most up-to-date equipment and can connect to the car and figure out the cause of the malfunction.

c) Discuss in pairs.

- What are computers in cars used for? How do they help drivers operate the vehicle?

- Which of the innovations used in cars for the last two decades came from space technologies?

2 SKILLS Profile cases

How do self-driving cars work? Find information and present it in class.



Project 1. Cars and ecology. What eco-friendly cars will be widely used in the nearest future?



Project 2. Self-driving cars are the next generation cars. Mention the role of LIDAR in them; how it works and why it is necessary for self-driving cars.

My future is in Russia

1 READING Electric buses: new environment-friendly transport



a) Travelling within a city or across a region is always interesting. Which public transport can you use to do that in Russia?

underground • bus
• shuttle bus • tram
• commuter train • taxi • ...

b) Read the article about Moscow electric buses.

The first electric bus (or e-bus) started to run in Moscow on September 1, 2018. This is a unique addition to the public transportation system of Russia's capital. Today, Moscow joined cities that use e-buses to protect the environment from pollution. Such vehicles operate in some European countries, as well as in China and Belarus.

In Moscow, e-buses have already replaced trolleybuses. Their advantage over trolleybuses is their mobility and the ability to run in any street, regardless of contact wires.

In addition, the total cost of electric bus maintenance is 10% lower than that of a trolleybus.

This new type of public transport is more comfortable because of lower noise and vibration levels. The electric buses are low-floor vehicles and have USB chargers, climate control, CCTV and satellite navigation systems.

E-buses are serviced daily, some of them run every 5–10 minutes. After the working day, the driver takes the bus to the service centre to have a full cycle of work to prepare it for a new shift. They wash it, clean and disinfect the interior, check the steering, brakes, compressor, lighting, hydro- and other systems that affect traffic safety. All this takes about an hour.

affect — влиять

brake — тормоз

CCTV — система видеонаблюдения

commuter train — электричка

contact wires — контактные провода

low-floor — с низким полом

maintenance — обслуживание

mobility — мобильность

noise — шум

public transport — общественный транспорт

purchase — приобретать

regardless — независимо от

shift — смена

shuttle bus — маршрутка

steering — рулевое управление

tram — трамвай

underground — метро

c) Discuss in pairs.

- Which public transport do you use to get around your city/region?
- Are there e-buses in your city/region? If not, would you like e-buses to be introduced? Why (not)?
- What other means of travelling are environment-friendly?

2 SKILLS Profile cases

Do the tasks according to your field of studies.



You can visit <http://gotourl.ru/13438> to find necessary information



Find on the internet the technical characteristics of diesel and electric buses. Compare and discuss. Choose three differences and tell the class.



Find on the internet the characteristics of the electric bus that help save the environment. One of you will be a reporter (A) and the other one will be an ecologist (B). Look at the card and make an interview for an ecological magazine.

| Reporter (A) | Ecologist (B) |
|---|---|
| <p>During the interview with the ecologist find out the following:</p> <ul style="list-style-type: none"> • What is an electric bus? • How can it help save the environment? | <p>During the interview with the reporter be ready with the following:</p> <ul style="list-style-type: none"> • General information about e-buses. • Characteristics of the buses that can help the environment. |



Your team won the KamAZ and GAZ auction to make the advertisement of the new electric buses to sell them to other Russian cities. Make the advertising leaflet and present it in class. Mention:

- advantages of the e-bus;
- new technologies used on the bus;
- characteristics and selling points of the bus.



Moscow Government asks your team to write an article for a magazine about the history of Moscow transport and how it changed throughout the years until the present moment. Find on the internet or any other source information about the Moscow transportation system and use it to write the article.



Moscow authorities held two auctions for the new electric buses. The winners were KamAZ and GAZ. They will build the necessary number of vehicles and install ultra-fast charging stations.

You may find an example here: <http://gotourl.ru/13435>.

Exchange your article with the other group and discuss.

My future is in Russia

1 READING Technological progress

a) How has people's life changed with the development of science and technologies? Does scientific revolution bring anything negative?

b) Read the text.

consequences — последствия
dawn — заря
realise — осознавать
reckless pursuit — безрассудная погоня
cardiovascular — сердечно-сосудистый
attitude — отношение
destructive impact — разрушительное влияние
threat — угроза
toxic substances — токсичные вещества
soil — почва
preserve — сохранить
ensure — гарантировать

The 20th century was a century of particularly intensive introduction of new technical means and objects. But a lot of those innovations were developed with a limited understanding of their consequences and often brought negative outcomes. Only at the dawn of the new century mankind came to realise that further reckless pursuit of satisfying every possible growing need can lead to negative impact on our planet and its inhabitants.

Technological progress is destroying the natural beauty of our environment. Man is becoming emotionally poorer. The development of technology has reduced our physical activity, and this has led to a number of diseases of the post-industrial world: hypodynamia, stress, cardiovascular diseases. Technical progress has also touched the spiritual sphere of society, bringing on various changes in language, culture, our personal lives, etc.

The development of scientific and technological progress has led to the introduction of nuclear facilities. High concentration of the nuclear products and chemical industries has had destructive impact on ecosystems. Other consequences of scientific and technological progress are the threat of nuclear war, the use of biological and psychological technologies to solve political problems and others. Negative impacts include vibration, noise, increased concentration

of toxic substances in the air, water and soil, electromagnetic fields, radiation. At the present stage of human development, humanity is faced with perhaps the most acute problem: how to preserve nature from ourselves, since no one knows when and in what form an ecological catastrophe will unravel.

At present it is necessary to stop further development of the environmental crisis, to ensure environmentally safe development of human civilisation, to solve global problems in an interconnected world. Countries and nations are different in their languages, cultures, levels of economical position, but they all have common interests in the search for joint coordinated solutions and actions.



c) Discuss in pairs. Give examples to the following facts:

- Technological progress improves working conditions
- Raise living standards in developed countries
- Technological progress makes people lazier
- Some people are addicted to gadgets
- Problems with eyesight and posture
- Easy access to information
- Social isolation

2 SKILLS Profile cases

Do the tasks according to your field of studies.



What innovations did modern automobiles gain due to technological achievements? How do they make automobile safer and more ecological?



Make a project or presentation on the topic “Cars of the future”.

- What fuel will it work on?
- What further safe precautions will it have?
- Will it be self-driving?



What modern materials — significantly lighter and stronger than steel — can be applied for the car body?

My future is in Russia

1 READING Gaming technologies



advanced — продвинутый, прогрессивный
artificial intelligence — искусственный разум
augmented reality — дополненная реальность
catastrophic consequences — катастрофические последствия
console — игровая приставка
expand — расширять
goggles — очки
growth area — точка роста
headset — шлем
layer — слой
mobility — мобильность
spot — место
virtual reality — виртуальная реальность

a) What gaming technologies do you know? Name 1–2 and say if you use them in everyday life.

b) Read the article about gaming technologies.

Today, about 1.8 billion people worldwide play games on their computers or mobile gadgets. The technologies are so advanced now that games have become too realistic to be true. Here are the most significant technologies that change the way we play.

Augmented Reality

Augmented reality (or AR) is the technology that expands our physical environment by adding digital layers to it. Games that support AR can be played on PCs, consoles and mobile devices. This turns flat animated images into realistic 3D avatars that “live” in our real world. AR is also used in education. You can try it now with the mobile application for this textbook.

Virtual Reality

VR makes you feel that you physically take part in a game with the help of special VR headsets or goggles. Even though you often move on the same spot, you feel as if you are walking or running or doing something in the virtual world.

Artificial Intelligence

The gaming world is considered a leader in artificial intelligence (AI). Game developers began experimenting with AI characters in the mid-1980s. They are still working hard to make characters more real. Some people

think that soon robots and game characters will be able to think and behave like humans, and this may lead to catastrophic consequences.

Mobility

Mobile is a huge growth area for gaming. Mobile games increased their popularity for more than 20% after 2015. The games are becoming more advanced and allow single and multiplayer games. Another advantage is that you may go on playing when you leave home because games on your mobile gadget are always with you.

c) Discuss in pairs.

- Which of the gaming technologies are common with your peers?
- Which of them do you find most interesting?
- Do you think that games can be addictive? Why (not)?
- How much do you think you can play without getting addicted?

2 SKILLS Profile cases

Do the tasks according to your field of studies.



Choose one of the technologies from the article and find information about how it works. Make a presentation in class. Show the technology, if possible.



How can modern technologies influence our physical and mental health? Choose one technology and find information on the internet. Present it in class.



Are your friends or groupmates addicted to computer games? Make up a survey and ask your fellow students and friends. Analyze the answers and present the general results in class.



Choose one of the statements below.

- 1 Playing computer games is the best free-time activity.
- 2 Virtual reality can easily replace physical environment.
- 3 Addiction to computer games is dangerous.
- 4 Artificial intelligence may destroy our world in the future.

Give a 1.5-minute talk on one of these statements. You can use the following plan:

- state the problem;
- express your personal opinion and give reasons for it;
- express an opposing opinion and give reasons for it;
- say why you do not agree with the opposing opinion;
- make a conclusion restating your position.

My future is in Russia

1 READING Car production

a) What were first car companies like? What was Henry Ford's great contribution in car production?

a) Read the text.

shop — мастерская, цех
manufacture / produce —
 производить
vehicle — транспортное средство
operation — работа
maintain — обслуживать
elaborated — тщательно
 разработанный
stockpile — накапливать
halt — останавливать
dormant — бездействующий



The very first car companies were the small shops. There were hundreds of them, and they manufactured handmade vehicles. For assembling cars, they used parts produced by other separate companies.

Henry Ford, whose dream was to make cars for many more people, first established the way of car manufacturing for the masses. His first vehicle was called Model-T. It was economical in operation and easy for maintaining and repairing. He also introduced a moving assembly line in 1913, and it enabled producing cars cheaper and on a larger scale. Each worker had to do a single repetitive work, while the slowly moving conveyor belt carried the cars. As a car passed by, each worker added a part. Unlike other car companies of that time, each component for the car was made in the Ford factory. Everything was carefully timed and the materials were supplied by train. It was an important invention that started the age of mass production.

Today, most of the world's new cars come from the moving assembly line based on the one introduced by Ford, but the current process is much more sophisticated and elaborate. The first

necessary condition for this process is a precisely controlled flow of materials to the assembly plants. No company can afford the money or space to stockpile the parts and components needed over a long period of production. An interruption or mix-up in the flow of materials quickly halts production. Ford envisioned an organization in which not a single element was dormant from the extraction of raw materials to the completion of car production — a dream that is yet to be realized.

Assembly lines were refined with automatic control systems, transfer machines, computer-controlled welding robots, and other automated equipment that replaced many manual operations in high volume production. A universal form of automatic control uses computers to schedule assembly operations so that different styles can be programmed on the same assembly line.

a) Discuss in pairs.

- What are the world's largest car companies?
- What are pros and cons of cars in modern life?

accessibility and convenience • access to remote places • ability to travel • provides jobs • environmental problems • health problems • danger and injury in accidents • parking lots in large cities • take up a lot of space

2 SKILLS Project

Choose a project, use the internet or other sources to find information and present your project in class.

Project 1. How did the automobile industry that appeared at the beginning of the last century change the world?

Project 2. What is Russian car industry like today?



You can visit <http://gotourl.ru/16608> to find necessary information

My future is in Russia

1 READING Bullying



billboard — рекламный щит (билборд)

disposal — избавление

dispose of — избавляться от, выбрасывать

gadget — устройство, «гаджет»

harmful — вредоносный

public service ad — социальная реклама

state auction —

государственный тендер

throw away — выбрасывать

cooperate — сотрудничать

cyberbullying — травля в интернете, кибертравля

frightening — пугающий

verbal — словесный

victim — жертва

a) Is bullying a common problem in Russian schools/colleges? How can you avoid it?

b) Read the text.

Bullying is a big problem in schools all over the world. If you are a victim of bullying, you must talk to someone – but who to? Izzy Kalman, a school psychologist in the USA, is the creator and writer of the website The Kalman Bullying Institute which gives help and advice on the problem of bullying and offers free online handbooks for victims, parents and teachers. He says that most school anti-bullying programmes don't work, and sometimes they even make the problem worse.

So what does that mean for the victims of bullying? Can nobody do anything about it? Will they be victims forever?

Kalman tells us that there are two ways to reduce bullying: either to teach kids to stop being victims or to teach kids to stop being bullies. He aims to do the first with a ten-lesson programme that will help kids stop being bullied. The lessons teach the victims not to get upset and react to bullies, as this makes the situation worse. He gives advice on how to deal with fear and keep calm. The main idea is that bullying is no fun if there is no reaction from the victim. The more the victim reacts, the more fun the bully has. If the victim stays cool and calm, there is a good chance that the bullying will stop. The lessons learnt can be used at home with brothers and sisters as well as outside on the street or at school.

However, Kalman admits that teaching kids to stop being bullies is more difficult than teaching them to stop being victims. "In order for people to change," he says, "they have to admit they have a problem. Very few bullies see themselves as bullies. Nobody asks for

help because she or he is a bully."

Advice to parents includes tips on how to reduce aggression among children, for example, by not behaving aggressively themselves, by listening carefully to their children's problems and by cooperating with teachers whenever there are problems at school. And one of the worst things a parent can do is teach their child to "hit back".

Aggression, verbal or physical, just leads to more aggression. Kalman also gives advice on two new kinds of bullying: cyberbullying, where kids write

terrible things either to or about other kids in emails, on websites or in blogs; and mobile phone bullying, where the bully sends unkind text messages or leaves threats and frightening noises on the answer phone. “There are all kinds of bullies,” says Kalman, “and everyone needs to learn to deal with them.” Yes, it seems that learning how to deal with bullies is an important lesson for life.

Besides cyberbullying, a lot of people become victims of cybercrimes, especially older people. Cybercriminals often make phone calls or send links in messages and steal money from bank accounts.

c) Discuss in pairs.

- What can you do to stop bullying at school/college or at work?
- Have you ever experienced cyber- or mobile phone bullying?
- How can we stop cyberbullying?
- Can you name some ways of avoiding cybercriminals?

2 SKILLS Profile cases

Do the tasks according to your field of studies.



What technology is used to protect your computer/smartphone/tablet PC from visiting harmful internet sites? Find information about popular software or apps and choose two of them. Present their characteristics and differences in class.



What are the rules for gadgets disposal? Find them on the internet and make a presentation in class. Don't forget to mention:

- Why it is necessary to dispose of electronic gadgets in the right way.
- Rules for battery disposal.
- Symbols on battery and gadgets showing what you can/can't/mustn't do when you want to throw them away.



Your team won an auction in your region to make a public service ad of online safety or cybercrimes. Make the ad for a billboard and present it in class. Remember that public service ads:

- inform and educate
- make people think
- are sometimes shocking
- are free



You can visit <http://gotourl.ru/13539> to find necessary information



Find information about cases when people were not careful online. Write an article for a teens' magazine on the importance of online safety and illustrate it with the examples of these cases. Exchange your article with the other group and discuss.

My future is in Russia

1 READING Business communication

- a) What is business communication and how does it differ from an informal one?
b) Read the text.

business communication — деловое общение

interconnection — взаимосвязь

interaction — взаимодействие

implement — воплощать в жизнь

negotiations — переговоры

proposals — предложения

diligence — усердие



Business communication is a process of interconnection and interaction, in which there is an exchange of activities, information and experience, which involves achieving a certain result, solving a specific problem or implementing a certain goal.

In general, business communication differs from the ordinary (informal) communication — its process sets a goal and specific tasks that require making a decision. In ordinary friendly communication, usually, no specific tasks are set and no specific goals are pursued.

Different ways of business communications are: business conversation, business negotiation, business meeting, public speech. Business negotiation is one of the important forms of business communication. It consists of three stages:

- preparing negotiations;
- negotiating;
- post negotiation analysis.

Negotiations are a form of business communication, where participants exchange views in the form of various proposals for solving the

problem intending to obtain an agreement, that meets the interests of both parties and to achieve results that would satisfy all the participants.

Any negotiation, no matter how important it is to you personally or to the organisation you represent, must be carefully prepared (with all kinds of analyses, economic calculations, conclusions, etc.). The success of the negotiations primarily depends on how well you prepare.

Well-formulated goals will allow you to properly organize the work, both in the preliminary stage and during the negotiations; estimate how effective the negotiations were, and draw conclusions on how to increase their success in the future.

The standard of business communication is a set of moral norms, rules and concepts that regulate the behaviour and relations of people in the process of their business activities. Ethical norms of business communication are honesty, truthfulness, obligation, diligence, fairness, keeping promises and contracts.

- c) Discuss in pairs.

- How should participants prepare for business negotiations?
- Why is it important to follow the rules of business communication and ethical norms?

Have you ever taken part in any formal communications?

2 SKILLS Profile cases

Do the tasks according to your field of studies.



Choose one case and find information about ways to arrange negotiations. The information should include the main tasks for the negotiators (where, when, how, with whom, the number of participants, etc.).



1 You are a manager in a car service centre where a third-year student has come for an internship. You assigned an experienced car mechanic to train him. The car mechanic told and showed the trainee how to unscrew a wheel and gave him a task: to remove the wheel from the car being repaired. The trainee broke a very expensive part while unscrewing the wheel.



Problems:

- Who is to blame for the breakage?
- Who should pay the costs?
- What could have been done to avoid the situation?

2 You are the head of a department where an intern came in — a college graduate with no work experience. You have assigned an experienced employee N to train him. At the end of the day, the intern came to you to complain that employee N was not helping him and was yelling at him. Employee N stated that the intern kept distracting him by asking the same questions multiple times.

Problems:

- What should you (the head of the department) do?
- What should employee N have done?
- Is there any prospect for this trainee to work in the department?

3 The general manager in a company asked the head of human resources to hire the son of a very important partner. Some time later the position of a senior specialist had become vacant. All of a sudden, the general manager offered to raise the newly hired protégé. There is a dilemma: on the one hand, there are more suitable candidates for the post, and the young man himself does not meet the qualification requirements; on the other hand, the general manager will be in an awkward situation in front of his partner.

Problems:

- What should the manager do in this situation?
- Could this problem have been avoided?
- What could be the consequences if the general manager insists on his decision?

My future is in Russia

1 READING Break rooms

- a) You will start your job in a few years. What conveniences or equipment do you find the most important for a worker? Name a few and tell the class.
- b) Read the article about break rooms in offices.



beneficial — полезный
caffeine — кофеин
differentiation — отличие
effort — попытка
equip — оснащать
interpersonal connections — межличностные отношения
long-term — долгосрочный
productivity — производительность
stand out — выделяться
stirrer — зд. палочка для размешивания

Break rooms are places where office employees can have a break from their work. A break room can be very effective, if it is equipped correctly. You don't need to spend a lot on upgrades, but if you have some major things in your break room, you'll soon see a difference in your employees' productivity.

1. Free coffee. Make sure you have free coffee in the break room, with free sugar, cream, cups, and stirrers. Keeping free coffee is beneficial for your company's long-term productivity. Caffeine increases attention, improves focus, and increases mental energy. It's a nice bonus, too.

2. Lunch tables. Make sure you have lunch tables in the break room. They give people space to sit down and eat a meal during lunch breaks. The tables also give an opportunity for the employees to talk with one another. Such conversations help to develop interpersonal connections and a sense of teamwork.

3. Differentiation. Don't make your break room part of your office. It should be a lively, stimulating place. Do something to make it stand out. For example, change the colour of the walls to make the break room feel like it's a part of a different building. You can also decorate your tables and walls with various items. This is important because it will allow your employees to fully disconnect from their workspace. The change

in environment will give them a chance to relax. When they return to work, they'll start fresh, and productivity will increase.

4. Comfortable seating. Hard wooden chairs are not a good idea for a successful break room. Comfortable furniture will help your employees feel more relaxed and respected. A break room is more than just a place to eat lunch, so you can even put a sofa or two there for those employees who want to relax.

