

# MACMILLAN

## Exam Skills for Russia

### ЕГЭ по английскому языку: практическая подготовка

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## ЕГЭ по английскому языку: практическая подготовка

Дорогие друзья!

Перед вами необычное пособие. Здесь вы найдёте всё, что вам понадобится для практической подготовки и успешной сдачи Единого государственного экзамена по английскому языку:

- описание формата экзамена;
- информацию обо всех экзаменационных заданиях;
- комплекс тренировочных упражнений по формированию и развитию ключевых умений и навыков;
- практические советы и описание экзаменационных стратегий;
- списки реплик-клише и устойчивых речевых оборотов;
- полный практический тест в формате ЕГЭ;
- аудиозаписи к заданиям устной части, включая образцы выполнения задания 1 (чтение текста вслух).

Перед вами универсальное пособие, которое можно использовать по мере знакомства с форматом экзамена и/или на заключительном этапе подготовки, непосредственно перед сдачей экзамена. Ответы к упражнениям, тексты аудиозаписей, образцы выполнения письменных работ, а также модели устных ответов, представленные в конце книги, позволяют использовать пособие как для работы в классе с учителем, так и для самостоятельной подготовки к экзамену.

## Структура экзаменационной работы в формате Единого государственного экзамена по английскому языку

Экзаменационная работа по английскому языку состоит из двух частей: письменной и устной. Письменная часть включает четыре раздела: «Аудирование», «Чтение», «Грамматика и лексика» и «Письмо». Устная часть, в свою очередь, включает задание на чтение текста вслух и три задания по говорению. Время, отведённое на выполнение письменной части экзамена, составляет 180 минут (3 часа). Время на выполнение заданий устной части, включая время на подготовку, составляет 15 минут.

### Письменная часть

#### Раздел 1. Аудирование

Раздел состоит из девяти тестовых заданий. Каждый аудиотекст прозвучит дважды. Рекомендуемое время выполнения заданий раздела – 30 минут.

Задание/ Уровень сложности	Количество говорящих	Тип высказывания	Установка задания	Проверяемые умения	Максимальный балл
1 Базовый	6	Монолог	Найти соответствия между высказываниями и утверждениями	Понимание основного содержания прослушанного текста	6
2 Повышенный	2	Диалог	Установить, какие из приведённых утверждений соответствуют содержанию текста, какие не соответствуют и о чём в тексте не сказано	Понимание в прослушанном тексте запрашиваемой информации	7
3–9 Высокий	2	Интервью	Ответить на вопросы, выбрав правильный ответ из трёх предложенных	Полное понимание прослушанного текста	7

## Раздел 2. Чтение

Раздел содержит девять тестовых заданий. Рекомендуемое время выполнения заданий раздела – 30 минут.

Задание / Уровень сложности	Количество говорящих	Установка задания	Проверяемые умения	Максимальный балл
10 Базовый	7	Соотнести тексты с заголовками	Понимание основного содержания текста	7
11 Повышенный	6	Заполнить пропуски в тексте фрагментами предложений	Понимание структурно-смысловых связей в тексте	6
12–18 Высокий	7	Ответить на вопросы по содержанию текста, выбрав правильный вариант из четырёх предложенных	Полное и точное понимание информации в тексте	7

## Раздел 3. Грамматика и лексика

Раздел включает двадцать заданий, тринадцать из которых – это задания с кратким ответом и семь – задания с выбором одного ответа из четырёх предложенных. Рекомендуемое время выполнения заданий раздела – 40 минут.

Задание / Уровень сложности	Количество вопросов	Установка задания	Проверяемые навыки	Максимальный балл
19–25 Базовый	7	Заполнить пропуски в тексте путём преобразования данного слова в нужную грамматическую форму	Грамматические	7
26–31 Базовый	6	Заполнить пропуски в тексте путём образования однокоренного слова от данного опорного слова	Лексико-грамматические	6
32–38 Повышенный	7	Заполнить пропуски в тексте, выбрав правильный ответ из четырёх предложенных	Лексико-грамматические	7

## Раздел 4. Письмо

Раздел состоит из двух заданий. Рекомендуемое время выполнения заданий раздела – 80 минут.

Задание / Уровень сложности	Тип задания	Количество слов	Критерии оценивания	Максимальный балл
39 Базовый	Личное письмо	100–140	Решение коммуникативной задачи, организация текста, языковое оформление	6
40 Высокий	Развёрнутое письменное высказывание с элементами рассуждения	200–250	Решение коммуникативной задачи, организация текста, лексика, грамматика, орфография и пунктуация	14

## Устная часть

Устная часть ЕГЭ по английскому языку сдаётся в компьютеризированной форме в отдельный день. Каждое последующее задание устной части ЕГЭ выдаётся после окончания предыдущего. Во время всего ответа ведётся аудио- и видеозапись.

Задание / Уровень сложности	Время на подготовку / Время ответа	Установка задания	Критерии оценивания	Максимальный балл
Task 1 Базовый	1,5 минуты / 1,5 минуты	Прочитать вслух отрывок информационного или научно-популярного текста	Фонетическая сторона речи	1
Task 2 Базовый	1,5 минуты / 20 секунд на каждый вопрос	Задать пять прямых вопросов	Содержание, грамматическое, лексическое и фонетическое оформление вопросов	5
Task 3 Базовый	1,5 минуты / 2 минуты	Используя план, описать одну из трёх предложенных фотографий	Решение коммуникативной задачи, организация высказывания, языковое оформление высказывания	6
Task 4 Высокий	1,5 минуты / 2 минуты	Используя план, сравнить и сопоставить две фотографии	Решение коммуникативной задачи, организация высказывания, языковое оформление высказывания	6

## Study Skills: Listening

The Listening section is the first part of the EGE exam. Do this quiz to see how much you know about it.

### Quiz

- |  |   |
|--|---|
| 1 How many parts are there in the Listening section?                         | 5 How many times do you hear each recording?                |
| 2 How many questions are there in total?<br>A 10 B 20 C 40                   | 6 Do you have time to read the questions before you listen? |
| 3 Each question is worth the same number of points. True or false?           | 7 Where should you write your answers?                      |
| 4 All the parts are meant to be the same level of difficulty. True or false? |   |

### Listening Task 1

#### Listening Task 1: Exam information

Task type: multiple matching (match each speaker to a statement)

Number of speakers: six (short monologues)

Number of statements: seven (one distractor)

Context: all speakers talking about a related subject

Example situation: speakers' views on going to the cinema and watching films

### Skills development

#### Predicting key words

##### Remember

- Before you listen, read through all the statements.
- Look for the most important key words in each sentence, and underline them.
- For each statement, ask yourself: *What words and phrases might this speaker use?*

- 1 Look at these statements from different Tasks 1. For each one, underline the most important key words and phrases.

- 1 My favourite room at home is definitely my bedroom.
- 2 Photography can be an expensive hobby.
- 3 It's a big city so there's always lots to see and do!
- 4 I'd rather go camping with friends than stay in a hotel.
- 5 Learning a musical instrument is challenging but rewarding.

- 2 For each statement in Exercise 1, note down the key words and phrases you might hear in the recording.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## Understanding synonyms

- 1 Listen to five people talking. For each person, decide if the statement means the same as what they say. Tick or cross.

- 1 I prefer comedy films. ....
- 2 The film we watched last night was very good. ....
- 3 I was disappointed by the special effects. ....
- 4 The quality of the acting was poor. ....
- 5 Going to the cinema is more fun than watching a film at home. ....

- 2 Can you think of different ways of expressing the underlined words and phrases? Make notes.

- 1 a very bad phone .....
- 2 a very good phone .....
- 3 not so heavy .....
- 4 a large range of different colours .....
- 5 a cheaper version .....
- 6 it's ideal for me .....

- 3 Listen to someone talking about mobile phones. As you listen, write down the words and phrases they use to express the ideas 1–6 in Exercise 2.

