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Учебно-методическое пособие по английскому языку предназначено для обучающихся 11 классов, студентов педагогических вузов, для учителей иностранного языка. Включает 8 модулей, каждый из которых содержит упражнения, направленные на закрепление лексического материала. Задания отличаются разнообразием форматов и носят практико-ориентированный характер. Все задания сопровождаются ключами. Задания учебно-методического пособия обеспечивают достижения результата ФГОС в ОО, могут быть использованы для организации дифференцированной работы на уроке.

Пособие рассчитано на творческое использование предложенного материала.

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## Пояснительная записка

Наше время отмечено глобализацией экономики, интеграцией политической, культурной и хозяйственной жизни, что ведет к укреплению связей между странами в различных областях. Чтобы быть успешным, востребованным необходимо кроме глубоких знаний, гибких компетентностей, владеть иностранными языками. Знание иностранного языка сегодня – это не просто необходимость, это требование времени. Языковая культура является неотъемлемой и существенной частью культуры человека в целом.

Иностранный язык, как и родной, не существует изолированно в обществе и не может жить своей собственной жизнью. Он тесно связан со всеми сферами жизнедеятельности общества: экономикой, политикой, искусством, образованием, военной сферой и т.п. Язык отражает менталитет, культуру страны, которую представляет. Иностранный язык помогает обеспечить продуктивный межличностный и межгосударственный диалог, способствует формированию позитивного имиджа России и россиян в мире.

Сегодня значительно возросла образовательная и самообразовательная функции иностранных языков, их профессиональная значимость в школе, в вузе, на рынке труда в целом, что и повлекло за собой усиление мотивации в изучении языков (особенно английского) международного общения.

Согласно ФГОС изучение английского языка в школе должно быть направлено главным образом на развитие речевых умений в целях дальнейшего формирования способности и готовности общаться на иностранном языке, то есть для достижения иноязычной коммуникативной компетенции. Без определённого запаса лексического материала данная задача представляется невыполнимой.

Участие в разного рода лингвистических конкурсах, предметных олимпиадах предполагает владение языком за пределами школьной программы. Поэтому учащимся, мотивированным на изучение иностранного языка, «стандартного», базового лексического запаса будет недостаточно.

Если ученик может подобрать эквивалент слова родного языка, значит ли это, что он знает слово? Видимо, да. Но означает ли это, что данный ученик сможет правильно использовать эти же слова при выражении своих мыслей? Скорее всего – нет.

Если обучающийся, увидев иностранное слово, узнаёт его, но не понимает значения, а если и вспоминает значение слова, то лишь после раздумий, значит ли это, что он знает слово? Да, он знает его. Но достаточно ли такого знания хотя бы для прочтения текста, не говоря об иноязычном общении? Конечно, нет.

Как при чтении необходимо мгновенно узнать слово, и осознавать его значение, так и для говорения необходимо автоматически быстро припомнить слово, адекватное замыслу, и сочетать его с другими словами.

Это нечто больше, чем знание слова, это – владение им. Оно-то и основано на лексических навыках. Надо постоянно помнить, что желанной целью должно быть владение словами, а не их знание. Поэтому лучше говорить так: ученик должен владеть таким-то количеством слов, независимо от того, для какого вида речевой деятельности эти слова необходимы [2].

Принимая во внимание всё вышесказанное, можно сказать, что лексика в системе языковых средств является важнейшим компонентом речевой деятельности: аудирования и говорения, чтения и письма. Это определяет её важное место на каждом уроке иностранного языка, и формирование лексических навыков постоянно находится в поле зрения учителя [8].

Но, несмотря на определённый прогресс в обучении активному и пассивному владению языком, до сих пор ещё не создана целостная теория двух разных аспектов владения языком и не разработаны пути достижения такого владения в процессе обучения. Поэтому эта проблема является актуальной в наши дни.

Что такое лексика? Лексика – это совокупность слов (словарный запас) того или иного языка. Слова, которые человек использует в своей речевой практике, устной и письменной, составляют его активный словарный запас.

Чем богаче и разнообразнее словарный запас человека, тем легче пользоваться ему языком [2].

Основной целью обучения лексическому материалу является формирование у учащихся лексических навыков как важнейшего компонента экспрессивных и рецептивных видов речевой деятельности.

Лексические навыки характеризуются большей осознанностью, что проявляется в выборе слов, в их сочетании с другими словами и зависимости от цели коммуникации. Также выделяется языковой лексический навык: операции по анализу слов, по словообразованию, конструированию словосочетаний [9].

