



БАЛТИЙСКИЙ
ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИМЕНИ ИММАНУИЛА КАНТА

А.А. Ворновская, И.А. Короленко

**ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТРЕНИНГ
В АСПЕКТЕ ПРОФЕССИОНАЛЬНОЙ
ЛИНГВИСТИЧЕСКОЙ ПОДГОТОВКИ**

IV КУРС

Учебное электронное издание

**Калининград
2026**

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Пособие представляет собой одну из частей учебно-методического комплекса к дисциплине «Практический курс английского языка» для студентов 4 курса направлений подготовки 44.03.05 «Педагогическое образование (с двумя профилями подготовки): Иностранный язык (английский) и Иностранный язык (по выбору)» и 45.03.02 «Лингвистика» (бакалавриат). Включает в себя задания на развитие лексико-грамматической компетенции, соответствующей уровню языковой подготовки C1. Материалы могут быть использованы в рамках аудиторных занятий или самостоятельной работы студентов.

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СОДЕРЖАНИЕ

Часть 1. Программа учебной дисциплины «Практический курс английского языка»	4
Пояснительная записка	4
Тематический план дисциплины «Практический курс английского языка».....	6
Содержание разделов лексико-грамматического тренинга	6
Список рекомендуемой литературы	8
Часть 2. Учебно-методические материалы лексико-грамматического тренинга	10
Модуль 1. Мир искусства.....	10
Модуль 2. Царство природы, вопросы защиты окружающей среды.....	25
Модуль 3. Психология человека.....	41
Модуль 4. Технологии в жизни человека	55
Модуль 5. Язык: культурный аспект	68
Список литературы	79

Часть 1

ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ «ПРАКТИЧЕСКИЙ КУРС АНГЛИЙСКОГО ЯЗЫКА»

Пояснительная записка

Дисциплина «Практический курс английского языка» является обязательной учебной дисциплиной при подготовке дипломированных специалистов по направлениям бакалавриата 44.03.05 «Педагогическое образование (с двумя профилями подготовки): Иностранный язык (английский) и Иностранный язык (по выбору)» и 45.03.02 «Лингвистика» и входит в блок базовых дисциплин лингвистического модуля (Б1.В.01.01). Данная дисциплина читается на 3—5-м курсах обучения в 5—10-м семестрах и завершается экзаменом в конце каждого семестра. Курс соответствует Государственному образовательному стандарту высшего профессионального образования и учебному плану указанных направлений подготовки. Предлагаемое учебно-методическое пособие является частью учебно-методического комплекса к дисциплине и включает в себя задания на развитие лексико-грамматической компетенции, соответствующей уровню языковой подготовки C1.

Цели лексико-грамматического тренинга.

Цель лексико-грамматического тренинга — освоение студентами тематики, предусмотренной программой, а также правил использования грамматических, лексических и структурных моделей в реальном речевом контексте. Это предполагает:

- ознакомление студентов с различными регистрами и функциональными стилями современного английского языка;
- формирование и развитие коммуникативной компетенции, обеспечивающей творческий подход в повседневном общении, в общественно-политической и научно-профессиональной сферах;
- формирование достаточного уровня владения профессиональным английским языком для осуществления письменного и устного информационного обмена;
- создание социокультурного и лингвистического контекста, дающего будущему специалисту знание языковых реалий;
- приобщение студентов к самостоятельной исследовательской работе над языком, развитие аналитического подхода к изучаемым языковым явлениям путем сопоставления их с соответствующими явлениями родного языка.

Задачи лексико-грамматического тренинга.

Задачами тренинга являются развитие и совершенствование практического владения системой английского языка, устойчивыми навыками и умениями иноязычного ситуативно-ориентированного общения применительно ко всем видам речевой деятельности (чтение, говорение, аудирование, письмо) в различных сферах речевой коммуникации, что предполагает:

- знание фонологических, лексических и грамматических закономерностей языка как системы;
- владение литературной нормой английского языка;
- умение выбирать и использовать стилистически целесообразные языковые средства в процессе продуцирования текстов различных типов;
- расширение, дифференциацию и активизацию словарного запаса (общегуманитарная и общенаучная лексика).

Тематический план дисциплины «Практический курс английского языка»

Раздел дисциплины	Вид учебной работы	
	Практические занятия	Самостоятельная работа
7-й семестр		
Модуль 1. Мир искусства	70	0,65
Модуль 2. Царство природы, вопросы защиты окружающей среды	72	1
8-й семестр		
Модуль 3. Психология человека	46	0,55
Модуль 4. Технологии в жизни человека	46	0,55
Модуль 5. Язык: культурный аспект	50	0,55

Содержание разделов лексико-грамматического тренинга

Модуль 1. Мир искусства.

1. Vocabulary: words connected with the performing arts; summarizing and evaluating vocabulary; music and entertainment; describing music.

2. Grammar: sentence completion; present and past tense review; state verbs; future tense review.

3. Reading and Use of English: CPE Parts 1—5.

4. Speaking: collaborative tasks — CPE Parts 1, 2.

5. Listening: CPE Parts 2, 4.

6. Writing: discursive essay — analyzing a model answer; planning and organization.

Модуль 2. Царство природы, вопросы защиты окружающей среды.

1. Vocabulary: word formation (verbs-nouns ending in *-ion*), animal sounds; phrasal verbs, animals; summarizing and evaluating vocabulary; food production; environmental issues; planning and organizing vocabulary.

2. Grammar: conditionals tense review; general verb phrases, phrases with *have*; prepositional phrases.
3. Reading and Use of English: CPE Parts 2, 3, 6.
4. Speaking: collaborative tasks — CPE Part 3 (individual long turn).
5. Listening: CPE Parts 1, 2.
6. Writing: discursive essay — summarizing and evaluating; article (analysis of introduction).

Модуль 3. Психология человека.

1. Vocabulary: DIY Psychology; compound nouns with *self*-; word formation (prefixes, suffixes); animal idioms; way to relax; vocabulary for sustaining a conversation.
2. Grammar: conditionals review; introductory and emphatic *it* and *there*; inversion.
3. Reading and Use of English: CPE Parts 2, 3.
4. Speaking: collaborative task CPE Parts 1, 2.
5. Listening: CPE Parts 1, 2.
6. Writing: discursive essay (summarizing and evaluating); summarizing skills.

Модуль 4. Технологии в жизни человека.

1. Vocabulary: My digital detox; use of metaphors; collocations; word formation with multiple suffixes; prepositional phrases; phrasal verbs with *up* and *down*; compound words; news and information; vocabulary for comparing.
2. Grammar: modals (obligation, necessity, advice and criticism, ability and possibility, probability and deduction).
3. Reading and Use of English: CPE Parts 3, 4.
4. Speaking: individual long turn CPE Part 3.
5. Listening: CPE Part 1.
6. Writing: report (presenting factual information, ensuring your answer is relevant).

Модуль 5. Язык: культурный аспект.

1. Vocabulary: literary devices, expressions using *brain, face, head, mind and wits*; phrases from W. Shakespeare; language for different types of reviews; vocabulary for different types of literature; careers and language use.

2. Grammar: multiple affixation; words with a similar meaning; confusable words; homophones.

3. Reading and Use of English: CPE Parts 1, 4, 5.

4. Speaking: collaborative task CPE Parts 1, 2.

5. Listening: CPE Part 2.

6. Writing: Review (organizing your ideas, useful phrases for describing and evaluating).

Список рекомендуемой литературы

Обязательная

1. *Практический курс английского языка. 4 курс : учебник для педвузов по специальности «Иностранный язык» / под ред. В. Д. Аракина. 4-е изд., перераб. и доп. М. : Гуманит. изд. центр ВЛАДОС, 2000.*

2. *Evans V., Dooley J. Upstream Proficiency : Student's Book. Express Publishing, 2002.*

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4. *Roderick M., Nuttall C., Kenny N. Expert Proficiency : Coursebook. Pearson : Person ELT, 2013.*

5. *Roderick M., Nuttall C., Kenny N. Expert Proficiency : Workbook. Pearson : Person ELT, 2013.*

Дополнительная

1. *Foley M., Hall D. My Grammar Lab Advanced C1-C2. Pearson : Person ELT, 2012.*

2. *Mann M., Taylore-Knowles S. Destination C1&C2. Macmillan Publisher Limited, 2008.*

3. *O'Dell F., McCarthy M. English Collocations in Use. Cambridge University Press, 2017.*

4. *Murphy R.* English Grammar in Use. Cambridge University Press, 2019.
5. *O'Dell F., McCarthy M.* English Idioms in Use. Cambridge University Press, 2017.
6. *O'Dell F., McCarthy M.* English Phrasal Verbs in Use. Cambridge University Press, 2017.
7. *O'Dell F., McCarthy M.* English Vocabulary in Use. Cambridge University Press, 2017.
8. *Vince M.* Advanced Language Practice. 3rd ed. Macmillan Publishers Limited, 2009.
9. *Cambridge University Press* : [офиц. сайт]. URL: http://www.cambridge.org/ru/elt/?site_locale=ru_ru (*ресурсы для студентов и преподавателей английского языка: мультимедиа, упражнения, тесты, планы занятий*). (дата обращения: 20.04.2026).
10. *Oxford Learner's Dictionary Online*. URL: <https://www.oxfordlearnersdictionaries.com> (дата обращения: 20.04.2026).

Часть 2

УЧЕБНО-МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ ЛЕКСИКО-ГРАММАТИЧЕСКОГО ТРЕНИНГА

Модуль 1. Мир искусства

Глоссарий для модуля 1.

A lucky break	Determination	Tatty
Hustle	Resilience	Sartorial
Mediocrity	Lousy	Ruthlessness
Jaded	Notorious	Jump to conclusions
Auditorium	Backstage	Curtain call
Adaptation	Playwright	Preview
Inevitable	Sedentary	Hark back
Passable	Thrive on	Hilarious
Discordant	Harmonious	Upbeat
Denouement	Flashback	Sequel
Play by ear	Ring a bell	Go for a song
Contortion	Confer	Cheesy
Spine	Falter	Verbal

Section 1.

Read the text and study the glossary.

This **painting** (Fig. 1), *Bathers at Asnières* by Georges Seurat, **illustrates** a typical scene of 19th-century **leisure** and the developing **industry** in this suburb of Paris. **In the foreground** a group of workmen are relaxing by the river; **in the distance** you can just see the factory where they probably work. Everyone is looking out at the river and ignoring each other, even the little dog in the **bottom left-hand corner**, we can sense the **warmth** of the summer's day in the **bright** sunlight, light colours, and **shadows**.



Fig.1

1 in the foreground / background

1 in the bottom left-hand corner

2 in the top right-hand corner

3 on the left-hand side

4 on the right-hand side

6 in the centre / middle of the picture



Fig. 2

Match these words in the glossary with definitions (Fig. 2):

Illustrate	Scene	Leisure
Industry	In the distance	Ignore sb / sth
Sense sth	Warmth	Bright

- to use pictures, photographs, diagrams, etc. in a book, etc.
- time when you are not working or studying; free time
- the people and activities involved in producing a particular thing, or in providing a particular service
- pay no attention to sb / sth
- get a feeling about sth that you can't directly see or hear
- a painting, drawing, or photograph of a place and the things that are happening there

- far away from you
- a pleasant heat
- having a lot of light

Give the definitions:

- Ignore —
- Leisure —
- Sense —
- Shade —
- Scene —
- Bright —

Complete the sentences with one word from each pair.

Warm / warmth	Bright / brightness	Just / even	Illustrate / illustration
Industry / industrial	Painter / painting	Shade / shadow	

1. He painted many _____ scenes of factories and factory workers.
2. The paintings _____ the friendship between the three women.
3. You can feel the _____ of the sun shining down on you.
4. You can see the _____ on the wall in the gallery.
5. People go swimming in the river, _____ in winter when it is cold.
6. It's so hot! Shall we go and sit in the _____.