- |         |         |
|---------|---------|
| 1 ..... | 4 ..... |
| 2 ..... | 5 ..... |
| 3 ..... | 6 ..... |

### Remember

- The speakers will not say the statements written on the page.
- However, they will say the same ideas expressed in a different way.
- A key skill is to listen for ideas and information that mean the same thing as the sentences.
- Because of this, it is essential to understand when two things mean the same thing, or something different.

## Listening for gist

- 1 Listen to four people talking. Match each one with a general subject.

- |                  |                                 |
|------------------|---------------------------------|
| Speaker 1: ..... | A learning a musical instrument |
| Speaker 2: ..... | B learning a language           |
| Speaker 3: ..... | C learning how to ride a bike   |
| Speaker 4: ..... | D learning how to swim          |

- 2 Listen again and decide which statement best summarises what they say. Be careful! The speakers are in a different order this time.

### Speaker 1

- A You need several lessons each week.
- B You have to practise a lot at home.

### Speaker 2

- A Don't worry if you make mistakes.
- B Try not to make mistakes.

### Speaker 3

- A It's a very important skill.
- B It's a very difficult skill.

### Speaker 4

- A The most important thing is confidence.
- B Having a good teacher is essential.

### Remember

- You do not need to understand every word you hear to get a general idea of what the speaker is saying.
- Do not panic if you do not know every word you hear!
- Ask yourself what the speaker's general point is, and generally what they are talking about. That is usually enough to get the right answer.

### Remember

- Sometimes, two or more statements may seem correct – but only one of them is.
- At times, you have to pay careful attention to detail.
- For example, a speaker may say that they used to do a lot of cooking, but they do not now. The statement *I spend a lot of time in the kitchen* is not correct for that speaker, because they did in the past, but not now.

### Understanding detail

- 1 005 Listen and read. Write 'S' if the two statements mean the same thing, or 'D' if they are different.

1 A It was the first time I'd ever been in a helicopter.  
B I'd never been in a helicopter before that flight.

☐

2 A The chances are she'll pass the exam.

B There's a slight chance she'll pass the exam.

☐

3 A I think it's the best laptop in that price range.

B I don't think it's the worst laptop in that price range.

☐

4 A We used to go into town every Saturday and look round the shops.

B We went into town every Saturday and looked round the shops.

☐

- 2 006 Listen to five short extracts. What is the difference between the meaning of each written statement and what you hear? Make notes.

1 I practise the violin three times a week.

.....

2 I'd love to arrange a surprise party for Carrie.

.....

3 I sometimes have to cut my dog's claws because they're too long.

.....

4 In the film, Jerry was attacked by an alien.

.....

5 Who attacked an alien?

.....

### Exam practice

#### Remember

- Before you listen, read through all the statements.
- Look for the most important key words in each sentence, and underline them.
- As you listen, remember to listen for information that matches the ideas in the statements rather than specific words and phrases.
- Do not worry if you are not sure of the answer the first time. You will hear the recording twice.
- When you are sure of an answer, put a line through the statement, or put a tick next to it, so you do not use it again by mistake.
- Do not leave any answers blank. If you are really not sure of an answer at the end, make a guess.

- 1 007 Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. I was lucky to get the job.
2. Working in a shop taught me many things.
3. I used my earnings to pay for a holiday.
4. Don't make the same mistake I did.
5. I asked my boss for a pay rise.
6. Office work is not as boring as you might think.
7. I decided to start my own small business.

Говорящий	A	B	C	D	E	F
Утверждение						

- 2 008 Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. It's a great place to visit whatever the weather.
2. It's the most popular tourist attraction in the area.
3. I wouldn't recommend it to parents with small children.
4. One day a week, you can look round for free.
5. Lots of teenagers go there on school trips.
6. It's nearby but I've never been there.
7. Make sure you book in advance.

Говорящий	A	B	C	D	E	F
Утверждение						

### Listening Task 2: Exam information

Task type: True / False / Not stated

Number of statements: seven

Number of speakers: two (dialogue)

Context: informal conversation about a topic

Example situation: two friends talking about their hobbies and interests

### Listening Task 2

### Skills development

#### Understanding synonyms

- 1 009 Listen and read. Decide if the two statements mean the same thing (S) or different things (D).

- 1 A We didn't manage to finish it in time.  
B We didn't succeed in completing it before the deadline.
- 2 A I'm not very keen on trying new food.  
B I'm not very interested in eating things I haven't eaten before.
- 3 A I suspect she's going to get the job.  
B I doubt she'll be given the position.
- 4 A Not everyone's able to do that!  
B Some people aren't capable of doing that!
- 5 A Dan says he's sure the package will get there today.  
B Dan's certain they'll receive the parcel before tomorrow.


- 2 010 Listen and decide if the statement is true (T) or false (F).

- 1 She used to live in the countryside. ....
- 2 He's planning to go on trip soon. ....
- 3 She often makes presents rather than buys them. ....
- 4 He always tells the truth at work. ....
- 5 She has no concerns about her exam results. ....
- 6 He thinks his younger brother is annoying. ....

#### Remember

- As with Task 1, it is important to listen for ideas, rather than specific words and phrases from the statements.
- If you hear exactly the same information as in a statement, then the answer is 'True'.
- If you hear information that contradicts a statement, then the answer is 'False'.
- If they do not say anything about a statement, or do not mention key information in a statement, then the answer is 'Not stated'.

## Understanding detail

### Remember

- Sometimes, it is only part of a statement that determines whether the answer is true, false or not stated. To get it right, you have to listen carefully for detail.
- For example, imagine this is a statement: *Alan takes a train to visit his grandparents in the summer.*
- If Alan says: *In the summer holidays, I usually go and stay with grandma and grandpa. They live in Brighton, which is about 3 hours away by train.*, then the answer is 'True'.
- If Alan says: *In the summer holidays, I usually go and stay with grandma and grandpa. They live in Brighton, which is about 3 hours away by bus.*, then the answer is 'False'.

### Remember

- Here is this statement again: *Alan takes a train to visit his grandparents in the summer.*
- If Alan says: *In the summer holidays, I usually go and stay with grandma and grandpa. They live in Brighton, which is about 3 hours away by bus.*, then the answer is 'False', because he goes by bus not train. Something he says contradicts the statement.
- However, if Alan says: *In the summer holidays, I usually go and stay with grandma and grandpa. They live in Brighton, which is about 3 hours away.*, then the answer is 'Not stated', because we do not know how he gets there. He does not contradict the statement. He just does not give us the information to decide if it is 'True' or 'False'.

### 1 Why is each statement false? Make notes.

- 1 Ellie: *I've got a cat, two dogs, and a rabbit.*  
Ellie has four different species of animal at home.
- 2 Simon: *I was surprised by how straightforward it was to learn Spanish.*  
Simon found learning Spanish surprisingly difficult.
- 3 Nigel: *I was hoping to go by plane, but the cost was unbelievable.*  
Nigel flew to the event.
- 4 Christine: *The musical 'Oliver!' is based on the book 'Oliver Twist' by Charles Dickens.*  
Charles Dickens wrote the musical 'Oliver!'.
- 5 Doug: *The rat was badly wounded by the cat.*  
A rat injured a cat.

### 2 Listen. Why is each statement false? Make notes.

- 1 The forest is over two thousand years old.
- 2 He mainly watches television in his free time.
- 3 She found what Sally told her amusing.
- 4 He asks Joanne how many tickets she got.
- 5 Tina was born on 25th September.

## Understanding when information is not stated

### 1 Listen and read. Decide if each statement is false (F) or not stated (NS).

*Pieter Mondrian was a Dutch painter who was born in 1872 and died in 1944. His works are famous for their very distinctive style: a white background with vertical and horizontal lines on top. These form squares and rectangles, some of which are coloured blue, red, yellow and black.*

- 1 Pieter Mondrian was born in Germany.
- 2 Pieter Mondrian is still alive.
- 3 He died in the Netherlands in 1944.
- 4 Some of his paintings sell for millions of pounds.
- 5 All the lines on a Mondrian painting are horizontal.
- 6 There are usually more red shapes than blue shapes.