Повышенное внимание к этому аспекту иноязычной речи объясняется рядом причин:

- от степени владения лексикой в первую очередь зависит содержательная сторона высказывания;
- лексика, подлежащая усвоению, не однородна по своим психологическим, психолингвистическим характеристикам;
- усвоенный лексический минимум следует рассматривать как базовую (опорную) лексику;
- навыки по применению языковых единиц, материала на лексическом уровне являются важным компонентом таких видов речевой деятельности, как аудирование, чтение и говорение [9].

Учебная лексемно-семантическая единица может состоять из одного, двух, трех и более слов, вплоть до предложения; может быть простым, сложным, производным, сокращённым и конвертированным словом. Значения учебных лексемно-семантических единиц могут быть весьма неоднородными: это основное, дополнительное, нормативно-прямое, переносно-фигуральное, коннотативное, стиле-регистрационное, социально-ареальное, ономастическое и другие значения [6].

Активный лексический навык предусматривает владение рядом операций, таких как перевод учебных лексемно-семантических единиц из

долговременной памяти в оперативную, сочетание слов по смыслу и форме по определенным схемам, замещение свободной позиции и использование их в устной и письменной формах общения.

Поскольку системы понятий в разных языках не совпадают, то при изучении иностранного языка необходимо одновременно с формой слова усваивать и новую систему понятий, что всегда требует разъяснений [6].

Особую проблему представляют правила словообразования, которые исследователи не могут «поделить» между грамматической и лексической.

Чрезвычайно важными и достаточно сложными являются сочетательные механизмы: смысловая совместимость единиц и синтаксическая оформленность сочетаний слов. Лексическое значение существительных и их сочетаемость неразрывно связаны благодаря определенному объёму и специфике лексического значения слов. Сочетаемость лексем определяется индивидуальным значением слов, языковыми традициями и привычками народа [4].

Все компоненты лексического навыка должны учитываться как при введении лексических единиц, так и при формировании соответствующего навыка в процессе работы со словарем, с текстом, лексическими упражнениями, при активации лексики в иноязычной речи.

Таким образом, лексическая составляющая является одной из базовых в изучении иностранного языка, освоение лексики должно войти в число приоритетных задач в обучении языкам. В связи с этим возникает необходимость проводить работу по систематизации изученных ранее лексических единиц [4].

В отличие от более ранних ступеней обучения в старших классах новая лексика вводится преимущественно в словосочетаниях. Одной из важнейших задач учителя при обучении лексики – удерживая введенный лексический материал, создавать возможности для его актуализации, использования в речи. Достаточно большой объем лексики, предназначенной для рецептивного усвоения или «пассивной», может перейти в активный, если

стимулировать учащихся к использованию новых лексических единиц путем создания разнообразных речевых ситуаций.

Данное учебно-методическое пособие «Практико-ориентированные задания к УМК Spotlight -11» для учащихся общеобразовательных учреждений содержит 8 модулей с разнообразными практическими упражнениями, направленными на формирование лексических навыков. В каждом модуле содержится 5-6 заданий, направленных на запоминание фразовых глаголов, устойчивых словосочетаний с предлогами, а также активной лексики в каждом отдельном модуле. Также упражнения отрабатывают навыки словообразования, лексической сочетаемости, употребления слов в контексте.

Пособие может быть использовано на уроках для запоминания и активизации изученной лексики, а также учащимися при самостоятельном изучении лексики.



## Module 1 - Relationship

I. Complete the sentences with the words from the box. There are two extra words that you don't need to use.

engaged	ancestors	stubborn	sensitive	immediate	priority
foster	divorced	extended	stroll	married	widowed

1. They wanted to have a small and quiet wedding, so they only invited members of their ... families and a few friends.
2. Tom's parents have been having problems for a while, so they decided to get ...
3. After we did the washing-up, we went for a ... in the park.
4. Paul's wife past away last summer and now he is ... .
5. My sister lives with her husband. She has been ... for two years now.
6. My brother is so ... . He never listens to anybody.
7. Young Jeremy was placed into a ... home after his parents died in a car accident.
8. The recently ... couple are planning a summer wedding.
9. Amir lives with uncles, aunts and other members of his ... family.
10. Kate was surprised to know that one of her ... was a famous painter.

II. Use the words derived from the ones at the end of each sentence to complete the following sentences.

1. A place that you can live or stay in is called ... . **(accommodate)**
2. Your ... is the way that you act or do things. **(behave)**
3. If you do something ... , you do it now, without waiting. **(immediate)**
4. To ... means to refuse to do what someone in authority or a rule tells you to do. **(obey)**
5. Good teams understand the ... of working together. **(important)**
6. There is a general ... that parents know what is best for their children. **(believe)**
7. The teacher spoke to each child ... . **(separate)**
8. The storm caused ... damage. **(structure)**
9. Our ... was delayed because of bad weather. **(depart)**

10. The ... between the two countries is very friendly. (relate)

*III. Fill in the prepositions: for / of / out / on / to / after / with / from*

1. Use yogurt instead ... cream and it will be lower in fat.
2. I am very close ... me parents and we can spend hours talking.
3. Schools in Japan are different ... schools in our country.
4. I don't trust people and I never share my secrets ... anyone.
5. People in the family should care ... each other and help each other.
6. Do you get ... well with your family members?
7. The class consists ... students from different countries.
8. Elder children should look ... their siblings.
9. I like going ... for an evening stroll in warm weather.
10. Young people should have high regard ... the older generation.

