

# Английский для учебы и жизни. Чему и как учить в старшей школе (на материале линии УМК Английский язык “Forward” (10-11))

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“Forward” (2-4) (5-9) (10-11) и “Forward+”(10-11)

**22 сентября 2021 г.**



# ЗАВЕРШЕННАЯ ЛИНИЯ УМК FORWARD, FORWARD PLUS ФЕДЕРАЛЬНЫЙ ПЕРЕЧЕНЬ (приказ №766 от 23.12.2020)

Начальное общее образование

Основное общее образование

Среднее общее образование



1.1.1.2.1.8.1



1.1.2.2.1.5.1



1.1.2.2.1.5.4



1.1.3.2.1.4.1



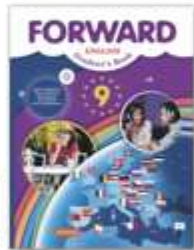
1.1.3.2.1.9.1



1.1.1.2.1.8.2



1.1.2.2.1.5.2



1.1.2.2.1.5.3



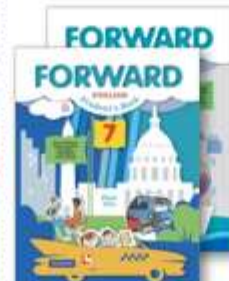
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1.1.1.2.1.8.3



1.1.2.2.1.5.3

# ФГОС СОО. Требования к предметным результатам освоения базового курса иностранного языка должны отражать:

- 1) сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;
- 2) владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;
- 3) достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями других стран, использующими данный язык как средство общения;
- 4) сформированность умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

# ОПТИМИЗАЦИЯ ПОДГОТОВКИ К ЕГЭ

## УСТОЙЧИВЫЙ МИФ:

- Необходимо тренироваться, надо выполнить как можно больше вариантов КИМ

## НА САМОМ ДЕЛЕ:

- выполнение заданий в формате ЕГЭ без последующего анализа и обсуждения БЕСПОЛЕЗНО
- НЕОБХОДИМА пошаговая подготовка в ходе освоения школьной программы, формирование под-умений
- НЕОБХОДИМ прогноз трудностей и анализ ошибок учащихся, работа над ошибками

# Реальный успех на экзамене обеспечивается

необходимым уровнем развития коммуникативной компетенции, что подразумевает:

- формирование умений в 4-х видах речевой деятельности и владение стратегиями разного рода аудирования и чтения;
- формирование устойчивых навыков использования лексических единиц и грамматических форм и конструкций в коммуникативно-значимом контексте

а также

- знакомством с форматом экзамена
- некоторой тренировкой в формате экзамена (выполнение инструкций, контроль за временем, заполнение бланков ответов, аудиозапись своего ответа и т.д.)

# ПРИ ЭТОМ НАДО УЧИТЫВАТЬ

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Особенности современных подростков:

- клиповое сознание
- обязательная визуализация
- short attention span (короткая продолжительность концентрации внимания)
- multiple intelligences (множественность типов интеллекта)

Read, listen and talk about success and achievements, work and education.  
**Practise** Third Conditional; *I wish; if only*.  
**Focus on** giving advice; *had better*.  
**Write** an application form.

## GRAMMAR AND READING

- 1 Read the article and look at the life map. Which path did Hardeep take?
- 2 Read the article again and answer the questions.
  - Why did Hardeep feel lonely as a teenager?
  - Why did she become interested in art?
  - Why didn't she go to her college interview?

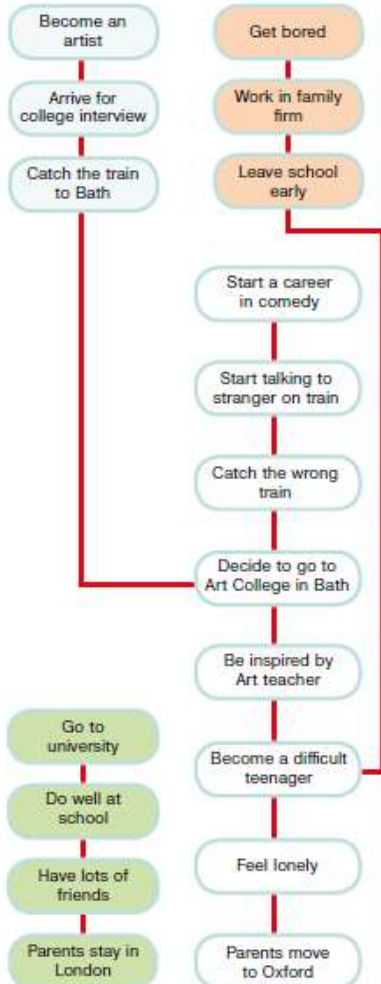
### [ FIRST STEPS ]

## Happy Accidents



Hardeep Sidhu is one of Britain's top women comedians. She is appearing this week at the Buxton Comedy Festival.

When I was twelve, my parents moved out of London to a small village near Oxford. I was the only Asian girl in my school and I suddenly felt a bit lonely. I became a typical 'difficult' teenager – I hated school and I thought all the world was against me. But two important things happened. I realised that being funny was the best way to make friends. Perhaps if we'd stayed in London I would never have learned how to be funny! And then I had a brilliant Art teacher, Mrs York, who encouraged me to go to Art College. I would probably have left school as early as possible, if I hadn't met her. However, on the day of my college interview in Bath, I woke up late. I left the house wearing two odd shoes and didn't notice that my bottle of chocolate milk had spilled all over the paintings in my bag. Then when I finally got to the station I got on the wrong train! Who knows ... if I had gone to Bath that day I might have become a professional artist. But I went to Swindon instead! I told the woman next to me on the train about what had happened and she sat and cried with laughter. It turned out she was the producer of a comedy programme on the radio. To cut a long story short, I got an invitation a week later to attend an audition for the show ... and the rest, as they say, is history! I'm very lucky – my life has been full of happy accidents!



**START**

### Work it out

- 1 Look at the sentences and answer the questions.
  - a I would have left school as early as possible if I hadn't met her.
  - b If I had gone to Bath that day, I might have become an artist.
- 2 Do these sentences talk about the past, present or future?
- 3 Did these things happen in Hardeep's life?
- 4 What tense is used after *if*? What form is used in the other clause?

### Check it out

#### Third Conditional

We use the Third Conditional to talk about a situation that had a chance of happening in the past but it didn't happen.

The condition	The result
<i>if</i> + Past Perfect.	<i>would/could/might/should/have</i> + Past Participle

If I **had gone** to Bath that day, I **might have become** a professional artist. (but I took the wrong train)  
 I **would have left** school early if I **hadn't met** her. (but she encouraged me to go to college)

- 1 Look at the life map in Exercise 1 again and complete the sentences. Use the Third Conditional.
  - 1 If Hardeep's family had stayed in London, she \_\_\_ (had) lots of friends.
  - 2 She probably \_\_\_ (go) to university if she had stayed in London.
  - 3 She wouldn't have become a difficult teenager if she \_\_\_ (not feel) lonely.
  - 4 If Hardeep hadn't had an amazing teacher, she \_\_\_ (become) interested in Art.
  - 5 If she hadn't become interested in Art, she probably \_\_\_ (work) in the family business.
  - 6 She probably would have got bored if she \_\_\_ (work) for the family business.
  - 7 If she had caught the right train, she \_\_\_ (arrive) for her college interview.
  - 8 She wouldn't have become a top comedian if she \_\_\_ (not start) talking to the woman on the train.
- 2 **Think Back!** Match sentences 1–3 with contexts a–c. Identify the First, Second and Third Conditional.
  - 1 If I had time, I would learn more English.
  - 2 If I work hard, I will pass all my exams.
  - 3 If I had worked harder, I would have passed my exams.