Think about a painting you know and like. Discuss your answers with the group.

- 1) What's the name of the artist who painted it?
- 2) Do you know when it was painted?
- 3) What does the painting illustrate?
- 4) What do you like about the painting?
- 5) Do you do any painting or drawing yourself? If so, what do you do?

Section 2.

Study the material in Fig. 3 about the visual arts.

Throughout the centuries, people have tended to be suspicious of the new art movements of their period. At the end of the 19th century, for example, people were shocked by **Impressionism**¹, criticising its practitioners as careless **daubers**². Later, when faced with **Cubist**³ paintings, the public were puzzled by those too. The **Surrealists**⁴ were initially **deemed**⁵ crazy. **Op-art**⁶ was criticised because its **subject matter**⁷ was said to consist of nothing of significance. However, nowadays, liking **Surrealism**⁸ or Op-art is considered perfectly acceptable, and images from these **schools of art**⁹ appear everywhere, from posters to advertising campaigns. Perhaps because of the ubiquity of advertising, people tend to be more **visually literate**¹⁰ than they used to be, and so are perhaps **inured to**¹¹ surprises. Perhaps new movements in art will meet with less hostility in future.

1, 3, 4, 6, 8 —
types of artist
and schools
of art of the last
150 years
2 — someone who
paints quickly and
carelessly
5 — considered
(formal)
7 — content
9 — art movement
10 — educated
with regard to art
11 — not affected
by

Fig. 3

Match adjectives with their antonyms:

Original	Predictable
Impenetrable	Primitive
Priceless	Lowbrow
Skillful	Transparent
Thought-provoking	Unstimulating
Evocative	Pedestrian
Exquisite	Dreary
Highbrow	Worthless
Sophisticated	Clumsy
Challenging	Undemanding
Dazzling	Run-of-the-mill
Intriguing	Earnest
Peerless	Poorly done
Tongue-in-cheek	Uninspiring

Divide the adjectives into categories: usually positive associations / usually negative associations / negative or positive associations. Notice how words connected with art can be used when talking about literature.

The writer **paints** his hero in a fascinating **light**. Minor characters are more **shadowy** or **sketchy** but they are also **depicted** quite powerfully, even though the focus is, inevitably, on the two central characters. These are **portrayed** with great sensitivity. The heroine is particularly **colourful** and we see how her character is **shaped** and **moulded** by events. Some say the author **illustrates** his **motifs** in a black-and-white fashion, but the **image** he creates to **illuminate** the evils of slavery will remain with me forever.

The Art of Storytelling.

Step 1: Students choose one of the following art forms (or suggest their own):

- Painting (e.g., *The Starry Night* by Vincent van Gogh)
- Sculpture (e.g., *David* by Michelangelo)
- Music (e.g., *Symphony No. 5* by Beethoven)
- Dance (e.g., *Swan Lake* by Tchaikovsky)
- Theater (e.g., *Hamlet* by William Shakespeare)
- Film (e.g., *The Godfather* by Francis Ford Coppola)
- Literature (e.g., *1984* by George Orwell)

Step 2: Research and Reflect.

Students research their chosen artwork or artist and answer the following questions:

1. What is the historical or cultural context of the artwork / artist?
2. What is the meaning or message behind the artwork?
3. How has this artwork / artist influenced society or other artists?
4. Why did you choose this artwork / artist, and what do you find inspiring about it?

Step 3: Create a Story.

Students write a short story or script inspired by their chosen artwork or artist.

Example: If the student chooses *The Starry Night*, they could write a story about a person who enters the painting and explores the swirling sky. If the student chooses *Swan Lake*, they could write a modern retelling of the ballet set in a bustling city.

Step 4: Present and Discuss.

Students present their story to the class and lead a discussion about their chosen art form. They can:

- Share key points from their research.
- Read or perform their story.
- Ask the class questions to spark discussion (e.g., “How do you think art influences society?” or “What role does art play in your life?”).

Follow-Up Activities:

1. Art Exhibition: Create a classroom “art exhibition” where students display their stories alongside images of the artworks.

2. Debate: Organize a debate on a topic related to art, such as “Is art essential to society?”

Study the paintings (Fig. 4—6).

1) Analyze the artwork by answering the following questions:

1. What do you see in the artwork? (Describe the colors, shapes, figures, and setting.)

2. What emotions or ideas does the artwork convey?

3. What story do you think the artist is trying to tell?

4. How does the artwork make you feel, and why?

2) Write a short story or script inspired by the artwork.

• Imagine the story behind the artwork (e.g., what inspired the artist to create it). Reinterpret the artwork in a modern or futuristic setting. Explore the emotions or experiences of a character in the artwork. Imagine a conversation between the artist and a viewer.

The Starry Night by Vincent van Gogh



Fig. 4

Story Idea: A young artist struggling with self-doubt visits a museum and is transported into *The Starry Night*. As they explore the painting, they learn about creativity, resilience, and the power of art.

The Scream by Edvard Munch

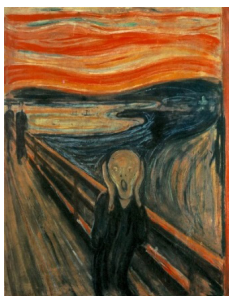


Fig. 5

Story Idea: A person walking home one evening suddenly hears a loud noise and feels overwhelmed by the chaos of the modern world.

Guernica by Pablo Picasso



Fig. 6

Story Idea: A survivor of the bombing of Guernica shares their story through the lens of Picasso's painting.

Section 3.

Revise the present tenses.

Present Simple.

1. *Words and phrases often used with the Present Simple:* always / usually / generally / often / sometimes / rarely / seldom / never / whenever / nowadays / these days / every now and then / that's the last time...

2. *When to Use the Present Simple.*

- **Habits and Routines:**

- Actions that happen regularly or repeatedly. Example: *She always drinks coffee in the morning.*

- **General Truths and Facts:**

- Statements that are always true or universally accepted. Example: *Water boils at 100°C.*

- **Permanent Situations:**

- Situations that are generally true or long-lasting. Example: *They work at a hospital.*

- **Fixed Arrangements and Schedules:**

- Timetables, programs, or schedules (e.g., for trains, movies, classes). Example: *The movie starts at 8:00.*

- **Feelings, Opinions, and States:**

- Verbs that describe states (e.g., *like, love, hate, know, believe, want*). Example: *She knows the answer.*

Present Continuous.

1. *Words and phrases often used with the Present Continuous:* now / right now / for now / currently / at the moment / for the time being / at present / today / this week...

2. *When to Use the Present Continuous.*

- **Actions Happening Now:**

- Actions that are in progress at the moment of speaking. Example: *I am reading a book right now.*

- **Temporary Situations:**

- Actions or situations that are happening around now but are not permanent. Example: *They are learning Spanish this month.*

- **Future Arrangements:**

- Planned events or actions in the near future (often with a time reference). Example: *She is flying to Paris next week.*

- **Changing or Developing Situations:**

- Situations that are in the process of changing. Example: *Technology is advancing rapidly.*

- **Annoyance or Irritation (with “always”):**

- To express irritation about a repeated action (often with *always* or *constantly*). Example: *They are constantly making noise.*

Present Perfect Simple.

1. Words and phrases often used with the Present Perfect Simple: since / for / before / already / yet / just / still / recently / so far...

2. When to Use the Present Perfect.

- **Unspecified Time Before Now:**

- Actions that happened at an unknown or unspecified time in the past. Example: *I have visited Paris.* (We don't know when.)

- **Experiences in Life:**

- To talk about experiences someone has had (or hasn't had) in their life. Example: *I have never been to Japan.*

- **Actions That Started in the Past and Continue to the Present:**

- Actions or situations that began in the past and are still true now (often with *for* or *since*). Example: *I have lived here for five years.* (I still live here.)

- **Recent Completed Actions with Present Relevance:**

- Actions that were just completed, and their results or effects are still relevant. Example: *I have just finished my homework.* (It's done now.)

- **Multiple Actions at Different Times:**

- Actions that happened multiple times in the past and may happen again. Example: *I have seen that movie three times.*

Present Perfect Continuous.

1. Words and phrases often used with the Present Perfect Continuous: since / for / just / all day...

When certain verbs are used to describe states, they are generally used in simple tenses rather than continuous tenses.

2. *When to Use the Present Perfect Continuous.*

• **Actions That Started in the Past and Continue to the Present:**

◦ To emphasize the duration of an action that began in the past and is still happening. Example: *I have been studying for three hours.* (I started studying three hours ago and am still studying now.)

• **Actions That Have Just Stopped:**

◦ To describe an action that was recently happening and has just stopped, often with visible results. Example: *He has been running.* (He is out of breath now.)

• **Temporary or Repeated Actions:**

◦ To describe actions that are temporary or have been repeated over a period of time. Example: *I have been going to the gym a lot lately.*

• **Focus on the Process, Not the Result:**

◦ To emphasize the ongoing nature of the action rather than its completion. Example: *I have been reading this book.* (Focus on the process of reading, not whether the book is finished.)

Write the verb in brackets in the correct form (present simple, present continuous, present perfect or present perfect continuous). Use contractions where possible.

1. She _____ (work) at this company for five years, and she still _____ (enjoy) every day.

2. I _____ (read) this book for hours, but I _____ (not finish) it yet.

3. He _____ (usually / go) to the gym after work, but today he _____ (meet) a friend for coffee.

4. We _____ (live) in this city since 2015, and we _____ (never / regret) our decision.

5. Look! The kids _____ (play) in the park. They _____ (be) there since this morning.

6. I _____ (not see) Tom recently. Do you know if he _____ (still / work) on that project?

7. They _____ (travel) around Europe for the past two months, and they _____ (visit) six countries so far.

Write the verb in brackets in the correct form (present simple, present continuous, present perfect or present perfect continuous).

1. She _____ (work) at this company for five years, and she _____ still _____ (enjoy) her job.
2. I _____ been _____ (read) this book for hours, but I _____ not _____ (finish) it yet.
3. We _____ (live) in this city since 2015, and we _____ never _____ (regret) our decision.
4. Look! The kids _____ (play) in the park. They _____ been _____ (be) there since this morning.
5. I _____ not _____ (see) Tom recently. Do you know if he _____ still _____ (work) on that project?
6. They _____ been _____ (travel) around Europe for the past two months, and they _____ already _____ (visit) six countries so far.
7. The train _____ (leave) at 6:00 PM, so we _____ been _____ (wait) at the station since 5:30.

Stative verbs describe states, feelings, or conditions rather than actions. They are typically not used in continuous tenses. Choose the correct form of the verb (Present Simple or Present Continuous) to complete each sentence. If both forms are possible, choose the one that fits the context best.

1. I _____ (think / am thinking) about what you said, and I _____ (believe / am believing) you're right.
2. She _____ (love / is loving) chocolate, but she _____ (not eat / isn't eating) any right now.
3. They _____ (have / are having) a party tonight, so they _____ (seem / are seeming) very excited.
4. He _____ (know / is knowing) the answer, but he _____ (not say / isn't saying) anything.
5. The cake _____ (taste / is tasting) amazing! Who _____ (make / is making) it?
6. I _____ (not remember / am not remembering) where I put my keys. _____ (you / see) them anywhere?
7. She _____ (own / is owning) a beautiful house, but she _____ (not live / isn't living) there at the moment.

Make up sentences with the following time words to illustrate different usages of Present Tenses in different sequences of events:

still / before / ever / for / just / so / until / yet / since / currently /
now / lately / recently / never / just / already.

Get ready to perform a collaborative task “The Time Traveler’s Diary”.

Imagine you are a time traveler who can visit any place in the world, in any time period—past, present, or future. However, there’s a catch: you can only stay in each time period for 24 hours, and you must write a diary entry about your experience using **present tenses**.