### 2 Listen and decide if each statement is false (F) or not stated (NS).

- 1 Mondrian always painted geometric shapes.
- 2 Mondrian left the Netherlands in July 1911.
- 3 He made it easier for French people to spell his name.
- 4 Mondrian and Picasso became friends.
- 5 Mondrian stayed in Paris throughout the First World War.
- 6 In 1938, he moved to London.

## Understanding responses

- 1 Listen and read. Decide if the second speaker agrees (A) or disagrees (D) with the first speaker.

- 1 **Speaker 1:** You've lost weight, haven't you?  
**Speaker 2:** No, I haven't.
- 2 **Speaker 1:** It's not easy, is it?  
**Speaker 2:** No, it's not.
- 3 **Speaker 1:** We should invite Jamie, shouldn't we?  
**Speaker 2:** Of course.
- 4 **Speaker 1:** I guess this is the best choice, then.  
**Speaker 2:** It really is.
- 5 **Speaker 1:** I thought the film was great.  
**Speaker 2:** You've got to be kidding!


- 2 Listen to five short dialogues. For each one, answer the question.

- 1 Did she stay in a hotel at the top of a hill? Yes / No
- 2 When she says *Exactly*, does she mean  
(A) *Put them exactly where I tell you.*  
(B) *That's exactly right.*
- 3 Is he thinking of leaving the club? Yes / No
- 4 Does the woman think that the signs are clear? Yes / No
- 5 Does he tell lies to his parents? Yes / No

### Remember

- In a dialogue, you sometimes have to listen to one person make a statement or ask a question, and then for the second person to reply, before you can get the answer right.
- For example, imagine this is a statement: *Jim thinks Cambridge is boring.*
- If Helen says *I've been to Cambridge and it's a bit dull. There isn't much to do there.*, you might think the answer is going to be 'True'. But we only find the answer when we hear Jim's response. If he says *I know! then it's 'True'.* But if he says *Are you kidding? There's a lovely cinema...*, then it's 'False'.

## Exam practice


### Remember

- Before you listen, read through all the statements.
- Look for the most important key words in each sentence, and underline them.
- As you listen, remember to listen for information connected to the ideas in the statements rather than specific words and phrases.
- Remember that for a statement to be True, ALL of the information in the statement must be true.
- For a statement to be False, you will hear information that contradicts the statement.
- For a statement to be Not stated, you will not hear information that either agrees with, or contradicts, the statement.
- Do not worry if you are not sure of the answer the first time. You will hear the recording twice.

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

- A. Carl is uncertain what the technical name for something is.
- B. Most of the videos Megan watches on YouTube are comedies.
- C. Megan has memorised the password for the router.
- D. A blue icon shows that the YouTube app and the TV are connected.
- E. Megan is disappointed by how the video looks on the TV.
- F. Megan persuades Carl that his choice of music would be unpopular.
- G. The special browser that is required is very expensive.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

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

- A. Phil's band is currently called *The Readers*.
- B. Lucy's band have prepared fewer songs than Phil's.
- C. For her band's songs, Lucy writes the lyrics but not the music.
- D. From the first audition, Lucy's band will be competing against Phil's band.
- E. Phil is confident that his band is ready to audition.
- F. The venue for the audition is a long way away.
- G. Lucy has asked her parents not to come to the audition.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

### Listening Task 3

#### Listening Task 3: Exam information

Task type: multiple choice (three options per question)

Number of questions: seven

Number of speakers: two (dialogue)

Context: conversation (often an interview)

Example situation: radio interview with a girl who has an interesting hobby

### Skills development

#### Understanding the question

##### Remember

- The questions are in the form of statements where you have to choose the correct ending.
- Before you listen, ask yourself what each one is asking. It helps to turn it into an actual question.
- For example, if a statement starts *Bill's love for the piano started when he...*, the information you have to listen for answers the question: *When did Bill's love for the piano start?*

- 1 Look at each example statement beginning. For each one, decide what it is asking.

1 *Tim's love for cricket started when he...*

- A When did Tim's love for cricket start?
- B What happened after he fell in love with cricket?

2 *When Tim first tried to hit the ball, he...*

- A When did Tim first try to hit the ball?
- B What happened when he tried to hit the ball?

3 *The other team members trusted Tim because he...*

- A Why did Tim trust the other team members?
- B Why did the other team members trust Tim?

4 *Tim played in Asia with...*

- A What did he play in Asia?
- B Who did Tim play in Asia with?

5 *It took Tim five years to...*

- A Where did Tim stay for five years?
- B What had Tim achieved after five years?

6 *Tim considers those days to be the best time of his life because...*

- A Why does he think those days were the best?
- B Which days does he consider were the best?

## Understanding synonyms

- 1 18 Listen to a man called Tim talking about playing cricket. As you listen, write down the words and phrases that have a similar meaning to the underlined words and phrases.

a ..... b .....

1 Tim's love for cricket started when he...

1) was taken to a cricket game by his father. c .....

2) saw a cricket game on television. e .....

d ..... f .....

3) moved to the UK from Canada. g .....

2 When Tim first tried to hit the ball, he...

1) fell over. h .....

2) completely missed it.

3) let go of the cricket bat. i .....

### Remember

- As with Tasks 1 and 2, the information you need in order to answer the question may be expressed in a different way in the recording compared to the words in the answer options.
- Remember that you are listening for the same idea, not necessarily the same words and phrases as in the options.

## Understanding detail

- 1 Look again at the two questions in the previous section about Tim and cricket. Make notes.

### Question 1:

Which option was correct? .....

Which two options were incorrect? Give reasons.

.....

.....

### Question 2:

Which option was correct? .....

Which two options were incorrect? Give reasons.

.....

.....

- 2 18 Listen again and check your answers to Exercise 1.

### Remember

- Sometimes, small differences in detail can make an option wrong.
- For example, imagine the statement starts with *When Bill first started to play the piano, he...* and an option is *had one lesson a week*.
- If he says *At the beginning, I had a lesson every Tuesday with Mr Peters*, then it is correct. But if he says *At the beginning, I had a lesson every Tuesday and Thursday with Mr Peters*, then it is not correct, because he had two lessons each week.

## Dealing with distractors

### Remember

- Sometimes you will hear information about all of the options – but only one of them is correct.
- The ones that are incorrect are called 'distractors'.
- Imagine this is a question:  
*After a year, Bill could...*  
1) read music.  
2) play several tunes.  
3) use the piano pedals.  
He may talk about learning to read music, being able to play several tunes and learning to use the pedals properly, but he could only do one of them at the end of the first year.

1 Look at these questions. For each option, predict what the speaker might say.

1 Liz decided to...


- A take a year off before going to university.
- B go straight to university after the summer holidays.


2 At university, many of the people on her course were...

- A younger than her.
- B older than her.

3 She thinks her decision...

- A caused her problems.
- B helped her.

2  Listen to Liz talking about her studies. Choose the correct answer to each question in Exercise 1.

3  Listen again. For each question in Exercise 1, make notes why the incorrect option is incorrect.

- 1 .....
- 2 .....
- 3 .....

## Understanding reasons

### Remember


- Some statements might contain the word *because*, or words that mean *because*, such as *as* and *since*.
- To get the correct option, you need to listen for WHY someone did something, or WHY something happened.
- An option may be factually correct, but if it does not answer the WHY question, it is not the answer.