- a A situation in the past that didn't happen.
- b A situation that has a good chance of happening in the future.
- c A situation that is unlikely to change now or in the future.

- 2 Complete the sentences with First, Second or Third Conditionals.
  - 1 I learnt a lot at university. But I \_\_\_ (not graduate) if my parents \_\_\_ (not help) me financially.
  - 2 Don't panic! If we \_\_\_ (leave) now, we \_\_\_ (still get) there on time.
  - 3 I doubt I'll get that job – and perhaps it's a good thing, too. If I \_\_\_ (get) the job, I \_\_\_ (have to) move to London.
  - 4 Our day out has been a complete disaster. If I \_\_\_ (know) it was going to be so horrible, I \_\_\_ (stay) at home.
  - 5 I don't know why you always listen to loud music when you're revising. If you \_\_\_ (concentrate), you \_\_\_ (remember) more.
  - 6 It's your own fault that you failed. If you \_\_\_ (not play) computer games all night, you \_\_\_ (pass).

- 3 Complete the texts with the correct form of the verbs in brackets.

#### Picasso, Pablo

The great artist, Pablo Picasso, believed that his success was thanks to his parents. 'Would I have become an artist if my father <sup>1</sup> \_\_\_ (not be) an art instructor? <sup>2</sup> \_\_\_ (I have) the same determination to succeed if I hadn't had such a strong mother?' he wrote. Indeed, Picasso's mother always believed Pablo would be a success at anything. When he was young she once told him, 'If you become a soldier, you' <sup>3</sup> \_\_\_ (be) a general; if you become a monk, you' <sup>4</sup> \_\_\_ (end up) as the Pope.' Instead he became Pablo Picasso, perhaps the painter of the twentieth century!

#### Einstein, Albert

Albert Einstein was perhaps the best-known scientist of the twentieth century. As well as his scientific work he also took an active interest in political and social problems. For example, in 1939 he wrote a letter to President Roosevelt encouraging the US to start building an atomic bomb. Later, when he found out about Hiroshima and Nagasaki, he changed his mind. 'If I <sup>5</sup> \_\_\_ (know), I <sup>6</sup> \_\_\_ (become) a shoemaker,' he admitted.

- 4 Complete the sentences to make them true for you and write two sentences of your own. Then compare your sentences with your partner.
  - 1 If I had got up an hour earlier today, I \_\_\_ .
  - 2 If I had never met \_\_\_ , \_\_\_ .
  - 3 I would never have read \_\_\_ if \_\_\_ .

Актуальное содержание

Визуальные опоры

Разнообразные задания

Лексика

и грамматика в контексте

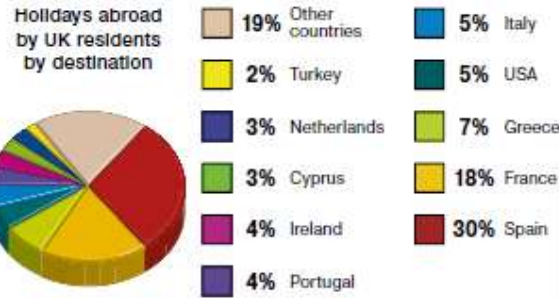
# Когнитивное развитие личности. Метапредметные умения

## Несплошной текст

## Визуализация

## Инфографика

## От рецепции – к продукции



Journeys by public transport in the UK 1970–2010 (In millions)

	1980	1990	2000	2010 (projected)
Total journeys	8,000	8,000	6,800	7,000
Bus	6,200	5,300	4,620	4,450 (63.5%)
Train	1,750	1,700	2,000	2,250 (32%)
Plane	50	100	180	300 (4.5%)

### SPEAKING

- 1 Work in pairs. Study the information in the pie chart and the chart and choose the correct words in the sentences in **Speak Out**.

#### SPEAK OUT | Interpreting statistics

##### Proportions

- About a **third** of British people who take holidays abroad go to **Spain/France**.
- **France/Greece** is visited by **7 percent (%)** of the holidaymakers.
- **Nearly one in five** go to **France/Italy**.
- **Most** travellers go to **Mediterranean/Northern European** countries.

##### Trends

- The **percentage** of passengers travelling by plane is **falling/rising**.
- The **number** of passengers has **gone down/up** from 50 million to almost 300 million in under thirty years.

- 2 Work in pairs. Study the statistics above and complete the sentences with the words/phrases in the box.

4% down falling one in twenty most nearly half rising up

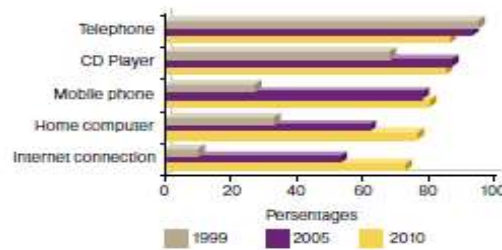
- 1 \_\_\_ British holidaymakers went to Italy.
- 2 \_\_\_ of the British who holiday abroad go to either Spain or France.
- 3 Portugal was visited by \_\_\_ of the holidaymakers.
- 4 \_\_\_ of the people who take public transport in the UK travel by bus.
- 5 The percentage of passengers travelling by bus is \_\_\_.
- 6 The number of train passengers has been \_\_\_ slowly.
- 7 The number of total journeys by public transport went \_\_\_ from 1980 to 2000 but it is expected to go \_\_\_ again.

### SPEAKING AND LISTENING

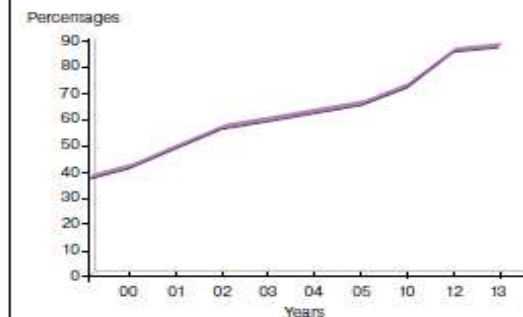
- 1 Look at the bar chart and the graph and answer the questions.

- 1 What information is given in each of them?
- 2 Which durable does not show a rising trend? Why, do you think?
- 3 Which of the durables do you think will be used less in the future? Why?
- 4 How many people have access to the Internet in Russia? Is the trend similar?
- 5 Did any of the trends in the chart and graph surprise you? Why?

1 Percentage of households with selected consumer durables, UK



2 Percentage of adults who access the Internet, UK



- 2 Listen to Maria talking about the bar chart and the graph. Note the four mistakes she makes.

Good progress?



- 3 Correct Maria's mistakes with the phrases below. Then listen and check.

less than half increased gradually tripled about twice as many had

- 1 The number of households with a telephone fell slightly between 1999 and 2005, whereas the number of mobile phones nearly doubled.
- 2 Five times more households had an Internet connection in 2005 than in 1999, and there was a similar increase in the number of home computers.
- 3 Between 2000 and 2002 there was a significant rise in the percentage of people who used the Internet, while between 2002 and 2005 the number stayed the same.
- 4 More than half the adult population used the Internet in 2005, compared with a small minority in 2000.

- 4 Use **Speak Out** to complete the gaps in sentences 1–4 about the chart and graph.

#### SPEAK OUT | Visual material: graphs/charts

##### Describing trends

- to rise/increase : slightly/gradually/ significantly/sharply
- to fall/decrease : rise/increase : in ...
- a slight/gradual/significant/sharp : fall/decrease
- (nearly/more than) halve/double/triple stay the same change very little
- twice as many ... as ... (X) times more/fewer ... than ...