*IV. Phrasal Verb 'come'. Fill in: down with / across / into / up with / over.*

1. Why don't you come ... to my place on Saturday evening for a party?
2. He was late for the meeting but couldn't come ... a good excuse for it.
3. All my body aches and I've got a fever. I think I'm coming ... with the flu.
4. She came ... a large amount of money when her grandmother died.
5. The workers came ... some ancient artifacts while digging at the construction site.

*V. Complete the sentences with the prepositions: to / about / for / of.*

1. He was ashamed ... treating her in a rude way.
2. It's useless arguing ... it, he won't change his mind.
3. Young people should have great respect ... older generations.
4. She is so shy that she never gets very close ... other people.
5. Sophia is so attached ... her teddy bear, she takes it wherever she goes.

*VI. Use the words derived from the ones at the end of each sentence to complete the following sentences.*

- |                                                               |                 |
|---------------------------------------------------------------|-----------------|
| 1. What are the ... against experiments on animals?           | <b>argue</b>    |
| 2. This game will ... be difficult for us to win.             | <b>certain</b>  |
| 3. The bus was so ... that I decided to wait for another one. | <b>crowd</b>    |
| 4. We could hear some ... in the room above us.               | <b>move</b>     |
| 5. Annie felt she deserved ... after so many years of work.   | <b>promote</b>  |
| 6. We received a ... from our neighbors about the noise.      | <b>complain</b> |

## Module 2 – Where there’s a will there’s a way

*I. Complete the sentences with the words and phrases from the box.*

lighten the load    essential    get out of hand    to grin and bear it    keep you on your toes    shrugged her shoulders    cope with all the stress    lost my temper in a nutshell    losing control

1. We disliked what you were doing but the only thing we had to do was ... .
2. Jane ... unable to answer the teacher’s question.
3. I have such a heavy work load! I feel like I’m ... .
4. Exercising three times a week is ... for good health.
5. Ann went to see the headmaster because she couldn’t ... the exams were causing her.
6. The police did not let the football fans ... .
7. Global warming, ... , is the rise of the Earth’s temperature.
8. Having regular tests at school will ... .
9. I need a secretary to ... .
10. If you hadn’t behaved like that, I wouldn’t have ... .

*II. Match the words with their definitions.*

1. essential	a) extremely bored
2. sick and tired of sth	b) depressing me
3. lost my temper	c) nervous and anxious

4. building up	d) to say sth in very quietly, so that nobody can hear
5. getting me down	e) exaggerate
6. tense	f) important, necessary
7. get things out of proportion	g) gradually increasing
8. whisper	h) suddenly became angry

*III. Match the phrasal verb 'put' with the definitions.*

1. put off	a) let sb stay at your home
2. put on	b) accept sb or sth that is annoying, unpleasant without complaining
3. put down	c) dress yourself with sth
4. put up	d) postpone a meeting or an arrangement you have made with sb
5. put up with	e) make sb look or feel stupid, especially in front of other people

*IV. Fill the gaps with the phrasal verb 'put' from the table above.*

1. It seems like we have to put \_\_\_\_\_ our trip to London due to some inconveniences with my work schedule.
2. They both were tired of quarrelling and Annie decided to make the first step and put \_\_\_\_\_ John.
3. If only she had a fancy pair of shoes and a brand-new bag would she put \_\_\_\_\_ that dress he gifted her.
4. Jack was disappointed because his boss had put him \_\_\_\_\_ during the meeting in front of all his colleagues.
5. We can put you \_\_\_\_\_ for the night if you have nowhere to stay in this town.