Instructions:

1. **Choose 3 different time periods** (e.g., Ancient Egypt, the present day, and the year 3000).

2. Write a **diary entry** for each time period (1 paragraph per entry). Each entry must include:

- **Present Simple** (for habits, facts, or general truths).
- **Present Continuous** (for actions happening now or around now).
- **Present Perfect** (for experiences or actions with a connection to the present).

3. Be as creative as possible! Describe what you see, hear, feel, and do in each time period.

Time Periods to Inspire You:

- Ancient Rome (gladiators, temples, and feasts)
- The Wild West (cowboys, saloons, and deserts)
- The 1980s (arcades, neon fashion, and rock music)
- The year 3000 (flying cars, robots, and futuristic cities)
- Present day in your hometown or a place you’ve always wanted to visit.

By the end of the task, you should have three diary entries that showcase your understanding of present tenses while flexing your creativity.

Section 4. Exam practice.

For questions 1—6, read the text below and decide which answer (A, B, C or D) best fits each gap.

Modern Art: A Revolution in Creativity

Modern Art, which emerged in the late 19th and early 20th centuries, marked a dramatic (1) _____ from traditional artistic conventions. Artists began to experiment with new techniques, materials, and perspectives, challenging the idea that art had to (2) _____ reality. Instead, they focused on expressing emotions, ideas, and abstract concepts.

One of the most influential movements of this period was Cubism, (3) _____ by Pablo Picasso and Georges Braque. Cubism rejected the notion of a single viewpoint, instead presenting subjects from multiple angles simultaneously. This fragmented approach to form and space (4) _____ the way for future abstract art movements.

Another key movement was Surrealism, which sought to explore the unconscious mind and dreams. Artists like Salvador Dalí and René Magritte created bizarre, dream-like scenes that defied logic and reason. Their work often (5) _____ viewers to question the nature of reality itself.

Modern Art also saw the rise of Abstract Expressionism in the mid-20th century. This movement emphasized spontaneity and emotional intensity, with artists like Jackson Pollock using unconventional methods, such as dripping paint onto canvases. These innovations (6) _____ the boundaries of what art could be, leaving a lasting impact on the art world.

1	A departure	B arrival	C return	D continuation
2	A reflect	B reject	C imitate	D distort
3	A pioneered	B destroyed	C ignored	D copied
4	A closed	B paved	C blocked	D removed
5	A encouraged	B forced	C allowed	D prevented
6	A expanded	B limited	C defined	D reduced

For questions 7—14, read the text below and think of the word which best fits each gap. Use only one word in each gap.

Charles Schulz: the man Behind Peanuts

Charles Schulz, the creator of the iconic comic strip *Peanuts*, was born in 1922 in Minneapolis, Minnesota. From a young age, Schulz showed a talent (7) _____ drawing, and his passion for comics grew as he got older. After serving in World War II, Schulz began working as a cartoonist, and in 1950, he launched *Peanuts*, which would become one of the most popular comic strips (8) _____ all time.

The characters in *Peanuts*, such as Charlie Brown, Snoopy, and Lucy, are beloved by millions of readers around the world. Schulz's ability to capture the humor and struggles of everyday life (9) _____ what made the strip so relatable. Despite its simple art style, *Peanuts* dealt with complex themes like loneliness, failure, and hope, resonating with both children and adults.

Schulz wrote and drew every *Peanuts* strip himself, (10) _____ missing a single deadline in nearly 50 years. His dedication to his work was unparalleled, and he often said that drawing comics was his way of communicating (11) _____ the world. Schulz's influence extended beyond comics; he also inspired countless artists and writers, and his characters became cultural icons.

Sadly, Schulz passed away in 2000, just hours before his final strip was published. (12) _____ his death, *Peanuts* continues to be celebrated and enjoyed by new generations. Schulz's legacy lives (13) _____ not only in his comics but also in the timeless messages of kindness, perseverance, and humor that he shared with the world. His work reminds us that even in the face of life's challenges, there is always room (14) _____ a little laughter.

Section 5.

Translate the following sentences into English using the vocabulary from the Module 1.

Катрина всегда мечтала быть в центре внимания. В школе она была звездой драматического кружка и проводила все сво-

бодное время на сцене. Склонность Катрины к публичным выступлениям привела к тому, что ее быстро заметили, когда она начала выступать профессионально. Она не упускала ни одной возможности получить главную роль в популярной новой постановке, способной привлечь внимание зрителей. Каково же было ее удивление, когда перед премьерой она почувствовала сильное волнение! Однако все ее друзья и родственники заверили ее, что вечер пройдет хорошо, — так и случилось. Зрители и критики полюбили ее, и ее карьера пошла в гору.

Модуль 2. Царство природы, вопросы защиты окружающей среды

Глоссарий для модуля 2.

Ravage	Clamour	Tributaries
Resurgent	Indigenous	Enmesh
Slaughter	Logger	Dredge up
Concession	Colonise	Disrupt
Integrate	Isolate	Contaminate
Deplete	Deteriorate	Irrigate
Legislate	Pollinate	Rehabilitate
Deterrent	Solidarity	Fret
Tweak	Sneaky	Stalk
Fungal diseases	Lifespan	Welfare concerns
Whistling	Saline	Famine
Alleviating	Devil-may-care	Festering
Rancid	Po-faced	Pipe up
Inferior	Permanent	Acutely

Section 1.

Study the materials about animal kingdom.

1. Animal Classifications.

These terms describe the main groups of animals based on their characteristics.

Mammal. Definition: A warm-blooded vertebrate animal that has hair or fur and produces milk to feed its young. **Example:** Humans, dogs, whales, and elephants are mammals.

Rodent. Definition: A small mammal with sharp front teeth used for gnawing, such as mice, rats, and squirrels. **Example:** Beavers are rodents known for building dams.

Reptile. Definition: A cold-blooded vertebrate with scaly skin, such as snakes, lizards, and turtles. **Example:** Crocodiles are reptiles that live in tropical regions.

Amphibian. Definition: A cold-blooded vertebrate that lives both in water and on land, such as frogs, toads, and salamanders. **Example:** The life cycle of a frog, from tadpole to adult, is a classic example of an amphibian.

Bird. Definition: A warm-blooded vertebrate with feathers, wings, and the ability to lay hard-shelled eggs. **Example:** Eagles are birds of prey known for their sharp vision.

Fish. Definition: A cold-blooded vertebrate that lives in water, breathes through gills, and has fins. **Example:** Salmon are fish that migrate upstream to spawn.

Invertebrate. Definition: An animal without a backbone, such as insects, spiders, and jellyfish. **Example:** Octopuses are highly intelligent invertebrates.

2. Animal Diets.

These terms describe what animals eat.

Carnivore. Definition: An animal that primarily eats meat. **Example:** Lions are carnivores that hunt other animals for food.

Herbivore. Definition: An animal that primarily eats plants. **Example:** Cows are herbivores that graze on grass.

Omnivore. Definition: An animal that eats both plants and meat. **Example:** Bears are omnivores that eat berries, fish, and small mammals.

Scavenger. Definition: An animal that feeds on dead or decaying organic matter. **Example:** Vultures are scavengers that eat the remains of dead animals.

Predator. Definition: An animal that hunts and kills other animals for food. **Example:** Sharks are apex predators in the ocean.

Prey. Definition: An animal that is hunted and eaten by another animal. **Example:** Rabbits are often prey for foxes and hawks.

3. Animal Behaviors.

These terms describe how animals act or interact with their environment.

Migration. Definition: The seasonal movement of animals from one region to another. **Example:** Monarch butterflies migrate thousands of kilometers each year.

Hibernation. Definition: A state of inactivity and metabolic depression during winter. **Example:** Bears hibernate during the cold months to conserve energy.

Camouflage. Definition: The ability of an animal to blend in with its surroundings to avoid predators. **Example:** Chameleons change their skin color for camouflage.

Symbiosis. Definition: A close relationship between two different species where at least one benefits. **Example:** Clownfish and sea anemones have a symbiotic relationship.

Nocturnal. Definition: Active during the night and sleeping during the day. **Example:** Owls are nocturnal birds that hunt at night.

Territorial. Definition: An animal that defends a specific area from others of its species. **Example:** Wolves are territorial animals that mark their territory with scent.

Classify the animals in the pictures (Fig. 7—12) into the following groups:

- Mammals
- Birds
- Reptiles
- Amphibians
- Fish
- Insects

Describe the Animals.

Students write **3—5 sentences** about each animal, including:

- Habitat (e. g., forest, ocean, desert)
- Diet (e. g., herbivore, carnivore, omnivore)
- Behavior (e. g., social, solitary, migratory)
- Unique characteristics (e. g., camouflage, venom, wings)

Create a Presentation.

Students choose one animal group or a specific animal and create a short presentation. They should include:

- A description of the animal(s).
- Interesting facts (e. g., lifespan, size, adaptations).
- Pictures or diagrams.
- Why the animal(s) are important to their ecosystem.

Students present their work to the class. They can:

- Show their pictures and describe the animals.
- Share interesting facts.
- Discuss the importance of biodiversity and conservation.

Lion



Fig. 7

Example Description: The lion is a mammal that lives in the savannah. It is a carnivore and hunts animals like zebras and antelopes. Lions are social animals and live in groups called prides.

Eagle



Fig. 8

Example Description: The eagle is a bird of prey that lives in mountains and forests. It is a carnivore and feeds on small mammals, fish, and other birds. Eagles have excellent eyesight and use their sharp talons to catch prey.

Crocodile



Fig. 9

Example Description: The crocodile is a reptile that lives in rivers and swamps. It is a carnivore and eats fish, birds, and mammals. Crocodiles are ambush predators and use their powerful jaws to catch prey.

Frog

Example Description: The frog is an amphibian that lives near ponds and lakes. It is an insectivore and eats insects like flies and mosquitoes. Frogs have sticky tongues to catch prey and some species have bright colors to warn predators they are poisonous.



Fig. 10

Clownfish

Example Description: The clownfish is a fish that lives in coral reefs. It is an omnivore and eats algae and small invertebrates. Clownfish have a symbiotic relationship with sea anemones, which protect them from predators.



Fig. 11

Butterfly

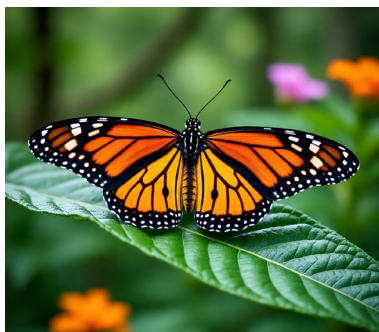


Fig. 12

Example Description: The butterfly is an insect that lives in gardens and forests. It is a herbivore and feeds on nectar from flowers. Butterflies have colorful wings that help them camouflage or warn predators they are toxic.

Match the words (1—10) with their definitions (A—J).

1. Mammal	A. An animal that primarily eats plants.
2. Rodent	B. An animal that hunts and kills other animals for food.
3. Carnivore	C. A warm-blooded vertebrate with hair or fur that produces milk for its young.
4. Herbivore	D. An animal that feeds on dead or decaying organic matter.
5. Omnivore	E. An animal that is hunted and eaten by another animal.
6. Scavenger	F. A small mammal with sharp front teeth used for gnawing.
7. Predator	G. The ability of an animal to blend in with its surroundings.
8. Prey	H. An animal that eats both plants and meat.
9. Nocturnal	I. Active during the night and sleeping during the day.
10. Camouflage	J. An animal that primarily eats meat.

Complete the sentences with the correct word from the list below. Use each word only once.

Words: mammal, rodent, carnivore, herbivore, omnivore, scavenger, predator, prey, nocturnal, camouflage.