##### Describing proportions

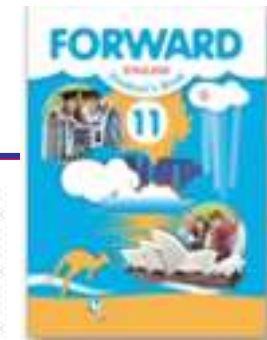
- (X) percent of (households) ...
- one in (five/ten/...) ...
- more/less than (a quarter/a third/half) of ...
- the (vast) majority/a (small) minority of ...

- 1 \_\_\_ of households had an Internet connection in 1999.
- 2 \_\_\_ households had a telephone than a mobile phone in 1999.
- 3 In 2010 the number of households having a CD player \_\_\_.
- 4 Between 2001 and 2002 the number of people who used the Internet \_\_\_.
- 5 Between 2010 and 2013 there was a \_\_\_ in the number of people who used the Internet.

- 5 Work in pairs. Use the language from **Speak Out** to talk about the bar chart on page 135.



# ОБУЧЕНИЕ ПИСЬМЕННОЙ РЕЧИ



www1.q and a.com

## Your Questions, Your Answers

We received hundreds of letters in reply to last week's question, which raised the issue of relationships that are threatened by differences. In this week's *Your Questions, Your Answers* read and decide for yourselves: Can relationships between opposites really work?

### LAST WEEK'S QUESTION

My boyfriend of six months is a committed Conservative, and is really excited about the coming election. I was eighteen last year so this is the first time I can vote – and I want to vote Labour. But every time I mention it, he either laughs and says, 'You can't be serious!' or loses his temper and walks out. He actually put a *Vote Labour – if you dare!* sticker on his car yesterday! I'm so angry I feel like breaking up, but for some reason I'm still crazy about him. What do I do?  
**Confused Opposite**

### REPLY 1

Dear Confused Opposite,  
**First of all**, I really sympathise with you – politics does seem to have this effect on people! At the same time, there's the saying 'opposites attract'. **But even though** there are some good arguments for this, **on the whole**, it's more than most of us can deal with! **While** it can be exciting to be with someone who's completely different to us, it doesn't seem to last very long. The excitement soon turns to conflict. **Moreover**, the time comes in every relationship when people disagree on an important issue. **Presumably**, you're scared he'll break up with you if you don't agree with him. **Unfortunately**, there are no easy answers to this. I think the only way to deal with it is to face it. You just have to say what you think and let him do the same. **Nevertheless**, remember that you don't have to give anyone an explanation about who you vote for – we all have the right to choose. **Therefore**, there are times when it's easier just not to discuss politics. **Since** this seems to be your problem, perhaps it's also your solution? **However**, if you decide to do this, you're also choosing to hide your feelings and opinions. **More importantly**, you're not allowing yourself to be the real you. I think it's time to ask yourself, 'Is this really the kind of relationship I want to be in?'  
**A well-wisher**

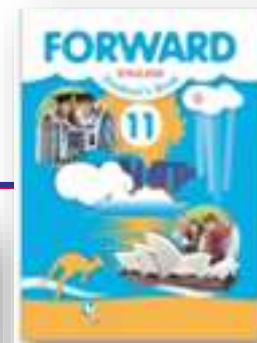
- 4 Study the highlighted linking words and phrases in Reply 1. Then write them in the correct category in **Train Your Brain**.

## TRAIN YOUR BRAIN | Writing skills

### Organising your ideas in a text

- **Order your points:** first/firstly/ <sup>1</sup>\_\_\_/to begin with, secondly, finally
- **Make a general point:** <sup>2</sup>\_\_\_, generally, generally speaking, in general
- **Add or emphasise a point:** <sup>3</sup>\_\_\_, in fact, furthermore, in addition, besides.
- **Introduce a contrasting clause:** <sup>4</sup>\_\_\_, <sup>5</sup>\_\_\_, in spite of this
- **Join two contrasting clauses:** <sup>6</sup>\_\_\_, <sup>7</sup>\_\_\_, although, though, but
- **Introduce a result:** <sup>8</sup>\_\_\_, as a result, consequently, so
- **Give a reason:** <sup>9</sup>\_\_\_, as, because
- **Express your attitude/viewpoint:** <sup>10</sup>\_\_\_, <sup>11</sup>\_\_\_, <sup>12</sup>\_\_\_, personally, apparently

# ОБУЧЕНИЕ ПИСЬМЕННОЙ РЕЧИ



5 Read Reply 2 and find all the linking words and phrases that are not acceptable. Sometimes both options are correct.

6 Read the two replies again and discuss the questions in pairs.

- 1 Do the writers agree with each other? Explain why/why not.
- 2 What opinion does each of them have?
- 3 Do you agree with either of them? Why? Why not?

7 Join the ideas using the linking words in brackets. You may need two sentences for some answers.

- 1 I know that opposites have lots of problems / they are much more fun (while)  
*while I know that opposites have lots of problems, they are much more fun.*
- 2 my parents vote for different parties / they never argue about politics (in spite of this)
- 3 I knew the Green Party wouldn't win / I voted for them (nevertheless)
- 4 you respect their values / it's difficult to disobey your parents (since)

## REPLY 2

Dear Confused Opposite,

<sup>1</sup> *To begin with/Firstly*, let me reassure you. Relationships between opposites are extremely common, even political opposites! <sup>2</sup> *Personally/Apparently*, it's the diversity of difference that creates the attraction. <sup>3</sup> *In fact/Besides*, learning to deal with differences has helped break many taboos in recent years. Western societies are more multicultural and people travel more.

<sup>4</sup> *Consequently/In spite of this*, attitudes have begun to change and become more tolerant.

<sup>5</sup> *Nevertheless/Though*, it's also true that a relationship of opposites is never easy!

<sup>6</sup> *Therefore/Furthermore*, you have to ask yourself if you and your Conservative have the ability to make yours work! <sup>7</sup> *Even though/Since* you're opposites, it can work if you have the ability to compromise. <sup>8</sup> *Finally/Presumably*, remember that part of what makes your 'significant other' attractive is that they have their own mind and opinions. <sup>9</sup> *so/in general* see this as a good thing and not a bad thing. Learning to deal with differences is what helps a relationship grow.

Good luck!

**Opinionated**



6 Work in pairs. Look at the photo and answer the questions.

- How old are the people? Where are they?
- What do you think they have in common? Do they have a good relationship with each other?
- What are the advantages and disadvantages of making friends with people from school/work?

7 **LISTEN** Listen and read. Identify the person being described in the photo in Exercise 6.

6 She looks as if she's in her late teens or perhaps early twenties. She looks very slim and she's quite short. She's got straight black hair, which is quite long. She's got dark playful eyes and a cute little nose.

She's wearing casual clothes – a blouse and baggy jeans – and she looks quite trendy. She looks like a student – perhaps in her last year of secondary school.

I think she looks nice but also a bit moody, actually! 9

8 Study **Speak Out** Read the text in Exercise 7 again and decide the order in which the things in bold below are mentioned.

### SPEAK OUT | Describing appearance

When describing a person:

Describe his/her **hair**. We usually mention adjectives in this order: general opinion/length/style/colour.

She's got **beautiful long dark hair**.  
He's got **short spiky hair**.

Estimate the person's **age**. 1  
He is **in his teens** but he **looks older**.  
She **looks as if she is in her early/mid/late twenties**.

She **looks middle-aged/elderly**.

Mention the person's **height/build/figure**. Try to use neutral, not negative, words.  
She's **quite tall and slim**. *skinny*

Mention any other **striking features**.  
He's got **dimples** and a **goatee beard**.  
She's got **dark, playful eyes** and a **small, cute nose**.