1  Listen and read. Match the questions and answers.

Frank: *I went into town yesterday to get some new shoes. I'd asked my sister to come with me because she's great at choosing clothes and shoes, but she was busy and couldn't come. So, in the end I went with Ben. I wish I hadn't! All the shoes he wanted me to try on were much too expensive. He's got no idea about money! I'm never going to ask him to go shopping with me again!*

- 1 Why did Frank go into town? .....
- 2 Why had he asked his sister to go with him? .....
- 3 Why couldn't his sister go with him? .....
- 4 Why didn't Frank like Ben's suggestions? .....

- A because she's good at shopping
- B because they cost too much
- C because he needed to buy something
- D because she had other things to do

2  Listen to Ben and choose the correct answer to each question.

1 Why did Ben want to wash his bike?

- A because he was about to go on a bike ride
- B because he had been on a bike ride

2 Why did Ben change his mind about not going shopping?

- A because Frank persuaded him
- B because Frank phoned him


3 Why was shopping with Frank so bad?

- A because he doesn't appreciate help
- B because he has a number of bad qualities

## Exam practice

### Remember

- Before you listen, read through all the questions.
- As you listen, remember to listen for information connected to the ideas in the questions rather than specific words and phrases.
- As well as thinking about why an option is correct, also ask yourself why the other two options are wrong.
- Do not worry if you are not sure of the answer the first time. You will hear the recording twice. Just move onto the next question, so you do not miss the part of the recording that answers it.

1  Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

**3 Darren's Greek friends ...**

- 1) were hoping to stay in a hotel.
- 2) persuaded him to do something exciting.
- 3) had been to the island before.

Ответ:

**4 Before reaching the island where he went camping, Darren ...**

- 1) took a plane and several boats.
- 2) had a five-hour flight.
- 3) stayed alone in a city for a few days.

Ответ:

**5 Darren says that the other people on the beach were ...**

- 1) unsociable some of the time.
- 2) sociable and entertaining.
- 3) too big a group for the place.

Ответ:

**6 Darren saw so many meteors because ...**

- 1) he spent the whole night staring at the sky.
- 2) there was nothing else to do at night.
- 3) the physical conditions were just right.

Ответ:

**7 While Darren was on the island, ...**

- 1) he got in trouble with the local people.
- 2) the weather stopped the boat coming.
- 3) his group ran out of water.

Ответ:

**8 They had to make sure that ...**

- 1) the food they ate was fresh.
- 2) the gas cooker was the right size.
- 3) the cool box was in the right place.

Ответ:

**9 When Captain Kostas sailed off without Jilly, he was ...**

- 1) angry.
- 2) sad.
- 3) calm.

Ответ:

## Study Skills: Reading

The Reading section is the second part of the EGE exam. Do this quiz to see how much you know about it.

### Quiz

- 1 How many parts are there in the Reading section?  
**A** two   **B** three   **C** four
- 2 How many questions are there in total?  
**A** 18   **B** 20   **C** 22
- 3 In the first part, you have to match headings to paragraphs. True or false?
- 4 In the second part, you have to write sentences to fill gaps in a text. True or false?
- 5 In the third part, you have to answer multiple-choice questions. True or false?
- 6 Where should you write the answers?
- 7 How long is the Reading section?  
**A** 30 mins   **B** 40 mins   **C** 1 hr
- 8 You are given extra time at the end of the exam to transfer your answers to the answer sheet. True or false?

### Reading Task 1

#### Reading Task 1: Exam information

Task type: multiple matching (match each paragraph to a heading)

Number of questions: seven

Number of headings: eight (one distractor)

Context: all paragraphs on different aspects of the same subject

Example subject: technology

### Skills development

#### Reading for gist

##### Remember

- Each heading summarises the general meaning of the paragraph.
- To understand the general meaning it is often not necessary to understand every word or phrase in the text. Do not worry if there are a few things you do not understand.
- Focus on what you do understand and think about the main idea the writer of the paragraph is trying to communicate.

- 1 Read these headings and match them to the explanations.

- 1 Too much to take on .....
- 2 Training for success .....
- 3 A difficult and dangerous job .....
- 4 Amazing machines .....
- 5 Only for the talented .....
- 6 An uncertain future .....

A paragraph with this heading probably talks about ...

- A** a situation in years to come which isn't clear.
- B** a hard job where you can be injured.
- C** the need to learn more about a job to do it very well.
- D** a job where you need to be naturally skilled to be successful.
- E** incredible things we can do with computers, robots, etc.
- F** a job with too much work or responsibility for some people.

- 2 Read each paragraph and choose the best heading from Exercise 1.

1 .....

Working in air traffic control can be very demanding and not everyone is prepared to accept the responsibility. Many people who start the training course don't make it to the end. Although that is usually because they fail to meet the required standard along the way, some decide themselves that they would rather not have the fate of hundreds of passengers in their hands.

2 .....  
 Robots are becoming more common and they will soon be able to do most jobs that humans do. Some of us will be able to train to do the jobs that are left, but it is not clear what many of us will do. Some people predict social and economic problems caused by unemployment. Others suggest that everyone might receive a basic income from the state.

3 .....  
 Working with an orchestra as a conductor can be a wonderful career, but it's not for everyone. You can learn some of the skills, but a successful conductor is born, not made. The members of the orchestra may have more natural musical talent, but a conductor needs the ability to understand the emotion behind a piece of music. And that comes from who you are, not what you know.

- 3 Choose the correct heading for this paragraph. Explain why the other choice is not suitable.

**A difficult and dangerous job / Training for success**

These days, it's important to continue learning, even when you have succeeded in getting your chosen job. This might mean keeping up with the latest ideas and techniques, as in the case of a teacher or a builder. For jobs that involve risk, such as the job of an airline pilot, it means constantly learning about new technology and new planes. The days when you could simply get a job and stop learning are long gone.

The other heading is not suitable because .....  
 .....

**Understanding synonyms**

- 1 Find and underline words and phrases in each paragraph that express the same idea as the words and phrases given. Then choose the most suitable heading.

1

- |                      |                         |
|----------------------|-------------------------|
| 1 consider important | 7 gets older            |
| 2 offers             | 8 hard                  |
| 3 no charge          | 9 nation                |
| 4 require            | 10 has enough money for |
| 5 pays for           | 11 appears              |
| 6 people             | 12 works                |

In the UK, the National Health Service is something that most people value. It provides healthcare that is free when you need it, although of course everyone funds it by paying their taxes. However, as the population ages, the NHS is finding it more and more difficult to provide healthcare that the country can afford. It seems that unless people are prepared to pay higher taxes, the way the NHS operates may have to change.

- A A nation that values the old  
 B A service no-one ever pays for  
 C Getting harder as people get older

**Remember**

- The headings often contain words and phrases that do not appear in the paragraphs.
- When you read the paragraphs, look for synonyms of words and phrases from the headings. When you find one, read that sentence very carefully to make sure you understand it.
- Apart from exact synonyms, you should also look out for approximate synonyms, paraphrasing and other ways of using different words to refer to the same thing.

2

- |                         |                    |
|-------------------------|--------------------|
| 1 most                  | 7 assistance       |
| 2 companies             | 8 the state        |
| 3 pay for               | 9 become sick      |
| 4 medicine              | 10 efforts         |
| 5 company they work for | 11 start providing |
| 6 unable to pay for     | 12 not succeeded   |

In the USA, the vast majority of healthcare is provided by private businesses. People buy health insurance to cover the costs of any drugs or treatment they need, or the insurance is provided by their employer. For those who can't afford insurance, there may be some help available from the government, but there are many millions who simply can't afford to get ill. Attempts to introduce free healthcare for all have generally failed.

- A State assistance covers the cost
- B Care depends on ability to pay
- C New efforts to start providing healthcare

3

- |                 |                |
|-----------------|----------------|
| 1 very old      | 7 proof        |
| 2 usually don't | 8 scientists   |
| 3 time off      | 9 have decided |
| 4 hospitals     | 10 workers     |
| 5 unexpectedly  | 11 could see   |
| 6 studying      | 12 examination |

When we think of healthcare in the ancient world, we tend not to think of paid sick leave and visits to clinics. Surprisingly, these seem to have been available in Ancient Egypt. By examining written records and physical evidence, researchers have come to the conclusion that the people who built the pyramids were able to take a day off if they were ill and still be paid for it. They also had access to medical men for a free check-up.