1. The lion is a fierce _____ that hunts zebras and antelopes.
2. A _____, like a squirrel, has sharp teeth for gnawing on nuts and seeds.
3. The chameleon uses _____ to blend into its surroundings and avoid predators.
4. Bats are _____ animals, meaning they are active at night and sleep during the day.
5. A _____, such as a cow, eats only plants like grass and leaves.
6. The vulture is a _____ that feeds on the remains of dead animals.
7. Humans are _____ because they eat both plants and meat.

Answer these questions:

1. Animal Intelligence

Do you think animals are capable of complex emotions like love, grief, or empathy? Provide examples to support your opinion.

2. Endangered Species

What are the main reasons some animals become endangered, and what can be done to prevent their extinction?

3. Zoos and Sanctuaries

Are zoos and animal sanctuaries beneficial for conservation and education, or do they exploit animals for entertainment? Discuss the pros and cons.

4. Animal Testing

Should animals be used for scientific research and product testing? What alternatives exist, and are they effective?

5. Climate Change and Wildlife

How does climate change impact animal habitats and biodiversity? What steps can individuals and governments take to mitigate these effects?

Complete the following table. Use a dictionary if necessary. In the noun add adjective columns, mark which part of the word is stressed.

Noun	Verb	Adjective
Carnivore		
Herbivore		
Predator		
Poacher		
Migration		

Section 2.

Look at the following idioms. Use a dictionary to find the definitions for them.

Be the cat's whiskers	Have a cat in hell's chance	Dog in the manger	Shed crocodile tears
It's a dog's life	Flog a dead horse	A leopard can't change its spots	Sort the sheep from the goats
To cry wolf	Until the cows come home	Straight from the horse's mouth	Sick as a parrot
A wolf in sheep's clothing		The elephant in the room	

Which idioms do these pictures (Fig. 13) make you think of?

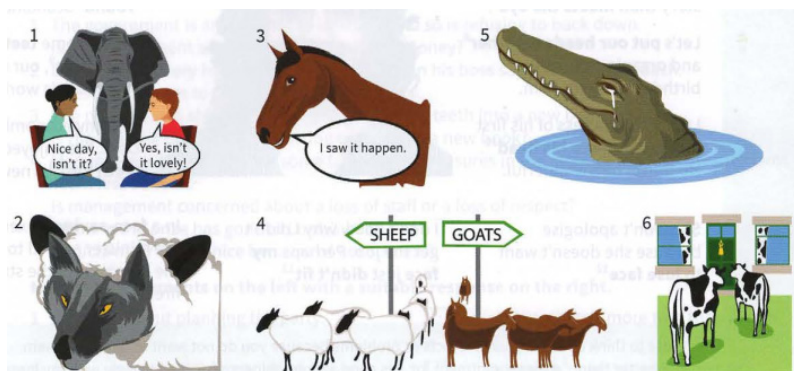


Fig. 13

Look up these animals in your dictionary: snake, fish, rat. Can you find an idiom using each of them?

Section 3.

The Passive.

1. Forming the Passive Voice.

The passive voice is formed using:

Subject + a form of “to be” (am, is, are, was, were, etc.) + past participle (V3) + (by + agent).

- The **agent** (the doer of the action) is optional and often omitted if it's unknown, unimportant, or obvious.

Examples: Active: The chef cooks the meal.

Passive: The meal **is cooked** (by the chef).

2. When to Use the Passive Voice.

Use the passive voice in the following situations:

a) When the doer (agent) is unknown or unimportant:

- Example: The window **was broken** last night. (We don't know who broke it.)

b) When the action is more important than the doer:

- Example: The new law **was passed** yesterday. (The focus is on the law, not who passed it.)

c) When the doer is obvious or implied:

- Example: The thief **was arrested**. (It's obvious that the police arrested the thief.)

d) To sound more formal or impersonal:

- Example: Mistakes **were made** during the project. (Common in formal or diplomatic language.)

e) To emphasize the receiver of the action:

- Example: The cake **was eaten** by the children. (Focus is on the cake, not the children.)

3. Tenses in the Passive Voice.

The passive voice can be used in all tenses. The form of “to be” changes according to the tense, but the past participle (V3) remains the same.

a) Present Simple:

- Active: She writes the report.

Passive: The report **is written** (by her).

b) Past Simple:

• Active: They delivered the package.

Passive: The package **was delivered** (by them).

c) Future Simple:

• Active: They will announce the results tomorrow.

Passive: The results **will be announced** tomorrow (by them).

d) Present Continuous:

• Active: She is cleaning the room.

Passive: The room **is being cleaned** (by her).

e) Past Continuous:

• Active: They were repairing the road.

Passive: The road **was being repaired** (by them).

f) Present Perfect:

• Active: He has finished the project.

Passive: The project **has been finished** (by him).

g) Past Perfect:

• Active: They had completed the task before the deadline.

Passive: The task **had been completed** before the deadline (by them).

h) Future Perfect:

• Active: They will have built the bridge by next year.

Passive: The bridge **will have been built** by next year (by them).

i) Modal Verbs:

• Active: You must complete this form.

Passive: This form **must be completed** (by you).

Choose the correct word or phrase.

1. The new bridge _____ by the construction team last year. A) was built B) is built C) has built D) builds	2. The report _____ by the manager before the meeting. A) will be reviewed B) is reviewing C) reviewed D) reviews
---	---

3. The cake _____ for the party tomorrow. A) is being baked B) was baked C) has baked D) bakes	4. The stolen painting _____ by the police yet. A) hasn't been found B) wasn't found C) isn't found D) doesn't find
5. The tickets _____ online, so we don't need to go to the box office. A) can be bought B) were bought C) are buying D) bought	6. The old building _____ down to make space for a new shopping mall. A) was knocked B) is knocking C) has knocked D) knocks
7. The package _____ by the time we arrived home. A) had been delivered B) was delivered C) is delivered D) delivers	8. The instructions _____ carefully before starting the experiment. A) must be followed B) were followed C) are following D) follow
9. The movie _____ by millions of people around the world. A) has been watched B) was watched C) is watching D) watches	10. The problem _____ at the next team meeting. A) will be discussed B) is discussed C) has discussed D) discusses

Complete using the correct passive form of the verbs in brackets.

1. The new library _____ (open) next month by the mayor.
2. The dishes _____ (wash) by the time we finished dinner.
3. The stolen car _____ (find) by the police yesterday.
4. The old building _____ (knock) down to make space for a new shopping mall.
5. The instructions _____ (follow) carefully before starting the experiment.
6. The problem _____ (discuss) at the next team meeting.

7. The house _____ (clean) every week by a professional service.

Rewrite using the phrase given.

(under construction) **The new bridge is being built and will open next year.**

(in training) **The employees are currently learning how to use the new software.**

(under discussion) **The proposal is being discussed by the committee right now.**

(under observation) **The patient is being closely monitored by the medical team.**

(in use) **The new system is currently being used in several departments.**

(in development) **The scientists are creating a new vaccine for the virus.**

Section 4. Exam practice.

For questions 1—8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Exploring the oceans

A million new species of microscopic sea life have recently been observed for the first time, promising (1) _____ about the marine ecosystem that could (2) _____ our understanding of the impact of climate change on the oceans.	REVEAL REVOLVE
Each new life form was observed in the (3) _____ of the Pacific and Atlantic oceans by the research vessel, the Tara, which was a (4) _____ small ship to be undertaking a mission on this scale.	DEEP COMPARE
The expedition's (5) _____ show for the first time the quite remarkable diversity of tiny plankton that are a vital food source for fish and whales.	FIND

In total, 1.5 million species of microorganisms were recorded — (6) _____ more than previously thought- and some of these were extraordinarily beautiful.	SIGNIFY
Worryingly, the scientists report that the oceans are becoming more acidic, and this will continue if (7) _____ of carbon dioxide increase, or even if they remain at current levels.	EMIT
Since these organisms are sensitive to acid, they could become (8) _____ species in the future.	DANGER

You are going to read an extract from a novel. Seven paragraphs have been removed from the extract. Choose from the paragraphs A—H the one which fits each gap (9—15). There is one extra paragraph which you do not need to use.

At the Zoo

It was a bright, sunny day, and the zoo was bustling with visitors. Families with children, couples holding hands, and groups of friends wandered through the pathways, stopping to admire the animals. The air was filled with the sounds of laughter, chatter, and the occasional roar or squawk from the enclosures.
9
The lions were lounging in the shade, their golden coats shimmering in the sunlight. A small crowd had gathered to watch them, and a zookeeper was giving a talk about their behavior in the wild. The children listened intently, their eyes wide with fascination.
10
Nearby, the monkeys were putting on a show, swinging from branch to branch and chattering loudly. One of them had stolen a visitor's hat and was parading around with it, much to the amusement of the crowd. The zookeeper tried to coax the hat back, but the monkey was having too much fun.
11
The reptile house was cool and dimly lit, a stark contrast to the bright sunshine outside. Snakes slithered behind glass, and a large python was coiled around a branch, its eyes fixed on a mouse in the corner of its enclosure. A group of teenagers whispered excitedly, daring each other to get closer.

12
The penguin enclosure was always a favorite. The birds waddled around on the rocks, diving into the water with surprising grace. A young boy pressed his face against the glass, watching as a penguin swam past, its wings flapping like tiny propellers.
13
The giraffes were towering over their enclosure, their long necks reaching for the leaves on the tallest branches. A zookeeper handed out lettuce leaves to the visitors, who eagerly fed the gentle giants. One giraffe leaned down, its dark eyes meeting those of a little girl, who giggled with delight.
14
As the day wore on, the crowds began to thin. The sun was lower in the sky, casting a golden glow over the zoo. The animals seemed to sense the change, becoming quieter and more relaxed.
15
It had been a perfect day at the zoo, full of wonder and excitement. As the gates closed behind them, the visitors left with smiles on their faces and memories to last a lifetime.

A. The elephants were next, their massive size drawing gasps from the crowd. A baby elephant was playfully splashing in a pool of water, while its mother watched closely. The zookeeper explained how elephants are highly social animals, and the visitors nodded in understanding.	B. The aquarium was a world of its own, with colorful fish darting through coral reefs and a giant tank filled with sharks and rays. A young girl pointed excitedly at a clownfish, recognizing it from her favorite movie.
C. The zoo café was packed with hungry visitors, the smell of popcorn and hot dogs filling the air. Children clutched balloons and ice creams, their faces sticky but happy.	D. The birds of prey exhibit were quiet, the majestic eagles and hawks perched high above. A falconer gave a demonstration, showing how these birds hunt in the wild. The crowd watched in awe as the falcon swooped down from the sky.

E. The meerkats were a hit with the younger visitors, their tiny bodies darting in and out of burrows. One stood guard on a rock, scanning the area for danger, while the others played nearby.	F. The tiger enclosure was surrounded by a hushed crowd. The magnificent creature paced back and forth, its striped coat gleaming in the sunlight. A zookeeper explained how tigers are solitary animals, and the visitors listened in silence, captivated by its beauty.
G. The petting zoo was a favorite among the younger children, who squealed with delight as they fed goats and sheep. A little boy held out a carrot, his hand trembling slightly as a goat nibbled at it.	H. The butterfly house was a magical place, filled with the fluttering of colorful wings. Visitors walked slowly, careful not to disturb the delicate creatures. A butterfly landed on a woman's shoulder, and she smiled, holding her breath as if afraid to scare it away.

Section 5.

Translate the following text into English using the vocabulary from the Module 2.

Человечество несет ответственность за глобальное потепление

Климатологи показали, что человек несет ответственность практически за все глобальное потепление за последние 200 лет. Деятельность человека приводит к образованию парниковых газов, которые нагревают мир быстрее, чем когда-либо за последние две тысячи лет.

Средняя температура поверхности Земли сейчас примерно на 1,1°C выше, чем в конце 1800-х годов (до промышленной революции), и выше, чем когда-либо за последние 100 000 лет. Последнее десятилетие было самым теплым за всю историю наблюдений, и каждое из последних четырех десятилетий было теплее любого предыдущего десятилетия начиная с 1850 года.