Mention the **general impression** this person makes.  
She **looks very well-dressed/scruffy**.  
She **looks like a student**.

Briefly describe **the clothes** he/she is wearing (or usually wears).  
She usually wears **casual/smart clothes**.  
He's wearing a **short-sleeved shirt and jeans**.

9 Choose another person from the photo. Describe him/her to your partner. Can your partner identify who it is?

10 Think of somebody you like very much. Write a description of him/her in about 200–250 words.

### SPEAK OUT | Justifying opinions

- 1 You have to admit that ...
- 2 You can't deny that ...
- 3 You have to bear in mind that ...
- 4 It goes without saying that ...
- 5 As far as I can see ...
- 6 I really don't see the point of ...
- 7 That might not necessarily be *good/the case* ...
- 8 The way I see it ...
- 9 The truth (of the matter) is ...
- 10 To be *frank/honest* ...
- 11 On the other hand ...

### SPEAK OUT | Avoiding silences

**Vague language:** when you can't remember or don't know a word or an amount.

What's it called?  
(a) kind of/sort of ...  
... and that sort of thing/and so on  
... or someone/something like that  
around (fifty)/a couple of ...

**Fillers:** when you need a moment to think.  
Um ... Like ... I don't know ...

# ОБУЧЕНИЕ УСТНОЙ РЕЧИ

### SPEAK OUT | Generalising

It is *said/believed/thought* that ...  
It is *generally/widely agreed/believed* that ...  
They tend to .../It tends to ...  
*People/They* have a tendency to ...  
There's a common belief that ...  
It is *usually/often* the case that ...  
*Broadly/Generally* speaking, ...  
On the whole,/In general,/As a rule, ...  
In their view, .../Apparently, ...

## SPEAKING SKILLS

1 Express two general opinions connected with topics 1–4. For each answer use the words/expressions in brackets.

1 Most young people nowadays are obsessed with diet and exercise.  
(common belief) \_\_\_\_  
(said) \_\_\_\_

2 A book is man's best friend.  
(generally agreed) \_\_\_\_  
(the case) \_\_\_\_

3 A feeling of belonging to a group is a very important aspect of a human's life.  
(tendency) \_\_\_\_  
(thought) \_\_\_\_

4 Vegetarians have found the secret of good living.  
(view) \_\_\_\_  
(whole) \_\_\_\_

# Дополнительное пособие по развитию умений устной речи “Effective Speaking”

## ? FAQ

**Что произойдёт, если мой ответ займёт меньше положенного времени?**

Если вы при этом выполнили задание полностью, полностью прочитали текст вслух или задали все положенные вопросы (задание 2) или раскрыли все пункты плана, используя 12–15 фраз (задания 3–4), то это не скажется на полученных баллах.

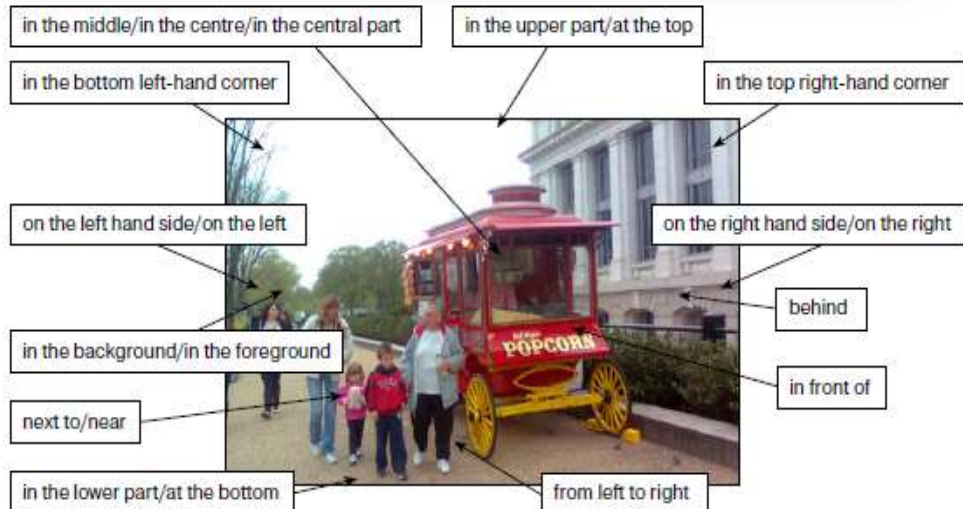
**Что произойдет, если мой ответ займёт больше положенного времени?**

Эта ситуация хуже, потому что запись вашего ответа прекратится и эксперт просто не услышит концовку.

после выполнения подготовительных упражнений все еще не совсем ясным, каким должен быть. Остальные тренировочные варианты рекомендуются для работы отдельно как варианты с выполнением.

Раздел «Образцы ответов» для тех старшеклассников, кто только готовится к экзамену, напоминает, что предложения являются наиболее эффективными, но не единственными. Возможно и наоборот, особенно это касается тех, кто даже в чтении не умеет расставлять знаки препинания при оформлении предложений.

Для задания 1 образцы прочтения текстов



## Образцы ответов

### Вариант 1

- 1) What teams are playing?/What teams are going to play?
- 2) How can I get to the stadium?
- 3) How much is the ticket? How much does the ticket cost?
- 4) Can I take photos during the game?/I can take photos during the game, can't I?
- 5) Are there any discounts for students?/Are there discounts for students?/Do you offer discounts for students?

### Вариант 2

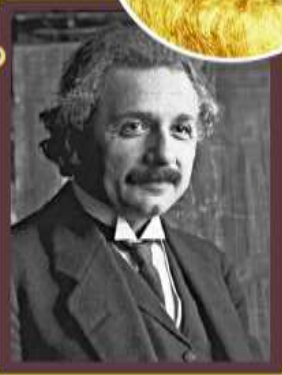
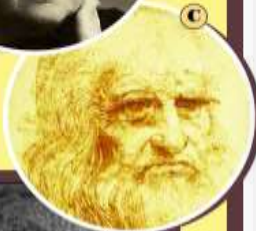
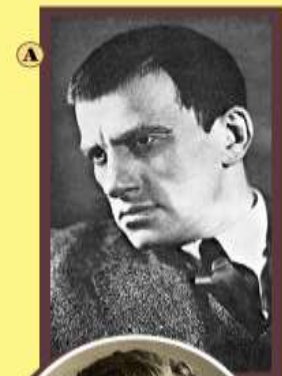
- 1) Do I need any special equipment?/Do you provide the equipment?
- 2) Do your instructors have enough experience?/Are the instructors experienced enough?
- 3) What is the price per jump?/How much does a jump cost?/How much do I have to pay for a jump?
- 4) What are the safety rules?/What safety rules do I have to follow?
- 5) How long is the course for beginners?

### Mind the trap!

Фразы типа What about ... ? или I'd like to know ... недопустимы – они не являются прямыми вопросами.



# ФОРМИРОВАНИЕ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ



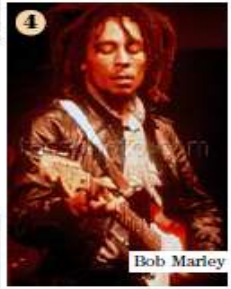
Virginia Woolf



Mahatma Gandhi



Sigmund Freud



Bob Marley



Albert Einstein



Stonehenge in England



# ФОРМИРОВАНИЕ СОЦИОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ

## DIALOGUE OF CULTURES 4

### AMERICAN CHARACTER

**Glossary** melting pot salad bowl descendants life expectancy mainstream culture subculture job-oriented culture business-oriented culture slacking avoid red tape show stamina the Mayflower pioneers frontier spirit

- 1 Read the Factfile. What two idioms describe the USA as a country where people with different ethnical, religious and other backgrounds live together? In groups, discuss what concepts these idioms reflect: cultural assimilation or cultural pluralism? Why do you think there's been a transition of concepts in the 21st century?