5. Televisions. Televisions are expensive, but if you can afford to put a television or two in your break room, go for it. Keep them at a low volume and restrict the number of channels. Relevant information on TV, such as national news, helps your workers feel more involved and get more informed about what is happening outside the office. If you can't have televisions, newspapers may be a good alternative.

6. Celebrations. Break rooms should be a place for celebrations throughout your company. For example, you can celebrate individual employees' birthdays in the break room. No matter what types of celebrations you include, make your break room a place people associate with positive experiences.

You don't have to have the most advanced break room in the world in order to increase productivity and keep your employees happy. However, if you make the effort to create a place where your employees can truly relax and refresh themselves, they'll reward you with better work and greater satisfaction.

c) Discuss in pairs.

- Have you got a break room in your college? What is it like?
- Which of the equipment in break rooms are common in Russian offices?
- What conveniences or equipment would you like to have at your workplace? Why (not)?

2 SKILLS Profile cases

Do the tasks according to your field of studies.



Furniture and decorations play an important role in any place. Imagine that you have to create new sets of furniture for a break room in one of the companies. In groups, make a presentation of the furnished break room and show it in class. Explain your choice. Take into account the following:

- Simultaneous use of the room – 15 people maximum
- Room size – 45 m²
- Shape of the room – rectangular
- Furniture material – wood
- Budget – 1,5 mm rubles

Which project is the most suitable for a break room? Discuss in class.



What equipment can be introduced in a modern break room? Find on the internet new technologies that can be used in a break room to make employees feel more relaxed during their breaks. Make a presentation in class.



Work in pairs. One of you (Partner A) shows a break room to a new employee (Partner B). Act out a dialogue using the hints in the table below to make the conversation lively.

| Partner A | Partner B |
|--|--|
| <p>Don't forget to talk about:</p> <ul style="list-style-type: none"> • drinks • tables for lunch • use of microwave ovens • TV • break room rules | <p>Don't forget to ask about:</p> <ul style="list-style-type: none"> • free drinks • which table you can have lunch at • plates and dishes • available TV channels • events that take part in a break room |



Find more information about break rooms and their importance for a company's productivity. Find out unusual features that can be found in modern break rooms. Choose two and make a presentation in class.

Mention:

- why these features are introduced in a break room;
- advantages and disadvantages of each feature;
- your own opinion on these features.

My future is in Russia

1 READING Business English

a) Have you ever heard people speaking business English? When and where was it? Were there any difficulties in understanding them?

b) Read the text.

negotiations — переговоры
draft a document — составить черновик документа
supplier — поставщик
multisyllabic — многосложный
encounter — встретить
restraint — сдержанный
embrace — охватывать

Business English is widely used as an international language for business communication between people of different nations and cultures, whether there are native English speakers present or not. The purpose of business English is to communicate effectively with management and colleagues in the international professional environment. International companies, their clients and suppliers use business English for negotiations and drafting documents. Once you have mastered it, you will be able

to socialise with any professional in any country. It is a kind of a bridge between you and the rest of the professional world.

Business English differs from general English in its lexicon and topics, but the grammar remains unchangeable. It is rather conventional and makes use of passive constructions and impersonal structures (for example: Your participation would be appreciated).

As for the lexicon, the meanings of the words are often singular — as in, there are a lot of specific words meant to only signify a single concept — which is why it is not so easy to memorise and keep all the terms in mind. The words are also usually multisyllabic.

Business English is diverse and you will encounter its various forms:

- Presentation English, which is rather formal and restrained, and includes a set of specific words and phrases;
- Networking English, which is a little bit liberal and informal;
- Telephone English, which has a set of special phrases used in telephone business conversations;
- Business letters, which are usually formal and have a set of rules for writing them;
- Business meetings, which embrace a framework and essential vocabulary for productive meetings;
- Business etiquette, which must be studied and implemented in all the spheres of business communication, oral or written.

If you plan to work for an international company, or expand your professional horizons, business English is a must for you. It is better to start at low intermediate or intermediate level. There's no doubt, you will be a success in mastering business English.

C) Discuss in pairs.

- Can you guess what these words in business English mean?

yes man · payee · inventory · co-worker

- Have you ever taken part in negotiations? Was it fruitful?
- What do you think is the most complicated in business English?
- Are you planning to learn business English? If yes, how are you going to do it?

2 SKILLS Profile cases

Do the tasks according to your field of studies.



What technology is used for having business negotiations online? Find information about popular software or apps and choose two of them. Present their characteristics and differences in class.



Your team won an auction in your region to advertise a public service ad of English business courses. Make the ad for a billboard and present it in class. Remember that public service ads:

- inform and educate
- make people think
- are sometimes shocking
- are free



Find information about the cases when people failed business negotiations. Analyse what went wrong. Write an article for a magazine on the importance of rules for business communication. Give examples of these cases.

Exchange your article with the other group and discuss.

Sociology

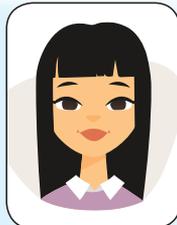
SOCIAL NETWORKING SITES

ABOUT ME Boris

Sex: Male
Age: 15
Looking for: Friends
Current city: Minsk, Belarus
Hometown: Minsk, Belarus
Education/Job: Culinary school in Minsk
Status: It's complicated
Interests: Sailing, parties
Music: Rock
Books: No
Movies: About superheroes
Television: Cooking shows

ABOUT ME Pavel

Sex: Male
Age: 20
Looking for: Friends, networking
Current city: Sochi, Russia
Hometown: Omsk, Russia
Education/Job: College
Status: Single
Interests: Space travel, basketball, football
Music: Russian pop
Books: Everything except novels or poetry
Films: Documentaries mostly
Television: Football, SF series

ABOUT ME Mei

Sex: Female
Age: Not telling
Looking for: Adventure
Current city: Somewhere in Asia
Hometown: Beijing
Education/Job: A fashion designer
Status: Single
Interests: Celebrities, music
Music: Hip hop, what else?
Books: Love stories and romance
Films: Romantic comedies only
Television: Singing competitions

ABOUT ME Katherine

Sex: Female
Age: Guess
Looking for: New friends
Current city: Somewhere in Thailand
Hometown: The same
Education/Job: Tour guide
Status: Married
Interests: Ecology, history
Music: K-pop
Books: Travellers' guides
Films: Thrillers
Television: Travel shows

- What information in these profiles is not given? Discuss in pairs and guess why.
- What would and wouldn't you say in your profile? Why?
- Work in pairs. What are the advantages and the disadvantages of social media? Discuss and share in class.

ICT

a) Read the text and make up headings for the paragraphs.

SAVED BY TECHNOLOGY

A —

Stephen Hawking was born in Oxford, England, in 1942. He studied physics at Oxford and Cambridge. At the age of 21 he got ill with a terrible illness which slowly destroys the muscles. The doctors were sure he would live only for a few years. But he became a world-famous scientist and died only in 2018. *A Brief History of Time* is Hawking's bestseller. It tells about his theories of how the world began. Eight million people bought it. Since 1985, Hawking hadn't been able to move, and he had not been able to speak. That was the time when his wife started to look for help.

B —

Walt Woltosz, a computer programmer from California, sent a computer program he had made. Hawking could operate it by pressing a switch in his hand. The vocabulary in the computer had more than 2,500 words. Lines of words scrolled by on the screen, highlighted one after the other. When the line he wanted was highlighted, Hawking pressed the switch. The words on that line were then highlighted one after the other. When the word he wanted was highlighted, he pressed the switch again. Hawking chose one word after the other to make a sentence which appeared across the bottom of the screen. He could send the result to a speech synthesiser, which spoke it out loud. He didn't want his computer voice to sound like a robot. Hawking would like it to have a British accent!

b) Read the text about Professor Hawking again and say:

- what you find interesting about him,
- why he was a very strong person.

c) Think and fill in the table with the words that start with a letter from the word TECHNOLOGY. Don't worry if you can't find words for some letters.

| T | E | C | H | N | O | L | O | G | Y |
|----|-------|-----|-----|----------|-----|-----|-----|-----|-----|
| TV | email | ... | ... | notebook | ... | ... | ... | ... | ... |

Make sentences with five words from your table.

I **watch TV** in the evening. I **press the button** on the TV to **turn it on**. After that I often **change channels**. My mum **turns the TV off** when she goes to bed. I **download** my **emails** ...

ICT = information and communication technology



Some things Hawking said:

"I think the human race has no future if it doesn't go into space."

"To my mathematical brain, the numbers alone make thinking about aliens perfectly rational."

"What lies north of the North Pole?"

"The Universe is governed by the laws of science ... God does not break the laws."

Biology

GM FOODS

GM stands for “genetically modified” and is commonly used to talk about food. You may have already eaten genetically modified foods without knowing it.

By taking genes from a plant or animal and putting them into another, the characteristics of the first can be transferred to the second. This is the basic idea of genetic modification.

It is also possible to “turn off” a gene in a plant or

animal and this way remove a characteristic. Both of these processes change (modify) a plant or animal. Tomatoes were the very first GM plants which began to be produced in the early 1990s.

Scientists in England are putting salmon genes in tilapia, a small Asian fish. They hope to grow larger fish to help with future food shortages.

INGREDIENTS:

water, vegetable oils [contain genetically modified soya bean oil], sugar, vinegar, modified starch, salt, mustard, egg yolk, thickener [E412], acids [E330], preservatives [E202], colouring [E160a], antioxidants [E385].

Produced in:
The Netherlands.

For and against GM foods

For

- You don't need pesticides that can make people sick.
- GM crops are larger, so there is more food to help fight hunger.
- GM food stays fresh longer. It can be transported to distant places easily.
- Plants survive frost better.

Against

- The side effects are unknown. We don't know if GM crops are safe or unsafe.
- The customers are often not informed. Labels must be clear.
- GM research should only be done in a laboratory.
- The cost of seed will increase because only a few companies will sell it.

a) Look at the table on the left. Match words 1–8 with A–H to form collocations on the topic.

b) Read the text and answer the questions.

1 What are the two methods of gene modification?

2 How can salmon genes help with food problems in the world?

c) Complete the sentences with the linkers below.

although • firstly • however • however much • in order to

- 1 ____ the side effects are unknown, GM crops help to stop hunger in the world.
- 2 Some people say GM crops aren't safe. ____, man has been interfering with nature for thousands of years.
- 3 There are a number of arguments against GM crops. ____, the research is not complete.
- 4 ____ you are against GM crops, you must accept that they produce larger crops. Secondly, the side effects ...
- 5 The labels on packaging must be clear ____ tell the consumers that they are buying GM foods.

1 grow crops

2 imported

3 food

4 side

5 clear

6 research

7 interfere

8 withstand

A shortage

B laboratory

C frost

D choice

E crops

F with nature

G foods

H effects

History

ENGLISH AND LOAN WORDS

There are words in English that were borrowed from over 120 languages. Such words are known as *loan words*.

Germanic loan words

In 450 AD, Anglo-Saxon tribes from Germany brought a lot of basic words to English that are still widely used today. Words that came at that time are used in everyday situations: *father, house, old, five, water*.

French loan words

In 1066, French became the official language in England. This was because William the Conqueror from Normandy, France, conquered the country. French used to be the language of church, state, education and culture. Among French loan words are *reign, royal, virtue, lesson, beauty, sport, religion, saint, service, gentleman*.

Russian loan words

Some Russian words are used in English too. They were added to the vocabulary at different times. Among them are *kvass, dacha, sputnik*. Such words are unique for the English language and native speakers.

Latin loan words

There was a new interest in Latin and Greek in the Renaissance. These languages brought into English such words as *drama, melancholy, pathos, atmosphere, system*.

The discovery of new parts of the world brought a lot of non-European words into English: *moccasin, maize, canoe, bungalow, jungle*.

a) Read the texts and match the nouns in the lists below.

French (food)

poultry • veal • mutton • pork • beef

German (animals)

sheep • cow • pig • calf • hen

b) Match the words and complete the sentences.

Old English

answer • *ask* • buy • leave • start

French

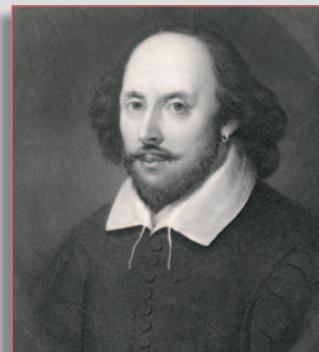
commence • depart • *enquire* • purchase • respond

My mother *asked me*, "What's the time?"

The opposition *enquired* about the government's decision.

- 1 When did they ____ the house? Trains to Moscow ____ every hour on the hour.
- 2 The conference is scheduled to ____ at 11 o'clock. Let's ____ with the job straightway.
- 3 The actor was not willing to ____ to the journalists' questions. Thanks for ____ my email.
- 4 Let's ____ some chocolate. These luxury goods can only be ____ from a specialist producer.

c) Find more words that English has borrowed from Russian. Look on the internet.



Shakespeare had a very big influence on the English language. He was a great inventor of new words which later became popular.

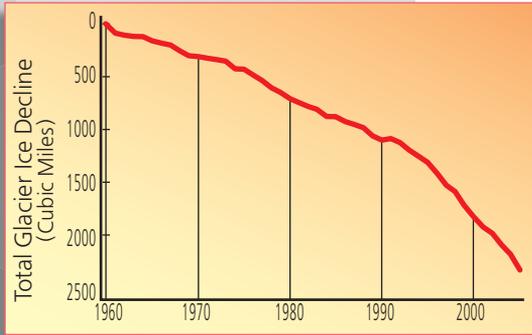


Geography

CLIMATE CHANGE

SKILLS
1.2, 1.9

- a) Describe the photos and say what the graph on the left shows. Use the phrases below.



*The graph/photo... deals with / gives information about...
It says/shows that ...*

In the foreground/background you can see ...

This is a photo of ...

It covers the period ...

The vertical/horizontal line represents ...

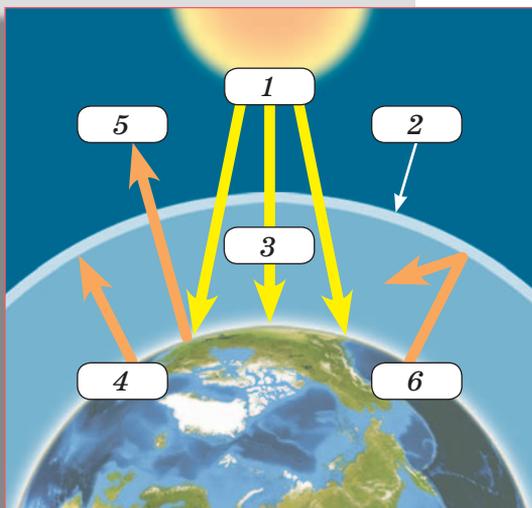
In 2003, glaciers ... compared with ...

Useful verbs:

melt (change from snow to water)

increase/decrease (become more/less)

Pedersen Glacier (1920–2019)



THE GREENHOUSE EFFECT

Greenhouse gases cover the earth and keep it warm. The greenhouse effect is the heating of the earth due to the gases.

The diagram explains the process.

- b) Match labels A–F with numbers 1–6 in the diagram.
- A Our atmosphere contains greenhouse gases.
 - B The sun warms the surface of the earth, and heat rises.
 - C Some heat can pass through the gases.
 - D Heat from the sun.
 - E Some heat can't pass through and remains in the atmosphere. The temperature increases.
 - F The sun's heat passes down to the earth through the gases.

Science

MILESTONES IN SCIENCE

Energy

1,500,000 years ago

People learn to control
1 ____.

They grow in numbers because they can now eat cooked food, be active at night and protect themselves from wild animals.



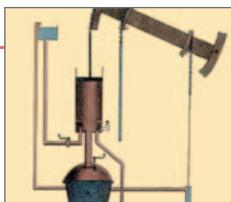
1879

Thomas Edison invents the
3 ____.



1769

James Watt invents his **2** ____ . Steam is the power behind the Industrial Revolution.



The future?

Will climate change destroy our civilisation? Or will **4** ____ like wind or solar power save us?



Life sciences

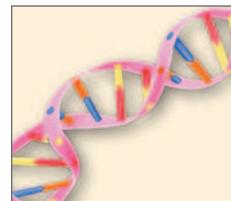
1543

The Flemish doctor Andreas Vesalius publishes a book on the human body. It revolutionises medicine and founds modern **5** ____.



1953

Francis Crick and James Watson make the first correct model of the structure of **7** ____, discovering the secret of life on Earth.



1869

Dmitry Ivanovich Mendeleev publishes the "periodic table", arranging the **63** then known elements according to their **6** ____, and correctly predicting new elements which would be discovered later.



The future?

8 ____ might let us cure diseases, clean up pollution and even design new life forms. But how can we be sure what effect new life forms will have on the planet?



a) Read the text and fill in the gaps with these words:

DNA • chemistry • electric light bulb • fire • renewable energy • genetic engineering • anatomy • steam engine

b) Work in pairs. Why were the milestones important for humanity? Discuss some more milestones with a partner. How important were they? Present your ideas to the class.

1040: gunpowder invented in China • **1543:** Copernicus states that the earth goes round the sun • **1821:** the electric motor invented • **1895:** X-rays discovered • **1928:** penicillin discovered • **1961:** first man in space



Citizenship



CITIZEN JOURNALISM

On January 15, 2009, a US Airways airbus took off from LaGuardia Airport, New York. At around 1,000 metres the plane hit a flock of birds, and both engines stopped working. Unable to return to LaGuardia or to reach another airport, the pilot safely crash-landed the plane in the Hudson River. All 155 passengers on board have survived, and the pilot and his crew were later described as heroes.

Although the mass media did a good job of reporting the news, it was impossible for traditional journalists to be on the scene immediately. In fact, it was ordinary people using social media who — within minutes of the crash — sent the most dramatic reports along with photos. Janis Krum wrote, “There’s a plane in the Hudson. I’m on the ferry going to pick up the people. Crazy.”

And he uploaded the photo, which had thousands of views within hours.

The story was a success for “citizen journalism”. It illustrates how, since the invention of the internet, smartphones and social media, citizen journalists often publish stories long before they reach the mass media. People who used to be the audience for news have now become the reporters. But can unpaid bloggers, who write as a hobby, replace professional journalists?

a) Work in groups. Read the text and fill in the table below with ideas. Then compare the two types of journalism.

| | Traditional reporting | Citizen journalism |
|----------------------|-----------------------|----------------------------|
| Technologies used | <i>printing, TV</i> | |
| When/where reported | | <i>immediately, online</i> |
| Who reports the news | | |
| Advantages | | |
| Disadvantages | | |

b) Match words 1–6 with A–F to make phrases from the text.

- 1 along with
- 2 publish
- 3 illustrate
- 4 long before
- 5 be later
- 6 within minutes

- A photos
- B described as heroes
- C of the crash
- D stories
- E how
- F they reach the mass media

c) What sources do you usually get news from? How do you share news with your family or friends? What other examples of Russian citizen journalism can you give? Share in class.

i
Russian news companies often give you an opportunity to send your stories directly from your phone through a special app or a Telegram channel.

Check the facts!

In 2011, a South African newspaper published a false news story that the former president Nelson Mandela was in hospital. The news came from social media, and the paper had not checked if it was true.

i
Our City («Наш город») and *Active Citizen* («Активный гражданин») apps are Russian examples of a different type of “citizen journalism”. *Our City* allows any Moscow citizen to complain about various problems and accidents in the capital, while *Active Citizen* allows you to choose and vote for new constructions, services and events. All the information goes directly to Moscow authorities and not to media companies.

Social work

- a) Look at the title of the text and the first paragraph. What do you think the text is about?
- b) Read the text and fill in gaps A–E with parts of sentences 1–6. There is one extra sentence part.

GETTING INVOLVED

Schools in English-speaking countries usually offer extra-curricular activities, and they encourage students to “get involved”. Students join school clubs and participate in school sports, and as they get older, they often join voluntary organisations. These groups provide help to the community, like **A** _____, doing the shopping for an elderly person, or raising money for a homeless shelter; or they may get involved in other activities, like making and putting up posters to promote a particular cause – a campaign to stop smoking, for example.