Хотя некоторые скептики не согласны с этим, большинство ученых полагают, что глобальное потепление будет усиливать-

ся. Это будет способствовать таянию полярных льдов, что приведет к повышению уровня моря и изменению климата. Кроме того, рост населения оказывает серьезное давление на ограниченные ресурсы, а экологическое равновесие может быть нарушено бесконтрольной вырубкой лесов. Демографические прогнозы предполагают, что население мира продолжит расти в геометрической прогрессии, что усилит нагрузку на истощающиеся ресурсы; при этом токсичные отходы уже загрязняют многие реки и моря. Чистая вода может стать все более дефицитным ресурсом, что приведет к обострению проблем водной безопасности. Согласно одному из наихудших сценариев, к 2050 году влажные тропические леса могут исчезнуть полностью. Наша единственная надежда состоит в том, что нетронутые территории, такие как Антарктида, удастся защитить от освоения и разрушения, — тогда хотя бы эти места обитания сохранятся.

Модуль 3. Психология человека

Глоссарий для модуля 3.

Fallacy	Fabrication	Advocate
Misconception	Perspective	Jargon
Prose	Pronouncement	Solace
Premise	Esteem	Worth
Conceive	As stubborn as a mule	Flog a dead horse
Practitioner	Accessible	Intimidating
Knock-on effect	Grumpiness	Downward spiral
Dispel	Reticence	Reap benefits
Acupuncture	Reflexology	Detrimental
Assertiveness	Derive	Holistic
Therapeutic	Precursor	Revert
Stance	Hectic	Nurture
Millet	Fatigue	Drift off

Section 1.

Study the topic vocabulary.

Assess	Assume	Biased	Cynical
Deduce	Dilemma	Dubious	Ingenious
Plausible	Prejudiced	Query	Reckon
Puzzle out	Mull over	Misapprehension	In the dark (about)
Ring a bell	Split hairs	Round the bend	Know what's what
Go to your head	Not have a leg to stand on	Conceive	Judge

Circle the correct word.

1. Despite the challenges, she remained _____ about the future, believing things would improve.
(optimistic / pessimistic)

2. The journalist was accused of being _____ because her articles always favored one political party.

(biased / prejudiced)

3. He was _____ about the company's promises, thinking they were just trying to deceive the public.

(dubious / cynical)

4. The young intern was so _____ that she believed everything her boss told her without question.

(naive / skeptical)

5. The detective came up with an _____ plan to catch the thief, using technology in a way no one had thought of before.

(ingenious / plausible)

Each of the words in bold is in the wrong sentence? Write the correct words on the lines.

1. She had a strong **hunch** that the solution to the problem lay in teamwork, not individual effort.

2. The scientist's groundbreaking discovery was a result of pure **guesswork**, not careful experimentation.

3. His **intuition** told him that the stock market would crash, so he sold all his shares.

4. The artist found **notion** in the beauty of nature, which influenced her latest painting.

5. The politician's **ideology** was to reduce taxes, but many questioned how this would benefit the economy.

6. Faced with the **dilemma** of choosing between two equally good job offers, she asked her friends for advice.

7. The detective relied on his **faith** to solve the case, trusting his instincts over the evidence.

Look at this conversation on social media between Bethany (Fig. 14) and her two cousins (Fig. 15) about old family photos.

Bethany Wells

When I look at these old photographs I've just found in our grandmother's desk, memories come **flooding back**. This one here, of Granny's mother just before she died, **stirs up**? sad memories of how she suffered. It **reminds me of** how different life was then. But we can't let bad memories **eat away at**? us; we should **put** bad experiences **behind** us. It's important to live in the present and live for the future.



Fig. 14

George Wells

We **store up** so many memories over the years, good ones and bad ones. I **associate** this photo that you found **with** our early childhood. Looking at the picture, it **came back** to me how we used to feed the animals on our grandparents' farm. It **summons up** lots of happy memories, and some sad ones, too, like when my favorite old pony died. We tend to **block out** sad memories, but sometimes you might get a **flash-back** to an unpleasant experience. The happy ones can **stick with** you forever. I still remember the picnic we had on the farm for my sixth birthday.



Fig. 15

Explain the play on words in these titles of newspaper article (Fig. 16).

- | | | | |
|---|--|---|---|
| 1 | COOK STIRS UP MEMORIES OF 1950s SCHOOL DINNERS | 4 | HAPPY MEMORIES OF LIFE AT GLUE FACTORY STICK WITH WORKERS |
| 2 | MAGICIAN CONJURES UP MEMORIES OF VICTORIAN ENGLAND | 5 | MEMORIES OF 1963 BURST PIPES COME FLOODING BACK |
| 3 | FILM CALLS UP OLD SOLDIERS' MEMORIES OF CONSCRIPTION | | |

Fig. 16

Answer these questions using full sentences.

What colour do you associate with your childhood and why?

Is there any particular smell that reminds you of your childhood?

What music conjures up memories of your youth?

Is there any particular memory of your schooldays that you would like to block out?

Which makes memories come back to you more powerfully — music or smells?

Section 2.

Conditionals.

Study the following material about conditionals.

Rules for Using Conditionals.

1. Zero Conditional.

Usage: Used for general truths, scientific facts, or situations that are always true.

Structure: If + Present Simple, Present Simple.

Example: If you **heat** water to 100°C, it **boils**.

2. First Conditional.

Usage: Used for real or possible future situations.

Structure: If + Present Simple, will + base verb.

Example: If it **rains** tomorrow, we **will stay** at home.

3. *Second Conditional.*

Usage: Used for hypothetical or unreal situations in the present or future.

Structure: If + Past Simple, would + base verb.

Example: If I **were** rich, I **would travel** the world.

4. *Third Conditional.*

Usage: Used for hypothetical or unreal situations in the past.

Structure: If + Past Perfect, would have + Past Participle.

Example: If I **had studied** harder, I **would have passed** the exam.

5. *Mixed Conditional.*

Usage: Used to mix time frames (e.g., a past condition with a present result or a present condition with a past result).

Structure: Past condition + present result: If + Past Perfect, would + base verb.

Present condition + past result: If + Past Simple, would have + past participle.

Example: If I **had taken** that job, I **would be** rich now. (Past condition + present result)

If I **were** smarter, I **would have made** better decisions. (Present condition + past result)

Other conditional structures: As / so long as; Provided / Providing that; On condition that; Suppose / Supposing; were in not for + noun; But for + noun; If it hadn't been for + noun; Otherwise; Unless; In case of + noun.

Match to make sentences.

1	If you stay with u for three days,	A	we might get served a bit more quickly.
2	If you decide not to vote in the election,	B	give us a call and we'll come to pick you up.
3	If you didn't eat your lunch so fast,	C	very few people would obey the law.

4	If there were a few more people working,	D	you wouldn't get hiccups, would you?
5	If you forget to take your passport,	E	they have to go through a complicated procedure.
6	If the hire car isn't there when you arrive,	F	I'm pretty sure they won't let you check in.
7	If the city continues to expand,	G	more areas of natural beauty will be destroyed.
8	If the police didn't fine people,	H	we'd be happy to give you a good reference.
9	If you did decide to leave the company,	I	we'll have enough time to see a few sights.
10	If MPs wish to resign,	J	you can't really complain about the government.

Write one word in each gap.

— I would never be able to afford a new house if _____ wasn't for all the overtime I've been doing.

— If it hadn't _____ for the fact that his uncle was a partner in the business, Angus would never have got the job.

— How do you think you'd feel if someone happened _____ damage your car like that?

— _____ for the kindness of a complete stranger, I would never have found the hotel.

— I don't think'd be surprised in the slightest _____ Paul were to suddenly announce that he was moving abroad.

— Don't forget to mention the new schedule to Veronica if you _____ happen to see her this evening.

— Football matches would be ideal family outings _____ it not for the danger of violence.

— If it hadn't been _____ the children, I'm sure Trisha would have left Tom a long time ago.

Analyze the Picture (Fig. 17—19). Imagine different scenarios related to the picture and answer guiding questions.

Deserted Island



Fig. 17

1. What would you do if you were stranded on this island? (Second Conditional)
2. What will happen if it rains? (First Conditional)

A Busy City Street



Fig. 18

1. What do people usually do if they visit this place? (Zero Conditional)
2. What will happen if it starts to rain? (First Conditional)

Mountain Landscape

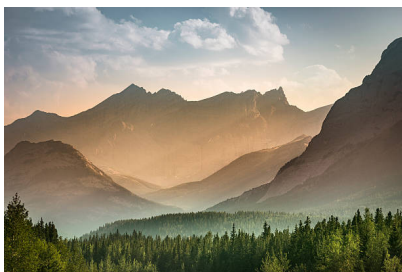


Fig. 19

1. What happens if you climb too high without proper equipment? (Zero Conditional)
2. What will you do if the weather changes suddenly? (First Conditional)

Section 3.

Study the material about inversion.

Inversion.

Inversion is a grammatical structure where the usual word order (subject + verb) is reversed (verb + subject). It is often used for emphasis, formality, or stylistic effect.

Inversion in Questions.

- **Usage:** The standard structure for questions in English involves inversion.

- **Structure:** Auxiliary verb + subject + main verb.

- **Examples:** **Are you** coming to the party?

- **Did she** finish her homework?

Inversion with Negative Adverbs or Adverbial Phrases.

- **Usage:** Inversion is used for emphasis after negative adverbs or adverbial phrases at the beginning of a sentence.

- **Common Negative Adverbs:** Never, rarely, seldom, hardly, scarcely, no sooner, not only, under no circumstances, etc.

- **Structure:** Negative adverb + auxiliary verb + subject + main verb.

Inversion in Conditional Sentences (Formal).

• **Usage:** In formal English, inversion can replace “if” in conditional sentences.

• **Structure:**

◦ **Second Conditional:** Were + subject + to + base verb.

◦ **Third Conditional:** Had + subject + past participle.

◦ **Examples:** **Were I** rich, I would travel the world. (Instead of: If I were rich...)

◦ **Had I known**, I would have helped. (Instead of: If I had known...)

Read each sentence and decide if the use of inversion is appropriate to the context. Put a TICK if the inversion is appropriate, or correct the sentence.

1. Never I have seen such a beautiful sunset.
2. Under no circumstances you should reveal the secret.
3. So beautiful was the painting that everyone stopped to admire it.
4. Here comes the bus.
5. Little did I knew that the surprise party was for me.

Complete each sentence with a phrase from the box.

Rarely have	No sooner had	Under no circumstances are	Were you	Rarely have
Hardly had	Not only did	Under no circumstances will	As did	Little did

1. _____ I seen such a stunning display of fireworks as last night.
2. _____ the guests arrived than the party began.
3. _____ you allowed to use your phone during the exam.
4. _____ to ask for help, I would be happy to assist you.
5. _____ the movie started when the power went out.
6. _____ she complete the project on time, but she also received praise for her creativity.
7. _____ we tolerate any form of discrimination in this organization.

Section 4. Exam practice.

You are going to read an extract about psychology. Seven paragraphs have been removed from the extract. Choose from the paragraphs A—H the one which fits each gap (1—7). There is one extra paragraph which you do not need to use.

Psychology: just common sense?

For many sceptics, it was a sweet moment when, at a recent science meeting, a psychology professor denounced his own discipline as “banal” and “a fake science”. As a rehearsal for an international conference on the theme of “critical psychology”, Professor Ian Parker was addressing the British Psychology Association.

1

So it was a relief for some to hear of Professor Parker’s claim that psychologists “don’t tell us anything we don’t already know”. The rebel professor argues that psychology cannot claim to be a science because it is unable to subject itself to the same research and validation processes that biology, physics and chemistry do. This accusation has been made loudly for decades and he says the subject has done little to improve itself. “Psychology pretends to be a science but it is not a science and it is questionable whether it could ever be one,” he says.