*V. Choose the right preposition.*

1. All he was asked to do was just **pay attention** \_\_\_\_\_ what the teacher was saying.

a) at      b) to      c) about      d) for

2. Even though it was just our first date I **insisted** \_\_\_\_ paying for myself.

a) on      b) at      c) for      d) to

3. Nowadays all scientists say that spending more than 4 hours a day on your phone has a great **influence** \_\_\_\_ your brain.

a) of      b) about      c) on      d) at

4. By being constantly distracted by the phone during the meeting, Jane made a very negative **impression** \_\_\_\_ us.

a) at      b) on      c) to      d) for

5. Emily likes to **boast** \_\_\_\_ her exams' marks even before she gets to know the results.

a) to      b) on      c) about      d) of

### Module 3 - Responsibility

I. Match the words to the definitions.

1. confess	a) to take someone and keep as a prisoner until people give you money or things you want
2. burglary	b) the amount of money people pay as a punishment
3. kidnap	c) to admit that you have done something wrong or stupid
4. evidence	d) to try to catch someone or something by following them or running towards them
5. chase	e) to take something suddenly or by force
6. culprit	f) the crime of going into a building to steal things
7. fine	g) the facts and objects to prove that something is true
8. judge	h) to be able to say who someone or something is
9. grab	i) a person in court who decides what punishment a criminal should get
10. identify	j) a person who has done something wrong

*II. Complete the sentences with the words from the box in the correct form.*

guilty   announce   crime   investigate   illegal   contact   gullible   fee fraud   distract
--------------------------------------------------------------------------------------------------

1. The judges are ready to ... a winner.
2. In private schools parents have to pay ... for the education.
3. The police are ... the robbery of the bank that happened in our area.
4. As soon as I realized that my house has been broken into, I ... the police.
5. The accused was found not ... and released from prison.
6. Have you ever been a ... victim?
7. ... people are easy to trick because they always believe what people say.
8. It is ... to sell cigarettes to children.
9. The loud music from the next room ... me from doing my homework.
10. Anyone who commits a ... must be punished.

*III. Complete the definitions. Use the words: steal / sentence / witness / shoplifting / threaten / suspect / victim / offence.*

1. A person who sees something happen, e.g. a crime or an accident.
2. A person who has been robbed, injured, etc.
3. A person who the police think has committed a crime.
4. Take something belonging to somebody else without permission.
5. An illegal activity.
6. Stealing things from a shop.
7. Tell someone that you will do something unpleasant to them if they do not do what you want.
8. Tell somebody who is guilty what they will have to do, e.g. go to prison

*IV. Is the meaning the same or different? Write S or D.*

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. illegal   against the law | 5. criminal   offender            |
| 2. an offence   a crime      | 6. commit a crime   break the law |
| 3. legal   illegal           | 7. prison   jail                  |

4. kill someone | attack someone  
without asking

8. steal | take someone's belongings

V. Find 12 words on the topic in the square.

y	q	t	h	i	e	f	a	b	r
f	o	b	e	y	k	i	x	y	i
p	i	c	k	p	o	c	k	e	t
b	v	j	c	o	u	r	t	w	a
u	c	p	r	i	s	o	n	i	k
r	l	a	i	r	t	w	i	t	i
g	a	x	m	h	e	r	o	n	l
l	w	u	e	j	a	t	p	e	l
a	l	p	o	k	l	u	a	s	i
r	o	b	b	e	r	y	f	s	o

VI. Choose the correct item.

1. Animal rights organizations work to prevent offence / cruelty towards animals.
2. I won't violate / tolerate impoliteness in my class; I will inform the head teacher about your behavior.
3. It is important that students do not violate / abolish the school rules.
4. As Cindy was walking through the park, a stranger grabbed / mugged her handbag and ran away.
5. Don't be so shy! You need to face up / stand up for your rights to express yourself freely.
6. It took Jessica a few minutes to identify / realize that someone was trying to break into her house.
7. When Sarah saw that her purse was missing, she thought that a pickpocket / burglar must have taken it from her bag on the bus.

8. Morris found it difficult to deal / face with the fact that the police had arrested his son for shoplifting.
9. Weren't there any suspects / witnesses who can tell us how the accident happened?
10. As there was no evidence to prove his innocence, the man had to accept / confess to the crime he was accused of.

#### Module 4 - Danger

*I. Complete the sentences with the words from the box. There is one word you don't need to use.*

edge   willpower   stiff   frostbitten   bold   agonising  
pitch black   hypothermia   fractured   summit   sprained

1. Mike slept on a hard pillow last night, so he has a ... neck today.
2. Tom had to get an x-ray to see if he had ... his collarbone in the skiing accident.
3. After his crippling injury, Joe took the ... decision to give up professional football.
4. As he stood near the ... of the cliff, Luke could see far across the valley.
5. Cathy is a ... and fearless rock climber.
6. Following a long and difficult climb, the adventurers finally reached the ... .
7. Without any matches or torches, they remained in the ... of the night.
8. Lucy ... her ankle while playing tennis.
9. The rescue worker wrapped the shivering boy in blankets to prevent him from getting ... .
10. Terry showed a great display of ... when he ran 5000 km to raise money for charity.