When they leave school, many young people take time off before starting university. This is known as a gap year. While some “gappers” use this time **B** _____, many enjoy doing volunteer work, often abroad. Young international volunteers mostly spend their time working in developing countries. There they do social work (e.g. helping to bring health care to rural areas or teaching children to read), or **C** _____ (e.g. building schools or clinics, or bringing clean water to poor communities) or ecological projects (e.g. planting trees or showing local farmers how to save water). Some serve in places that have been hit by natural disasters, **D** _____.

While most volunteers work quietly to make a difference in their small corner of the world, activists want to change the world – or at least people’s thinking and behaviour. But why do people **E** _____ or donate money to a charity? Well, there are rewards for this sort of commitment. Research has proved that when we help other people, we feel better ourselves: do good, feel good!

- 1 help on construction projects
- 2 cleaning up a park
- 3 volunteer
- 4 hope to achieve social or political change
- 5 to travel or to pursue their hobbies
- 6 such as earthquakes, tsunamis or tropical storms

c) Work in pairs. Answer the questions.

- 1 Which organisations do older students join?
- 2 What is a gap year?
- 3 What work do volunteers do in developing countries?
- 4 What do activists do?
- 5 Why do people help as volunteers?

d) Work in pairs. Are you involved in any extracurricular activities in or outside college? Which are they? Discuss and share in class.



i

In Russia, there is a youth movement, “The Movement of the First”. Created in 2022, its major goals are to educate, organise leisure activities for Russian teenagers and form their national identity. Find more information here: <http://gotourl.ru/16700>

PROJECT

History

WHERE DID MONEY COME FROM?

a) Scan the text. Find four different kinds of money. Then do the tasks below.

In fact, money is important in any society. Thousands of years ago the first societies didn't use money to buy things. They exchanged goods ("bartered") — fresh fish for fruit, a ring for a knife, for example.

The first money

It was often difficult to agree on a barter price for something, so people began to use "money" as payment. The Aztecs in Central America used cacao beans and cotton strips cut into same lengths. In ancient Egypt they used weights made of copper, silver and gold to determine the object's value. Those weights were never passed from one person to another and were only used to help trade things in a fair way.

Coins

Coins first appeared in ancient Turkey about 2,700 years ago. They became very successful because of their great advantage over other forms of money: it was written on each coin what it was worth, and coins were small and easy to carry. This was just what people who travelled by sea needed to make their trade simpler.

Paper money

Around the year 105 AD the Chinese invented paper. But it was hundreds of years before they invented paper money. It had the advantage that it was light to carry and easy to colour. Although the Chinese used paper money for many centuries, paper was introduced in Europe only in the 13th century, and in the 17th century it became widely used.

b) Answer the questions.

- 1 How did people get things in ancient times?
- 2 What was the first money like in ancient civilisations?
- 3 When and where did coins appear?
- 4 What was the advantage of paper money?

c) Russian banknotes are beautiful and colourful with lots of images. What is depicted on them? Remember (or use the internet to find out) and fill in the table. Add some more columns if necessary. Share in class.



You can find all about Russian money here: <https://go.prosv.ru/rnpYhi/>



| Value | City/Region | Landmark | Person | Animal | ... |
|--------------|---------------|---|--------|---------|-----|
| ₽ 100 (2022) | Moscow, Rzhev | Spasskaya Tower, Zaryadye, ... The monument to a Soviet soldier, ... | — | A crane | |
| ₽ 200 | | | | | |
| ... | | | | | |

Handicraft

MAKING FURNITURE

a) Do you know how furniture is made? Read the text and find out.

Can you imagine an office or a house without furniture? Furniture makes our lives comfortable at home and at work. Each piece of furniture is different: we sit on it, we lie on it, or we put things on it or in it. Furniture makers have used wood to make furniture for thousands of years. What type of person do you need to be to become a good furniture maker?

Job description: furniture maker

Furniture makers work in workshops — they cut, shape and fit wooden parts in workshops to make different pieces of furniture.

You may:

- work with drawings and written instructions;
- use wood-cutting machines or hand tools;
- cut and glue joints and fit parts together;
- work with plastic or metal;
- install completed furniture;
- look after tools and sharpen them.

You should:

- enjoy working with your hands;
- enjoy working with wood;
- have good eyesight;
- be quite good at maths;
- be able to work as part of a team.

You will:

- work in workshops that are noisy and dusty;
- stand for most of the day;
- wear protective clothing.



i

Most traditional Russian furniture was made of wood, with oak, birch, and pine being the most popular choices. It often features handmade carvings, such as floral or geometric designs in bright colours. Traditional Russian furniture is often decorated with metalwork, such as brass or iron fittings, handles, and decorative plates. What styles are common in Russia today?

b) Make complete sentences about the text using these prompt words.

- | | |
|-----------------------------|-------------------------------|
| 1 furniture — comfortable | 5 enjoy — hands — wood |
| 2 piece — furniture | 6 good eyesight |
| 3 wood — thousands of years | 7 noisy — dusty |
| 4 cut — shape — fit | 8 stand — protective clothing |

c) Do you have the skills to be a furniture maker? Which things would you be good at and not so good at?

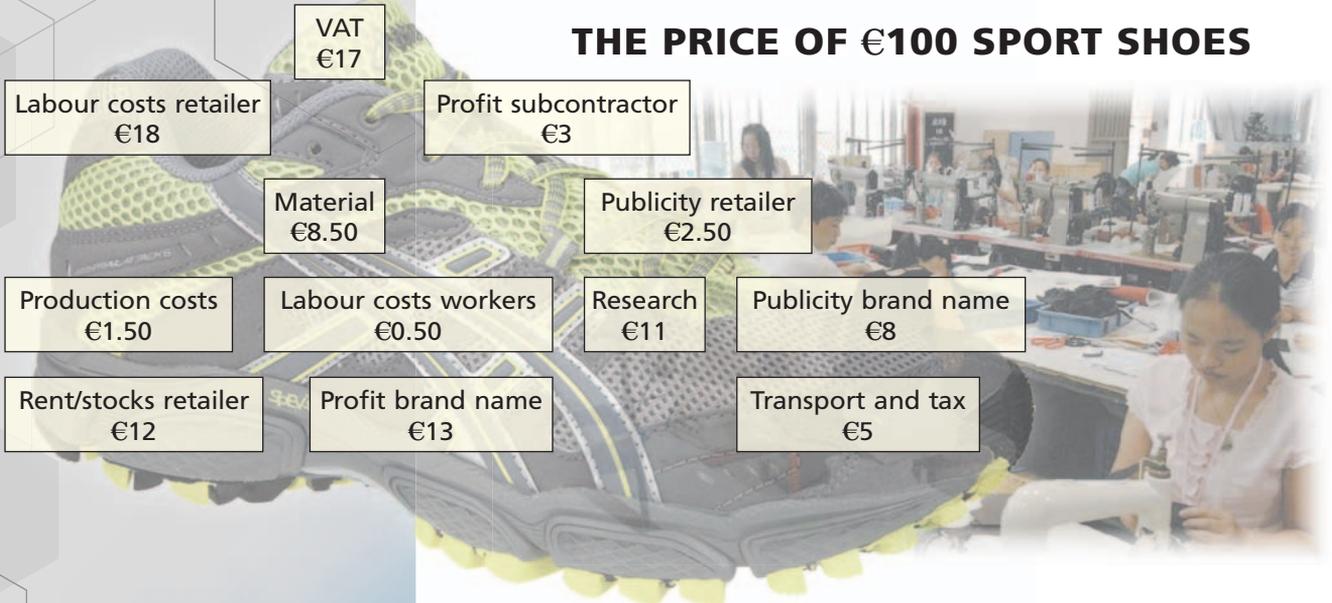
d) Collect information on some of the professions popular colleges in your town/city/region offer to students. Which of the future jobs would you recommend to your friend, a future college student?

PROJECT



Economics

THE PRICE OF €100 SPORT SHOES



i
 A sweatshop is a small factory where workers get very little money and work for many hours in very bad conditions. Large international companies often have such sweatshops in developing countries (especially in Asia) and use people's workforce for profit.



SKILLS
 1.9

a) How much does everybody earn on an everyday item, such as a pair of shoes? The illustration gives a simple breakdown. Find the correct price in the illustration of the shoe for each of the following parts of the production process.

- 1 The cost of mass production in a factory or sweatshop.
- 2 The tax added to the shoe when it is sold to the customer.
- 3 The cost to the company selling the shoe of renting a shop and keeping a choice of shoes ready for the customers.
- 4 The money spent on shop assistants.
- 5 The money given to the worker who makes the shoe.
- 6 The money the company selling the shoe spends on advertising.
- 7 The money the company whose name is on the shoe has made after everything is paid for, and the shoe is sold.

b) What surprises you about the different figures? Does this sort of information influence your choice of brand?

c) Work with a partner. Discuss what is the better way to present this type of information: with a chart or an illustration? Why?

d) Now discuss these figures for the cost of a cup of coffee. Complete the chart with the kilo price for a coffee shop in your town (there are about 80 cups in a kilo of coffee).

The worker on a farm in, say, Kenya earns only ...

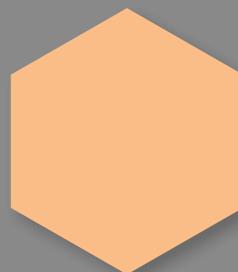
The price of a cup of coffee: what everybody earns for 1 kilo

| | | | | |
|----------|--------|----------|----------------|-----------------------------|
| Worker | Farmer | Exporter | Coffee roaster | Coffee shop (1 cup x 80) |
| 33 cents | \$2.25 | \$3.85 | \$8 | \$ ___ |

**ACROSS
THE GLOBE**



**RUSSIA IS
MY HOME**



Across the globe



Maxim, 17, Belarus



Ananda, 17, India



Baruti, 16, Botswana



Ainar, 16, Kazakhstan

DATING AROUND THE WORLD

Maksim: I never use internet sites to meet girls. Education is most important for me at the moment. I usually meet girls in my college. If I have a date, I invite a girl to the cinema, and afterwards we discuss the film over dinner. Now I am really friendly with a girl in my class. She often comes to my place after college and we watch films and play video games. My parents like her, too. My mum cooks food for us sometimes!

Ananda: Dating in India is different from dating in other countries. About 80% of marriages are **arranged** by parents. So it's your parents who look for a **suitable** person for you. After they make a choice, you meet the boy or girl, at your house or theirs, with your parents. You can start dating only if you like each other (you have to say it the same day or in the next few days).

Baruti: We don't go out on dates in our village. This is not really allowed in our culture. Boys and girls should not mix until they get married. However, we're mixed at school. Also, there is a place in the village where we meet after school and hang out. That's where you can meet a girl. I'd like a girl-friend who is fun and dresses well. She must also be **faithful**, of course.

Ainar: When I'm going on a date, especially a first date, I always wear my favourite clothes. It's a kind of **ritual** that makes me feel good. We usually meet in a shopping centre and then go see a film there. After that we'll hang out and maybe get a pizza or a drink. I always lead our conversation – to hit it off with a girl, it's important to find out what she likes.

a) Guess what the words in bold mean.

b) **True** or **false**?

- 1 Maksim always invites girls to the theatre.
- 2 Ananda can date a boy only with her parents' permission.
- 3 In Botswana, school is the best place to meet a girl.
- 4 Ainar always dresses well for a date.

c) Fill in the table with the information from the texts.

| Country | Place to meet | Activities | Parents | Marriage |
|---------|---------------|------------|---------|----------|
| | | | | |

d) What else would like to know about dating and marriage in these countries? Write a letter to one of these teens and ask 3 questions.

Russia is my home

WEDDINGS IN RUSSIA

Before the wedding

Before the wedding, the bride's and the groom's friends and family meet separately. Here they meet the best friends of the bride and groom, called "witnesses".

These people will make sure that all the traditions are followed and all the guests are not bored.

"Winning" the bride

According to an old tradition, the groom will have to "win" the bride first. He has to go upstairs to the floor she lives on in her block of flats. As he goes up the stairs, he finds posters, jokes and photos about her life on the walls. On each floor he must answer a "challenge" or question. If the answer is correct, the groom is allowed to go on. If he is wrong, he has to pay money to go forward.



At the registry office

When the groom finally meets the bride, everyone goes to a registry office ("ZAGS" in Russian). At the ceremony the bride and groom say "Yes", exchange rings, and sign the register.

The *bride* is the woman who is marrying.
The *groom* is the man who is marrying.

After the ceremony

After the official wedding ceremony, the couple usually go on a tour of the city or make up other activities. Then there is a big wedding party for all the guests. On the second day of the wedding, the atmosphere is quieter and more relaxed.

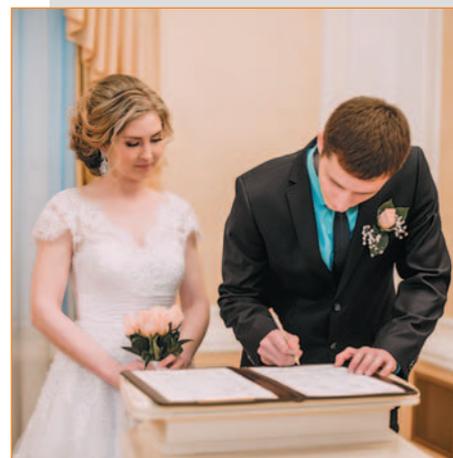
a) Work in pairs. Answer the questions.

- 1 Have you ever been to a wedding? What was it like?
- 2 Who got married?
- 3 What did you do before and after the ceremony?
- 4 How many days did the wedding last?

b) Think and make a list of Russian wedding symbols. Show them in class and explain your choice.

c) Find information about wedding traditions in other countries. Share in class.

d) Ask your family members about Russian weddings when they were your age. How different were they then?



PROJECT



Search under these key words:
"wedding traditions",
"weddings around the world"

Across the globe



The feedback

“My family enjoys our Nano. People say that when a heavy truck passes, it shakes, but I would say that is all nonsense.”

“Overall, a good city car. Good leg space, good interiors, comfortable seats and the turning radius is something which is very useful in cities like Delhi.”

“This was my first car. I always wanted to have a car and take my parents out in it. As they are old, I wanted them to be comfortable.”

“Last month I wanted to buy a motorbike, but my parents were against it. So I bought a Nano.”

“Whenever another Nano comes across my car, either the car gives a headlight wink, or the driver says ‘Hello’ by waving his hands.”

“It is a smart-looking car, but with only average fuel efficiency, and engine noise is a problem.”

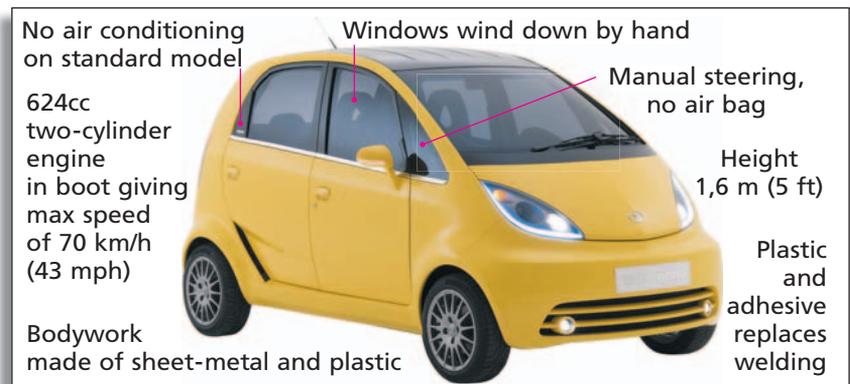
A PEOPLE'S CAR

The concept

Ratan Tata, Chairman of the Tata Group, said that the story started a few years before when he was watching families riding on two wheelers, the father **1** ___ a scooter, his young kid **2** ___ in front of him, his wife **3** ___ behind him **4** ___ a baby, and he asked **5** ___ there was possible to make a safe, affordable, all-weather form of transport for a family of 4 or 5 people. A car that common people could afford, safe, environmentally friendly and high in fuel efficiency. This was the idea they set **6** ___ to come true. Many people didn't believe this dream could be achieved. Finally, the car to meet all the current safety requirements of a modern-day vehicle was created.

The car

Price of basic model: approximately \$3,000



a) Read the text and:

1 Fill in gaps 1–4 with the correct gerund below.

driving • holding • sitting • standing

2 Fill in gaps 5–6 with the correct reflexive pronoun.

b) Read the feedback on the left and complete a table.

| Positive feedback | Negative feedback |
|-------------------|-------------------|
| Good leg space | ... |
| ... | ... |

c) Look for the information about Russia's people's cars. Share it in class.

Russia is my home

Read the article from a college magazine and do the tasks below.

THE RUSSIAN "DACHA"

The Russian dacha is a cross between a country cottage and a very small farm. In Soviet times, people used dachas to grow fruit and vegetables. Today things are different, and a dacha is mostly a place for rest and relaxation, a chance for families to escape (___) the big city (although teenagers sometimes complain that it's boring and they miss their friends!). (___) summer, the roads and trains are jammed with people leaving town.

Going to someone's dacha is a good way to spend a weekend. It usually also means you have a chance to taste delicious shashlik, a Caucasian dish that has been widely cooked in Russia. This marinated meat grilled (___) an open fire has become a tradition and a ritual. The men start the fire and do the cooking. And then, when the meat is ready, it's time for stories, jokes and general good cheer. In short, a great moment to make new friends and get to know the old ones better.

If the weather's good and a forest is close, ask your host to show you where berries and mushrooms are. You'll have a great time, take lots of photos, and hopefully bring (___) something tasty (___) your meal. If there's a lake or river nearby, how about a swim? When it's hot, there's nothing like a refreshing dive!

And lastly – you can breathe! The air is so fresh outside big cities that you can almost taste it. So before you go back (___) the polluted city, you have to fill your lungs (___) clean oxygen.

a) Complete the text with the prepositions below.

back • for • from • in • on • to • with

b) Read the text again and answer the questions.

- 1 Why do Russians like to go to dachas? Give as many reasons as possible.
- 2 What different activities do people do at a dacha? Can you add to the things described in the text?
- 3 Are Russian dachas described correctly? Can you add anything you think is important?

c) Have you got a dacha? Why (not)? Have you been to a dacha? What do you usually do there? Share in class.



Russians spend their summer holidays at dachas. Some people who have dachas use the land for growing vegetables and fruit for themselves. In large cities 48% of the population have dachas. In general, 60% of Russians have dachas.



Before going to the countryside, check a weather forecast at Hydrometcenter of Russia: <http://gotourl.ru/16701>.



Across the globe



BASEBALL AROUND THE WORLD

Do you know that 30% of all professional baseball players in the USA come from the Dominican Republic? This is a tiny Latin American island with a bit more than ten million citizens! All across the Dominican Republic, poor children dream of being baseball stars in the USA and earning big money for their families. The island has a passion for “baisbol”, as they call it there. Wherever you go, you find a baseball park, even in the poorest towns.

Many **1** ___ baseball players in the United States come from the small Caribbean state of the Dominican Republic. In the late 19th century, there was a wave of **2** ___ to the island from Cuba. People came to work in the sugar mills and **3** ___ the game with them. Now the **4** ___ of the sugar industry means that baseball is all that is **5** ___. The main centre is San Pedro de Macoris. **6** ___ kids come from miles around looking for a **7** ___ to train. There is a lot of **8** ___ in the Dominican Republic, so it is **9** ___ that it is everyone’s dream to have a baseball player in the family. It is a sport that can make a great **10** ___ to the lives of ordinary Dominicans. Some of the kids show **11** ___ talent and find **12** ___ as star players in US leagues. It is no **13** ___ to say that the US depends on the small island for its **14** ___ sport.

PROFESSION

**EMIGRATE
BRING
DISAPPEAR**

**LEAVE
HOPE
POSSIBLE
POOR
UNDERSTAND**

DIFFERENT

**AMAZE
SUCCESSFUL
EXAGGERATE
NATION**

a) Read the introduction to the text. Then read and complete the text with the correct form of the words on the right.

b) Read about the baseball academies and answer the questions.