2

For a long time, psychologists have attempted to address the issue of what effect this attitude has. Some have incorporated into their conclusions the influence it has on results, exposing it instead of making ineffectual attempts to hide it. And now, more sophisticated theories have arisen. Professor Parker thinks a few of these have been useful but most are merely fads: “They are there for about 10 years and then they disappear.”

3

Professor Parker accepts that these may be cheap experiment fodder. But, he argues, how many of us feel that their behavior yields much insight into the rest of us? In some institutions, he claims, it is now becoming compulsory for them to take part in psychology experiments, narrowing even further the range of people that is studied.

4
Thus, the psychologist who studies, say, impulse buying, must first test our preconceptions about the habit to decide on common views on it. After that, he then makes more detailed investigations to see if the evidence supports them. In this way, psychologists' conclusions would be supported by layer upon layer of reliable evidence.
5
A key problem here is that humans themselves keep changing, partly in response to what psychologists have previously told them about themselves. Ask the man on the street to account for his behavior and he may well invoke his "unconscious" in the explanation. But before the concept of the unconscious was invented by Freud, the man would have explained himself differently.
6
The fact that fashions in psychology can change so dramatically is one more argument in Professor Parker's attack on his own profession. But whatever doubts he and those who support him hold, there is no denying the great public and media appetite for the results of even the smallest of experiments conducted by the most inexperienced of researchers.
7
There is a willing audience ready to absorb and believe things that affect all of us in our daily lives. And so, without challenge, without counter-proposition, yet another rumour would enter the world of popular psychology, masquerading as proven fact.

A. Although he therefore acknowledges that there have been some positive developments, Professor Parker believes there are still some very obvious problems with psychologists' techniques. An example is the temptation among university researchers to study only undergraduates.	B. Psychological theories even cause people to behave differently. The agony aunts advising people on their problems in British newspapers and magazines fifty years ago absorbed the psychology of their generation and urged readers to repress feelings which they would now encourage them to indulge.
---	--

C. Moreover, it is testimony to psychology's success that much of its research now appears common sense. This is because psychology's findings are more generally disseminated to a general audience than other sciences. But why is this the case?	D. The week-long get-together was packed with interesting science but some of the psychology presentations were so dubious that delegates were already inclining towards his views. One researcher, for example, had discovered that impulse buyers like clothes and hi-fis but are not tempted by gardening tools or car equipment.
E. But this is what Professor Parker thinks is missing: If the theories are built up on solid ground, the question is: where is the building? The magnificent tower of psychological knowledge never appears, he says.	F. As a result, just a day's research by a student has in the past been deemed worthy of presentation at a psychology conference. It has then duly been reported by uncritical newspapers.
G. One contributing factor to this lack of academic rigour, he believes, is that the subjects who volunteer for psychology experiments are different from the rest of us. Investigations have shown that they are more insecure and they try harder to please. Indeed, they try hard to discover what result the researcher wants and then help to produce it.	H. Combine this with the "banal" or "common sense" results that seem to flood psychology journals and conferences, and it is not surprising that the discipline of psychology may appear ridiculous to some outsiders. To restore its reputation, first and foremost psychologists must establish the foundations of their research to avoid creating a structure that rests on mere hearsay.

For questions 8—15, read the text below and decide which answer (A, B, C or D) best fits each gap.

The way we see the things around us

"Pastry," once wrote a cookery expert, "like horses and children, seems to sense if you are afraid of it and plays up (8) _____.
Had she been writing today, she might well have mentioned that

computers are just the same. Like small children, they do not (9) _____ well to force, and just as one way of (10) _____ with a fractious child is to send it to its room to (11) _____ off, so quite often, if the machine is giving trouble, the first thing to try is simply switching it off and doing something else; quite why the machine works (12) _____ when you boot it up again I have no idea.

(13) _____ human emotions and feelings to inanimate objects is, of course, extremely unscientific; it's only those who don't understand machines who believe that they behave like people. But I would (14) _____ that, although treating machines like people may be misguided, it is (15) _____ in general, to treating people like machines.

8	A. correspondingly	B. similarly	C. accordingly	D. appropriately
9	A. respond	B. reply	C. adapt	D. answer
10	A. reacting	B. dealing	C. handling	D. bargaining
11	A. ease	B. calm	C. quieten	D. cool
12	A. perfectly	B. completely	C. reasonably	D. competently
13	A. Associating	B. Attributing	C. Accrediting	D. Admitting
14	A. support	B. decide	C. confirm	D. maintain
15	A. desirable	B. preferable	C. advisable	D. suitable

Section 5.

Translate the following collocations and the text into English using the vocabulary from the Module 3.

Part 1.

1. Встречаться с трудностями.
2. Преодолеть трудности.
3. Оставаться оптимистичным.
4. Временная неудача.
5. Обдумывать неудачу.
6. Дистанцироваться от других вещей.
7. Увеличивать уровень стресса.
8. Изменить план.
9. Ничто не является постоянным (идиом.).
10. Понизить важность события.
11. Видеть перспективу в будущем (идиом.).

Part 2.

Интервьюер: Оливия, что вы почувствовали, получив профессиональную награду?

Оливия: Могу сказать, что мое сердце подпрыгнуло, когда я услышала объявление. Получить награду было моей жизненной целью, так что это была мечта, ставшая явью!

Интервьюер: А как к этому относится ваш муж?

Оливия: Он всегда очень поддерживает меня. Он возлагал большие надежды на то, что я получу ее. А мой сын буквально прыгал от радости. Он очень хочет пойти по моим стопам.

Интервьюер: А как бы вы к этому отнеслись?

Оливия: Я, безусловно, нашла счастье в этой профессии. Но, конечно, она не всегда оправдывает ожидания людей. Она не такая гламурная, как ее представляют.

Интервьюер: Как вы думаете, пойдет ли ему на пользу то, что оба родителя занимаются этим бизнесом?

Оливия: Может быть. Но, конечно, важнее иметь талант. И многое также зависит от чистой удачи, оказаться в нужном месте в нужное время и тому подобное. Но я бы с осторожным оптимизмом отнеслась к его шансам на успех, я думаю.

Интервьюер: Спасибо, Оливия. Было очень приятно поговорить с вами.

Модуль 4. Технологии в жизни человека

Глоссарий для модуля 4.

Multi-tasking	Visual stimuli	Crouch
Blessed	Obsession	Permeate
Impulse	Reinforcement	Erode
Fallible	Mundane	Take precedence
Search engine	Recycle bin	Outbox
Folder	Onus	Initiative
Constraints	Tinkerer	Stifle
Diehard	Barrier	Censorship
Expose	Controversy	Bias
Objectivity	Scrutinize	Mindset
Editorial	Courier	Depot
Garment	Invoice	Figurine

Section 1.

Study the material.

Technology in business

In a state-of-the-art research facility, a team of scientists and engineers is **pushing back the frontiers** of renewable energy. Their goal is to develop a new type of solar panel that combines **cutting-edge design** with advanced materials to maximize efficiency. To achieve this, they are **harnessing technology** in ways that have never been attempted before.

The team has spent months **installing equipment** and fine-tuning their systems to ensure everything **runs smoothly**. However, working with such advanced technology comes with its challenges.

The constant **wear and tear** on the machinery has caused the **systems to crash** several times, delaying progress. On one occasion, a sudden **power cut** forced the team to stop work entirely, and **production may be halted until power is restored**.

Despite these setbacks, the team remains optimistic. They are preparing to **publish their findings** in a leading scientific journal, which they hope will inspire others in the field. Their work is a testament to the power of innovation and perseverance, proving that even the most ambitious projects can succeed with dedication and teamwork.

Correct the collocation errors in these sentences. In some sentences there is more than one error.

1. Technology has made a big effect on how we communicate.
2. Smartphones play an important piece in our daily lives.
3. The internet gives us the chance to make access to information quickly.
4. Social media platforms are powerful tools to spread knowledge and do communication.
5. Artificial intelligence is making a big influence in healthcare.
6. Wearable devices help people take control of their health and do improvements.
7. Online learning platforms give students the possibility to take courses from anywhere.
8. Technological advancements are doing a big difference in education.
9. Virtual reality is becoming a popular way to give experiences in gaming and training.

What are the people in the picture (Fig. 20) doing? Answer using a collocation.



Fig. 20

Answer these questions using collocations.

— What three technological developments have made watching television a better experience?

— What might happen if the computer systems in a company suddenly became overloaded, or there was a serious problem with the software or hardware?

— Is it always necessary for people to visit the bank personally to do their business?

— What might you try to find at an airport if you, say, wanted to check your email from your own laptop?

Use a dictionary to help you answer the questions.

1. What collocations with *screen* can be used to mean (a) TV and (b) the cinema?

2. What can *online* collocate with as well as *shopping* and *banking*?

3. What can *remote* collocate with as well as *access* and *control*?

Section 2.

Technology advances affecting daily life.

Technology	Examples of uses / applications	Example sentences with associated key words
Digital technology	Online banking, e-commerce, digital marketing, streaming services	“Digital technology has revolutionized the way we shop, allowing us to buy products online with just a few clicks.”
Satellite communications	GPS navigation, weather forecasting, global television broadcasting, military communications	“Satellite communications enable us to watch live events from anywhere in the world.”
Biotechnology	Genetic engineering, vaccine development, agricultural improvements, medical diagnostics	“Biotechnology has made it possible to develop vaccines faster than ever before.”
Artificial intelligence (AI)	Voice assistants (e.g., Siri, Alexa), self-driving cars, facial recognition, predictive analytics	“Artificial intelligence is used in self-driving cars to analyze road conditions and make decisions.”
Ergonomics	Designing comfortable office chairs, keyboards, and tools to reduce strain and improve efficiency	“Ergonomics plays a key role in designing workspaces that prevent back pain and improve productivity.”

Answer the questions about the above-mentioned realities:

1. How has **digital technology** changed the way we communicate and access information?
2. What are some examples of **digital technology** that you use every day?
3. Can you think of any disadvantages of relying too much on **digital technology**?
4. Why is **Wi-Fi** important in modern life?

5. What would happen if **Wi-Fi** suddenly stopped working worldwide?

6. How does **Wi-Fi** make it easier to work or study from home?

7. What are some examples of **artificial intelligence** that you interact with regularly?

Which type of device is the speaker talking about?

Description 1:

“This device is portable and allows you to access the internet, send emails, and watch videos. It has a touchscreen and is smaller than a laptop but larger than a smartphone.”

Description 2:

“This device is worn on the wrist and can track your heart rate, steps, and sleep patterns. It also sends notifications from your phone, such as messages and calls.”

Description 3:

“This device is used to play music or podcasts wirelessly. It connects to your phone or computer using Bluetooth and fits over your ears or inside them.”

Description 4:

“This device is essential for video calls and online meetings. It captures your image and transmits it to others in real-time.”

Section 3.

Modals and semi-modals.

The nine *main modals* (will, would, can, could, may, might, shall, should, must) have only one form (i.e. they do not change ‘tense or person’) and are followed by a simple or continuous bare infinitive (e.g. could + do, be doing, have done, have been doing). They can also be followed by a bare infinitive in the passive (e.g. could + be done, have been done).

Semi-modals have similar meanings to modals. They include: need (to), ought to, had better and have (got) to.

Some *semi-modals*, such as had better, do not change tense or person. Others, such as have (got) to, do.

Some *semi-modals* can be used in combination with modals, producing phrases such as might have to.