#### FACTFILE: US – MELTING POT or SALAD BOWL?

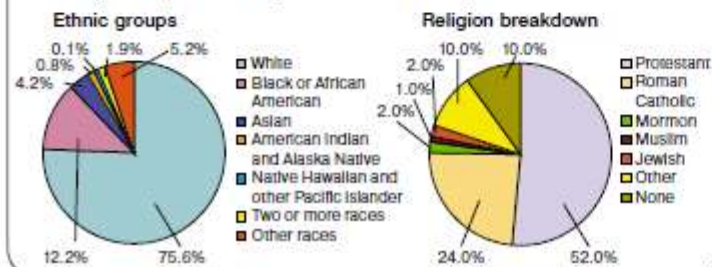
##### Immigration and diversity history

1.5 m native American Indians  
 1492 Columbus arrived, and more Europeans arrived for the next 200 years  
 1619 Africans arrived as slaves  
 1779 Independence from Great Britain  
 1847 Irish arrived due to Potato Blight (39 m descendants today)  
 1880 Jewish arrived (6.5 m today)  
 1865 Slaves made illegal  
 1963 Martin Luther King's historic speech 'I have a dream'

Current US population 298,444,215

Life expectancy ♂ 74.89 yrs

♀ 80.67 yrs



- 2 Use the pie charts to speak about the current diversity of the US.
- 3 Work with a partner. Study some observations made by visitors to the USA. For each point decide whether the same habits and ways are practiced in Russia.

#### American habits and lifestyle

- Americans love to spend time outdoors. People can play tennis, basketball or jog for recreation, walk in parks, do the gardening or hike.
- The national holiday, or the Independence Day of the USA, is celebrated on the Fourth of July. Since the weather is usually good, people tend to organize outdoor activities, such as parades, sporting events, picnics and, in the evening, fireworks displays.
- American 'small talk' is usually about sport.
- Americans hate queuing. If there is a line, an American will most likely leave and come another time.
- Most of the young people in America tend to move out of their parents' home as soon as they finish high school.
- It is not customary in America to drop into a friend's house because you are passing by. You are supposed to respect other people's privacy.
- Even if not shopping for anything, Americans enjoy looking at all options.
- When asked what they prefer to do Americans reply with a question 'What are my choices?'
- Americans don't like to waste time, they believe that 'Time is money'.
- Americans are socially active. Almost every city and town in the US has its social organizations that sponsor fund-raising activities, such as concerts, dinners, festivals to raise money for hospitals, schools and other charitable causes. One state – Tennessee – is nicknamed The Volunteer State.

### THE FIRE OF DANCE

- 7 Internet project work: 'May I Have This Dance?' Find some information about dances as a part of different cultures of the world. Prepare a presentation about one of them or get ready to speak about the Benefits of Dance. This site may help you: <http://library.thinkquest.org/TQ0313103/>.
- 8 Read the list of careers one can follow in the world of dance. What can people in these jobs do?  
 .....  
 dancer dance instructor choreographer dance therapist  
 fitness trainer make-up artist costume designer studio designer  
 lighting crew artistic administrator  
 .....



- 9 Crossing Cultures. In groups, discuss questions 1–3.
  - 1 How do such traditional dances as Barynya, Tsyganochka, Kamarinskaya or Yablochko represent Russian national character?
  - 2 Have you ever danced any of them yourself? If yes, describe the event when it happened and what you felt while dancing. If no, would you like to try any traditional dance? Why/why not?
  - 3 Which traditional dance of the people in your country would you choose to perform with foreign visitors to your school? What would you need to explain to the Western audience about this dance and the way to dance it?

## VOCABULARY AND WRITING

1 What kind of word is needed in each sentence? Complete the sentences using the words in capitals.

- Nobody expected them to \_\_\_ but they did! **SUCCESS**
- I haven't passed my driving test for the ninth time. I feel like a complete \_\_\_. **FAIL**
- Losing your privacy is a price you have to pay for \_\_\_. **FAMOUS**
- She \_\_\_ took her employers to court and won compensation. **SUCCESS**
- Your projects were excellent – you can all be very proud of your \_\_\_. **ACHIEVE**
- You're very talented, you know – you have an amazing \_\_\_ to predict problems. **ABLE**

2 Put the verbs or phrases in the correct group.

- not be up to the task  
do well (in a test, at school ...)  
mess up (an exam, an interview ...)  
do badly (in a test ...) flunk (an exam)  
pass (an exam)

Succeed	Fail

3 Choose the verb(s) or phrases which collocate with these words.

- achieve fulfil miss  
make the most of overcome

- 1 \_\_\_ an ambition  
2 \_\_\_ a dream  
   \_\_\_ an aim

- 4 \_\_\_ a chance  
5 \_\_\_ an opportunity

- 3 \_\_\_ a difficulty  
   \_\_\_ a problem  
   \_\_\_ an obstacle  
   \_\_\_ a disability  
   \_\_\_ a fear/phobia

4 Work in pairs. Choose two topics and take turns to talk about them.

- Talk about a time when you:
- fulfilled a dream
  - missed an opportunity to do something
  - messed up something badly
  - made the most of an opportunity
  - felt proud of your achievements.

Success!

01

## OUTREACH

Application for the post of

### Team Leader (Summer Holiday Camp)

1 Please give details of any personal qualities which you think you could bring to the job.

I believe my two biggest qualities are patience and the '\_\_\_' to get on with people. I also consider myself very hard-working.

2 Please give details of any recent achievements (either academic or personal).

Last year I '2' \_\_\_ my ambition of being the first girl in my college to get a diploma in motor mechanics. During my last holiday I '3' \_\_\_ my fear of heights when I went bungee jumping with friends. I believe these examples show that I am not afraid of challenges and I always try to '4' \_\_\_ any obstacles I meet in life.

6 Complete the application form in Exercise 5 to make it true for you. Use the vocabulary on this page and on page 39.



# Функциональный подход к обучению лексике и грамматике

## От рецепции – к продукции

## Создание на уроке коммуникативных ситуаций, требующих обмена информацией

5 **TOBI** Study **Speak Out**. Then listen and complete Natalie's sentences with a phrase from the box.

### SPEAK OUT | Giving advice

You'd better (+ infinitive)  
You ought to ...  
If I were you, I'd ...  
You should ...  
It's worth + -ing  
It's a good idea to ...  
You might find it useful to ...  
Why don't you (+ infinitive) ... ?  
Remember to ...

- When you meet somebody for the first time \_\_\_ introduce yourself first.
- \_\_\_ trying to memorise at least one detail about them.
- \_\_\_ make notes on little cards.
- \_\_\_ make more of an effort to keep up-to-date with what's going on.
- \_\_\_ start reading a few film reviews at least.
- \_\_\_ smile a lot and speak ...
- \_\_\_ just be yourself?

### Mind the trap!

You'd better (= you had better) is very strong advice. It means we don't expect the listener to ignore it!  
Its meaning is close to 'you definitely have to'.

Somebody's stolen my wallet.  
You'd better contact the police.

6 Work in groups. Imagine that you work as a personal coach. Use **Speak Out** and try to give at least two pieces of advice for each situation.

What advice would you give to someone who ...