- A Old hospitals unexpectedly good
- B Researchers study reasons for sickness
- C Unexpected rights for workers

4

- |                |                 |
|----------------|-----------------|
| 1 different    | 7 placed        |
| 2 healthcare   | 8 particular    |
| 3 includes     | 9 places        |
| 4 methods      | 10 claim        |
| 5 support them | 11 money        |
| 6 instance     | 12 is effective |

Alternative medicine often consists of traditional practices that have no evidence to back them up. One example is acupuncture, where needles are inserted into the body at special points. Even though a lot of money is spent on such things and many techniques have a lot of history, many doctors argue that alternative medicine is a waste of resources. They say there is no alternative to medicine; there is just medicine that works and medicine that doesn't.

- A Different methods without any proof
- B Effective healthcare from history
- C An instance of a painful method

## Exam practice

### Remember

- Quickly read paragraph A to get a general understanding of its main point and focus.
- Then go down the list of headings, looking for something that means the same, or summarises what you have read.
- If you find it, note that down as the answer.
- If you cannot find the right heading, move onto paragraph B.
- Cross off each heading as you use it.
- When you have finished paragraph G, go back and look again at any paragraphs you were not sure about. It will be easier this time as you will have fewer headings to choose from.
- If you are still not sure, make a guess. Do not leave any answers blank.

Установите соответствие между текстами A–G и заголовками 1–8. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- |                                    |   |
|------------------------------------|---|
| 1. High-tech emergency assistance  | 5. Different seasons, different colours |
| 2. Hidden by a mirror              | 6. A warning to stop now                |
| 3. A perfect fit every time        | 7. Changing colour to hide              |
| 4. A cool solution for the climate | 8. A helpful temperature warning        |

- A. Clothes have a vital role to play in regulating our body temperature. Researchers in America have developed a material based on polyethylene (the plastic used in plastic bags and cling film for wrapping food) which efficiently reduces the temperature of your body. It allows sweat to evaporate and also allows the body's heat to escape. The developers hope that it could have an impact on environmental concerns by reducing the use of air conditioning.
- B. One of the products that we have as a result of space travel is the space blanket. This consists of a very thin plastic sheet with a reflective coating. It retains body heat and is commonly used in situations such as earthquakes or floods, where people are injured or suffering from shock. Allowing victims' body temperature to drop would make their condition worse, so space blankets help to keep them stable until they can seek help.
- C. Unlike children and adults, babies are unable to regulate their body temperature. This can lead to dangerous over-heating in modern centrally-heated homes. The Baby Glow sleepsuit contains heat-sensitive ink, which changes from blue or pink to a different colour if the baby gets too hot. This provides an easy visual signal for parents to spot and they can then take action to cool the baby.
- D. Computer engineers have created a material that can disguise an object by making it invisible to see. Some systems try to bend light around an object, but that leads to a drop in brightness and the object can be seen. This new system uses Teflon (a material developed during the American space program) on a thin sheet. By changing how the light reflects, the sheet can make it appear as if an object has disappeared. One day, it could even be made into clothing.
- E. Clothes can be tight or loose, depending on the fashion of the day, but you won't find anything more figure-hugging than spray-on fabric. It creates clothes instantly and cheaply, directly onto your body. The spray contains a liquid mixture made of cotton fibres. The dried garment can be taken off, washed and dried and then worn again. You know that it will always be the right size, and when you get bored with the item, you can dissolve the fabric and use it again to make something new.

- F. One designer decided that having a rug that was the same colour all year round just wasn't good enough. Siren Elise Wilhelmsen used three dyes that respond to temperature to create a rug that changes as the weather changes. Of course, in homes where the temperature is closely controlled, there may be little noticeable change, but for some it will give a colourful reminder of the cycle of a year.
- G. Getting a knock on the head during sport can be dangerous. The Checklight aims to protect sportsmen and women of all ages from the results of impacts. It's a kind of skullcap that can be worn under a helmet. When it detects a collision that is stronger than usual, a warning light appears. The coach then knows to take that player out of the game. It has already prevented more than one player from making an injury worse.

OTBET:

A	B	C	D	E	F	G

## Reading Task 2

### Reading Task 2: Exam information

Task type: gap fill (replace extracts from sentences into text)

Number of questions: six

Number of extracts from sentences: seven (one distractor)

Context: factual article

Example subject: a national figure

## Skills development

### Grammatical referencing

#### Remember

- Sometimes a word in the extract refers grammatically to something else in a sentence in the text.
- Pay particular attention to relative pronouns (*who*, *which*, etc), relative adverbs (*where*, *when*, etc) and pronouns (*it*, *they*, etc).
- Look closely at the text before and after each gap to see what these words refer to.

- 1 For each gap, choose the correct sentence extract. Pay particular attention to the words in *italics*. There is one extra sentence extract you do not need.

1

At Halloween, there are many people in Britain (1) ..... . However, it is actually based on British traditions (2) ..... . One of the customs (3) ..... is carving faces into pumpkins and placing candles inside to light them up.

A *that* go back hundreds of years

B *who* complain that the holiday is an American import

C *which* has become popular

D *where* people celebrate every year

2

One of the most important celebrations in the Muslim calendar is Eid. It is a time (1) ..... It marks the end of a month (2) ..... , known as Ramadan. In the UK, Eid celebrations (3) ..... are held in Trafalgar Square every year.

A *that* attract large crowds

B *who* families invite for a meal

C *during which* everyone has fasted during the day

D *when* families eat and celebrate together

3

Hogmanay is a word the people of Scotland use for their New Year's Eve celebrations (1) ..... One widespread tradition is that of 'first footing'. Someone is chosen to be the first visitor of the year to a house (2) ..... These gifts are thought to bring good luck (3) .....

- A and *they* cross the threshold with gifts
- B and *it* is eaten there
- C and *it* is a big thing there
- D and *they* often include coal or sweet biscuits

### Lexical referencing

1 Write each word in the correct category.

climbing      fine dining      gourmet      lake      mountain  
 novelist      poet      rain      restaurant      sailing  
 valley      walking      weather      windy      writer

climate	
outdoor activity	
literature	
food	
natural features	

2 Choose the correct extract to fill each gap. There is one extract you will not use.

The Lake District has a very wet climate (1) ..... It is known for its stunning lakes (2) ..... Around 12 million people visit annually to enjoy popular outdoor activities (3) ..... Apart from that, the Lake District has a number of literary associations (4) ..... William Wordsworth and Beatrix Potter are two well-known examples. Recently, the Lake District has become known for the standard of its restaurants (5) .....

- A but tourists don't seem to mind the bad weather
- B and local poets and novelists are read all over the world
- C and is seen as a destination for lovers of fine dining
- D and walkers and climbers of all ages love the area
- E but the valleys and hills are equally spectacular
- F but there are a number of places to eat

### Remember

- Sometimes words or phrases in the extract refer to something else in a sentence in the text.
- For example, the start of the sentence may mention *climate* before a gap: *The area has a very wet climate* ..... The extract to fill that gap may mention *weather, rain*, or other words and phrases related to the same idea: *but tourists don't seem to mind the bad weather*.
- Look closely at the text before and after each gap to spot connections between the words and phrases in the text and the words and phrases in the sentence extracts.

## Understanding text logic

### Remember

- The choice of the correct sentence extract is sometimes based on the subject of the text at that point.
- If you understand what the text is talking about at the point where a gap appears, you can then choose a sentence extract on the same subject.

- 1 Read these paragraphs from a text and write in your own words what the text is talking about in each paragraph. Ignore the gaps.