*II. Fill in the gaps with the correct word derived from the words in bold.*

1. He has recovered ... from his illness. (**miracle**)



2. Linda finds chocolate cake ..., she can never say 'no' when someone offers her a piece. (**resist**)
3. We recommended Dr Brown, as he is ... one of the best doctors in the city. (**suppose**)
4. Jane's leg injury was so ... that she had to be taken to hospital. (**pain**)
5. The ... from our country climbed Everest in 1970s. (**mountain**)
6. Because of the cold, our chances of ... were rather low. (**survive**)
7. I really admire his ... to succeed. (**determine**)
8. Our journey was full of danger and excitement. I'm sure it's the most ... journey in our life. (**adventure**)
9. Thousands of people left their homes and tried to escape to ... . (**safe**)
10. She has shown a lot of ... in dealing with her son's illness. (**strong**)

*III. Continue the sentences adding at least three words (parts of the body).*

1. You can cut your ... .
2. You can bruise your ... .
3. You can break your ... .
4. You can sprain your ... .
5. You can scratch your ... .
6. You can have a swollen ... .

*IV. Match the phrasal verb 'go' with the synonyms.*

1. go on	a) to travel in front of other people in your group and arrive before them; to proceed
2. go away	b) to discuss sth in detail, to examine sth carefully
3. go into	c) to continue doing sth
4. go ahead	d) to experience or suffer sth
5. go through	e) to leave a person or a place; to leave home for a period of time, especially for a holiday

V. Complete the sentences with the correct forms of the phrasal verb 'go'.

1. The family decided to ... to the countryside for the weekend.
2. The meeting ... for a lot longer than I expected.
3. She's been ... a bad cold recently.
4. The building of the new bridge will ... as planned,
5. We need to ... the question of costs of building a new house.
6. ... and think about it, then let me know your decision.
7. He's amazingly cheerful considering all he's had to ... .

VI. Fill in the prepositions in the phrases.

1. After years of eating dairy products it turned out she was allergic ... milk.  
a) for    b) to    c) on
2. Her husband was treated ... serious problems after the car accident.  
a) for    b) of    c) on
3. Everyone in our office was complaining ... low temperatures of the air conditioning.  
a) on    b) to    c) about
4. It took Alice 4 years to recover ... the car accident she had had with her friend.  
a) of    b) from    c) about
5. I realized he was in danger as soon as I found out that his son was involved ... some suspicious business.  
a) in    b) of    c) to
6. He complained ... a pain in his stomach.  
a) to    b) on    c) of

## Module 5 – Who are you?

I. Complete the sentences with the words derived from the ones at the end of the sentences.

1. This criminal is known to the police under ... names. (VARY)

2. The ... to the cave had been blocked up. (ENTER)
3. She was ... at the thought of being alone. (TERRIFY)
4. Hotel ... was scarce during the Olympic Games. (ACCOMMODATE)
5. The scheme has been set up to help ... people. (HOME)
6. I don't want my ... disturbed. (PRIVATE)
7. You should do nothing that might endanger ... of other people. (SAFE)
8. You are not ... expecting me to believe that? (SERIOUS)
9. She has every ... in her students' abilities. (CONFIDENT)
10. Our town is known to be an ... area as there are plenty of small and big plants around here. (INDUSTRY)

*II. Complete the sentences with the words from the box.*

run-down	historic	residential	posh	squat	pedestrianised
filthy	fully-furnished	self-esteem	abandoned		

1. All the warehouses are in the ... area near the port.
2. Your clothes are ...! Have you been repairing your bike again?
3. They will demolish the old ... school and build a new one in its place.
4. Beverly Hills is famous for its ... mansions of rich Hollywood stars.
5. These flats have been ... since the tragic fire.
6. Losing your job can have a very bad effect on your ... .
7. They live in a ... without electricity or running water.
8. Children can play safely in ... areas since there is no need for parents to worry about passing vehicles.
9. Stonehenge is a well-known ... site in England.
10. I'm looking forward to rent a ... flat in the city centre.

*III. Use the following phrases in the sentences of your own.*

well-lit street, shiver with cold, make ends meet, foster family, to be proud of

IV. Choose the correct option.

1. I tried to fix my camera after swimming with it in the sea but it was *under / within / beyond* repair.
2. He hasn't used his car for months since everything was within easy reach *for / of / to* our house.
3. I had a problem with my laptop and asked a technician to have a look *for / on / at* it.
4. Jane came back from vacation and was surprised to see her house *at / in / for* really good condition.
5. Helen was running out of money and therefore was in need *of / for / to* some work.
6. He never bothers to do his jacket *in / on / up*.
7. She has so much work that she can't do *with / without* a secretary.
8. He makes money by buying old houses and doing them *on / up / in*.
9. Digging the garden all day has really done me *on / in / up*.
10. We bought a second-hand car but it turned out to be *on / in / for* really bad condition.