- wants to make a good impression on a first date?
- has problems remembering appointments and birthdays?
- wants to earn some extra money to be able to go on holiday?
- needs to find out some information on Einstein for a class presentation?
- is having problems keeping up with English lessons?
- wants to make a good impression for a college/job interview?
- has just had a serious argument with their boyfriend/girlfriend/sister?
- feels bored in the evenings?
- is addicted to computer games?
- can't wake up in the mornings?

# Интерактивное освоение грамматики (коммуникативно-когнитивный подход)

Учащиеся сами формулируют правило, пытаются через контекст осмыслить новое грамматическое явление, определить его форму и выявить закономерности его употребления. Контекст должен быть однозначен, понятен и прозрачен.

(По Е.Н. Солововой)

## Work it out

6 Match statements 1–5 with definitions a–e.

- 1 We often email each other.
- 2 He's staying with us at the moment.
- 3 We're getting quite popular these days.
- 4 I come from Ireland.
- 5 Listen! He's playing the drums now.

- a a fact that doesn't change
- b a routine or a habit
- c something that's temporary
- d something that's changing
- e something that's happening now

7 Look at the texts in Exercise 2. Which tenses are used with these time expressions?

.....  
never often these days now always  
at the moment  
.....

## Check it out

### Present Simple and Present Continuous

We use the Present Simple for routines/habits and facts that don't change.

We often **email** each other. I **come** from Ireland.

**Time expressions:** never, often, sometimes, usually, regularly, always

We use the Present Continuous for things happening now, temporary situations and change and development.

He's **playing** the drums now.  
He's **staying** with us at the moment.  
We're **getting** quite popular these days.

**Time expressions:** at the moment, these days, now, this term/year

## Work it out

4 Put the underlined phrases from the adverts into the table below.

- 1 Are you tired of eating the same meals?
- 2 You don't need to use plates!
- 3 Do you keep throwing out stale bread?
- 4 Every meal can be special.
- 5 They make soup taste more appetising.
- 6 Heat in a saucepan before serving!
- 7 We're famous for using only the best.
- 8 Do you just hate washing-up?
- 9 The next time you feel like cooking something truly sensational ...
- 10 It's worth changing to Marvelbread.

### Verb patterns

We use the *-ing* form after:

- some verbs (*admit, avoid, fancy, miss, stop, practise, enjoy, imagine, ...*)
- verb + preposition/phrasal verbs (*succeed at, apologise for, dream about, think about, look forward to, give up, ...*)
- adjective + preposition (*good at, interested in, proud of, sorry for, ...*)
- some expressions (*after, by, instead of, when, I don't mind, I can't stand, without, ...*)

We use the infinitive with *to* after: *agree, allow, decide, expect, hope, learn, manage, offer, promise, refuse, seem, want, would like, ...*

We use the infinitive without *to* after:

- modal verbs (*must, might, will, should, ...*)
- other verbs with an object (*let, ...*)



## СТРАТЕГИЯ ВЫПОЛНЕНИЯ ЭКЗАМЕНАЦИОННЫХ ЗАДАНИЙ

В учебнике и рабочей тетради «Forward» для 11 класса представлены задания разных типов, исполняемых в едином государственном экзамене и международных экзаменах по английскому языку (например, PET, KET, FCE). Большинство национальных и международных экзаменов включают задания по аудированию (пониманию звучащей речи), чтению, грамматике и лексике, созданию письменных текстов. Выполняя задания рабочей тетради, вы сможете успешно подготовиться ко всем этим экзаменам и в первую очередь к ЕГЭ. Большую роль в подготовке к экзамену играет умение применять правильные стратегии выполнения разных заданий.

Далее, к заданиям, используемым в ЕГЭ по английскому языку, приводятся инструкции из контрольно-измерительных материалов. Следует отметить, что в экзаменационных материалах письменной части все инструкции даются на русском языке.

## ЕГЭ по английскому языку

### Письменная часть

Экзаменационная работа включает задания трёх уровней сложности: базового, повышенного и высокого. Задания базового и повышенного уровней не будут представлять большой сложности. Задания высокого уровня более трудные, они рассчитаны на учащихся, обучающихся по профильной программе (более 3 часов английского языка в неделю). Если во время экзамена вы испытываете затруднения с этими заданиями, не тратьте на них много времени. Выполняйте другие задания и вернитесь к трудным, выполнив более лёгкие задания.

В настоящее время экзаменационная работа по английскому языку состоит из четырёх разделов, включающих 40 заданий.

Раздел 1 («Аудирование») содержит девять заданий: два на установление соответствия и семь заданий на выбор одного правильного ответа из трёх предложенных. Рекомендуемое время работы — 30 минут.

Раздел 2 («Чтение») содержит девять заданий: два задания на установление соответствия и семь заданий на выбор одного правильного ответа из четырёх предложенных. Рекомендуемое время работы — 30 минут.

Раздел 3 («Грамматика и лексика») содержит 20 заданий: 13 заданий, требующих краткого ответа, и семь заданий на выбор одного правильного ответа из четырёх предложенных. При выполнении заданий, требующих краткого ответа, вы должны самостоятельно записать ответ в соответствующем месте работы. Рекомендуемое время работы — 40 минут.

Не забывайте переносить свои ответы в бланк ответов № 1 по окончании выполнения заданий каждого из этих разделов.

Раздел 4 («Письмо») состоит из двух заданий и представляет собой небольшую письменную работу (написание личного письма и письменного высказывания с элементами рассуждения). Рекомендуемое время работы — 80 минут. Черновые пометки можно делать прямо на листе с заданиями или можно использовать отдельный черновик. Как черновик, так и отдельные черновые пометки не проверяются и не оцениваются. Оценке подлежат только варианты ответа, занесённые в бланк ответов № 2.

Все бланки ЕГЭ заполняются яркими чёрными чернилами. Допускается использование гелевой, капиллярной или перьевой ручек.

Общее время проведения письменной части экзамена — 180 минут.

К заданиям, используемым в ЕГЭ по английскому языку, приводятся инструкции из контрольно-измерительных материалов. Следует отметить, что в экзаменационных материалах письменной части все инструкции даются на русском языке.

### Устная часть

В настоящее время устная часть ЕГЭ включает четыре задания — три базового уровня сложности и одно высокого уровня сложности.

Задание 1 — чтение вслух небольшого текста научно-популярного характера.

В задании 2 предлагается ознакомиться с рекламным объявлением и задать пять вопросов на основе его ключевых слов.

В задании 3 необходимо выбрать одну из трёх фотографий и описать её, используя предложенный план.

В задании 4 ставится задача сравнить две фотографии по предложенному плану.

Экзамен проводится в новой компьютеризированной форме без участия экзаменатора-собеседника. Задания и цветные фотографии предъявляются экзаменуемому на дисплее компьютера. Каждое последующее задание предлагается после окончания выполнения предыдущего задания. Во время ответа постоянно ведётся аудио- или видеозапись.

Время на подготовку к выполнению каждого задания устной части ЕГЭ — 1,5 минуты.

Общее время ответа одного экзаменуемого (включая время на подготовку) — 15 минут.

Постарайтесь полностью выполнить поставленные задачи, старайтесь говорить ясно и чётко, не отходить от темы и следовать предложенному плану ответа. Так вы сможете набрать наибольшее количество баллов.

## ОБЩИЕ РЕКОМЕНДАЦИИ

### ВСЕГДА

Внимательно читайте инструкцию! Стратегии выполнения заданий в рамках одного и того же вида речевой деятельности (аудирование, чтение, письмо, говорение) зависят от того, какая именно задача перед вами поставлена. В чтении и аудировании это может быть понимание общего содержания текста, поиск запрашиваемой информации или полное и детальное понимание текста. Ваш подход к выполнению этих заданий будет разным.