The highest mountain in England is Scafell Pike in the Lake District. It rises to 978 metres at its summit (1) ..... It is surrounded by other smaller hills and mountains, generally referred to as 'craggs'. They form part of the Borrowdale Volcanic Group, which formed around 450 million years ago.

Topic in paragraph 1: .....

The summit consists of shattered rock that covers a broad plateau. It is thought that the majority of the rocks have been broken down over time (2) ..... Some researchers believe that other factors, such as earthquakes, may have helped to break up the rocks.

Topic in paragraph 2: .....

There are four main routes up Scafell Pike and the most popular is the route from Wasdale Head. This route is a fairly straightforward but steep climb (3) ..... Those looking for a more attractive route generally go from Borrowdale. This way is much more taxing (4) .....

Topic in paragraph 3: .....

- 2 Choose the correct extract to fill each gap in the text in Exercise 1. There is one extra extract you do not need.

- A by the actions of weather phenomena such as frost
- B that is popular with less experienced hikers
- C but more rewarding for those who attempt it
- D and is composed of igneous rock
- E who visit the area in their thousands each year

## Understanding sentence structure

### Remember

- Looking at the structure of a sentence with a gap in can help you decide what kind of extract you need to fill that gap.
- Think about whether the sentence needs a relative clause, a clause beginning with a conjunction such as *and*, etc.
- Look at the extracts to decide which one contains the correct structure to fill each gap.

- 1 Match each sentence to a sentence structure.

- 1 Tourist to New York love the buildings, the monuments .....
- 2 The Empire State Building is a lasting tribute to the people .....
- 3 Central Park can be dangerous .....
- 4 New York is well known for the movies .....

- A This is a list so should be completed with an extract starting with *and*.
- B This sentence needs a relative clause to specify *which* thing we are talking about.
- C This sentence can be completed with a contrasting clause starting with *but*.
- D This sentence needs a relative clause to specify *who* we are talking about.

- 2 Choose the correct extract to complete each sentence in Exercise 1.

- |                   |  |
|-------------------|--|
| Sentence 1: ..... | A who lost their lives during its construction |
| Sentence 2: ..... | B but is loved by most New Yorkers             |
| Sentence 3: ..... | C which are made there each year               |
| Sentence 4: ..... | D and the wide range of fantastic restaurants  |

## Exam practice

### Remember

- **Look** read the text to get a general understanding of the gist. Ignore the gaps.
- **Look at** the sentence that contains the first gap. Decide what the subject of the text is at that point.
- **Look at** the sentence extracts and try them in turn in the first gap. When you find one that fits the topic and the sentence structure, make a note of it.
- Go on to the second gap and think about it in the same way.
- If you are not sure of an answer, go on to the next one. When you get to the end, go back and think about any you have skipped. You should now have fewer extracts to choose from.
- If you are still not sure, make a guess. Do not leave any answers blank.
- Quickly read the text again, this time with your chosen answers in the gaps. Check that it makes sense.

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

### FABERGÉ

Peter Carl Fabergé, as Karl Gustavovich Fabergé was known outside Russia, was born in St Petersburg, Russia, in 1846. He was a renowned jeweller and designer **A** ..... He was jeweller to the Russian imperial court and created many of his most impressive designs for the Romanovs.

As a young man, Fabergé travelled throughout Europe and was influenced by artistic ideas from many places. His father was a jeweller and he created a successful business **B** ..... Peter Carl ran this business with his brother and they soon built a reputation for producing high-quality jewellery **C** ..... The Russian imperial court made Fabergé the official jeweller and goldsmith a few years after he won a gold medal at Moscow's Pan-Russian Exhibition in 1882.

Fabergé is known for producing beautifully detailed flowers, figure groups **D** ..... The first was the Hen Egg, commissioned for Empress Maria Fyodorovna by Alexander III. It consisted of a gold yolk within an enamel shell that contained a golden hen. The hen in turn contained a miniature crown with rubies and diamonds. It was detailed pieces like this **E** .....

Fabergé opened workshops in Kiev, Moscow and London that produced pieces of jewellery in his unique style **F** ..... He spent his final years in Switzerland, where he died in 1920.

1. which Fabergé inherited on his death in 1870
2. and, above all, decorative eggs for members of the court
3. in which the focus was on beauty and craftsmanship
4. who loved it so much that he made him his jeweller
5. that cemented his reputation throughout Europe
6. whose pieces still fetch high prices
7. until World War 1 forced him to close them

Ответ:

A	B	C	D	E	F

### Reading Task 3

#### Reading Task 3: Exam information

Task type: multiple choice

Number of questions: seven

Number of options for each question: four

Context: factual article

Example subject: space exploration

### Skills development

#### Understanding synonyms and antonyms

##### Remember

- The same idea is usually expressed in different words in the text and in the multiple-choice questions.
- As you try to answer each question, look for synonyms of words and phrases from the questions in the text. Read the sentences that contain those synonyms very carefully.
- Apart from exact synonyms, you should also look out for approximate synonyms, paraphrasing and other ways of using different words to refer to the same thing.

- 1 Read this extract from a text and find synonyms for these words and phrases.

- 1 meaningful round trip: .....
- 2 take: .....
- 3 scientists: .....
- 4 studying: .....
- 5 a long time: .....
- 6 mechanical problems: .....
- 7 mental effects: .....
- 8 area: .....

The journey to Mars will take around six months. Allow for time on the ground and for the return trip and any mission would probably last for at least eighteen months. Even though it may be some years before we solve the considerable technical difficulties involved in such a project, researchers have already begun considering the psychological factors involved in confining a crew in a small space for such an extended period. One experiment, conducted jointly by Russia, China and the European Space Agency, was Mars-500, in which six crew members lived in isolation to reproduce conditions on a Mars trip. Interestingly, at different times four of the six crew members exhibited behaviour that is similar to animal hibernation in that they avoided exercise and tended to hide away from the others. Scientists are exploring this idea of human hibernation with a view to establishing a human colony on Mars. Large numbers of people could be transported by reducing their core temperature by 5°C. This would create a kind of hibernating state and reduce the amount of oxygen, water and food required for the trip.

- 2 Choose the correct answers, based on the text in Exercise 1.

- 1 According to the author, any meaningful round trip to Mars would take ...
  - 1) 6 months.
  - 2) 12 months.
  - 3) over 18 months.
  - 4) 24 months.
- 2 One of the things that scientists have started studying is ...
  - 1) how to power a spacecraft for a long time.
  - 2) how the crew solve mechanical problems.
  - 3) the mental effects of a trip to Mars.
  - 4) the area that each crew member needs.

- 3 Read this extract from a text and find words and phrases that mean the opposite of these words and phrases.

- 1 reject: .....
- 2 recently: .....
- 3 absence: .....
- 4 practical: .....
- 5 lack: .....

Many experts in the field of space exploration accept that manned missions to Mars would be a huge waste of effort if the aim was not to establish a permanent colony on the planet. The dream of a group of humans surviving long-term on the planet, imagined for years by science fiction writers, will only become reality if we can find ways of using the resources of the planet itself. Recent exploration and analysis of the planet demonstrates the presence of large areas of ice at the poles, without which colonisation would be impossible. Apart from that, the rocks of Mars contain the basic ingredients for many things the colonists will require.

- 4 Choose the correct answers, based on the text in Exercise 3.

- 1 The idea that humans might one day live on Mars...
  - 1) is rejected by specialists in the area.
  - 2) could provide a good reason to go there.
  - 3) has only recently appeared in stories.
  - 4) means taking everything we need to the planet.
- 2 Which of the following is TRUE according to the text?
  - 1) The absence of water would be a major problem.
  - 2) Colonisation is practical even without water.
  - 3) The landscape of Mars lacks important chemicals.
  - 4) Some things people need are available on Mars.