## Module 6 - Communication

I. Match the words in two columns to make collocations.

1. extra-terrestrial	a) signals
2. radio	b) race
3. communication	c) life
4. human	d) contact
5. technologically	e) a message
6. broadcast	f) waves
7. establish	g) the skies
8. sweep	h) advanced

*II. Complete the sentences with the phrases from exercise I.*

1. Many people believe that there is ... in the universe.
2. Native American Indians send ... using smoke.
3. My best friend decided to ... for me on the radio to congratulate me on my birthday.
4. When I move abroad, I am going to ... with as many locals as possible.
5. Japan is one of the most ... countries in the world.
6. No matter how long you ... using large telescopes, there is always more to discover.
7. The ... continues to expand every year.
8. Mobile phones use ... to transmit signals.

*III. Complete the sentences with the words:*

telescopes   orbit   solar   signal   cosmos   beams   laser
--------------------------------------------------------------

1. The strange object floating in the sky was sending out ... of bright light.
2. Astronomers use ... to explore the universe.
3. I'm thinking of having ... surgery to correct my eyesight.
4. Earth completes its ... around the sun in 365.26 days.
5. When the boat started sinking, the captain sent out a distress ... .
6. Scientists believe the ... is about 15 billion years old.
7. The sun is at the centre of our ... system.

*IV. Match the phrasal verb 'talk' with the meanings.*

1. talk sth over	a) to speak to sb as if they were less important or intelligent than you
2. talk back to sb	b) to persuade sb to accept sth or agree to sth
3. talk down to sb	c) to persuade sb to do sth
4. talk sb into sth	d) to discuss sth in order to reach an agreement or make a decision

5. talk sb out of sth	e) to answer sb rudely
6. talk sb round to sth	f) to persuade sb not to do sth

V. Complete the sentences with the phrasal verb 'talk' in the correct form.

1. I didn't want to move abroad, but John ... me ... it.
2. You'll find it helpful to ... things ... with a friend before making a decision.
3. She tried to ... him ... leaving the party so early.
4. We finally managed to ... them ... to our way of thinking.
5. Don't ... .. , or you won't be allowed to go out!
6. Never ... .. to me as if you are my boss.

VI. Fill in the prepositions: **about** / **of** (2) / **on** / **to** / **for**.

1. She had been working all day and then complained ... a terrible headache.
2. Jane insisted ... paying for the meals herself.
3. I think you should apologise ... the hostess ... breaking a cup.
4. Children often complain ... the food.
5. The doctor assured me ... the importance of taking this medicine.

## Module 7 – In days to come

I. Match the words to the definitions.

goal	overcome	attempt	elect	succeed	achieve	failure
obstacle						

1. to succeed in doing or getting something you want
2. it is when you try to do something
3. it is when you do not do something that you planned or wanted to do
4. to choose someone for an official position by voting
5. a situation, an event, etc. that makes it difficult for you to do or achieve something
6. something that you hope to achieve

7. to achieve the result or effect that you have been trying to do or get
8. to succeed in dealing with or controlling a problem that has been preventing you from achieving this

*II. Use the words from exercise I in the correct form.*

1. A lack of qualifications can be a major ... to finding a job.
2. Despite all our ... to stop him, he decided to leave school.
3. The country ... a new government in January
4. He ... a lot in his life.
5. The two parties managed to ... their differences on this issue.
6. The company has set itself some long-term ... .
7. We were very disappointed by the ... of our project.
8. He ... in getting a place at art school.

*III. Complete the sentences with the correct word derived from the words in brackets.*

1. These gardening programmes give people ... for their own homes. (INSPIRE)
2. Simon was ... unhappy after his divorce. (DESPERATE)
3. A ... is someone whose job is to advise people about the law and speak for them in court. (LAW)
4. ... lives are lost on our roads each year. (COUNT)
5. The meeting of world ... is taking place tomorrow. (LEAD)
6. Someone who thinks of or makes something completely new is called an ... . (INVENT)
7. They had mechanical ... on the plane. (DIFFICULT)
8. Science involves a lot of ... work in the laboratory. (PRACTICE)

9. It's ... that she was hurt.  
(FORTUNE)

10. She succeeded through hard work and ... .  
(PERSEVERE)

*IV. Choose the correct word.*

*classmates / colleagues*

1. Most of my ... have been working for six years here.

2. I will miss my ... after graduating.

*syllabus / prospectus*

3. A small book in which a university, school or company gives information about itself is called a ... .

4. The course ... covers a wide range of subjects.

*fees / prices*

5. ... are rising all the time.