### НИКОГДА

Не волнуйтесь, если вы не всё поняли в звучащем или написанном тексте. Для того чтобы правильно выполнить задание, совсем не обязательно понимать каждое слово. Постарайтесь понять общее содержание текста и догадаться о значении незнакомых слов по контексту, по их морфемному составу или по аналогии с международными словами.

Не тратьте много времени на вопросы, которые вызывают затруднения. К ним следует вернуться позже, выполнив более лёгкие задания. Помните, что время работы на экзамене ограничено.

Не оставляйте ни одного вопроса без ответа. Если вы не знаете ответ — используйте догадку, она может оказаться верной. На уроке попросите учителя разобрать задания, которые вам было трудно выполнить. Позже, дома, проанализируйте причины своих ошибок/затруднений и потренируетесь выполнять подобные задания.

### ПОМНИТЕ

Многое зависит от вашей внимательности, умения понять инструкцию и следовать ей и от выбора правильной стратегии выполнения задания.

## АУДИРОВАНИЕ (понимание звучащего текста)

### Общие рекомендации

Внимательно прочтите инструкцию и вопросы задания до первого прослушивания аудиотекста. Постарайтесь понять, какого рода информацию вам надо извлечь из звучащего текста, чтобы ответить на эти вопросы.

При первом прослушивании просматривайте вопросы и отмечайте ответы, которые кажутся вам наиболее подходящими.

Перед вторым прослушиванием прочтите ещё раз все вопросы, особенно те, на которые не ответили во время первого прослушивания. Слушая запись второй раз, проверьте выбранные вами ответы и постарайтесь ответить на вопросы, которые вызвали затруднения при первом прослушивании.

Помните, что вопросы следуют в том же порядке, что и информация в аудиотексте. Однако последний вопрос может касаться общего смысла высказывания или общей идеи текста, поэтому важно понять текст в целом.

### Задания на установление соответствия (Matching)

Задание 1 раздела «Аудирование» ЕГЭ базового уровня сложности

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **A–F** и утверждениями, данными в списке **1–7**. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицы.

Если в задании нужно определить, кто произносит тот или иной монолог, сосредоточьтесь на фразах и словах, которые характеризуют говорящего (например, профессия).

Если нужно определить, где происходит тот или иной разговор, обратите внимание на фразы, связанные с местом действия. Иногда одна характерная фраза помогает выбрать правильный ответ.

Если нужно определить, какое из звучащих высказываний соответствует тому или иному утверждению из списка, постарайтесь сформулировать для себя основную мысль услышанного высказывания и затем подберите к нему подходящее по смыслу утверждение.

Если в задании требуется определить тип звучащего текста, следует обратить внимание на слова и выражения, характерные для того или иного типа текста, игнорируя избыточную информацию, содержащуюся в аудиозаписи.

### Задания «Верно — Неверно — В тексте не сказано» (True — False — Not stated)

Задание 2 раздела «Аудирование» ЕГЭ повышенного уровня сложности

Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** соответствуют содержанию текста (**1 — True**), какие не соответствуют (**2 — False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 — Not stated**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

Выбирая ответ, исходите только из той информации, которая даётся в звучащем тексте. Не пытайтесь привлечь свои общие знания, опирайтесь только на аудиозапись.

# РТ 10 - 11 класс

## Обобщение стратегий выполнения экзаменационных заданий



# ФГОС СОО. Требования к предметным результатам освоения углубленного курса иностранного языка должны включать

требования к результатам освоения базового курса и дополнительно отражать:

- 1) достижение уровня владения иностранным языком, превышающего пороговый, достаточного для делового общения в рамках выбранного профиля;
- 2) сформированность умения перевода с иностранного языка на русский при работе с несложными текстами в русле выбранного профиля;
- 3) владение иностранным языком как одним из средств формирования учебно-исследовательских умений, расширения своих знаний в других предметных областях.

# FORWARD+ . УГЛУБЛЕННЫЙ УРОВЕНЬ: Translation and Interpreting

Read, listen and talk about translation and interpreting.

Practise pronunciation accuracy.

Develop interpreter's memory skills and distinct pronunciation.

Focus on word meaning and dictionary definitions, adjectives describing people's professional qualities.

Write a job application.

## PROFESSION: TRANSLATOR/ INTERPRETER

### Glossary

translation – письменный перевод

interpreting – устный перевод

sign language – язык жестов (используемый глухонемыми)

source language – язык-источник (язык, с которого переводят)

target language – язык-цель (язык, на который переводят)

tongue twister – скороговорка

reference – зд. рекомендация (обычно требуется при приеме на работу)

1 Look at the pictures. What are these people doing? What are their professions? What other jobs require a good command of English?

2 What is meant by the phrase to have a good command of English? Give synonyms to this phrase.

3 What is the English for переводчик? Do you know any other Russian words which have two equivalents in English though they denote one and the same thing/object/person?



## TRANSLATING IDIOMS

1 Do you know what an idiom is? Study the definition below. Then read Hugo's and Ginny's profiles on page 131 and find an idiom in each of them. What do these idioms mean? How will you translate them into Russian? What will happen if the translator understands them literally?



Idioms are phrases and sentences that do not mean what they say. You cannot guess their meaning by knowing the meanings of the individual words. An idiom functions as a single unit with fixed elements and fixed word order.

2 Read the following text in Russian. Can you identify Russian idioms and sayings? How would you explain their meanings in English? What is the court interpreter's basic mistake here?

### Ошибки буквального перевода

В американском суде переводчик буквально перевел слова русской женщины, которую обвинили в краже курицы. Судья спросил ее, признает ли она себя виновной в краже. Женщина ответила: «Нужна мне ваша курица!». Переводчик ничтоже сумняшеся перевел: «Обвиняемая заявляет, что курица была ей очень нужна». Судья задал вопрос, давно ли она задумала украсть эту курицу. Женщина с возмущением ответила:

### Glossary

court interpreter – судебный переводчик

literal translation/word-for-word translation – буквальный перевод

3 In pairs, match English idioms (1–13) with Russian idioms having similar meaning (a–m). Explain the meaning of the idioms in English.



- 1 too many cooks spoil the broth
- 2 carrot and stick
- 3 a bull in a china shop
- 4 to rain cats and dogs
- 5 like two peas in a pod
- 6 in the twinkling of an eye
- 7 to burn one's boats
- 8 the heel of Achilles [ɔ'kiliz]
- 9 to cross the Rubicon [rubi'kɒn]
- 10 to cut the Gordian knot
- 11 to take the bull by the horns
- 12 Ariadne's [æri'ædniz] thread
- 13 to kill the goose that lays the golden eggs

- a взять быка за рога
- b Ахиллесова пята
- c как две капли воды
- d слон в посудной лавке
- e у семи нянек дитя без глаза
- f убить курицу, несущую золотые яйца
- g в мгновение ока
- h кнут и пряник
- i разрубить gordiev узел
- j нить Ариадны
- k лить как из ведра
- l шжечь корабли
- m перейти Рубикон

«Как же! всю жизнь мечтала!» Переводчик опять перевел буквально то, что услышал: обвиняемая мечтала украсть курицу уже давно. Судья снова спросил женщину: «Столо быть, вы признаете себя виновной в краже курицы?» На это женщина удивленно воскликнула: «Здравствуйте, я ваша тетя!» Озадаченный переводчик сообщил судье: «Обвиняемая утверждает, что приходится близким родственником господину судье».