“Baseball academies” were set up throughout the Dominican Republic by American baseball clubs. The statistics are impressive:

- 28 of the 30 major US clubs have academies in the Dominican Republic.
- \$17.5 million is spent on players’ contracts.
- \$84 million annually enter the Dominican Republic through baseball.

The academies provide young athletes with good equipment, nice uniforms and the dream of a better life. The problem is that only very few players end up playing for the big American teams. The majority leave school at the age of 12 to enter an academy, and then find themselves aged 18 with no education and no future.



Search under “Russian sports academies”

c) There are a lot of sports academies in Russia where they bring up future champions. Among the most popular sports are football, hockey, figure skating, judo and others. Find out more about such academies in Russia on the internet. Then share in class.

Russia is my home

RUSSIAN FOOD

Hi, Matt,

I enjoy telling each other about our different countries! In your last email you told me about bacon and eggs, which you said is not very healthy, but tastes good! I checked on the internet and found these Russian foods. They are really healthy. My mum uses these a lot when she cooks:

Radish (good for the blood).

Beetroot (full of minerals and vitamins).

Hazelnuts (good for your heart).

Cabbage (excellent for good digestion).

You also asked about typical Russian meals. So here they are:
Breakfast. We usually start the day with a good meal. Very often this includes *kasha*, a type of porridge which is very common in Russia.

Lunch. This is the main meal of the day. It starts with a big bowl of soup (Russians love soup!). I prefer cabbage soup (*shchi*) and I like to add lots of sour cream (*smetana*) to it. Sometimes we eat *pelmeni* instead of soup. They are like dumplings with meat or fish fillings. There is a Russian proverb which says "*Shchi* and *kasha* are our food" — in other words, cabbage soup and porridge are all we need to survive. So you can see how important these dishes are to us.

Dinner. My family likes to eat different kinds of fish with potatoes. Do you like carp? It's really tasty. But we also eat beef or pork. But that is just what we do here in Moscow. As I told you in my last email, Russia is a huge country with many different regions.

For example, in Central Asia, originally a land of nomads, they eat lots of lamb, horsemeat, cheese and milk. They like rice dishes and meat sauces with garlic and yoghurt.

I forgot to mention that tea is the most important drink for us. I can tell you more about the different ways we make tea here if you want.

Write soon.

Best,

Sergei



a) Read Sergei's email and complete the table below. Add more words of your own.

| Food | Healthy | Unhealthy |
|---------------|---------|-----------|
| beetroot | ✓ | |
| Russian salad | | |
| ... | | |

b) Work in pairs. Which Russian foods and dishes are healthy, and which are not? Discuss and fill in the table with your ideas. Share in class and explain your choice.

PROJECT

Across the globe



OFFICIAL LANGUAGES IN SOUTH AFRICA



South Africa is a large country with a population of 60 million people. This is a country of many different cultures and languages. Visitors to South Africa should be ready for long distances.

The language history of South Africa reflects the history of European colonialism. **A** ___ contact with Europeans, the main languages in South Africa were spoken by the Xhosa and the Zulu people. In the 17th century, the first European settlers were the Dutch. They spoke a language which is now known as Afrikaans. A century later, they were followed by British settlers. As a result, English and Afrikaans were the official South African languages for many years, although **B** ___ spoke them.

However, things changed, under the new 1996 constitution **C** ___ 11 official languages. The government promotes, protects and gives equal importance to 9 African languages.

Nevertheless, there are problems with the number of languages. Most Africans only speak one mother tongue at home. English is everywhere: from street signs to business, science, education and the media. **D** ___, Jacob Zuma, gave his speeches in English. Many parents who are interested in their children's future, send their children to English-speaking schools. This way, English is becoming a single national language. Some people question whether, **E** ___, the language policy can work. They suggest there should be just three official languages. **F** ___, they are afraid that the African languages may one day disappear.

a) Read the text and fill in gaps A–F with parts of sentences 1–7. One part is extra.

- | | |
|---|------------------------------|
| 1 At the time of the first | 5 Looking ahead |
| 2 To understand how large South Africa is | 6 which recognised |
| 3 despite its good intentions | 7 only 20% of the population |
| 4 Even the former Zulu president | |

b) Answer the questions.

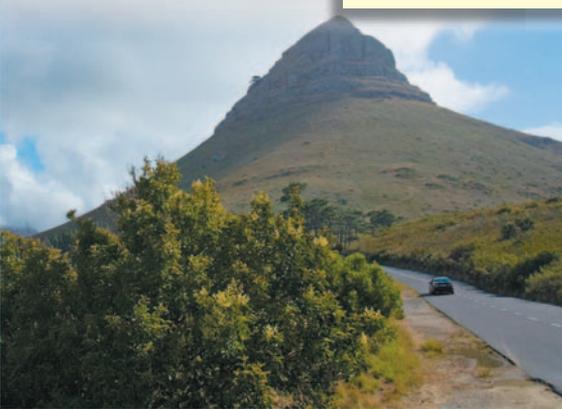
- 1 What is the population in South Africa?
- 2 Why did they increase the number of official languages to 11?
- 3 Why do parents send their children to English schools?
- 4 Why are there suggestions to reduce the number of official languages?

South Africa's 11 languages

| | |
|-------------------------|-------|
| Zulu /'zu:lu:/ | 25,3% |
| Xhosa /'kɔ:sə/ | 14,8% |
| Afrikaans /,æfrɪ'kɑ:nz/ | 12,2% |
| Pedi /'pedɪ/ | 10,1% |
| Tswana /'tswɑ:nə/ | 9,1% |
| Sotho /'su:tu:/ | 7,9% |
| English | 8,1% |
| Tsonga /'tsɒŋgə/ | 3,6% |
| Swazi /'swɑ:zɪ/ | 2,8% |
| Venda /'vendə/ | 2,5% |
| Ndebele /ən'debele/ | 1,6% |



Russian is the state language in the Russian Federation. There are a lot of regions where there are local official languages. Work in pairs. Think and name some of the official languages in Russian regions. Share in class.



Russia is my home

ACROSS THE RUSSIAN REPUBLICS

The Sakha Republic (Yakutia) is the largest republic in Russia. It covers almost the entire north-eastern part of the Asian continent, stretching 2,000 kilometres from north to south, and 2,500 kilometres from east to west. Visitors come here to enjoy the landscapes and to meet the people of the far north. The taiga, tundra and the untouched nature are amazing. In the Lenskie Stolby, a nature reserve by the Lena River, you can see ancient rocks shaped into arches and towers, and sand dunes which make you feel as if you are in a desert.

The Buryat Republic, with its capital Ulan-Ude, lies south and east of Lake Baikal in Siberia. It is a mountainous region with just a few high plains. The Zabaikalsky National Park was set up to preserve nature in and around Lake Baikal. A favourite place to visit in the park is Chivyrkuisky Bay. It is a long shallow bay with plenty of fish swimming in the clear water. In summer the water can heat up to 20–22 °C.

The Republic of Adygea is located on the northern slopes of the Caucasus mountain range. Its population of more than 450,000 people includes more than 80 different nationalities, although Adyghe and Russians form the majority. The capital, Maykop, with its broad streets, squares and parks, is one of the most beautiful cities in the Caucasus region. Actually, in the Adyghe language “maykop” means “valley of the apple trees”. Erected in Friendship Square in the centre of Maykop, there is a monument in honour of the 400th anniversary of unification with Russia. On the northern outskirts, there is a memorial built near the graves of 4,000 Red Army soldiers lost in 1918, and the Black Sea Fleet sailors who died in 1942 making an airborne landing.

a) Read the text and complete the sentences.

- 1 The Sakha Republic is the ____ Russian republic.
- 2 It ____ for more than 2,000 kilometres from east to west.
- 3 The Lenskie Stolby is a ____.
- 4 The landscape in the Buryat Republic is ____, not flat.
- 5 The water in Chivyrkuisky Bay is ____.
- 6 The memorial to fallen Russians is on the ____ of Maykop.

b) Match the words from the text in A with their synonyms in B.

A

shape • preserve • erect • located

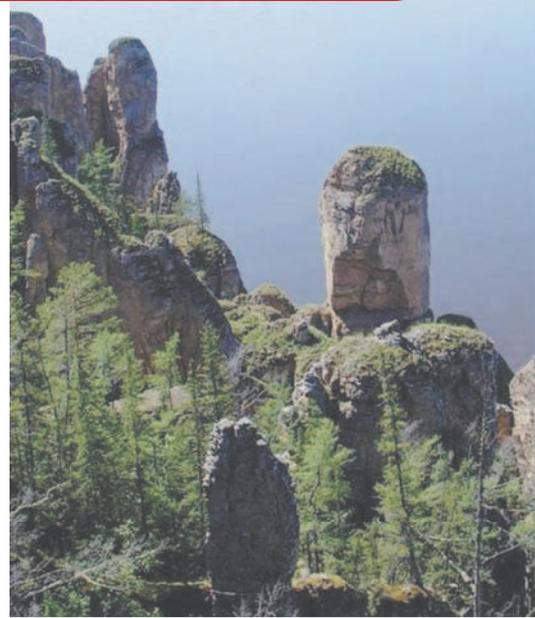
B

build • form • protect • situated

c) Work in pairs. Have you ever travelled across Russia? What region do you live in? Have you visited any of Russia's regions? Where would you go if you had a chance? Discuss and share in class.

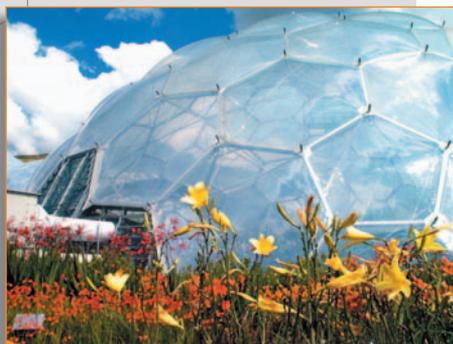


You can find more about Russia and its geography on the official website of the Russian Geographic Society: <http://gotourl.ru/16699>.



Across the globe

THE EDEN PROJECT



Biomes

The Eden Project is a wonderful attraction 1 ____ (build) in an old mine in Cornwall, England. The mine 2 ____ now ____ (transform) into a lovely global garden, containing the world's 3 ____ (large) greenhouse.

The centre 4 ____ (dominate) by gigantic domes or "biomes", 5 ____ (make) of plastic material and steel, housing plants collected from around the world.

As an educational charity, Eden aims to:

- run 6 ____ (environment) projects,
- create fantastic gardens and do plant research,
- use the "greenest" possible ways to run the 7 ____ (operate).

The Rainforest Biome

The Biome is 55 metres high, 100 metres wide and 200 metres long. There are banana trees, coffee, rubber and giant bamboo kept at a tropical temperature and moisture levels. There are mangrove swamps and a great waterfall crashing through the forest.

The Mediterranean Biome

Grape vines, olive trees, lemon trees and perfumed herbs are grown here. Walk through the 8 ____ (colour), temperate regions of the world: the Mediterranean, South Africa and California.

a) Read the text and complete it with the correct form of the words in brackets.

b) Read the text again, then answer the questions.

- 1 Why is the project called "Eden"?
- 2 Why is it described as a "global garden"?
- 3 Which attraction do you think interests people the most? Which would interest you?

c) Ruskeala is an amazing national park in Russia. The underground part of the park has a maze of marble tunnels. Go to <http://gotourl.ru/15508> and find interesting facts about the place. Discuss in pairs and share in class.

PROJECT

Russia is my home

HEAT WAVE IN MOSCOW

The summer of 2010 was the hottest summer in Moscow in 130 years. On one day in July the temperature was over 37°C! Crops were destroyed in an area the size of the country of Romania. Shops sold out of fans and air conditioners, and cafés ran out of ice by lunchtime. Many people have experienced health problems due to the extreme heat.

But the worst problem the heat wave caused was the wildfires which broke out in hundreds of places in the areas surrounding Moscow and covered the city in thick smog. Only the outlines of famous landmarks were visible. You could not see further than 50 metres in some areas and the smoke got into apartment buildings, offices and metro stations. Dozens of flights from Moscow airports were cancelled. The elderly and people with heart diseases were asked to stay at home. The size of the emergency was sometimes too much for the firefighters. But as the hot summer continued, groups of volunteers were organised. They collected money, found transport, distributed supplies and in some cases stopped whole villages from burning down.

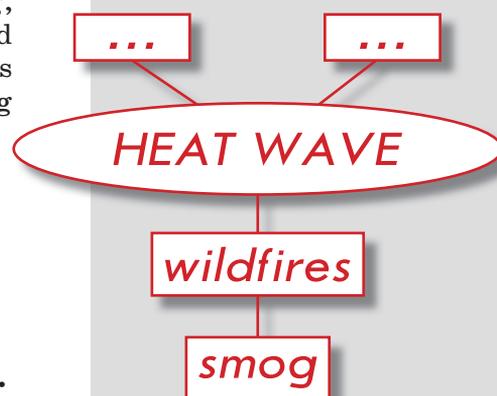
On 13 August, after weeks of drought and permanent smog, heavy rain fell over the capital. The city was cool again, and at last free from the clouds of smog. The worst was over! Was this another example of global warming, or just something that happens once in a hundred years?

a) Look at the start of the mind map on the right. Read the text and use the mind map to make notes on the text. Add more words and phrases.

b) Read the text again and find the words that mean the following.

1 famous place in a city • 2 old people • 3 almost white • 4 statistics about the past • 5 to have nothing left • 6 to stop something which was planned • 7 lots of

c) Heat waves often cause wildfires. They are common in some Russian regions. Every year large parts of forests in Siberia and other regions are destroyed by wildfires. They destroy locals' houses too. Work in pairs. Are wildfires a problem in your region? What natural disasters took (or take) place where you live? How can we fight them and prevent them from happening? Discuss, make notes and share in class.



PROJECT



Around the globe



*Empire State Building
(New York)*



*The Burj Khalifa
(Dubai)*



Search under “tallest buildings in ... [town/city/region/...]”

HIGHER AND HIGHER!

- The **Great Pyramid** of Giza was the world’s highest **1** ____ (build) for thousands of years.
- In the 19th century, a technique that used a steel frame to carry the **2** ____ (weigh) of a building was developed. From now on, buildings could be many floors higher.
- At the end of the 19th century, Chicago and New York were short of land. This started the building of the first skyscrapers, with the two cities competing against each other to build the tallest buildings.
- In the 1920s and 1930s, New York **3** ____ (competition) with itself for the world’s tallest building. The Empire State Building in 1931 was the first building to have more than 100 floors and was the world’s tallest building for 40 years.
- In the 21st century, the setting of new records has reached other countries: Taiwan in 2004 (the Taipei 101) and Dubai in 2010 (the Burj Khalifa is currently the world’s tallest building (828 m, 163 floors).
- New York, Hong Kong and Chicago have the world’s most **4** ____ (impression) skylines. Since 2000, at least 40 new skyscrapers **5** ____ (build) or planned.
- Lakhta Centre in St. Petersburg is the tallest building in Russia and in Europe. It’s 462 metres high and has 87 floors. The Vysotsky building in Yekaterinburg is one of the tallest skyscrapers in Russia. Its **6** ____ (high) is 190 metres.

Did you know?

One of the most extreme races in Russia takes place in the Vysotsky building. Participants have to go up 1,137 stairs from floor 1 to floor 52!

- Skyscrapers need a lot of steel, concrete and glass, as well as a lot of electricity (lifts, ventilation, etc). However, from the point of view of transport and waste disposal they are **8** ____ (extreme) energy efficient.

a) Read the text and complete it with the correct form of the words in brackets.

b) What do these numbers refer to in the text?

1931 • 100 • 101 • 163 • 40 • 462 • 1,137

c) What is the tallest building in your town/city or region? Find information and share in class.

PROJECT

Russia is my home

RUSSIA'S HIGH-SPEED TRAIN

The Sapsan is the high-speed train between Moscow and St Petersburg. It appeared in 2009. Now the trains run regularly connecting the two cities with a few stops in between. Around 7,300 people use the Sapsan daily. The trains run several times a day. A typical train has ten carriages (two business class, seven second class and one restaurant) with a total of 524 passenger seats. The Sapsan is capable to run at the maximum speed of 250 km/h. It was named after the fastest bird on the planet, the peregrine falcon, known in Russian as the sapsan, which can reach speeds of over 322 km/h.

Safety

- All trains are constantly monitored online and offline.
- Safety glass, shock-resistant and fireproof parts are used throughout.
- Train carriages have a modern design with no sharp edges or corners.

Comfort

- All compartments have enough space for keeping luggage.
- Windows are made of insulating glass and equipped with sun blinds. In winter windows are heated to prevent fogging.
- Seat design ensures high comfort levels.

Passenger information system

- Boards and displays in each carriage inform passengers of the temperature and current speed during the trip.
- Another electronic board, near the door of each carriage, gives information on the carriage class and the train direction.

Arrangements for the challenged people

One carriage is specially equipped for people with challenges. There is a special toilet for wheelchair users which has an emergency call button. The floor throughout the train is on one level so wheelchairs can move easily. Tables at seats for the disabled people are specially designed for their needs.

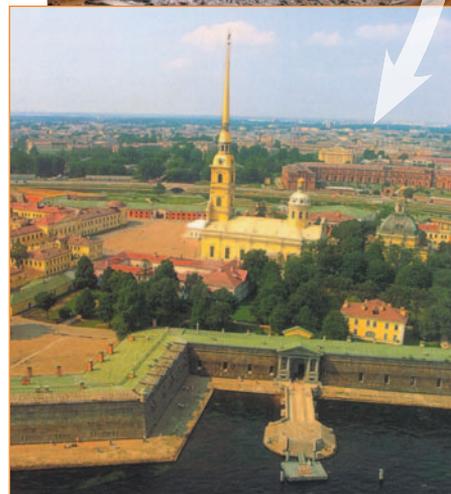
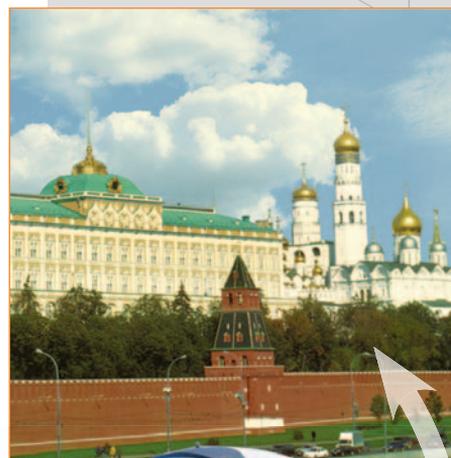
a) What other details do you know or would you like to know? Make a list and share in class.

b) What facts do the numbers refer to in the text?

2009 • 7,300 • 10 • 524 • 250 • 322

c) Have you ever travelled by the Sapsan? If so, tell the class about your experience.

d) Work in pairs. What other modern means of transport in Russia do you know? Which do you think are the most useful? Discuss and share in class.



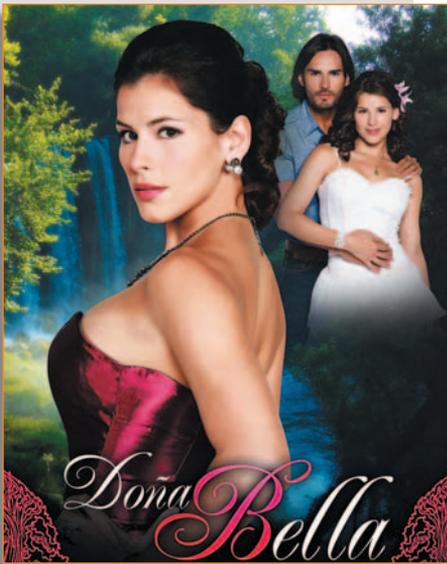
PROJECT

Across the globe

i

More than 50% of Latin Americans between the ages of 12 and 64 are believed to watch telenovelas regularly.