### Understanding detail

- 1 For each sentence, choose the other sentence that means the same.
  - 1 If the weather conditions had been better, we wouldn't have had to cancel the Sports Day.
    - A We cancelled the Sports Day due to the weather.
    - B The Sports Day went ahead as planned.
  - 2 No doubt the tough training regime was a key factor in the athlete's success.
    - A The athlete succeeded because of the tough training regime.
    - B The athlete failed because of the tough training regime.
  - 3 Hardly a day goes by without a new scandal in the world of sport.
    - A Scandals in sport are common.
    - B Scandals in sport are rare.
  - 4 Little did I realise how difficult the match would prove to be.
    - A I was right about how hard the match was going to be.
    - B I was wrong about how easy the match was going to be.

### Remember

- In order to find some answers, you may need to look for something in the text that is the opposite of words and phrases in the questions.
- This can often help you to reject incorrect answers.

### Remember

- Once you find the part of a text that is relevant to a question, you need to read that part very carefully to understand the detail.
- Look in particular at small details that can change the meaning of a whole sentence, such as conditionals, negatives, etc.

## 2 Read the text and choose the correct answers.

Hardly a week goes by without media coverage of e-sport, and with good reason. While no doubt informal amateur competitions existed, gaming was formerly a solitary pursuit, with players isolated on their own consoles. If the networking capabilities of consoles hadn't developed, e-sports might not be enjoying the enviable rise in popularity they currently are. Little did people realise how much things would change. These days, the interconnected nature of games means that teams of players from across the globe can turn professional and compete at a very high level, to the delight of fans everywhere.

1 According to the author, e-sport is mentioned in the media ...

- 1) less than it should.
- 2) quite often.
- 3) only in positive ways.
- 4) very rarely.

2 Which of the following statements is TRUE, according to the text?

- 1) There were no video game competitions before modern consoles.
- 2) E-sport would be popular even without connected consoles.
- 3) A few people knew that gaming competitions were going to change.
- 4) Unlike in the past, people today can be paid for playing e-sport.

### Remember

- You may be asked a question about the writer's attitude to the subject of a text.
- The answer to this usually comes from your understanding of the gist and tone of the text as a whole, rather than a close reading of one particular part.
- Skim the text quickly, focusing on the tone of the text. Consider each of the options in turn and choose the one that describes the author's attitude.

## Understanding attitude

1 Read the text in Exercise 2 again and choose the correct answer. Explain your choice.

1 The attitude of the author towards e-sports may be described as ...

- 1) critical.
- 2) uncertain.
- 3) pessimistic.
- 4) enthusiastic.

Reason: .....

## Exam practice

### Remember

- Quickly read the text to get a general understanding of the gist.
- Read the first question and the answer options and identify the part of the text that is relevant. Look for synonyms of words and phrases in the questions.
- Read that part of the text again very carefully. Pay attention to the detail of exactly what the text is saying.
- If you are not sure of the answer, cross off any options you think are definitely wrong. This will give you fewer to choose from.
- If you are not sure, go on to the next question and work on it in the same way. At the end, come back to any you have missed and think about them again.
- If you are still not sure, make a guess. Do not leave any answers blank.

*Прочитайте текст и выполните задания 12–18. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.*

### JOURNEY TO A COMET

Comets, while not uncommon in our solar system, are actually observed in the night sky infrequently enough that an appearance by one of these mysterious objects has often led to wonder and fear. Our very existence may even have depended on them, as scientists debate the possible role they played in introducing water to our planet at some point in its development. A desire to discover more about these objects led to the Rosetta mission.

The daring mission involved sending a spacecraft to meet up with Comet 67P/Churyumov–Gerasimenko and then to send a lander, Philae, from the spacecraft to touch down on the surface. Researchers hoped to gather information about the early solar system, since comets act as a kind of time capsule. The material that the Earth formed from has undergone so many chemical processes that it has changed beyond recognition. Comets, which have done nothing but orbit the Sun for millennia, offer an insight into the way planetary systems evolve.

Churyumov–Gerasimenko is far from unknown to ground-based telescopes and passes between the orbits of Mars and Earth. It used to orbit the Sun from a greater distance, but passing relatively near the Earth has influenced its orbit and led to more activity on the surface as it passes closer to the Sun. This made it an ideal target for Rosetta, although not the first as delays to the project meant that an alternative target had to be selected.

Rosetta's amazing journey to the comet was long and complicated. Mission controllers sent the spacecraft on a trajectory that involved passing the Earth three times and Mars once to use gravity to gain speed. Meanwhile, the spacecraft hibernated to save power for the mission ahead. This involved loss of radio contact with the Earth as the spacecraft was placed in a position that allowed its solar panels to absorb power from the rays of the sun.

When Rosetta arrived at the comet, its instruments began to analyse the object, while controllers on the ground began the painstaking task of identifying a suitable site for the lander, Philae, to aim for. The criteria for selection included the fact that Philae needed to be exposed to the sun's rays for just the right amount to recharge its batteries but to avoid overheating. Finally, an area was chosen that would allow the lander's equipment, including drills which would bring a sample of the comet on board the lander for analysis, to work most effectively.

Had Philae's landing equipment been working perfectly, it would have gently touched down on the comet and hooks would have held it in place. As it was, the lander bounced and settled in an area that provided less than ideal exposure to the sun. With reduced energy, and lying on its side, the lander nonetheless sent very useful data back to the spacecraft, which then sent the information on to the Earth.

The data indicated that a considerable amount of water ice existed below a surface of dust and fine material. For some, this might lend support to the idea that the Earth's oceans were formed by the impact of comets, although most experts tend to think that asteroids played a far greater role in this than comets did. Even so, Rosetta has established that visiting a comet is not the impossibility it might once have seemed.

**12 Which of the following statements is TRUE, according to the author?**

- 1) Comets are often seen from the Earth.
- 2) Comets are not rare in our solar system.
- 3) Scientists wonder why we can't see comets.
- 4) Researchers are afraid a comet may hit the Earth.

Ответ: ☐

**13 One of the aims of the Rosetta mission was to ...**

- 1) see how long a comet can last for.
- 2) time a comet as it goes around the Sun.
- 3) answer questions about Earth's early history.
- 4) send a sealed message to leave on the comet.

Ответ: ☐

**14 According to the author, Churyumov-Gerasimenko ...**

- 1) now passes the Earth more often than it used to.
- 2) cannot be seen through telescopes on the Earth.
- 3) was the original destination of Rosetta.
- 4) orbits the Sun more closely that it used to.

Ответ: ☐

**15 On its journey, Rosetta passed close by planets in our solar system to ...**

- 1) keep in touch with the Earth.
- 2) make the spacecraft go faster.
- 3) gain energy from the Sun.
- 4) preserve battery power for the mission.

Ответ: ☐

**16 The author says that the landing site for the Philae lander needed to ...**

- 1) be permanently in sunlight to provide energy.
- 2) be in an area that had previously been drilled.
- 3) avoid allowing sunlight to fall on the lander.
- 4) take into account the science that was planned.

Ответ: ☐

**17 What happened when Philae attempted to land on the comet?**

- 1) It successfully landed at the chosen landing site.
- 2) It hit the side of the comet and was destroyed.
- 3) It landed in an area that didn't provide enough power.
- 4) It lost contact with the Earth and became useless.

Ответ: ☐

**18 The attitude of the author towards the Rosetta mission may be described as ...**

- 1) positive.
- 2) critical.
- 3) unenthusiastic.
- 4) pessimistic.

Ответ: ☐

# Study Skills: Grammar and Vocabulary

The Grammar and Vocabulary section is the third part of the EGE exam. Do this quiz to see how much you know about it.

## Quiz

- How many parts are there in the Grammar and Vocabulary section?  
**A** two   **B** three   **C** four
- How many questions are there in total?  
**A** 20   **B** 22   **C** 25
- In the first part, you have to write a grammatical form based on words you are given. True or false?
- In the second part, you have to write a synonym of a word you are given. True or false?
- In the third part, you have to choose words to fill gaps in a text. True or false?
- Where should you write the answers?