A AN THE



## TRANSLATING ENGLISH ARTICLES

1 Think Back! In pairs revise the rules of using articles in English (use Check it out on pages 193–194 and page 71 of your Workbook) and translate the examples into Russian. Answer the questions.

- 1 Are there many cases when the indefinite article is translated into Russian in any way? What are they?
- 2 Do you know any other cases when an English article has some meaning which should be rendered in Russian?

2 In pairs, explain the use of articles in the sentences from Exercise 3 on page 132 and translate them into Russian. Note the cases where you have rendered the article into Russian in some way.

3 In pairs, explain the use of articles in the sentences from Exercise 2 on page 72 of your Workbook and translate them into Russian. Note the cases where you have rendered the article into Russian in some way.



# FORWARD+ . УГЛУБЛЕННЫЙ УРОВЕНЬ: Business Communication

## DESCRIBING A COMPANY

1 Andrew decides to learn more about the companies he has sent job applications to. He has found some information on the Internet, but his computer is playing tricks with him. Help Andrew and fill in the gaps with the words from the box. Then read the texts aloud.

provide accompany export employs bring provided manufacturing developing satisfying entertaining

2 Match the verbs with the nouns and use the collocations in sentences of your own describing some company. Some nouns collocate with several verbs.

manufacture provide employ sell abroad launch

- |                                     |                  |
|-------------------------------------|------------------|
| a new production line               | f cars           |
| b advice                            | g over 100 staff |
| c clothes                           | h services       |
| d furniture                         | i workforce      |
| e an innovative car model furniture | j a new type of  |

3 Find synonyms for the following words and phrases in Exercise 1.

- |                           |
|---------------------------|
| a to export               |
| b to offer                |
| c to introduce            |
| d to produce              |
| e to have staff/workforce |
| f to establish            |

4 Study **Speak Out** and give a talk about a real-life company.

### SPEAK OUT | Presenting a company

When giving a talk about a company remember to mention:

- **where it is**  
The company is based in ...  
The head office is in ...  
The branches are located in ...
- **products and services**  
The company manufactures/produces/makes ...  
The company provides ... services/assistance  
The company specialises in ...  
The company sells ...
- **size**  
The company employs/has a staff of ...  
The company has annual sales of ...

**Breaking News** is one of the oldest news agencies. Founded in 1927, the agency originally <sup>1</sup> the news items to newspapers. However, rapidly <sup>2</sup> modern media such as the radio, television and Internet changed the company profile. Today our correspondents <sup>3</sup> you the latest news from around the world, covering breaking news in business, politics, entertainment, technology, and more.



**Legal Services Ltd.** is one of the leading legal services companies in the UK with the head office in London. It started as a legal branch of a car <sup>\*</sup> company and became independent in 1937. It has branches not only in the capital but also in many cities and towns around the country. The company provides quality legal assistance efficiently and effectively. One of its major goals is to improve work environment in various jobs – make it safe, healthy, and <sup>6</sup>. The organisation <sup>6</sup> approximately 290 staff across fifteen offices.



**Dream Travel Agency** is a travel agency providing travel and related services. The company is based in London and has 25 branches in 15 countries. **Dream Travel Agency** has a workforce of about 800 employees. Our tour escorts are ready to <sup>7</sup> you on your business or holiday trip anywhere in the world. On a business trip, they will facilitate your business opportunities and help to <sup>8</sup> more of your products. On a holiday trip, they will <sup>9</sup> historical facts, dates and anecdotes in an <sup>10</sup> and informative way. They will make you feel at home at our partner hotels and business centres.



3 Mary started working as the shop manager in 2015. Here are some statistics about the results of her management. Suggest some illustrations for her presentation.

In 2014 the shop sold 300 potted plants.  
In 2016 the shop sold 1200 potted plants.



In 2014 the shop sold 900 bouquets.  
In 2016 the shop sold 2700 bouquets.

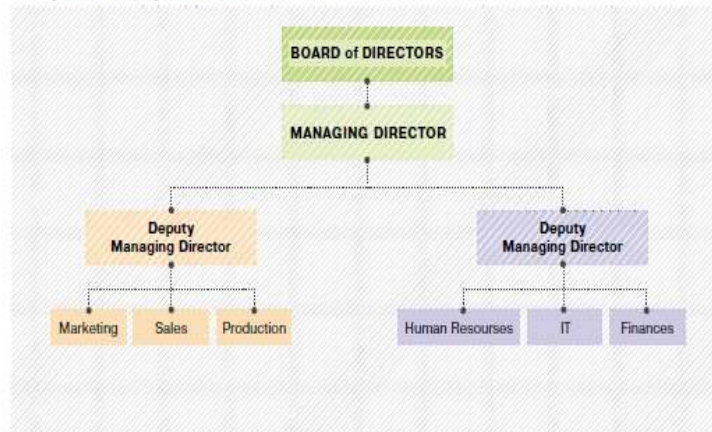
In 2014 the profit was \$20 000.  
In 2016 the profit was \$60 000.



4 The subject of Mary's presentation is 'The functions of a shop manager'. Revise the information about her job (page 45) and give a short talk on the subject using the visual material you have just prepared.

5 Mary's presentation was quite a success and she was offered a position in a large international company **Flora International**, which grows and sells plants and flowers all over the world.

Imagine that you are a representative of this company and tell Mary about it. What position would you offer her?



6 Surf the Internet and find statistics of a real life company. Describe it in words and give some visual material.

## WORK-LIFE BALANCE

1 Andrew has been really busy lately and he wants to have a rest. He plans a meeting with his friend Kevin at the weekend. Roleplay a telephone conversation of the two friends trying to find some time to meet by comparing their schedules. Student A is Andrew (look below), Student B is Kevin (look on page 191).

Andrew's schedule

Friday	Saturday	Sunday
9 am – 4 pm: office	9 am – 3 pm: freelance (IT company)	9 am – 4 pm: freelance (an excursion to Bath with Russian tourists)
5 pm – 6 pm: shopping		
7 pm – 9 pm: extra work (checking contracts)		

2 In pairs, roleplay telephone conversations in front of the class. Do the young men manage to settle the time for their meeting? Why not? What is wrong with Andrew's schedule?

3 You are going to read the text 'Work-life balance'. What do you think *work-life balance* means?

UNITS 4–5

BUSINESS COMMUNICATION 2

BUSINESS COMMUNICATION 2

75



## INTERVIEW FOR A JOB

1 Andrew is going to have his first job interview, and he is really nervous about it. His relatives and friends have given him some pieces of advice. In pairs, put them in order of importance (1 – most important), be ready to give reasons. Present the results of your discussion to the class, compare them with the opinions of your classmates.

- learn as much as possible about the company you apply to for the job
- write a strong CV
- dress appropriately
- think positively
- be confident
- be aware of your body language
- be on time

### Mind the trap!

*should* + simple infinitive = a piece of advice for the future.

You **should be** on time when having a job interview.

*should* + perfect infinitive = a reproach about wrong behaviour

Andrew **should have been** on time for his job interview. (He wasn't)

4 Listen to the interview again and make notes about the interviewer's questions.

5 Roleplay the dialogue.



# УЧИТЕЛЬ НА УРОКЕ

- Говорит по-английски!
- Выдерживает баланс между teacher talking time & student talking time.
- Широко использует коллективные формы работы (в парах, в малых группах).
- Четко понимает, в каких заданиях он добивается беглости, а в каких - четкости (вечная дилемма “fluency VS accuracy”).
- Не позволяет ученикам резко критиковать друг друга.
- Не боится признавать свои ошибки или незнание.

# УСПЕХОВ ВАМ И ВАШИМ УЧЕНИКАМ!

СПАСИБО ЗА ВНИМАНИЕ!

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