They are possibly the number-one form of human entertainment on the planet with perhaps two billion people (a third of the planet) watching them daily.



TELENOVELAS

Hollywood movies and British and American pop music dominate today's globalised media and entertainment world. But there is one sector which these global corporations do not control: the Latin American "telenovela" industry.

A telenovela is a type of TV drama **series** popular in Latin American countries. It is usually shown five or six days a week and **runs** for an average of **120 episodes**. It is similar to an American soap opera, but with one big difference: whereas a US soap opera never ends (many have been running for decades), the **plot** of a telenovela always has an ending. If it is a big **hit**, it may be **extended**, but never for more than a year. When one of these "television novels" comes to its dramatic **climax**, the "final episode" is widely advertised beforehand, and **viewers** wait with great excitement to see how the story ends.

Telenovela plots are full of romance, drama and unlikely events. Here are some examples:

- A rich couple's baby is switched with a poor couple's baby.
- A love triangle: two people love the same boy or girl.
- A character who is thought dead is actually alive.
- The **hero** or **heroine** has lost his/her memory.
- The hero and the **villain** are related.

However, there are noticeable differences between countries. For example, Argentinean telenovelas tend to focus on middle-class life. Brazil, on the other hand, is fond of **realism**, with working-class, middle-class and upper-class settings. In Columbia, **comedy** is popular.

Telenovelas have become extremely popular outside Latin America, in Eastern Europe, Asia and the Arab world. Perhaps the international success of the "Spanish soap opera" (as the Americans call it) just shows that the world loves a good story.

a) Read the text and answer the questions.

- 1 Why are telenovelas unusual in the world of media and entertainment?
- 2 What is the difference between telenovelas and soap operas?
- 3 How realistic are the plots of telenovelas?

b) Complete the sentences with the words in bold in the text. One word is extra.

- 1 If a telenovela is successful, they may ___ the time it ___.
- 2 The drama ends with an exciting ___.
- 3 ___ in Columbia enjoy watching ___. They like to laugh.
- 4 The new TV ___ will have 110 ___.
- 5 A ___ (or a ___) is a good person, whereas a ___ is bad.
- 6 The opposite of romance is ___.

c) Work in pairs. Are there any Russian telenovelas? Use the internet to find out and share in class.



Search under "Russian telenovelas"

Russia is my home

RUSSIAN PRESS

A __ Newspapers are a source of first-hand information. Not only do they keep you up-to-date with all the latest news, but they also provide information about cultural events such as film and theatre. In Russia there are more than 400 **daily** newspapers. **Local** newspapers are more popular than the national ones, with 27% of the population reading them regularly, compared with a national figure of 18%. For English-speaking readers, special newspapers **feature** national and international news.

B __ On January 13, Russian journalists celebrate the Day of the Russian Press. On this day in 1703 the first **issue** of the newspaper *Vedomosti* appeared. It was established by a decree of Peter the Great. The first issue contained mainly reports of military victories and diplomatic relations.

C __ In 1870, Russians were allowed to **subscribe** to Russian or foreign periodicals (weekly or monthly newspapers) for the first time. By 1914, more than 3,000 periodicals were published in Russia. After 1917, the Day of the Russian Press was moved to May 5 – the day the main Soviet newspaper *Pravda* was first published. But in 1991, the holiday returned to its historical date of January 13.

D __ Today, among the most respected and informative Russian newspapers are *Kommersant*, *Vedomosti* and *Rossiyskaya gazeta*. There are popular entertaining newspapers like *Argumenty i Fakty* and *Komsomolskaya Pravda*. There are also magazines with big **circulation** like *Vokrug Sveta*.

E __ The number of Russian online newspaper readers has been growing due to the digital revolution and growth of the internet. This will continue in future.

a) Read the text and match paragraphs A–E with headings 1–6. One heading is extra.

- | | |
|------------------------------------|-----------------------|
| 1 Hundreds of local radio stations | 4 More than 300 years |
| 2 Leading newspapers | 5 Looking ahead |
| 3 Changes in the twentieth century | 6 Newspapers today |

b) What do these numbers and dates in the text refer to?

1991 • 1870 • 400 • 18% • May 5 • January 13

c) Match the words in bold in the text with the definitions.

1 done or happening every day • 2 give special importance to something in a newspaper • 3 number of copies of a newspaper which sell each day • 4 one newspaper or magazine from a series • 5 opposite of “national” • 6 pay money to receive something regularly

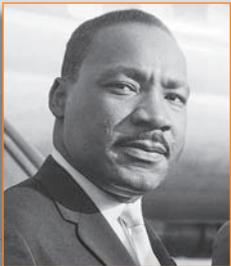
d) Which Russian newspapers and magazines are popular today? Are they reliable? Look for the information on the internet and share in class.



Across the globe



Alexander Bell



Martin Luther King, Jr.



Sergei Korolev

THEY MADE HISTORY

These people from different countries made big contributions to our life.

Cai Lun (50–121) was a Chinese **official** who invented paper. This invention is one of the “four great inventions” in ancient China. For thousands of years, his name has been highly respected by people. He was regarded as the creator of paper production and was referred to in China as “Paper God”.

Alexander Bell (1847–1922) was a Scottish-born inventor, scientist and **engineer**. He was the first person who patented the first practical telephone. He also co-founded the American Telephone and Telegraph Company (AT&T) in 1885.

Rev. Dr. Martin Luther King, Jr. (1929–1968) was the most **influential** leader of the U.S. civil rights movement from the mid-1950s to his assassination in 1968. In 1964, he received the Nobel Peace Prize. His wife, Coretta Scott King (1927–2006) helped carry on his work.

Sergei Korolev (1907–1966) was a rocket engineer and **spacecraft designer**. He made great contributions to space exploration during the Space Race between the United States and the Soviet Union in the 1950s and 1960s. He is regarded as the father of astronautics. He was involved in the development of the R-7 Rocket and Sputnik 1, launching Sputnik 3, Laika, Belka and Strelka, and the first human being, Yuri Gagarin, into space.

Sir Timothy John “Tim” Berners-Lee (1955) is an English computer scientist. He is best known as the inventor of the World Wide Web. Berners-Lee presented an information management system in 1989, then **implemented** the first successful communication between a HTTP client and server via the internet in mid-November.

a) Read the texts and answer the questions.

- 1 What was Cai Lun’s occupation?
- 2 What did Alexander Bell patent?
- 3 Who received the Nobel Peace Prize?
- 4 Who was Sergei Korolev?
- 5 What was Berners-Lee’s contribution?

b) Make a sentence with each of the words highlighted in yellow in the text. Use a dictionary if you need to.

c) Work in pairs. Which Russians made contributions to the development of: physics, medicine, transport, appliances and gadgets? Think, discuss and share in class.



Members of the Russian Academy of Sciences (RAS) work hard on various scientific developments. You can find more about Russian scientists and recent discoveries here: <http://gotourl.ru/16702>.

Russia is my home

THE CONSTITUTION OF THE RUSSIAN FEDERATION

In Russia, your rights are fixed by the Constitution which was adopted in 1993. In 2020, some of the articles were amended by the citizens' vote. Here are some articles from Section One, Chapter Two "Rights and Liberties of Man and Citizen".



From Article 37:

- Work shall be free. Everyone shall have the right to make free use of his or her abilities for work and to choose a type of activity and **occupation**.
- Everyone shall have the right to rest and **leisure**.

From Article 38:

- Motherhood, and childhood, and the family shall be under state **protection**.
- Care for children and their upbringing shall be the equal right and **duty** of the parents.
- Employable children who have reached 18 years old shall care for their non-employable parents.

From Article 40:

- Everyone shall have the right to housing.
- Everyone shall have the right to health care and medical assistance.

From Article 43:

- Everyone shall have the right to education.

- Everyone shall have the right to receive [...] higher education in a state or municipal educational institution.

From Article 44:

- Everyone shall be **guaranteed** freedom of literary, artistic, scientific, intellectual and other types of creative activity.
- Everyone shall care for the **preservation** of the historic and cultural **heritage**.

From Article 45:

- State protection for human rights and **liberties** in the Russian Federation shall be guaranteed.

From Article 58:

- Everyone shall be **obliged** to preserve nature and the environment and take care of the natural resources.

From Article 60:

- The citizen of the Russian Federation shall be recognised to be of legal age [...] upon reaching the age of 18.

a) What basic right is each Article about? Match these headings with the Articles.

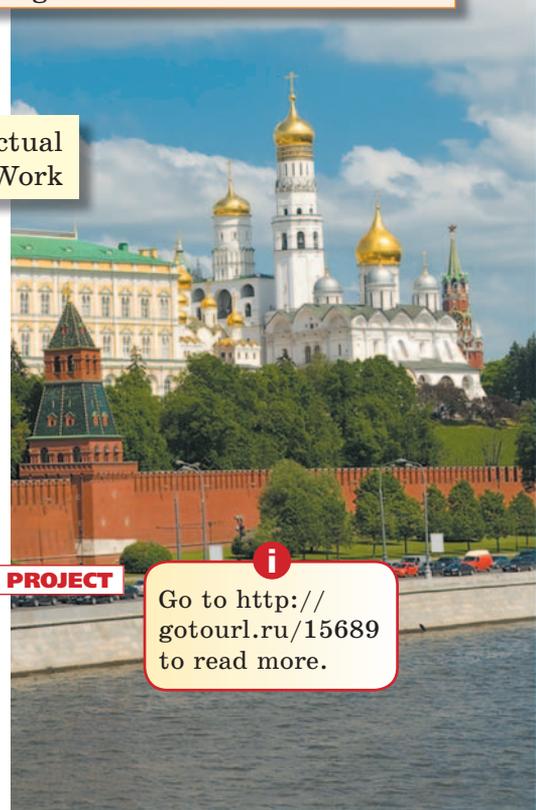
Becoming an adult • Education • Family • Home • Intellectual freedom • Looking after the natural world • Personal freedom • Work

b) Match the words in bold in the text with these definitions.

- 1 responsibility
- 2 keeping something the same, unchanged
- 3 freedom
- 4 keeping something safe from injury or damage
- 5 to promise something will happen
- 6 a person's job
- 7 something which is part of the culture of the society
- 8 made by law to do something
- 9 free time

c) Did you know about all your rights? Was anything new to you?

d) What other rights do you have according to the Constitution? Collect information and share it in class.



PROJECT

i

Go to <http://gotourl.ru/15689> to read more.

Across the globe

NATIONAL RITUALS AND CEREMONIES

Rituals are part of life all over the world. People **participate** in weddings, church services, college graduations, birthday parties, holiday celebrations – the list is long. Rituals and ceremonies connect us to a larger society and to our country. We share the same feelings, beliefs and ideals through them.

Britain: Poppy Day

The First World War ended on 11 November 1918. Every year at exactly 11 o'clock on that day there is two minutes' silence in the whole country. People remember those who died then and in conflicts since then. In memory of them millions of people wear artificial poppies – the only flower which grew in spring on the field of battle.



China: Coming-of-Age Ceremony

In that declared a person was accepted by the clan and society as an adult and will start taking responsibilities and is qualified to inherit power and titles. It didn't have any political **power**. The most common age to hold the ceremony was 20 for men and 15 for women in ancient China. At the ceremony, respected elders would put a special cap on a man's head, decorate the hair of a woman with ornaments, as well as dress up in relevant robes or accessories.



Russia: Flag-raising ceremony

The Russian Ministry of Education **requires** that all schools have the flag-raising ceremony at the beginning of every week. The best students and students with big achievements take part in the event, usually on Mondays, before the first lesson starts. The ritual is carefully planned: all the activities run one by one; the raising of the national flag is accompanied by the state anthem.

Thailand: Royal Anthem

In Thailand, a country with a history of internal **conflict**, the monarch is a source of **unity** and **stability**. The anthem is played in the mornings and in the evenings in all public places, such as stations, and at the beginning of films and concerts. At these times everybody must stand and keep silent.

a) Match the words or phrases in bold in the text with the definitions.

1 make sb do sth • 2 fighting • 3 state of being joined together as one • 4 take part in sth • 5 ability to control people or things • 6 state of being steady and not changing • 7 sth that is done regularly and always in the same way

PROJECT

b) Work in pairs. Why do people need national ceremonies or rituals? Discuss, list ideas and share in class.

c) What other ceremonies or rituals exist in Russia? In which of them have you participated? Copy and fill in the table with ideas. Discuss and share in class.

| State rituals | Family rituals | Ancient rituals |
|-------------------------|------------------|------------------------------------|
| Flag-raising at schools | A birthday party | Burning a straw doll at Maslenitsa |
| ... | ... | ... |



Russia is my home

RUSSIAN STEREOTYPES

People living in foreign countries have many stereotypes about Russia. Most of them are wrong or out-of-date. Here are some of the most popular Russian stereotypes and the real facts.

A *Russia is extremely cold*

Yes, it is the coldest country in the world. Keeping buildings **insulated** and roads free of snow requires a lot of money and effort. In Siberia, winters **last** for seven months and temperatures can go down to -70°C .

B ___ Felt boots are the national footwear. They used to be a **luxury**. Catherine the Great, for example, ordered them to be specially made for her. Today they are **widely used** in the country because feet stay warm even at temperatures of -40°C . A fur hat with earflaps protects one against the cold. In 1940, the Red Army changed the uniform from helmets to earflap hats, and since then they have become very popular. Some Russians prefer hats of expensive **natural** fur, such as mink.

C ___ The bear is the animal symbol of Russia and hero of many fairy tales. A bear was the Russian mascot at the Moscow Olympic Games in 1980 and one of the mascots at the Olympic Games in Sochi in 2014. But bears only live in forests or in the polar regions, so you don't see them walking in towns!

D ___ Tea has been a popular drink for centuries because of the **severe** cold. In the 19th century, the samovar became part of every Russian home. It was a symbol of close family life and friendly conversation. But although tea is still one of the most popular drinks today, the samovar can **rarely** be seen.

E ___ Today this instrument has disappeared from our everyday life. It is mainly played by professional musicians in folk music groups.

F ___ A troika ride is an exciting and fast way to travel. It is one of the most famous symbols of Russia. But these days it is mostly a popular **entertainment** for tourists.

a) Read the texts and match stereotypes 1–5 with facts B–F.

- 1 Their favourite instrument is the balalaika.
- 2 Russians love to ride through the snow in troikas.
- 3 Russians always drink tea served from a samovar.
- 4 Bears are often seen in the streets of towns and cities.
- 5 All Russians wear fur hats and felt boots.

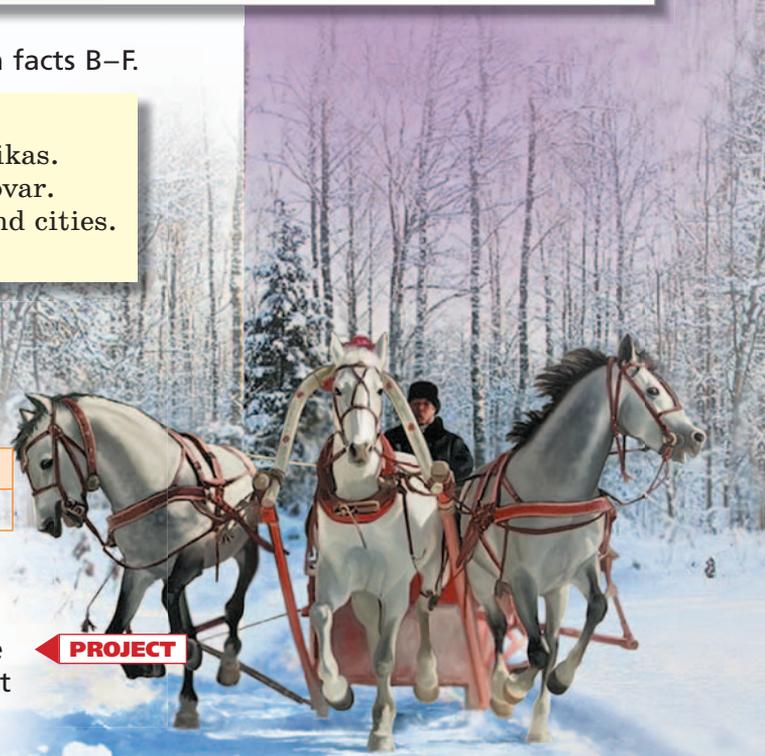
b) Work in pairs. Make two lists about the stereotypes above. Add other stereotypes which you can think of.

| (partly) true | not true |
|---------------|----------|
| ... | ... |

c) Make sentences using the words in bold in the text.

d) What do you think is "typically Russian"? Write an email to your friend (100 words) and tell about your point of view.

PROJECT



Across the globe

DANGEROUS JOBS



Some jobs are risky or dangerous. But the people who do them know this and have made a choice.

Electrical power line worker: These workers have to climb up giant poles to fix power lines. They wear protective clothes, so that they can touch the cables with their hands and not get an electric shock.

Skyscraper window cleaner: You need to be brave to do this job. The cleaners hang hundreds of feet above street level for hours while they work. A large skyscraper in Moscow can take a team of cleaners several months to clean.

Disease detective: These are teams of doctors, scientists and vets who are ready to fly around the world to investigate diseases, such as the Coronavirus or Ebola virus in Africa.

Mine worker: These people work underground for many hours. They breathe in dust, which can lead to serious illnesses. And there is always a risk of a mine collapsing, explosions or fires.

Crab fisherman: They work in winter in the sea between Russia and Alaska. Their shifts last for 20 hours, the waters are icy and storms are frequent. Lifting the heavy cages for catching crab is very hard work. But the pay is high!

Stuntman or -woman: They are attracted to danger and love the film world. But they need to be physically very fit, work long hours and travel to different locations. The more dangerous the stunt is, the more they get paid!

a) Look at the photos. Which job looks the most dangerous? Give your reasons.

b) Read the text and complete the sentences.

- 1 Stuntmen or -women are paid more ...
- 2 Power line workers need protective clothes not to ...
- 3 Cleaning skyscrapers is slow work, for example, ...
- 4 Mines may not only collapse, but there ...
- 5 The crab fishermen work in winter, so ...
- 6 Disease detectives have to be very careful, or they may ...

c) Which jobs do you think are most dangerous? Work with a partner and rank them from 1 to 6. Tell the class.

d) Work in pairs and discuss.

- 1 Are dangerous jobs necessary? Why (not)?
- 2 Would you like to do such a job? Why (not)?
- 3 What other dangerous jobs do you know? What strengths are needed to do them?
- 4 Do you agree with the statement, “the more dangerous the job is, the more people get paid”? Give your reasons.

Russia is my home

JOBS FOR RUSSIAN TEENAGERS

Most people know that Russian teenagers can apply for part-time jobs from the age of 14. The variety of jobs for teens is not great, but there are still opportunities to earn extra pocket money. How can you find a job? One way is to go to a Youth Employment Centre and ask about vacancies. If you are 14, you'll need permission to work from one of your parents and from the Child Protection Service. You can only work after school, and for no more than 24 hours a week. We interviewed some teens from different regions about their part-time jobs. Work experience is important for your future career. So finding a job will help you to learn responsibility and to be more independent.

Dima, 14, Ivanovo:

I live in Ivanovo and I had nothing to do during the summer holidays, so I applied for a job as a farm worker. Now I get up every day at 5.30. I feed the animals and do other jobs.

Olga, 13, Perm:

I'm going to be 14 this summer, and I'll definitely look for a job. I've spoken to my parents about it. I'm not afraid of work because I need extra pocket money. I will help at the post office if they take me.

Sveta, 15, Yekaterinburg:

I promote the products of a company that makes board games. I show people how the games work, give out leaflets and explain the rules. I only work three hours a day after college, and this doesn't affect my college studies at all.

Maksim, 14, Cheboksary:

I work part-time as a courier. After school, I carry important documents and packages to and from different offices or factories.

a) Have you ever had a job? Tell the class. Then read the text.

b) Match the sentence halves.