6. My parents help me pay my tuition ... .

*qualities / qualifications*

7. Honesty is one of the most important ... in a good friend.

8. You need to have the necessary ... to succeed in the job.

*lesson / subject*

9. I usually have a French ... twice a week.

10. What was your favourite ... when you were at school?

*position / place*

11. She got a ... on the swimming team.

12. I am going to apply for the ... of senior manager at our company.

*grant / loan*

13. Tracey has got a ... to pay for her new car.

14. She got a ... to study at college.



V. Fill in the words in the correct form: **attend / graduate / apply for / win / drop out / complete / enroll / hand in.**

1. My brother ... from university when he was twenty-two years old.
2. My dad ... of school when he was 13 years old because of bad behavior.
3. It was difficult for me to ... all the lectures because I had to work.
4. Once I ... my degree in engineering, I will move to Poland.
5. If I hadn't ... a scholarship, I would have never been able to study abroad.
6. Sharon has ... on an art course, as she is interested in French impressionism.
7. I ... a place on the computer course.
8. The teacher told us to ... our test papers on time.

## Module 8 - Travel

I. Match the words to the definitions.

1. stream	a) an area of ground that is very wet or covered with water and in which plants, trees, etc. are growing
2. swamp	b) a place where a stream or river falls from a high place, for example, over a cliff or rock
3. cave	c) a large area of very hot dry land where few plants grow
4. waterfall	d) a small narrow river
5. lake	e) an area of low land between hills or mountains
6. valley	f) a part of the sea, enclosed by a wide curve of the shore
7. desert	g) a large hole in the side of a hill or under the ground
8. bay	h) a large area of water that is surrounded by land

II. Complete the sentences with the words in the correct form: **mystic / live / conserve / miss / remain / familiar / lose / cut / forecast / ancient.**

1. We ... our way in the forest and it took us two hours to get back home.
2. What is the weather ... for tomorrow?
3. My grandparents ... in a small house by the sea.

4. Athens is full of ... of a great civilization.
5. My mother ... the cheese in cubes for the salad.
6. While travelling in Nepal we saw a lot of ... temples.
7. We need to ... some supplies, otherwise we'll run out soon.
8. Students shouldn't ... lessons at school.
9. Her future was predicted by a ... .
10. The woman's face is ... to me, but I can't recall her name.

*III. Match the phrasal verb 'check' with the meanings and then use in the sentences.*

Check in / check out / check on sb or sth / check off / check over sth
------------------------------------------------------------------------

1. to pay the bill and leave a hotel.
  2. to make sure that there is nothing wrong with somebody
  3. to go to the desk at a hotel, airport etc. and say that you have arrived
  4. to tick something on the list
  5. to examine something carefully to make sure that it is correct and acceptable
- 
- 6) We have to check *on / in / off* an hour before the flight leaves.
  - 7) Check *off / over / out* your work for mistakes before you hand it in.
  - 8) What time should we *check over / off / out* of the hotel?
  - 9) Check the names *in / off / out* as the guests arrive.
  - 10) I'll just go and check *on / off / over* the children.

*IV. Choose the correct preposition: with (2) / of (2) / by.*

1. Spaghetti is typical ... Italian cooking.
2. The square was crowded ... people who had come to see the parade.
3. The teacher was dissatisfied ... the results of the test.
4. When I was a child, I dreamed ... becoming a movie star.
5. We rented a nice small cottage ... the sea.

*V. Complete the sentences with the words derived from the ones at the end of the sentence.*

1. The moment we entered the house we felt insecure as there was something ... about that place.      MYSTERY
2. This cathedral is of great historic and ... interest.      ARCHITECTURE
3. Though they didn't know each other quite well, they could feel there was a ... connection between them.      SPIRIT
4. Nowadays there are ... lines of communication everywhere.      VISIBLE
5. It's almost impossible not to react to ... news in some way.      PREDICT
6. This scientific ... will be useful in many spheres of our life.      DISCOVER
7. In his autobiography he described his life as a/ an ... in some of the most remoted parts of the world.      EXPLORE
8. We will study the ancient ... of Greece and Rome.      CIVILISE
9. He was ... enough to afford such a posh car.      WEALTH
10. I guess it is a ... custom.      EUROPE

## Answer key

### Key to module 1:

- I. 1. immediate    2. divorced    3. stroll    4. widowed    5. married    6. stubborn    7. foster    8. engaged    9. extended    10. ancestors
- II. 1. accommodation    2. behavior    3. immediately    4. disobey    5. importance  
6. belief    7. separately    8. structural    9. departure    10. relationship
- III. 1. of    2. to    3. from    4. with    5. for    6. on    7. of    8. after    9. out    10. for
- IV. 1. over    2. up with    3. down with    4. into    5. across
- V. 1. of    2. about    3. for    4. to    5. to
- VI. 1. arguments    2. certainly    3. crowded    4. movements    5. promotion  
6. Complaint