ABILITY

Real ability	Current or general ability	can, can't	You can't really speak seven languages fluently, can you?
	Past ability	could, couldn't	There's no way you could read when you were two!
	Decisions made now about future ability	can, can't, could, couldn't	I can get you a paper when I go to the shop, if you like.
	Future ability	will/ won't be able to	One day, maybe, all adults will be able to read and write.
Hypothetical ability	Current or general hypothetical ability	could, couldn't	I couldn't go on a quiz show. I'd be too scared!
	Future hypothetical ability	could, couldn't	I could go with them to the cinema tomorrow but I won't because I've already seen the film.
	Past hypothetical ability	could have, couldn't have	They could have asked the Prime Minister much more searching questions. I wonder why they didn't.

PERMISSION

Asking for permission	may, could, couldn't, can, can't	Can I finish watching this before I go to bed?
Giving / refusing permission	may, may not, could, couldn't, can, can't	No, you can't.

ADVICE

Asking for and giving advice	should, shouldn't, ought to, oughtn't to, had better	You should try to get that poem published.
------------------------------	--	--

CRITICISM

Criticising past behavior	should have, shouldn't have, ought to have, oughtn't to have	You shouldn't have spoken to Mrs. Todd like that.
Criticising a specific example of someone's general behavior	Would	You would take the car just when I wanted to go out.

OBLIGATION

Current or general obligation	must, mustn't, have (got) to, need (to)	You have to be a good communicator to be a press spokesperson.
A lack of current or general obligation	don't have to, haven't got to, needn't, don't need (to)	You don't always need to have a degree to become a journalist.
Future obligation	will have to, must, mustn't, have (got) to, (will) need (to)	You'll have to do quite a lot of research before you write this report.
A lack of past obligation	didn't have to, didn't need (to),	In the past, politicians didn't have to deal with I being in a 24-hour media spotlight.

Circle the correct word or phrase. If both are correct, circle both.

1. You can't / couldn't really talk when you were one year old, can / could you?
2. We can / could give you a lift home tonight, if you want.
3. I wish / can / could speak Russian, then I'd be able to / I could read Tolstoy in the original.
4. Excuse me, could / may you tell me how to get to the leisure centre from here?
5. I'm afraid we can't / won't be able to come to the wedding after all.
6. Thankfully, we could / managed to get to the airport just in time so we didn't miss the plane.
7. Dawn couldn't go / have gone to the barbecue as she had to work.

Look at the picture (Fig. 21—22). Imagine different scenarios related to the picture and answer guiding questions.

Write a short dialogue inspired by the picture. Include:

- At least **5 different modals**.
- A clear context or scenario (e.g., planning a trip, solving a problem).

Rainforest

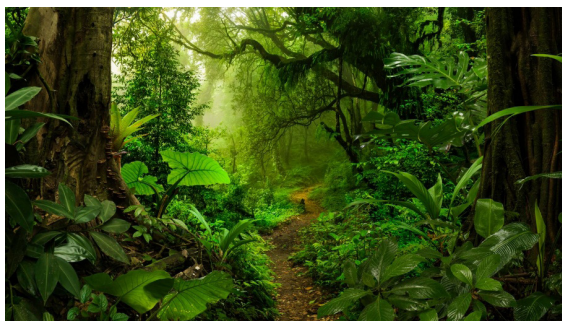


Fig. 21

Example Sentences: **Can:** You can see exotic plants and animals in the rainforest. **Should:** You should avoid littering to protect the environment. **Might:** If you disturb the wildlife, you might scare the animals. **Must:** You must stay on the marked trails to avoid getting lost. **Will:** If you listen carefully, you will hear the sounds of birds and insects.

Coffee shop



Fig. 22

Example Sentences: **Can:** You can work on your laptop or meet friends here. **Should:** If you're new to coffee, you should try a latte or cappuccino. **Might:** If you spill your drink, you might need to ask for a napkin. **Must:** You must be polite to the staff and other customers. **Will:** If you come early, you will find a quiet spot to sit.

Write a verb from the box in the correct form in each gap.

Do	Eat	Feel	Go	Have	Invite
Provide	Recover	Sit	Speak	Stand	Work

1. It seems there's nothing anybody can _____ to stop the conflict escalating further.

2. She couldn't _____ anything in her left arm for about two hours. She said it was completely numb.

3. I don't think the Prime Minister will ever manage _____ from this scandal.

4. Can I _____ Tracy round after tea? We want to play my new computer game.

5. Liz has had another ice cream so why can't I _____ one? I's not fait!

6. When I was a child, my brothers and sisters and I weren't allowed _____ with the grown-ups except on special occasions.

7. Darren's allergic to wheat, so he can't _____ bread under any circumstances.

Write a word from the box in each gap. You will need two of the words twice.

Doesn't	Got	Had	Have
Must	Has	Needn't	Will

— I _____ have bothered preparing so much food; nobody ate anything anyway.

— Do you _____ to have that music on so loud? I can't concentrate!

— You _____ call before you come round, as we'll definitely be in.

- It was difficult, but I knew I _____ to apologise.
 — Trisha _____ need to get a summer job as her parents are quite well off.
 — _____ you have to be there in court yourself, or can a lawyer represent you?
 — We didn't _____ to wear a uniform to school today, so I went in jeans and a T-shirt.
 — I think Damien _____ to stay in hospital for the next four or five weeks.

Section 4. Exam practice.

For questions 1—8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Living in a digital age

Today, our life is filled with noise, words and images to an unprecedented degree, with people spending much of their time connected to different forms of media. Consider the 'quiet carriage' signs found on many UK trains; these are indications that passengers must be (1) _____ requested to refrain from talking on their mobile phones.	SPECIFY
The greatest advantages of wired living are easily (2) _____.	NUMERATE
Plugged into the web, we can research and (3) _____ much of humanity's gathered knowledge — in minutes.	REFER
We have almost (4) _____ capabilities, and we are becoming increasingly adept at using them.	IMAGINE
When we are unplugged, we can demonstrate the capacity to make decisions and to act on our own (5) _____.	INITIATE
We therefore need to appreciate the value of being able to function both online and offline. However (6) _____ technology becomes in the future, we need to think (7) _____ and to learn how to assess its (8) _____ as well as its advantages in order to make discerning use of it in our lives.	PERVADE CRITIC COMING

You are going to read an extract from a book about life in cities. For questions 9—14, choose the answer (A, B, C or D) which you think fits best according to the text.

Life in cities is often described as fast-paced and exciting, but it also comes with its challenges. Urban areas are hubs of activity, offering countless opportunities for work, education, and entertainment. However, the high population density can lead to issues such as traffic congestion, pollution, and a lack of affordable housing. One of the most striking features of city life is the diversity of its inhabitants. People from different cultures, backgrounds, and professions come together, creating a vibrant and dynamic environment. This diversity is reflected in the variety of cuisines, languages, and traditions found in cities.	Despite the advantages, living in a city can be stressful. The constant noise, crowded public transport, and fast pace of life can take a toll on mental health. Many city dwellers seek solace in parks, cafes, or cultural events to escape the hustle and bustle. Cities are also centers of innovation and technology. From smart transportation systems to energy-efficient buildings, urban areas are at the forefront of solving modern problems. However, these advancements often come at a cost, as not everyone can afford the latest technologies or services. Ultimately, life in a city is a mix of opportunities and challenges. While it offers a wealth of experiences and conveniences, it also requires resilience and adaptability to navigate its complexities.
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9. What is one of the main challenges of living in a city?

- A. Lack of entertainment options.
- B. High population density.
- C. Limited job opportunities.
- D. Poor public transport.

- 10.** What does the text say about diversity in cities?
- A. It is a source of conflict.
 - B. It is reflected in food, language, and traditions.
 - C. It makes cities less dynamic.
 - D. It is declining in urban areas.
- 11.** How does city life affect mental health, according to the text?
- A. It has no impact on mental health.
 - B. It improves mental health through social interaction.
 - C. It can be stressful due to noise and crowds.
 - D. It reduces stress by providing green spaces.
- 12.** What role do parks and cafes play in city life?
- A. They contribute to pollution.
 - B. They provide a place to relax and escape the city's pace.
 - C. They are the main source of employment.
 - D. They are only used by tourists.
- 13.** What does the text say about innovation in cities?
- A. It is only available to the wealthy.
 - B. It has solved all urban problems.
 - C. It is focused on entertainment.
 - D. It is not a priority for city planners.
- 14.** What is the overall message of the text?
- A. Cities are perfect places to live.
 - B. Cities offer both opportunities and challenges.
 - C. Cities are too stressful to live in.
 - D. Cities are losing their appeal.

Section 5.

Translate the following texts into English using the vocabulary from the Module 4.

Газетные статьи о политике

<i>Марафон переговоров подходит к концу</i>	<i>Премьер-министр борется за свою политическую жизнь</i>	<i>В последнюю минуту достигнуто соглашение</i>
Несколько недель изнурительных переговоров подходят к концу, и теперь планировщики почти наверняка получат разрешение на строительство нового жилого комплекса на месте, которое сейчас называется Норд-парком.	Сегодня премьер-министр сталкивается с растущими трудностями на фоне усиливающихся призывов к его отставке. Многие говорят, что на нем лежит вина за большое число жертв среди мирного населения в ходе недавней войны.	Руководству и профсоюзам наконец удалось выработать предварительное соглашение по заработной плате. Однако если — и это существенное «если» — окончательный контракт не будет подписан сегодня, рабочие планируют начать забастовку на следующей неделе.

Модуль 5. Язык: культурный аспект

Глоссарий для модуля 5.

Abound	Ensue	Speculation
Deem	Stack	Tangible
Relegate	Deploy	Odds
Kudos	Cliché	Idiom
Irony	Metaphor	Onomatopoeia
Personification	Pun	Simile
Holistic thought	Homophone	Mediocre
Over-hyped	Over-the-top	Superb
Thriving	True-to-life	Up-to-scratch
World-renowned	Unfolding	Quirky
Daunting	Intricate	Eclectic
Eye-opener	Human endeavour	Nominal clause

Section 1.

Complete using the correct form of the words in the boxes.

Boast	Contradict	Exaggerate	Flatter
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1. I think Dave's _____ the magazine's importance. It actually has a very small readership.
2. Caroline said the hotel was fantastic and then Paul immediately _____ her and said it wasn't actually very nice at all.
3. I know Suzanne's wealthy but there's no need for her to _____ about it to everyone all the time.
4. Adam said I could be a professional model but I think he was just _____ me.

Allege	Assert	Insist	Utter
--------	--------	--------	-------

5. The politician has continually _____ his innocence.
6. As your lawyer, I _____ on your telling me the truth.

7. Thompson is _____ to have accepted a bribe from a local businesswoman.

8. Don't _____ a single word until you've spoken to your lawyer.

Confide	Confirm	Convey	Disclose
---------	---------	--------	----------

9. You know you can _____ in me at any time, don't you?

10. We would like to _____ that your application has been approved.

11. Your password will not be _____ to any third party.

12. I can't begin to _____ how sorry I am for the trouble I've caused.

Mumble	Murmur	Stumble	Stutter
--------	--------	---------	---------

13. I could hear the audience _____ but couldn't make out any distinct comments.

14. It's so embarrassing when a newsreader _____ over their words.

15. I stood there _____ in shock, unable to think of anything sensible to say.

16. Please don't _____ when you're talking to me. Open your mouth when you talk!

Write a word from the box in the correct form in each gap.

Columnist	Critic	Ghostwriter	Manifesto	Novelist
Reviewer	Subtitles	Supplement	Tabloid	Handbook

Freelance writing.

When you're a freelance writer, there are many varied opportunities open to you. You may be working on that great work of fiction and know that within a couple of years you'll be regarded as a hugely successful (1) _____ but until then there are bills to be paid. The Sunday colour (2) _____ are filled with feature articles. They all have to be written, and they're often written by freelancers. Offer your services. Know two languages? Consider doing the (3) _____ for foreign films and TV programmes. They're usually commissioned on a film-by-film basis. Enjoy politics? Offer to

help a political party to produce its next (4) _____ — for a small fee, of course. Like technology? Someone has to write the instructions or (5) _____ that comes with every piece of equipment we buy. It could be you! Set yourself up as a gossip (6) _____ film (7) _____ or book (8) _____ for a small local newspaper. Once you've got some pieces behind you, you can move on to a bigger paper, or even a national (9) _____. And when you've made a few contacts and had a few things published, there's a fair amount of work out there for (10) _____ — people who write celebrities' autobiographies for them.