- 1 Although there are not a lot of different jobs for teenagers,
- 2 If you are 14,
- 3 Without permission from parents,
- 4 Teenagers can work after school or college:
- 5 Work experience is important because

- A for no more than 24 hours a week.
- B there are still some interesting opportunities.
- C teenagers can't work.
- D you learn things which are useful in your future career.
- E you can look for a job.

c) Work in pairs. Make a list of jobs that Russian teenagers do. Compare your list with another pair.

d) Think and discuss. Do you think the list of jobs that Russian teenagers can do should be bigger? Which jobs would you add? Give your reasons.

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Teens living in Moscow can look for a job at "My career" centres. You can find more information here: <http://gotourl.ru/16703>.



PROJECT

Across the globe

THE BEST JOB IN THE WORLD



Anthony Hayes, Chief Executive, Tourism Queensland said, "We need a special person. They are going to be pretty busy having a good time."



Great Barrier Reef

- world's largest coral reef system
- 1,600 miles long
- 400 species of coral
- more than 2,000 species of fish

Job description

Place of work: Tropical island (___) the coast (___) Queensland, Australia.

Qualifications: Must be willing to swim, snorkel, dive and sail.

Salary: \$150,000 and a rent-free villa, complete (___) a pool.

The job: Exploring islands, writing a blog, preparing a photo diary and posting videos (___) attract tourists.

Interviews: Shortlisted candidates will be invited (___) the islands (___) a four-day final interview.

More than 34,000 applications from all over the world were attracted by job above, which was advertised in January – the middle of winter in the northern hemisphere. Ben Southall, the successful candidate from England, gave an interview after starting his new job.

Hi Ben, how are you getting on?

I'm OK. I'm having a day off today. Well, a day off on the schedule, but I'm having three media interviews.

What's your typical day like?

I haven't got any typical day. I'm usually flying to somewhere or getting a cruise to somewhere. I can stay at a resort to find out some of the nice things to do there. It could be snorkelling or diving. Then I am spending half the night trying to describe it in the blog.

Are you as relaxed as you first thought about the job?

Applicants thought that it was going to be like spending time in a hammock by the seaside on a desert island doing nothing apart from a weekly blog. It's quite different from that and I'm happy to be a busy person as I like it.

What have already been the highlights?

Actually three days' sailing were incredible! It has really been the best bit. Also the diving up at Cod Hole on Lizard Island was extremely great. Everything meets my expectations. Sorry.

a) Read the text and fill in the gaps in the job description with **for, off, to, with**.

b) Read the text again. Are these statements **true** or **false**?

- 1 The purpose of the job is to promote tourism.
- 2 The best candidates will have to go to Australia.
- 3 Ben always has free evenings.
- 4 Ben is happy that he is not too busy.

c) Answer the questions.

- 1 Why does Ben say "Sorry" at the end?
- 2 What qualities do you think Ben has which got him the job?
- 3 Would you like the job? Why (not)?

Russia is my home

SKOLKOVO: RUSSIA'S SILICON VALLEY

Russia is rapidly building a new research and development centre at Skolkovo, near Moscow. It will focus on five key high-tech areas: energy, IT, telecommunications, biomedicine and nuclear technology.

At the heart of the Skolkovo project is the **Moscow School of Management**, founded in 2006. As Russia's economy develops, opportunities to expand into new international markets open up. The School is training a new generation of managers in the practical skills they need to lead and run modern businesses.

The teaching concentrates on practical skills. Students work in teams on real projects, and a variety of "active" teaching methods are used, such as role-plays and project consulting.



| | Traditional business school | The Moscow School of Management |
|-----------------|--------------------------------------|------------------------------------|
| Learning | management as an academic discipline | management as a practical skill |
| Teaching | lectures, seminars | projects, games, training courses |
| Research | general and academic disciplines | part of specific business projects |

To train and develop a new type of businessperson, the School has set up a special platform, the Business Incubator, to support students and graduates of the School with start-up projects and new business ideas.

On a campus as original and progressive as the School, students find themselves in an enclosed city, with streets, squares and cafés as well as classrooms. All the buildings are entered from the inside, and students can mix freely without going out into the cold winter. It's an ideal environment for creative, innovative learning!

a) Complete the sentences with the **prepositions** below.

at (2x) • from • in • into (2x) • on

- Zhenya has got a place ___ Moscow University. He wants to get a degree ___ business studies.
- Alexei has got ___ an old university. He's going to study ___ Oxford.
- Anna graduated ___ Skolkovo last year. Now she is doing research ___ start-up companies.
- There is a lecture ___ Marketing this afternoon.

b) Surf the internet and present your results to class. EITHER find a company you would like to work for OR plan a start-up company you would like to found.



British university degrees

Undergraduate

BA (Bachelor of Arts — бакалавр гуманитарных наук)

BSc (Bachelor of Science — бакалавр технических наук)

Postgraduate

MA (Master of Arts — магистр гуманитарных наук)

MSc (Master of Science — магистр технических наук)

PhD (Doctor of Philosophy — кандидат наук)

PROJECT



Grammar booster

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Grammar file

1 THE SENTENCE / WORD ORDER

1.1 Subject – Verb – Object

| | | Подлежащее | Сказуемое | Дополнение |
|-------------|-----|------------|-------------|------------|
| Утверждение | | Rob | likes | ice cream. |
| | | The Clarks | have bought | a house. |
| Отрицание | | Ella | didn't like | the film. |
| | | Ava | can't speak | Russian. |
| Вопрос | Can | Jamie | speak | Russian? |
| | Did | you | like | the film? |

1.2 Adverbs and phrases of place and time

| | | |
|---|---|---|
| 1 | <p><i>Luckily</i> she was able to stop the car. <i>At first</i> we couldn't see anything. <i>Eventually</i> we arrived after a long drive. <i>Obviously</i> she is not going to listen to me.</p> | <p>Такие наречия, как <i>apparently, surprisingly, hopefully, fortunately, of course, suddenly</i> относятся к целому предложению и обычно ставятся в начале предложения.</p> <p>Наречия частотности <i>always, ever, just, never, often, usually, sometimes</i> обычно употребляются перед основным глаголом.</p> <p>После основного глагола употребляются следующие наречия: — наречия образа действия (<i>clearly, politely, well</i>); — наречия места (<i>outside, in Bristol, on the roof</i>); — наречия времени (<i>tomorrow, a year ago, in 2008</i>).</p> <p>! Запомните: сначала употребляется место действия, а затем время действия.</p> <p>Наречия в предложении могут употребляться в разных местах.</p> |
| 2 | <p>We don't <i>often</i> get up before 10 on Sundays. I <i>usually</i> make breakfast for everybody. We had <i>never</i> been to Spain before.</p> | |
| 3 | <p>Try to speak <i>clearly</i>, then you'll do <i>well</i>. The guide answered the questions <i>politely</i>. They went <i>outside</i> and played <i>in the garden</i>. We're flying to Spain <i>tomorrow</i>.</p> | |
| 4 | <p>We were <i>in Italy</i> last summer.</p> | |
| 5 | <p><i>Every Friday evening</i> we do the shopping. <i>Sometimes</i> you can see foxes from my window. <i>In Britain</i>, school usually starts at 8.45 or 9.00.</p> | |

1.3 Verb complement: object + infinitive

| | | | | | |
|-----------------|-------------------|--------|-----------------------|-------------|---|
| 1 | Verb | Object | Infinitive | | <p>После глаголов let и make в активном залоге употребляется инфинитив глагола без to (1).</p> |
| | I'll <i>let</i> | you | know | his answer. | |
| She <i>made</i> | him | pay | the bill. | | |
| | | | | | |
| 2 | Verb | Object | To -infinitive | | <p>С другими глаголами обычно употребляется инфинитив с to (2).</p> |
| | She <i>taught</i> | him | to drive | a car. | |
| | I <i>want</i> | you | to try | this cake. | |

2 MAKING QUESTIONS

2.1 Word order in questions (except for subject questions)

| | | | | | |
|-------|--|--------------------|------------------------|--|-------------------|
| 1 | Are you from Scotland? Yes, I am. / No, I am not. Do you like pizza? Yes, I do. / No, I don't. Have you got a pet? Yes, we have. / No, we haven't. | | | <p>Общие вопросы (Yes/No questions) обычно требуют ответа только с "yes" или "no".</p> <p>Специальные вопросы начинаются с вопросительных слов (<i>Who? What? When? Where? Why? How?</i> и т. п.) и употребляются, когда требуется узнать дополнительную информацию.</p> | |
| | 2 Where are you from? What is your favourite food? Why did they move to Wales? | | | | |
| 3 | Вспом. глагол | Подлежащее | Основной глагол | <p>Общие вопросы (Yes/No questions) всегда начинаются с вспомогательного глагола. Порядок слов в этих вопросах такой: вспомогательный глагол — подлежащее — основной глагол —</p> | |
| | Can | you | drive a car? | | |
| | Is | Jake | washing the dishes? | | |
| | Have | you | seen "The Challenge"? | | |
| | Will | they | arrive on time? | | |
| | Do | you | like pizza? | | |
| | Does | she | live in Bristol? | | |
| | Did | they | move to Wales? | | |
| | Didn't | they | live here anymore? | | |
| | 4 | Вопр. слово | Вспом. глагол | | Подлежащее |
| When | | can | you | come to Bath? | |
| What | | have | they | bought? | |
| Where | | will | you | stay? | |
| How | | do | you | know? | |
| Why | | does | Ella | want to move? | |
| Who | | did | you | meet in London? | |

2.2 Word order in subject questions

| | | | | |
|---|--|---------------|-------------|--|
| 1 | Вопросительное слово (= подлежащее) | Глагол | | <p>В вопросах к подлежащему вопросительное слово употребляется вместо подлежащего: Jenny likes ice cream. Who likes ice cream?</p> |
| | Who | can drive | a moped? | |
| | Who | likes | ice cream? | |
| | What | makes | you laugh? | |
| | Whose sister | moved | to Bristol? | |
| | Which bus | goes | to Bath? | |

| | | | | |
|---|-------------------------|-------------------------------|-------------------------------|---|
| 2 | Утверждение | Вопрос к подлежащему | Вопрос к дополнению | ! Вопросы к подлежащему и дополнению задаются с <i>who, what, whose, which</i> . Вопросы к дополнению строятся при помощи вспомогательного глагола <i>do/does</i> . |
| | Liz likes Jake. | Who likes Jake? | Who does Liz like? | |
| | Noise causes headaches. | What causes headaches? | What does noise cause? | |

3 TALKING ABOUT THE PRESENT

3.1 Present simple

| | | |
|------------------|--|---|
| 1 | Dave Wilson usually <i>gets</i> the bus to college. On Mondays his mother <i>takes</i> him in the car. He never <i>cycles</i> to college because it's too far. | Present simple употребляется для описания: обычных (привычных) или ежедневных действий; постоянных (неизменных) действий; действий в текстах (например, в рассказах, сказках, статьях, фильмах, пьесах и т. п.). |
| | 2 Dave and his family <i>live</i> in Manchester. His dad <i>works</i> for a building company. Water <i>freezes</i> below zero. | |
| | 3 The book <i>describes</i> life in an African village. | |
| Отрицания | I <i>don't cycle</i> to college. Dave <i>doesn't walk</i> to college. | |
| Вопросы | <i>Do you go</i> to college by bus? <i>Does your mother take</i> you in the car? Where <i>do</i> the Wilsons <i>live</i> ? When <i>does</i> Dave's mother <i>take</i> him in the car? | |

3.2 Present progressive

| | | |
|------------------|--|--|
| 1 | What's Dave <i>doing</i> ? Right now he's cleaning his bike. <i>(on the phone)</i> I can't talk right now, Jack. I'm <i>cleaning</i> my bike. | Present progressive употребляется для описания: действий или событий, происходящих в момент речи (сейчас); временных действий/событий; повторяющихся действий, которые вызывают недовольство, раздражение или удивление у говорящего (с наречием <i>always</i>). |
| | 2 This week Dave's grandma <i>is staying</i> at the Wilsons' because Dave's mum is ill. | |
| | 3 You're always <i>telling</i> me the same silly jokes. | |
| Отрицания | The Wilsons <i>aren't working</i> . Dave <i>isn't watching</i> TV. | |
| Вопросы | <i>Are you watching</i> TV? <i>Is Dave cleaning</i> his bike? What <i>are you doing</i> ? Who <i>is</i> Dave <i>talking</i> to? | |

3.3 Action verbs and state verbs

| | | |
|---|---|---|
| 1 | <i>(near a shop window)</i> This shop <i>repairs</i> bikes! <i>(on the phone)</i> Jack <i>is repairing</i> his bike. Can he call you back? It <i>gets</i> dark very early here in the winter. At 6 o'clock it <i>was already getting</i> dark. | Глаголы действия описывают действие или событие. Такие глаголы употребляются как в форме простого времени (simple), так и в форме продолженного времени (progressive). |
|---|---|---|

| | |
|--|--|
| <p>2 You <i>don't look</i> very happy. What's wrong? Emily <i>seems</i> really happy at her new college. Jake's uncle <i>owns</i> a nice house in the country.</p> <p><i>Do you believe</i> their story? I <i>don't know</i> the answer to question 5. Anna <i>didn't understand</i> what Julie <i>meant</i>.</p> <p>Lucy <i>doesn't like</i> people who talk a lot. I <i>don't mind</i> waiting for you here. Chips aren't very healthy, but I <i>love</i> them.</p> | <p>Глаголы состояния обычно употребляются только в Present Simple. Это глаголы:</p> <p>восприятия (appear, feel, hear, look, see, smell, sound, taste); мыслительной деятельности (believe, forget, know, realise, remember, understand); выражающие чувства и эмоции (desire, enjoy, hate, like, love, prefer, want);</p> <p>и некоторые другие глаголы (agree, be, belong, contain, cost, fit, have, include, keep, need, owe, own).</p> |
|--|--|

4 TALKING ABOUT THE PAST

4.1 Past simple

| | |
|---|---|
| <p><i>Last Friday</i> Katie's family <i>flew</i> to Spain. <i>Two years ago</i> the Websters <i>moved</i> to Bath.</p> | <p>Past simple употребляется, когда речь идёт о действиях, событиях или ситуациях, которые произошли в определённое время в прошлом (<i>yesterday, last Friday, two years ago, ...</i>).</p> |
| <p>Отрицания They <i>didn't fly</i> to France. Katie <i>didn't want</i> to go at first.</p> | |
| <p>Вопросы <i>Did you go</i> on holiday last year? <i>Did</i> Katie <i>like</i> it? Where <i>did you go</i>? When <i>did</i> the Websters <i>move</i> to Bath?</p> | |

4.2 Past progressive

| | |
|--|--|
| <p>1 What <i>were you doing</i> yesterday at 3.30? — I <i>was waiting</i> for my sister at the college doors. She <i>was still talking</i> to our Maths teacher.</p> <p>2 Angela <i>was just crossing</i> the road when she saw her boyfriend.</p> | <p>Past progressive употребляется: когда речь идёт о действиях или событиях, которые происходили на протяжении некоторого времени в прошлом, но неизвестно, когда они начались и закончились;</p> <p>для описания действия, которое происходило в прошлом и которое было прервано другим действием.</p> |
| <p>Отрицания You <i>weren't listening</i>. It <i>wasn't snowing</i> when we left the house.</p> | |
| <p>Вопросы <i>Were you watching</i> TV? <i>Was she crossing</i> the road when it happened? What <i>were they doing</i>? What <i>was she doing</i>?</p> | |

4.3 Past perfect

| | |
|--|---|
| <p>When Emma arrived home, her parents <i>had already eaten</i>. I <i>had never seen</i> this film before they showed it on TV.</p> | <p>Past perfect употребляется, когда речь идёт о действии, которое произошло до другого действия в прошлом.</p> |
| <p>Отрицания They <i>hadn't gone</i> to bed. Emma <i>hadn't eaten</i> anything all day.</p> | |
| <p>Вопросы <i>Had you seen</i> that film before? <i>Had</i> Emma <i>eaten</i> when she came home? What <i>had they done</i>? Where <i>had she been</i> all day?</p> | |

4.4 Present perfect

| | |
|---|---|
| <p>1 Timothée Chalamet is great. I've <i>seen</i> most of his films.</p> | <p>Present perfect употребляется: когда речь идёт о действии, которое произошло в неопределённое время в прошлом и неважно, когда именно это действие произошло;</p> |
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| | | | | | | |
|--|---|--|---|---------------------|--------------------------|---|
| 2 | <p>Luke <i>has already done</i> his Maths homework, but he <i>hasn't started</i> his French homework <i>yet</i>. <i>Have you ever been</i> to Paris? — No, I <i>haven't</i>. But I've <i>always wanted</i> to go.</p> <p>Mel <i>has lost</i> her mobile. Her dad is very angry.</p> | | <p>с обстоятельствами времени <i>already, just, never, ever, (not)... yet</i>;</p> <p>когда речь идёт о действии, которое началось в прошлом, завершилось к моменту речи и связано с настоящим через результат;</p> | | | |
| | 3 | <p>We've <i>lived</i> in Moscow ...</p> <table border="1"> <tr> <td><i>since</i> April.</td> <td><i>for</i> three months.</td> </tr> <tr> <td><i>since</i> + момент времени</td> <td><i>for</i> + период времени</td> </tr> </table> | | <i>since</i> April. | <i>for</i> three months. | <i>since</i> + момент времени |
| <i>since</i> April. | <i>for</i> three months. | | | | | |
| <i>since</i> + момент времени | <i>for</i> + период времени | | | | | |
| Отрицания I <i>haven't been</i> to Paris yet. Luke <i>hasn't done</i> his French homework. | | | | | | |
| Вопросы <i>Have you been</i> to Paris? <i>Has</i> Mel <i>found</i> her mobile? What <i>have</i> you <i>done</i> ? Which of these films <i>have</i> you <i>already seen</i> ? | | | | | | |

4.5 Present perfect progressive

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| <p>I've <i>been writing</i> emails all day. We've <i>been learning</i> French for three years.</p> | <p>Present perfect progressive употребляется, когда речь идёт о действиях, которые начались в прошлом, продолжаются в настоящем и будут продолжаться далее (часто с <i>since</i> или <i>for</i>).</p> |
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4.6 Past perfect progressive

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|---|---|
| <p>We <i>had been waiting</i> for him for three hours when he finally rang to say that the plane was late. I'm learning Chinese now. I <i>had been learning</i> French for three years, but I changed my mind last year.</p> | <p>Past perfect progressive употребляется, когда речь идёт о действиях, которые начались и продолжались на протяжении времени в прошлом до другого действия в прошлом.</p> |
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5 TALKING ABOUT THE FUTURE

5.1 Going to-future

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| 1 | <p>My boyfriend says he's <i>going to be</i> an engineer.</p> | <p>Be going to («собираться») употребляется для описания: планов и намерений на будущее или событий или действий, которые произойдут в ближайшем будущем, так как были запланированы заранее;</p> <p>действий, которые произойдут в будущем с большой вероятностью, так как для этого есть объективные основания или признаки.</p> |
| | <p>2 Look at those clouds. There's <i>going to be</i> a storm.</p> | |

5.2 Will-future

| | | |
|---|--|--|
| 1 | <p>It <i>will be</i> cold and windy, and we <i>will get</i> some rain in the afternoon. I'll <i>be</i> 15 next October.</p> | <p>Will-future употребляется для: описания действий, событий и ситуаций, которые точно произойдут в будущем и на которые нельзя повлиять;</p> |
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| <p>2 I expect Ella <i>will be</i> late again as usual.</p> | <p>предсказаний или предположений (обычно с <i>think, hope, believe, expect, imagine</i>, и т. д.; с выражениями <i>I'm sure, I'm afraid</i>, и т. д.; с наречиями <i>probably, perhaps</i>);</p> |
| <p>3 Just a moment. <i>I'll open</i> the door for you. <i>I won't tell</i> anyone what happened. I promise.</p> | <p>решений, принимаемых спонтанно, в момент речи или когда предлагают помощь или дают обещание.</p> |