### Key to module 2:

- I. 1. to grin and bear it    2. shrugged her shoulders    3. losing control  
4. essential    5. cope with all the stress    6. get out of hand  
7. in a nutshell    8. keep you on your toes    9. lighten the load  
10. lost my temper
- II. 1 f    2 a    3 h    4 g    5 b    6 c    7 e    8 d
- III. 1 d    2 c    3 c    4 a    5 b
- IV. 1 off    2 up with    3 on    4 down    5 up
- V. 1 to    2 on    3 on    4 on    5 about

### Key to module 3:

- I. 1 c    2 f    3 a    4 g    5 d    6 j    7 b    8 i    9 e    10 h
- II. 1 announce    2 fees    3 investigating    4 contacted    5 guilty  
6 fraud    7 gullible    8 illegal    9 distracts / distracted    10 crime
- III. 1 witness    2 victim    3 suspect    4 steal    5 offence    6 shoplifting  
7 threaten    8 sentence
- IV. 1 S    2 S    3 D    4 D    5 S    6 S    7 S    8 S
- V. Across: thief, obey, pickpocket, court, prison, robbery

Down: burglar, kill, witness, law, crime, steal

VI. 1. cruelty 2. tolerate 3. violate 4. grabbed 5. stand up  
6. realize 7. pickpocket 8. deal 9. witnesses 10. Confess

**Key to module 4:**

I. 1. stiff 2. fractured 3. agonizing 4. edge 5. bold 6. summit 7. pitch  
black 8. sprained 9. hypothermia 10. willpower

II. 1. miraculously 2. irresistible 3. supposedly 4. painful 5.  
mountaineers 6. survival 7. determination 8. adventurous 9.  
safety 10. strength

III. Student's own answers

IV. 1c 2e 3b 4a 5d

V. 1. go away 2. went on 3. going through 4. go ahead 5. go into 6. go  
away 7. go through

VI. 1b 2a 3c 4b 5a 6c

**Key to module 5:**

I. 1. various 2. entrance 3. terrified 4. accommodation 5. homeless  
6. privacy 7. safety 8. seriously 9. confidence 10. industrial

II. 1. residential 2. filthy 3. run-down 4. posh 5. abandoned  
6. self-esteem 7. squat 8. pedestrianised 9. historic 10. fully-furnished

III. Students' own answers.

IV. 1. beyond 2. of 3. at 4. in 5. of 6. up 7. without 8. up  
9. in 10. in

**Key to module 6:**

I. 1c 2f 3a 4b 5h 6e 7d 8g

II. 1. extra-terrestrial life 2. communication signals 3. broadcast a message  
4. establish contact 5. technologically advanced 6. sweep the skies  
7. human race 8. radio waves

III. 1. beams 2. telescopes 3. laser 4. orbit 5. signal 6. cosmos  
7. solar

IV. 1 d 2 e 3 a 4 c 5 f 6 b

V. 1 talked into 2 talk over 3 talk out of 4 talk round 5 talk back  
6 talk down

VI. 1 of 2 on 3 to, for 4 about 5 of

**Key to module 7:**

I. 1. achieve 2. attempt 3. failure 4. elect 5. obstacle 6. goal 7. succeed  
8. overcome

II. 1. obstacle 2. attempts 3. elected 4. achieved 5. overcome  
6. goals 7. failure 8. succeeded

III. 1. inspiration 2. desperately 3. lawyer 4. countless 5. leaders  
6. inventor 7. difficulties 8. practical 9. unfortunate 10. perseverance

IV. 1. colleagues 2. classmates 3. prospectus 4. syllabus 5. prices 6.  
fees 7. qualities 8. qualifications 9. lesson 10. subject 11. place  
12. position 13. loan 14. grant

V. 1. graduated 2. dropped out 3. attend 4. complete 5. won 6.  
enrolled  
7. apply for 10. hand in

**Key to module 8:**

I. 1 d 2 a 3 g 4 b 5 h 6 e 7 c 8 f

II. 1 lost 2 forecast 3 lived 4 remains 5 cut 6 ancient 7 conserve  
8 miss 9 mystic 10 familiar

III. 1 check out 2 check on 3 check in 4 check off 5 check over  
1) in 2) over 3) out 4) off 5) on

IV. 1 of 2 with 3 with 4 of 5 by

V. 1 mysterious 2 architectural 3 spiritual 4 invisible 5 unpredictable  
6 discovery 7 explorer 8 civilisations 9 wealthy 10 European

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