Section 2.

Study the material.

Patterns, phrases and collocations:

<i>Answer</i>	answer to sb, give sb an answer, answer charges / criticisms, answer a need, answer sb's prayers, answer the description of, (have a lot to) answer for, in answer to
<i>argument</i>	have / get into an argument (with sb), win / lose an argument, argument about / over, argument for / against, without (an) argument
<i>Book</i>	read sb like a book, (do sth) by the book, book about / on, a closed book, an open book, in my book, in sb's good / bad books
<i>Discussion</i>	(have a) discussion about/on, (have a) discussion with, discussion of, in discussion with, under discussion, heated discussion, discussion group
<i>Letter</i>	(get / receive) a letter from, send / write sb a letter, letter of, follow / obey sth to the letter, the letter of the law, letter bomb, letterbox

Idioms:

<i>big mouth</i>	used as a criticism of someone when they say things they should not
<i>come clean (about sth)</i>	tell the truth about something that you have kept secret

<i>get / catch sb's drift</i>	understand the basic meaning
<i>get sth off your chest</i>	talk to someone about something that has been worrying you, so that you feel better about it
<i>get the wrong end of the stick</i>	understand something completely wrongly
<i>give sb your word</i>	promise to do something
<i>(hear sth) on / through the grapevine</i>	the way in which information spreads quickly from one person to another through conversation
<i>keep sb posted</i>	regularly give someone information about something they are interested in, for example how a situation is changing or developing
<i>keep sth under your hat</i>	keep something secret

Write one word in each gap.

- Obviously, it goes _____ saying that I don't want you to tell anyone else about this.
- Reading _____ the lines, it seems that the government's considering tightening media regulations.
- I'm afraid that book's _____ of print, but I'll see if we can find a second-hand copy for you somewhere.
- I followed your instructions _____ the letter but I still couldn't get the printer to work properly.
- Getting Elaine to edit your article is just asking _____ trouble; you know how pedantic and opinionated she is!
- _____ answer to your question, no, I have never had any business dealings with Mr. Partridge.
- Even if you've got a great idea for a novel, it's incredibly hard putting pen _____ paper for the first time.

Cultural Passport: A Journey Through Language.

Students choose a culture (e.g., Japanese, French, Maori, Indian) and research the following:

- **Language:** What language(s) are spoken? Are there any unique scripts or dialects?
- **Traditions:** What are some important traditions or festivals?
- **Values:** What values or beliefs are central to the culture?

• **Cultural Symbols:** What symbols, art, or clothing represent the culture?

Create a Passport Page.

Students design a “passport page” for the culture they researched. The page should include:

- **Title:** Name of the culture.
- **Visuals:** Pictures or drawings of cultural symbols, clothing, or landmarks.
- **Key Information:**
 - Language(s) spoken.
 - Important traditions or festivals.
 - Core values or beliefs.
- **Fun Fact:** An interesting fact about the culture.

Write a Reflection.

Students write a **short reflection** (100—150 words) on how language shapes the culture they researched. They should answer:

- How is language used in traditions or daily life?
- What role does language play in preserving or expressing cultural identity?
- What did you find most interesting about the culture?

Section 3.

Study the material.

Easily confused words — definitions and examples.

1. Interfere / Intervene.

Interfere: (Verb) To get involved in a situation where you are not wanted, often causing problems. Example: “Please don’t interfere in their argument.” **Intervene:** (Verb) To get involved in a situation to improve or resolve it. Example: “The teacher had to intervene to stop the fight.”

2. Economic / Economical.

Economic: (Adjective) Relating to the economy or finances. Example: “The government introduced new economic policies.”

Economical: (Adjective) Using resources efficiently; not wasteful. Example: “This car is very economical on fuel.”

3. Historic / Historical.

Historic: (Adjective) Important or significant in history. Example: "The signing of the treaty was a historic moment."

Historical: (Adjective) Relating to the past or history. Example: "The museum has a collection of historical artifacts."

4. Complement / Compliment.

Complement: (Verb / Noun) Something that completes or goes well with something else. Example: "The wine complements the cheese perfectly." **Compliment:** (Verb/Noun) A polite expression of praise or admiration. Example: "She received a compliment on her presentation."

5. Stationary / Stationery.

Stationary: (Adjective) Not moving or changing. Example: "The car remained stationary at the traffic light." **Stationery:** (Noun) Writing materials like paper, pens, and envelopes. Example: "I bought some new stationery for school."

6. Conscious / Conscientious.

Conscious: (Adjective) Aware of something or awake. Example: "Shewasconsciousoftherisksinvolved." **Conscientious:** (Adjective) Diligent and careful in doing tasks. Example: "He is a conscientious worker who always meets deadlines."

Fill in the blanks with the correct word from the pairs above.

1. The teacher had to _____ when the students started arguing. (interfere / intervene)
2. The new policy aims to improve the _____ situation in the country. (economic / economical)
3. The discovery of penicillin was a _____ moment in medicine. (historic / historical)
4. She is very _____ to the needs of others. (sensible / sensitive)
5. The red wine _____ the flavors of the steak perfectly. (complement / compliment)
6. The _____ of the school announced a new initiative. (principal / principle)

Words of different form but from the same area of meaning.

1. Moist / Damp / Humid.

- **Moist:** Slightly wet, often in a pleasant or desirable way.
 - Example: “The cake was perfectly moist and delicious.”
- **Damp:** Slightly wet, often in an unpleasant or undesirable way.
 - Example: “The walls were damp after the rain.”
- **Humid:** Describes air that contains a high amount of water vapor.

- Example: “The weather was hot and humid.”

2. Theme / Topic / Subject.

- **Theme:** The central idea or underlying message of a piece of writing, art, or discussion.
 - Example: “The theme of the novel is love and loss.”
- **Topic:** The specific subject of a discussion, speech, or piece of writing.
 - Example: “The topic of today’s meeting is budget planning.”
- **Subject:** A broader area of study or discussion.
 - Example: “Mathematics is my favorite subject.”

3. Security / Safety / Protection.

- **Security:** Measures taken to protect against danger, theft, or unauthorized access.
 - Example: “The airport has strict security checks.”
- **Safety:** The condition of being protected from harm or danger.
 - Example: “Wearing a helmet ensures your safety while cycling.”
- **Protection:** The act of keeping someone or something safe from harm.
 - Example: “Sunscreen provides protection against UV rays.”

4. Expand / Extend / Enlarge.

- **Expand:** To increase in size, volume, or scope.
 - Example: “The company plans to expand its operations overseas.”
- **Extend:** To make something longer or cover a larger area.
 - Example: “We decided to extend the deadline by a week.”
- **Enlarge:** To make something physically bigger.
 - Example: “They enlarged the photo to see the details more clearly.”

5. *Fragile / Delicate / Brittle.*

- **Fragile:** Easily broken or damaged.
 - Example: “The glass vase is very fragile.”
- **Delicate:** Easily damaged or requiring careful handling; can also describe something subtle or refined.
 - Example: “The delicate fabric tore easily.”
- **Brittle:** Hard but likely to break or shatter.
 - Example: “The old tree branches were brittle and snapped in the wind.”

Choose the correct word from the pairs or groups above to complete the sentences.

1. The _____ of the conference was climate change, but the _____ focused on renewable energy solutions. (theme / topic)
2. After the storm, the ground was _____, and the air felt _____. (damp / humid)
3. The museum has increased _____ measures to ensure the _____ of its visitors. (security / safety)
4. She tried to _____ the question, but the interviewer didn't let her _____ the topic. (avoid / evade)
5. The company plans to _____ its product line and _____ its market reach. (expand / extend)

Phrasal combinations

<i>Verb</i>	<i>Noun</i>
Six men broke out of the prison.	There was a breakout at the prison.
The disease has broken out in several villages in the north of the country.	There has been an outbreak of the disease in several villages in the north of the country.
Economists are looking out for signs of an end to the recession.	The outlook is not good. The economy seems to be stagnant.
He stood at the corner, looking out for police cars.	He was the lookout while the others robbed the bank.

The Swimming Club decided to set up a committee to look into the club rules.	The company setup is quite complex, with branches in 30 different countries.
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Decide whether the particle should go before or after the verb in these sentences.

1. The cheetah is so fast it can _____ run _____ a fast-moving vehicle. (OUT)
2. The police _____ held _____ the traffic while the President's car passed. (UP)
3. Sean made an insensitive comment and didn't realise how much he'd _____ set _____ Wendy. (UP)
4. The committee _____ held _____ her complaint, and she was awarded compensation. (UP)
5. We decided to _____ do _____ the living room and went online to choose paint colours. (OUT)
6. We _____ ended _____ eating in a dingy café on the edge of town. (UP)
7. The radio's not working. The batteries have _____ run _____. (OUT)

Choose a noun from the box that can be associated with the following sentences.

lookout	outbreak	breakout	upset	outlook	setup
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1. The _____ of the new office was completed last week, and everyone is excited to start working there.
2. The _____ of the disease caused panic in the small town, and health officials worked quickly to contain it.
3. She felt a sense of _____ after losing the game, but her coach reminded her that there would be more opportunities.
4. The _____ from the prison was carefully planned, and the inmates managed to escape without being noticed.
5. The _____ for the economy is positive, with experts predicting growth in the next quarter.
6. The hiker climbed to the top of the hill to act as a _____ and warn the group of any approaching danger.

Section 4. Exam practice.

For questions 1—8, read the text below and think of the word which best fits each gap. Use only one word in each gap.

The Island Where Dreams Came True

Ellis Island in New York — that extraordinary entrance to a new land and a new life which received, processed and despatched millions of arriving immigrants 1 _____ 1892 and 1924 — has been turned into a museum. 2 _____ lain derelict for years after its official closure, the island's huge purpose-built reception centre has been restored. It has become a place of pilgrimage for the descendants of the desperate people who filed through its cavernous main hall to answer questions and 3 _____ in the forms in whatever halting English 4 _____ possessed.

To get to Ellis Island, you take a ferry from the southernmost tip of Manhattan. 5 _____ you sail past the Statue of Liberty and pull up to the dock outside the enormous entrance to that imposing reception building, it is impossible 6 _____ to reflect on 7 _____ it must have looked to those hordes of people who clambered off the boats with their children clinging 8 _____ them and their belongings packed into baskets and bags.

Section 5.

Translate the following texts into English using the vocabulary from the Module 5.

О цитировании Шекспира

Если вы не в состоянии уследить за ходом моих рассуждений и говорите: «Для меня это китайская грамота», — вы цитируете Шекспира; если ваше пропавшее имущество растворилось в воздухе, вы цитируете Шекспира; если вы хоть раз отказывались сдвинуться ни на дюйм, если вы косноязычны (у вас словно язык прилип к небу), если вы настаивали на честной игре или

говорили, что это «слишком хорошо, чтобы быть правдой», — вы цитируете Шекспира; если вы считаете, что час пробил и что игра окончена, — вы цитируете Шекспира.

Даже если вы предлагаете мне убираться на все четыре стороны и говорите «скатертью дорога»; если вы хотите, чтобы я был мертв как дверной гвоздь, — то, черт побери, ради всего святого, — мне всё едино, потому что вы цитируете Шекспира.

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ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТРЕНИНГ
В АСПЕКТЕ ПРОФЕССИОНАЛЬНОЙ
ЛИНГВИСТИЧЕСКОЙ ПОДГОТОВКИ
IV КУРС

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