5.3 Present progressive: future meaning

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| <p><i>We're driving</i> to Scotland next Friday to visit my grandparents. <i>I'm meeting</i> a friend in town tonight.</p> | <p>Present progressive в значении будущего времени употребляется, когда речь идёт о запланированных действиях в определённое время в будущем (которые наверняка произойдут).</p> |
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5.4 Present simple: future meaning

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| <p>The next train to Bath <i>goes</i> in ten minutes. The next drawing class <i>starts</i> on 2 September.</p> | <p>Present simple в значении будущего употребляется, когда речь идёт о событиях, которые произойдут по расписанию, программе и т. д.</p> |
|--|---|

5.5 Future perfect

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|--|---|
| <p>The last train <i>will have left</i> when we get to the station. I hope you <i>will have decided</i> by tomorrow. By tomorrow everything <i>will have been sold</i>. <i>I will have been paid</i> when we next meet, so we can go out for a meal.</p> | <p>Future perfect (<i>will have/has</i> + past participle) употребляется для описания действий, которые закончатся к определённому моменту времени в будущем. Future perfect употребляется в активном и в страдательном залоге.</p> |
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5.6 Future progressive

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|---|---|
| <p>A week from today I <i>will be sitting</i> on a beach in Cyprus. When I get home, my little brother <i>will be watching</i> TV. Then I will watch it, too.</p> | <p>Future progressive (<i>will be</i> + <i>-ing</i> form) употребляется для описания продолжительных действий, которые будут происходить в определённое время в будущем.</p> |
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5.7 Future in the past

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| <p>1 Thank you. I knew that you <i>would help</i> him. <i>I was going to ring</i> you, but you called first.</p> <p>2 We <i>were about to leave</i> when it started to rain.</p> <p>3 She <i>was due to sing</i> in the concert, but she fell ill.</p> | <p>Для передачи будущего времени в прошедшем употребляются:</p> <p><i>would</i> + инфинитив глагола без <i>to</i> (часто в косвенной речи) или <i>was/were going to</i> + инфинитив глагола с <i>to</i>;</p> <p><i>was/were about to</i> + инфинитив глагола («собирался...»), чтобы сказать о действии, которое должно было вот-вот произойти в прошлом;</p> <p><i>was/were due to</i> + инфинитив глагола («должен был...»), чтобы сказать о действии, которое было запланировано на определённое время в прошлом.</p> |
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6 THE PASSIVE (СТРАДАТЕЛЬНЫЙ ЗАЛОГ)

6.1 Active and passive

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| <p>1 Активный залог: Alexander Fleming <i>discovered</i> penicillin in 1928. Страдательный залог: Penicillin <i>was discovered</i> in 1928.</p> | <p>Примеры слева передают одинаковое значение. В активном залоге указан исполнитель действия (Alexander Fleming), а в страдательном залоге исполнитель действия не указан.</p> |
| <p>2 Активный залог: The manager <i>asked</i> Mel to help out. Страдательный залог: Mel <i>was asked</i> to help out.</p> <p>Активный залог: The manager <i>paid</i> her £6 an hour. Страдательный залог: She <i>was paid</i> £6 an hour.</p> | <p>Все глаголы с дополнением в активном залоге могут иметь форму страдательного залога.</p> |
| <p>3 They are building a new football stadium. I can still remember the stadium <i>was being built</i>. The last game <i>is being played</i> at the stadium on Saturday.</p> | <p>Страдательный залог может употребляться в любой видо-временной форме, кроме Future Progressive. Вместо неё используется Future Simple.</p> |

6.2 Use

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| <p>1 A new sports centre <i>has been opened</i> in town. The first goal <i>was scored</i> in the seventh minute. Breakfast <i>is served</i> from 7 to 10.30 am.</p> | <p>В страдательном залоге исполнитель действия не важен или не известен.</p> |
| <p>2 This picture was painted <i>by a 12-year-old girl</i>. Part of this building was destroyed <i>by fire</i>.</p> | <p>В случае если в страдательном залоге необходимо указать исполнителя действия, используется предлог <i>by</i>.</p> |

6.3 Form

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|---|---|
| <p>Present simple: I <i>am</i> often <i>invited</i> to parties. Past simple: The bridge <i>was built</i> in the 1950s. Present perfect: All the sandwiches <i>have been eaten</i>. Will-future: Our new album <i>will be released</i> next week. Modals: Mobile phones <i>must be turned off</i> now. Concert tickets <i>can be bought</i> online.</p> | <p>Страдательный залог образуется при помощи глагола <i>to be</i> в соответствующей форме и причастия прошедшего времени основного глагола.</p> |
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6.4 Verbs of speaking and thinking

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| | <p>Предложения в страдательном залоге с глаголами речи и мыслительной деятельности (<i>say, report, believe, consider, expect, know</i>) образуются следующим образом:</p> |
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| <p>1 It <i>is said that</i> the President is seriously ill. It <i>is thought that</i> he has gone to hospital.</p> | <p><i>it</i> + страдательная форма глагола + <i>that</i> (безличные предложения);</p> |
| <p>2 The President <i>is said to</i> be seriously ill. He <i>is thought to</i> have gone to hospital.</p> | <p>подлежащее + страдательная форма глагола + инфинитив глагола с <i>to</i> (личные предложения).</p> |

7 MODALS AND THEIR SUBSTITUTES

7.1 Modals — what do they express?

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| <p>Возможность I <i>can</i> speak French and a little German. My sister <i>could</i> read when she was only four.</p> <p>Просьба Can I borrow this book? Can you be quiet, please? Could you show me how to start the laptop? Would you help me to lay the table?</p> <p>Разрешение You <i>can</i> use my ruler. May I use your phone, please? In 1968, children <i>could</i> leave school at 15.</p> <p>Невозможность или запрет You <i>can't</i> take photos in the museum. Children <i>couldn't</i> vote till they were 21. You <i>mustn't</i> tell Jo about the surprise concert.</p> <p>Предложение Can/May I help you with your bags? Would you like to stay for dinner?</p> | <p>Предложение или совет Can/Can't we go on a bike trip? You could talk to your teacher. You should tell her what happened in Bristol.</p> <p>Необходимость или обязанность You've got a cold. You must stay at home. Bicycles should be left outside.</p> <p>Отсутствие необходимости You needn't tell Mel about the concert. She already knows. I don't have to wake up early on Saturdays.</p> <p>Возможность и вероятность That must be Luke. – No, it can't be Luke. Luke is in Spain. Where's Dad? – He could be at Grandma's. Sarah may still be at her friend's. John might come today if he's in town. Kathy should be here by now. There's someone at the door. It will be Janet.</p> |
|---|---|

7.2 Substitutes

| | |
|---|---|
| <p>My little brother <i>can/is able to</i> swim. Tom <i>could/was able to</i> read when he was four. Jacob <i>hasn't been able to</i> finish his essay. Next year I'll <i>be able to</i> drive.</p> <p><i>Can/May</i> I have a sleepover on Friday? We <i>aren't allowed to</i> watch the late film.</p> <p>We <i>weren't allowed to</i> watch it yesterday either.</p> <p>I <i>have always been allowed to</i> have pets. Will you <i>be allowed to</i> go to the party?</p> | <p>Модальные глаголы (<i>can, may, must, ...</i>) обычно не употребляются во всех видо-временных формах. Вместо них употребляются эквиваленты:</p> <p>can – be able to present: <i>can</i> и <i>am/is/are able to</i> past: <i>could</i> и <i>was/were able to</i> present perfect: <i>have/has been able to</i> <i>will</i>-future: <i>will/won't be able to</i></p> <p>can, may – to be allowed to present: <i>can</i> и <i>am/is/are allowed to</i> past: <i>could</i> и <i>was/were allowed to</i> present perfect: <i>have/has been allowed to</i> <i>will</i>-future: <i>will/won't be allowed to</i></p> |
|---|---|

Teacher: You *must* work harder, Noah.
His teacher says Noah *has to* work harder.

I *needn't* get up at 6 tomorrow. / I *don't have to* get up at 6 tomorrow.

I *had to* rewrite my essay.
Lauren *has had to* go to the dentist's.
You'll *have to* go to the dentist if your tooth hurts.

must – have to

present: *must* и *have/has to*

! отрицание: *needn't* или *doesn't have to*

past: *had to*

present perfect: *have/has had to*

will-future: *will/won't have to*

8 INFINITIVE AND GERUND

8.1 To-infinitive and gerund after verbs

1 Learn *to recognise* the verb form and then practise *using* it.

2 It started *to rain/raining*.

3 a) Stop *looking* at me like that.
b) He stopped *to look* at the map.

Одни глаголы требуют после себя инфинитив с *to* (*to recognise*), а другие – герундий (*using*).

Глаголы *begin, continue, hate, intend, like, love, prefer, propose* и *start* могут употребляться как с инфинитивом с *to*, так и с герундием.

Глагол *stop* также употребляется как с инфинитивом с *to*, так и с герундием, но с разницей в значении.

a) Не смотри (Прекрати смотреть...).

b) Остановился, **чтобы посмотреть**.

8.2 Gerund after prepositions

1 Thanks for *the interview*.
Thanks for *talking* to us.

2 I am looking forward *to talking* (not: ~~to talk~~) to you again.

3 I passed the exam *by working* hard.

После **предлогов** употребляется существительное или герундий. Инфинитив не употребляется.

! Запомните: после *look forward to* употребляется **герундий**.

By + герундий употребляется, чтобы объяснить, каким образом выполняется действие.

8.3 Complex Object

1 We *saw* the police car *drive* and *stop* in front of our house. (Мы *увидели*, как полицейская машина *подъехала* и *остановилась* у нашего дома.)

2 We *watched* Anne *putting* her luggage into the car. (Мы *смотрели*, как Энни *укладывала* свой багаж в машину.)

После глаголов восприятия употребляется инфинитив глагола без **to**, чтобы описать завершённое или однократное действие.

После глаголов восприятия употребляется герундий, чтобы описать действие в процессе.

9 CONDITIONAL SENTENCES

9.1 Types 0 and 1

If you *warm* snow, it *melts*. (Если нагреть снег, он растает.)

Условные предложения типа 0 употребляются при описании общеизвестных истин и фактов.

| | | |
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| | Условные предложения типа 1 описывают ситуацию в будущем, которая произойдёт при определённых обстоятельствах. | |
| <i>can take</i> If you miss the bus, you <i>should take</i> a taxi. <i>must take</i> | If-clause (условие) If you run, If you miss the bus, (present simple) | Main clause (результат) you'll catch the bus. you can take a taxi. – will -future – can/should/must инфинитив глагола без to |

9.2 Type 2

| | | |
|---|--|---|
| If you ran, you would catch the bus. (Если бы побежал, успел бы (сесть) на автобус.) If you caught the bus, you could be home in time for dinner. (Если бы сел на автобус, мог бы быть дома к ужину.) | Условные предложения типа 2 описывают нереальную ситуацию в настоящем или будущем при определённых обстоятельствах. | |
| | If-clause (условие) If you ran, past simple | Main clause (результат) you would/could/might catch the bus. would/could/might + infinitive |
| If I were you, I would take the job. (На твоём месте я бы согласился на эту работу.) | Иногда в придаточном условия вместо <i>was</i> употребляется <i>were</i> в устойчивом выражении <i>if I were you ...</i> или (реже) в официальном (формальном) английском языке. | |

9.3 Type 3

| | | |
|---|--|--|
| If you had run, you would have caught the bus. (Если бы ты побежал, ты успел бы (сесть) на автобус. — Но ты не побежал, поэтому не успел.) If you had caught the bus, you could have had dinner with us. (Если бы ты сел на автобус, ты бы поужинал вместе с нами. — Но ты не сел на автобус, поэтому мы поужинали без тебя.) | Условные предложения типа 3 описывают нереальную ситуацию или сожаление о случившемся (не случившемся) в прошлом. Такие предложения описывают уже невыполнимое действие. | |
| | If-clause (условие) If you had run, past perfect | Main clause (результат) you would have/could have caught the bus. would/could + have + past participle |

9.4 Wish

| | |
|--|---|
| 1 Jack has an important exam next month, but he never does his homework. I wish he <i>would study</i> more. (Я бы хотел, чтобы он учился усерднее.) | Конструкция wish + would + инфинитив глагола без to выражает желание в настоящем или будущем времени. |
| 2 Kathy failed her exam last month because she didn't prepare for it. She wishes she <i>had studied</i> harder. (Она жалеет, что не занималась усерднее.) | Конструкция wish + had + причастие прошедшего времени выражает сожаление о ситуации, которая произошла в прошлом и которую нельзя изменить ни при каких условиях. ! Если придаточная часть предложения употребляется в отрицательной форме, то на русский язык она переводится в утвердительной форме, и наоборот. |

10 RELATIVE CLAUSES (ПРИДАТОЧНЫЕ)

10.1 Defining relative clauses

Do you know the girl *who/that* works at the book shop?
That's the shop *which/that* sells cheap books and magazines.

Ограничительные придаточные определительные предложения дают дополнительную (необходимую) информацию, важную для понимания главного предложения. Такие предложения начинаются с относительных местоимений *who, which, that, whose, where, when* или *the reason (why)*.

! Ограничительные придаточные определительные **не выделяются** запятыми.

10.2 Defining relative clauses without relative pronouns

1 Lilly is the girl *who* I met at the library.
OR Lilly is the girl I met at the library.

These are the photos *that* Dad took.
OR These are the photos Dad took.

2 Jake is the boy *who* invited us to the party.

Когда **относительное местоимение** является дополнением, его можно опустить.

Когда **относительное местоимение** является подлежащим (стоит перед глаголом), его опускать нельзя.

10.3 Position of prepositions in defining relative clauses

We stayed *in* a nice hotel in London.
What is the name of the hotel (*which/that*) we stayed *in*?

I sat *next to* an old man in the bus.
The old man (*who/that*) I sat *next to* in the bus talked a lot.

Обратите внимание на **место предлогов** в ограничительных придаточных предложениях.

10.4 Non-defining relative clauses

Agatha Christie, *who died in 1976*, wrote about 70 detective novels and 17 plays.

At 11.35 we landed at Atlanta International, *which is one of the world's busiest airports*.

Неограничительные придаточные определительные предложения дают дополнительную информацию, которая не важна для понимания главного предложения. Такие предложения начинаются с *who, whom, which, whose, where* или *when*. В этом случае относительное местоимение не опускается.

! Такие предложения **выделяются** запятыми.
! В неограничительных придаточных определительных предложениях **не употребляется** *that*.

11 PARTICIPLES

11.1 Participle forms

Present participle (причастие настоящего времени) образуется при помощи добавления *-ing* к глаголу:

work → **working**
dance → **dancing**

try → **trying**
plan → **planning**

Past participle, или **Participle II** правильных глаголов образуется путём добавления окончания *-d/-ed* к глаголу:

work → **worked**
dance → **danced**

try → **tried**
plan → **planned**

Past participle, или **Participle II** неправильных глаголов образуется особым способом:

build → **built**
make → **made**
teach → **taught**

grow → **grown**
see → **seen**
write → **written**

11.2 Participle clauses instead of relative clauses

| | | |
|----------|---|--|
| | | Причастные обороты могут использоваться вместо придаточных определительных предложений, делая их менее объёмными. |
| 1 | The <i>talking</i> girl is my sister. The girl <i>talking</i> to Leo is my sister. (The girl <i>who is talking</i> to Leo ...) The man <i>driving</i> the red car didn't stop. (The man <i>who was driving</i> the red car ...) | Причастия настоящего и прошедшего времени употребляются в функции определения перед определяемым словом или после него. |
| 2 | She saw an <i>opened</i> book on the table. We often buy strawberries <i>grown</i> in California. (... strawberries <i>which were grown</i> ...) The girls <i>chosen</i> for the team were only 15. (The girls <i>who were chosen</i> for the team ...) | |

11.3 Participles expressing time and reason

| | | |
|----------|--|--|
| 1 | <i>Seeing</i> the parcel on the table, she immediately opened it. (When she <i>saw</i> the parcel ...) <i>Being</i> a doctor, Simon knows what to do in an emergency. (As he <i>is</i> a doctor, ...) | Причастия настоящего и прошедшего времени в функции обстоятельства обычно употребляются в письменном английском языке вместо придаточных предложений. |
| 2 | <i>Having arrived</i> at the station, I realised that I had forgotten my ticket. (After I <i>had arrived</i> at the station, ...) | Перфектное причастие (Having + past participle) употребляется, чтобы показать, что действие произошло раньше основного действия в прошлом. |

12 REPORTED SPEECH

12.1 Statements

| | | |
|----------|--|---|
| 1 | Прямая речь (direct speech): Kate says, "I love basketball. I'm training hard for our next match." | Прямая речь передаёт точные слова говорящего и обычно употребляется в кавычках. |
| 2 | Косвенная речь (reported speech): Kate said that she loved basketball. She told me she was training hard for their next match. | Косвенная речь передаёт содержание чужой речи от третьего лица в форме придаточного предложения. Если глагол для передачи чужой речи стоит в прошедшем времени, то для построения высказывания в косвенной речи требуется согласование времён. |
| 3 | She told me that her team had won. (неверно: said-me) She said that the team had played very well. (неверно: told that) She said to me (that) he didn't want to come. (неверно: said-me) | Глаголы tell и say Tell употребляется только с дополнением (местоимение или имя человека). Say употребляется: • с that вместо дополнения • с to + дополнение (+ that) |

Таблица согласования времён в косвенной речи

| | Прямая речь | Косвенная речь |
|---|--|---|
| present ---> past | "I don't like football." "I'm training hard." | She said she <i>didn't like</i> football. She added that she <i>was training</i> hard. |
| past ---> past perfect | "We played very well last week." "We didn't go to training yesterday." | She said they <i>had played</i> very well last week. She said they <i>hadn't gone</i> to training yesterday. |
| can ---> could | "I can get you a ticket for our next match." | She told me she <i>could get</i> me a ticket for their next match. |
| will-future ---> would + infinitive | "It'll be fun." "We won't be able to come." | She said it <i>would be</i> fun. She said they <i>wouldn't be able</i> to come. |
| going to-future ---> were going + infinitive | "We're going to have a party after the match." | She said they <i>were going to have</i> a party after the match. |
| present perfect ---> past perfect | "I've never been so excited." | She added that she <i>had never been</i> so excited. |
| Некоторые слова и выражения меняются в соответствии со значением: | ago ---> before here ---> there last week ---> the week before, the previous week next week ---> the week after, the following week now ---> then this/these ---> that/those today/tonight ---> that day/that night tomorrow ---> the next/following day yesterday ---> the day before, the previous day | |

12.2 Questions

| | | | |
|----------|------------------------------|-------------------------------|--|
| 1 | Общий вопрос (yes/no) | Do you train every day, Kate? | Если глагол для передачи чужой речи в вопросе стоит в прошедшем времени, то требуется согласование времён. |
|----------|------------------------------|-------------------------------|--|

| | | |
|--|---|---|
| <p>2 Общий вопрос в косвенной речи</p> <p>Специальный вопрос (<i>question word</i>)</p> <p>Специальный вопрос в косвенной речи</p> | <p>Alex <i>asked</i> Kate if/whether she <i>trained</i> every day. (Алекс спросил Кейт, тренируется ли она каждый день.)</p> <p>"When did you join the team?"</p> <p>Alex <i>wanted to know</i> when Kate <i>had joined</i> the team. (Алекс хотел знать, когда Кейт присоединилась к команде.)</p> | <p>Общие вопросы в косвенной речи образуются при помощи if или whether. На русский язык они переводятся с «ли».</p> <p>В специальных вопросах в косвенной речи вопросительные слова (<i>why, how, what, when, where</i>) не меняются.</p> |
|--|---|---|

12.3 Advice, requests, commands

| | | |
|---|--|---|
| <p>1 Прямая речь</p> <p>Косвенная речь</p> <p>2 Вопрос в прямой речи</p> <p>Вопрос в косвенной речи</p> <p>3 Инструкция в прямой речи</p> <p>Инструкция в косвенной речи</p> | <p>Kate: "You mustn't miss our next match."</p> <p>Kate <i>advised Alex not to miss</i> their next match.</p> <p>Alex: "Can you get me the tickets then?"</p> <p>Alex <i>asked Kate to get</i> him the tickets.</p> <p>Doctor: "Don't do any sport."</p> <p>The doctor <i>told me not to do</i> any sport.</p> | <p>Советы или рекомендации в косвенной речи образуются при помощи <i>advise sb to do sth</i>.</p> <p>Просьбы в косвенной речи образуются при помощи <i>ask sb to do sth</i>.</p> <p>Инструкции/приказы в косвенной речи образуются при помощи <i>tell sb (not) to do sth</i>.</p> |
|---|--|---|

13 ADJECTIVES

13.1 Adjectives in comparisons

| | | | |
|-----------------|--|--|---|
| <p>1</p> |  <p><i>Lucy, 16</i></p> |  <p><i>John, 15</i></p> |  <p><i>Ella, 15</i></p> |
| | <p>Ella is <i>as old as</i> John. She's not <i>as old as</i> Lucy.</p> <p>Сравнительная конструкция <i>as ... as</i> («такой же ... как») употребляется для сравнения объектов или предметов, обладающих одинаковым качеством. <i>Not as ... as</i> («не такой, как...») употребляется, когда качества или свойства двух объектов/предметов различаются.</p> | | |

| | |
|--|--|
| <p>2 Lucy is <i>older than</i> her. (not: older than she)</p> | <p>Сравнительная степень прилагательного используется для сравнения двух людей, животных, предметов, мест и т. д. Она образуется так:</p> <ul style="list-style-type: none"> • односложное прилагательное + <i>-er</i> + <i>than</i>: <i>older than</i>; • <i>more/less</i> + многосложное прилагательное + <i>than</i>: <i>more expensive than</i>. |
| <p>3 Lucy is <i>the oldest</i>.</p> | <p>Превосходная степень указывает на высшую степень качества у того или иного лица или предмета в группе подобных. Она образуется так:</p> <ul style="list-style-type: none"> • <i>the</i> + односложное прилагательное + <i>-est</i>: <i>the oldest</i>; • <i>the most/least</i> + многосложное прилагательное (+ <i>of/in</i>): <i>the most expensive (of/in)</i>. |

13.2 Adjectives ending in *-ed* and *-ing*

| | | |
|--|--|---|
| <p>The film was ... (Фильм был...) <i>boring</i>. (скучным) <i>interesting</i>. (интересным)</p> <p><i>depressing</i>. (угнетающим) <i>fascinating</i>. (завораживающим) <i>surprising</i>. (удивительным) <i>disappointing</i>. (разочаровывающим)</p> | <p>I was ... (Мне было...) <i>bored</i>. (скучно) <i>interested</i>. (интересно)</p> <p>He was ... (Он был...) <i>depressed</i>. (угнетён) <i>fascinated</i>. (заворожён) <i>surprised</i>. (удивлён) <i>disappointed</i>. (разочарован)</p> | <p>В английском языке существуют прилагательные, которые различаются только окончаниями <i>-ed</i> и <i>-ing</i>, но с разницей в значении.</p> <p>Прилагательные с окончанием <i>-ing</i> описывают качества, характеристики или свойства объекта/предмета. Прилагательные с окончанием <i>-ed</i> описывают чувства, эмоции или состояние человека.</p> |
|--|--|---|

14 QUANTIFIERS

14.1 *A lot of/lots of, much, many, (a) little and (a) few*

| | |
|--|--|
| <p>1 We have <i>a lot of/lots of</i> time before the train leaves. We eat <i>a lot of/lots of</i> bananas.</p> | <p>A lot of или lots of («много») обычно употребляются в утверждениях с неисчисляемыми существительными (<i>butter, sugar, music</i>, т. д.) и существительными во множественном числе.</p> |
| <p>2 There is not <i>much</i> room in this car. Did you have <i>many</i> mistakes in your test?</p> | <p>Much («много») обычно употребляется в отрицаниях и вопросах с неисчисляемыми существительными. Many («много») употребляется в отрицаниях и вопросах с существительными во множественном числе.</p> |
| <p>3 Can I have a <i>little</i> sugar? There is <i>little</i> meat in the fridge. We need more. The teacher asked us a <i>few</i> questions. <i>Few</i> people came to our party.</p> | <p>A little («немного») и little («мало») употребляются только с неисчисляемыми существительными. A few («немного») и few («мало») употребляются только с существительными во множественном числе.</p> |

14.2 *Each, every, any*

| | |
|---|--|
| <p>1 <i>Every</i> child enjoys watching cartoons. <i>Each</i> runner in the race has a number.</p> | <p>Every («каждый») обозначает группу людей или предметов в целом. Each («каждый») употребляется, если необходимо сделать акцент на каждом человеке или предмете в группе.</p> |
| <p>2 Think of a number. Choose <i>any</i> number between one and fifty.</p> | <p>Any («любой») означает «неважно какой».</p> |

14.3 *All*

All trees need sunlight.
All of us love parties.
 She has drunk *all the* tea.

All («все») употребляется с существительными во множественном числе.

All в значении «всё», «вся» употребляется перед неисчисляемыми существительными с определённым артиклем *the*, притяжательным или указательным местоимением.

14.4 *Both, either/neither*

Both children play the piano.
Either team could win. They are both good.
Neither of the boys spoke Russian.

Both означает «оба», «и тот и другой».

Either означает «один/любой из двух».

Neither означает «ни тот ни другой».

15 SINGULAR AND PLURAL NOUNS

1 *Politics is* not always certain.
 Her favourite sport *is athletics*.

Существительные с окончанием *-ics* (*electronics, gymnastics, physics, mathematics (maths)*, т. д.) обычно имеют форму только единственного числа.

2 The *government are* going to call an early election.

Собирательные существительные, обозначающие группу как собрание её элементов (*company, family, team*, т. д.), обычно употребляются с глаголом в форме множественного числа.

3 The *cattle are* in that field.
 The *police are* checking her driver's licence.

Cattle и *police* **всегда** употребляются с глаголом во множественном числе.

The *news is* at 8 o'clock.

News и *money* **всегда** употребляются с глаголом в единственном числе.

4 Let me give you *some advice*.
 That's a nice *piece of furniture*.

Перед неисчисляемыми существительными (*accommodation, vocabulary, information, luggage, money*, т. д.) обычно употребляется *some* или *a piece of*, чтобы показать количество.

5 He has bad *teeth*, so he is always going to the dentist.
 How many *sheep* can you see in that field?

Некоторые существительные образуют особую форму множественного числа (*child — children, foot — feet, mouse — mice, leaf — leaves*, т. д.). У отдельных существительных формы единственного и множественного числа совпадают (*fish, salmon, spacecraft, series*).

6 This *crisis* is like all the *crises* that were before it.

У заимствованных существительных форма множественного числа образуется особым образом (*criterion — criteria, phenomenon — phenomena, diagnosis — diagnoses*, т. д.).

7 Those *trousers are* too long for you.

Некоторые существительные имеют форму только множественного числа (*jeans, shorts, scissors, glasses, clothes*, т. д.).

16 THE ARTICLE

16.1 The definite and zero articles

| | |
|---|--|
| <p>1 How did <i>life</i> begin? <i>Bread</i> tastes best when it is fresh. We should respect <i>nature</i>.</p> | <p>Артикли не употребляются с неисчисляемыми и абстрактными существительными.</p> |
| <p>2 My parents go to <i>church</i> every Sunday. (= ходят на службу) Most students don't go to <i>college</i> on Sundays. (= не учатся)</p> | <p>Артикли не употребляются с существительными <i>church, school, prison, university, college, class, hospital</i> и т. д., когда речь идёт о действии/событии, которое традиционно происходит в этих местах.</p> |
| <p>3 <i>Lake Ontario</i> is in Canada. <i>Mount Everest</i> is the highest mountain in the world.</p> | <p>Артикли не употребляются с названиями стран, парков, отдельных гор/горных вершин, озёр, континентов, отдельных островов, месяцев, праздников, приёмов пищи и в устойчивых выражениях.</p> |
| <p>4 in April, on Monday, at night</p> | <p>Большинство выражений времени употребляются без артикля.</p> |
| <p>5 <i>the Pacific Ocean, the Thames, the British Museum, the Tower of London</i></p> | <p>Определённый артикль the употребляется с названиями рек, морей, океанов, горных цепей, пустынь, групп островов, музеев/галерей, достопримечательностей, кинотеатров/театров, музыкальных инструментов (с глаголом <i>play</i>), танцев, фамилиями семей, прилагательными в превосходной степени.</p> |
| <p>6 <i>all the time, most (of the) boys, twice the amount</i></p> | <p>После устойчивых выражений с <i>all, double, most of</i> употребляется определённый артикль.</p> |

16.2 The indefinite article

| | |
|--|--|
| <p>1 My sister wants to become <i>an</i> astronaut. Winston Churchill was <i>an</i> Englishman.</p> | <p>Неопределённый артикль a/an употребляется, когда речь идёт о принадлежности к профессии или национальности.</p> |
| <p>2 We sell about 90 mobile phones <i>a</i> month.</p> | <p>Неопределённый артикль a/an употребляется перед существительными в значении «в» или «за», когда речь идёт о периоде времени.</p> |
| <p>3 quite <i>a</i> good film, such <i>a</i> fool What <i>a</i> lovely day!</p> | <p>Неопределённый артикль a/an употребляется после <i>half, quite, such</i> и часто после <i>rather</i>. Он также употребляется после <i>what</i> перед исчисляемыми существительными в восклицательных предложениях.</p> |

17 COMPLEX SENTENCES

| | |
|--|--|
| <p>1 People are <i>so</i> afraid of nuclear power <i>that</i> they won't build a new atomic power station. There is <i>such a</i> fear of radiation <i>that</i> nobody wants to live near it.</p> | <p><i>So</i> (+ прилагательное) и <i>such</i> (+ прилагательное и существительное; + существительное) употребляются для усиления значения качества объектов/предметов.</p> |
|--|--|

2 *(In order)* to stop global warming we must reduce the size of our carbon footprint. Go to bed early, *so that* you are fresh in the morning.

3 *Unless* you tell her to switch the lights off, she'll never think of it. (Если/Пока не скажешь ей выключить свет, она этого не сделает.)

4 Some people say that *whatever* we do we can't really stop global warming. *Whoever* thinks that is mistaken. In my opinion, we must do all we can, *however* little it may be.

5 Tom has already learned to drive, *although* he is only just old enough to have a licence. *However*, his older brother is not at all interested in learning to drive.

6 *Despite* the traffic jams, he always gets to college on time.
In spite of having the right qualifications, they didn't offer him the job.

7 *As* Carol has been ill, we should help her. *Since* we've got no money, we can't buy a car.

We stayed at home *because* it was raining. We stayed at home *because of/due to* the rain.

In order to или *so that* объясняют цель или причину действия. Они часто заменяются только *to*.

Unless = Если/Пока ... не

Whoever (кто бы ни), *whatever* (что бы ни), *however* (как бы ни), *whenever* (когда бы ни), *wherever* (где бы ни) употребляются обычно в разговорной речи.

Although (несмотря на) и *however* (однако) употребляются для сравнения людей и предметов.

Despite (+ существительное или герундий) и *in spite of* (+ существительное или герундий) имеют одинаковое значение – «несмотря на». Они могут употребляться вместо *although* (*Although he had the right qualifications, ...*).

Обстоятельственные придаточные предложения причины вводятся союзами *as, since, because*.

Примечание: *because of* и *due to* являются предлогами и употребляются перед существительным.

18 DIFFERENT WAYS TO ADD EMPHASIS

1 *(отсутствие ударения)* He says he'll do his Maths homework now.
(с ударением) He says he *will* do his Maths homework now.

2 I couldn't answer some of the interviewer's questions. I felt *really/so/completely* stupid. He has *such* nice friends.

3 The work *itself* isn't difficult. You just need the right tools.
So I'm going to repair the motorbike *myself*.

4 *It was* me *who/that* told him about the party.
It was in the shopping mall *that* I first met my boyfriend.

Для усиления высказывания обычно используется следующее:

1. Ударение

Выделяйте слова в речи для усиления. Используйте полные формы вспомогательных или модальных глаголов.

2. Усилительные слова

Такие, как *really, so, such, completely, extremely* и др.

3. Возвратные местоимения

Myself, yourself/yourselves, themselves, itself, ourself/ourselves.

4. *It was ... + придаточное предложение*

Начинайте предложение с *It was (It's) ... that/who ...* для усиления существительного или местоимения.

| | |
|--|---|
| <p>5 Never <i>have I seen</i> so many people. (В жизни не видел так много людей!) Never <i>did I hear</i> such a thing! <i>Rarely have I been</i> so angry.</p> | <p>5. Инверсия В официальном английском языке некоторые наречия употребляются в начале предложений. Такое явление называется инверсией, меняется порядок слов в предложении: подлежащее ставится после вспомогательного глагола.</p> |
| <p>6 (отсутствие ударения) I think you should talk to your teacher. (с ударением) I <i>do</i> think you should talk to your teacher. <i>Do</i> have another biscuit.</p> | <p>6. Do/does/did Употребляйте <i>do/does/did</i> перед основным глаголом для усиления предложения. Основной глагол в этом случае употребляется в форме инфинитива без <i>to</i>. Просьбы и предложения выделяются таким же образом.</p> |
| <p>7 What I <i>like</i> about the film is the exciting ending. What I <i>did</i> was to keep my promise and not tell anybody what happened.</p> | <p>7. What Употребляйте <i>what</i> в начале предложения, чтобы подчеркнуть главную мысль.</p> |

19 PHRASAL AND PREPOSITIONAL VERBS

19.1 Phrasal verbs

| | |
|--|---|
| <p>1 <i>Find out</i> /,faɪnd 'aʊt/ what a person likes. I can't <i>work out</i> /,wɜ:k 'aʊt/ how this game works.</p> | <p>Фразовые глаголы состоят из глагола и наречия/предложного наречия. Ударение ставится на наречии.</p> |
| <p>2 On the way home the car <i>broke down</i> (сломалась) and a fire <i>broke out</i> (вспыхнул). He <i>broke up</i> (расстался) with his girlfriend last week. The police <i>broke up</i> (прервала) the meeting.</p> | <p>Фразовые глаголы различаются по значению при использовании с ними разных наречий.</p> |
| <p>3 I <i>used up</i> all my carbon points last week. I <i>used</i> all my carbon points <i>up</i> last week.</p> | <p>Если у фразового глагола есть дополнение и это дополнение является существительным, оно может стоять до или после наречия.</p> |
| <p>4 My carbon points? Oh, I <i>used them up</i> last week. (неправильно: †used up them)</p> | <p>Если дополнение является местоимением, оно должно стоять перед наречием.</p> |

19.2 Prepositional verbs

| | |
|--|---|
| <p>1 The police are <i>looking into</i> the matter.</p> | <p>Значение предложного глагола понятно из значения его частей. Дополнение всегда употребляется после предлога.</p> |
| <p>2 Jeff was <i>looking at</i> her.</p> | <p>Местоимения всегда стоят после предлога.</p> |
| <p>3 What are you <i>laughing about</i>?</p> | <p>Предлог почти всегда употребляется в конце предложений.</p> |

20 USED TO + INFINITIVE, GET USED TO + NOUN OR GERUND

1 When I was younger, I *used to play* with my father every evening. It was the first thing he *used to do* when he came home from work.

Used to + инфинитив глагола употребляется для описания привычных действий (состояний), которые больше не случаются («бывало», «раньше», «когда-то»).

2 If the price of oil increases again, we will have *to get used to walking* to work. We can't afford to drive. I'm moving to Siberia. I'll have *to get used to a different climate*.

Get used to + существительное или герундий употребляется для описания привычек в значении «привыкнуть (к чему-либо)».

21 REFLEXIVE PRONOUNS

1 Jane is teaching *herself* Italian. I cut *myself* with a breadknife.

Возвратные местоимения (*myself, themselves*, и т. д.) относятся к подлежащему (Jane/I). На русский язык такие местоимения переводятся при помощи постфикса -ся или местоимения себя.

2 Jim hurt *himself*. (Джим поранился.)
Jim hurt *him*. (Джим ранил его.)

Обратите внимание на различия в использовании возвратных и личных местоимений.

22 SOME COMMON MISTAKES

1 I'm here ~~since~~ *for* the next four weeks.

Since употребляется при указании определённого момента времени, а *for* – при обозначении периода времени.

2 I ~~have~~ *sent* him an email last week.

Past simple употребляется, когда речь идёт о завершённом действии в прошлом.

3 She must ~~make~~ *do* a lot of swimming practice before the race.

Глагол *do* описывает занятия (хобби).

4 I didn't enjoy the party. I was very ~~boring~~ *bored*.

Прилагательные с окончанием *-ed* описывают чувства, эмоции или состояние человека. Прилагательные с окончанием *-ing* описывают качества, характеристики или свойства объекта/предмета.

5 We arrived ~~to~~ *at* the station.

Предлог *at* обычно употребляется с названиями места/местоположения.

6 Will you ~~learn~~ *teach* me better English?

Глагол *teach* означает «учить», «давать знания».

7 I ~~'m thinking~~ *think* you are wrong.

Глагол *think* в значении «думать» (то есть иметь мнение) не употребляется с окончанием *-ing*.

8 You have to help me ~~understanding~~ *(to) understand* this problem.

После глагола *help* употребляется дополнение + инфинитив глагола с *to*. В современном английском языке *to* можно опустить.

| | | |
|-----------|--|--|
| 9 | I like this song more well <i>better</i> than that one. | Сравнительная степень прилагательного <i>good</i> и наречия <i>well</i> — <i>better</i> . |
| 10 | At weekends I have much <i>a lot of</i> time. | <i>A lot of</i> обычно употребляется в утвердительных предложениях. |
| 11 | I am watching <i>have been watching</i> that man for the last hour. | Present perfect progressive употребляется, когда речь идёт о действиях, которые начались в прошлом, продолжаются в настоящем и будут продолжаться далее (часто с <i>since</i> или <i>for</i>). |
| 12 | Let's meet and talk rather as <i>than</i> just write emails. | После <i>rather</i> употребляется <i>than</i> . |

Quiz score (Module 8, p. 114)

| | | | |
|-------------------|--------------|--------------|--------------|
| Question 1 | A = 2 points | B = 3 points | C = 1 point |
| Question 2 | A = 1 point | B = 3 points | C = 2 points |
| Question 3 | A = 2 points | B = 1 point | C = 3 points |
| Question 4 | A = 1 point | B = 2 points | C = 3 points |
| Question 5 | A = 2 points | B = 3 points | C = 1 point |
| Question 6 | A = 2 points | B = 1 point | C = 3 points |
| Question 7 | A = 3 points | B = 2 points | C = 1 point |

17–21 points

Wow! No one cares more than you, right? A fair world, human rights, peace – all these things are really important to you. If you think something is unfair, you speak out and you work hard to change things. We're impressed! You have your own opinions and you want everyone to agree with you. Hmm, just a minute! We're not saying you're bossy, but ... Our advice to you: It's great that you care so much, but remember that it's important to listen to other people too. If you want to change someone's opinion, you can't just shout, "How stupid. You can't possibly believe that!" You might be more successful if you say in a calm way, "That's an interesting argument. I see what you mean, but ..." Try it!

12–16 points

You care a lot and you try to do as much as you can to make the world a better place. Like most people, you know that you probably could do more. But sometimes you think: "The problems in the world are just too big and I am too small. I can't change the world." Our advice to you: If you don't like something, it is important to speak out. You can make a difference!

7–11 points

You probably think you already know what your result says. You've heard it a million times: Young people are lazy ... they only think about themselves ... they're not interested ... they just don't care. Is it true? We don't think so. You're just a normal teenager! You care about lots of things: sport, fashion, friends, family, music, going out, having fun. Of course, you want the world to be a better place, but you think no one listens to your generation. Our advice to you: Remember it's your world too. When things happen that you don't like, it's important to speak out and get involved.



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