## Grammar and Vocabulary Task 1: Exam information

Task type: grammar transformation

Number of questions: seven

Context: two short factual or narrative texts

Example subject: a famous scientist

## Grammar and Vocabulary Task 1

## Skills development

### Verbs: tenses

#### Remember

- You may be given a verb which you have to transform into different tenses.
- The possible tenses you may have to write are: present simple (*work* → *works*), present continuous (*work* → *am/is/are working*), past simple (*work* → *worked*), past continuous (*work* → *was/were working*), present perfect (*work* → *has/have worked*), past perfect (*work* → *had worked*) and future simple (*work* → *will work*).
- Be particularly careful with irregular verbs.

#### 1 Write the past simple and past participle of these verbs in your notebook.

begin	eat	mean	steal
blow	feel	ride	swim
break	find	see	teach
bring	grow	shake	tell
choose	hold	sing	think
dig	keep	speak	win

#### 2 Write each verb in the correct tense to complete each sentence. Use the words in italics to help you.

- Today*, nobody ..... (know) exactly how the pyramids were built.
- When you called* me on the phone, I ..... (do) my homework.
- Since 2016*, the number of tourists to the area ..... (increase) by over a million per year.
- I didn't join my friends at the café because I ..... (have) my lunch *already*.

#### Remember

- We often use different time expressions with different tenses. Looking for those time expressions can give you a clue about which tense you need.
- Some common time expressions are: *today, now, right now, at the moment* (often used with present continuous) *every day, once a week, on Mondays* (often used with present simple) *at two o'clock yesterday, at that moment* (often used with past continuous) *yesterday, last year, ago* (often used with past simple) *for, since, just, already, yet* (often used with present perfect) *tomorrow, in a week's time, next month* (often used with future simple)

- 5 There ..... (be) another chance to see the programme *tomorrow evening*.
- 6 It seems that Vikings ..... (visit) America a thousand years *ago*.
- 7 *Right now*, scientists around the world ..... (work) on producing clean energy.
- 8 *When I was born*, my parents ..... (live) in Australia.

#### Remember

- When one of the words you are given is NOT, you have to make a negative form.

### 3 Write negative forms to complete the sentences.

- 1 I ..... (not play) tennis as much as I used to.
- 2 In the 1970s, most people ..... (not have) computers in their homes.
- 3 I was nervous because I ..... (not sing) in public before.
- 4 People ..... (not live) on the Moon in my lifetime.
- 5 My favourite player ..... (not win) a match for over a month.
- 6 I didn't hear what the speaker said because I ..... (not listen).
- 7 The police ..... (not find) any evidence when they searched the house.
- 8 The twins ..... (not speak) to each other since they had an argument.

### Verbs: active to passive

#### Remember

- You may be given a verb which you have to transform into the passive voice. You often need the passive voice when the preposition *by* comes after the gap.
- The possible tenses you may have to write are:  
present simple (*design* → *is/are designed*),  
present perfect (*design* → *has/have been designed*),  
past simple (*design* → *was/were designed*),  
future simple (*design* → *will be designed*).

### 1 Tick the sentences where the phrase in *italics* is correct. If it is incorrect, write what it should be.

- 1 St. Paul's Cathedral *was built* over three hundred years ago. ....
- 2 'War and Peace', a classic of Russian literature, *written* by Leo Tolstoy. ....
- 3 The new airport *will opened* by the President this weekend. ....
- 4 Jeans *is made* of a type of material called 'denim'. ....
- 5 Gunpowder *was invented* by the Chinese. ....
- 6 The Festival of Britain *is held* in London in 1951. ....
- 7 In America, the Pulitzer Prize *is award* each year for excellent writing. ....
- 8 Oh, no! I left my bike here and it *has stolen*! ....

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

Steam trains (1) ..... (develop) in the early 19th century in Great Britain. The first full-scale steam train (2) ..... (build) in 1804 by a man called Richard Trevithick. It (3) ..... (know) as the 'Puffing Devil'. Steam trains (4) ..... (use) for transport until the mid-20th century. Even today, some steam trains (5) ..... (keep) in working order. The steam train (6) ..... (remember) fondly for many years to come.

### Verbs: participles

#### Remember

- You may be given a verb which you have to transform into a participle.
- There are two participles you may have to write:  
present participle (*play* → *playing*) and  
past participle (*play* → *played*).

### 1 Choose the correct word to complete each sentence.

- 1 The Prime Minister lives at 10 Downing Street, **located** / **locating** in the centre of London.
- 2 We were late, **meant** / **meaning** that we missed the start of the film.
- 3 After the election, the person **chosen** / **choosing** to be President is known as the President-elect.
- 4 She said goodbye and then walked out of the room **smiled** / **smiling**.
- 5 The economy crashed, **led** / **leading** to a number of serious problems.

- 6 Anyone **required** / **requiring** assistance should contact the manager.
- 7 Everyone **invited** / **inviting** to the meeting arrived on time and sat down.
- 8 The runner raised her hands as she crossed the line, **known** / **knowing** she had won.

**2** Write a participle in each gap formed from the word given.

We moved house when I was six years old, (1) ..... (mean) that I had to start at a new school. The school, (2) ..... (build) many years ago, looked cold and uninviting and I was nervous on my first day. I found my classroom, (3) ..... (locate) on the first floor. As I went in, all the children (4) ..... (sit) there looked up at me. I blushed and froze! The teacher, (5) ..... (see) how nervous I was, came over and led me to her desk. She introduced me to the class. There was an empty place (6) ..... (reserve) for me beside a girl. I sat down. "I'm Dina," she said, (7) ..... (smile) at me. "Don't worry. I'll help you." (8) ..... (open) my books, I whispered, "Thanks. I'm Anna." I soon relaxed and Dina and I became best friends!

## Modals

**1** Write a form of the word given in each gap.

- 1 I didn't think I ..... win the match, but I did! (will)
- 2 My brother decided to move abroad because he ..... find a job. (not can)
- 3 I ..... play the piano from the age of seven. (can)
- 4 I thought it ..... rain yesterday, but in the end it didn't. (may)
- 5 King Henry VIII knew that the church ..... to his demands. (not agree)
- 6 I knew that Dad ..... me with my homework so I waited for him. (help)
- 7 As she left, Mum said she ..... back in ten minutes. (be)
- 8 I hoped the captain ..... me to take the penalty because I didn't want to! (choose)

### Remember

- You may be given a modal which you have to transform into another modal.
- This may include:  
can → could  
may → might  
will → would
- You may also be given a word that you have to add a modal to. For example:  
come → would come
- When one of the words you are given is NOT, you have to make a negative form.

## First and second conditionals

**1** Write a form of the word given in each gap.

- 1 If you visit London, you ..... a lot about the history of England. (learn)
- 2 The headteacher will let you know if she ..... to see you. (want)
- 3 If there ..... any good movies on, I would go to the cinema. (be)
- 4 You wouldn't hurt people's feelings if you ..... more about what you say. (think)
- 5 If the weather ....., we'll go to the coast for the weekend. (improve)
- 6 If I ..... a better camera, I would take better photos. (have)
- 7 What would you do if you ..... a student had cheated on a test? (know)
- 8 If my brother ..... the exam, he'll go to university. (pass)

### Remember

- You may be given a verb which you have to transform to complete a conditional.
- The possible conditionals you may have to complete are: first conditional (If you press the button, the alarm rings.) and second conditional (If I had more money, I would buy a new phone.).

### Remember

- You may be given an adjective or adverb which you have to transform into a comparative or superlative. You often have to form a comparative when *than* appears after the gap or superlative when *the* appears before the gap.
- Be careful with any spelling changes you need to make.
- Be careful with irregular comparative and superlative forms.

### Remember

- You may be given a cardinal number which you have to transform into an ordinal number.
- Be careful with irregular forms and with any spelling changes required.

### Remember

- You may be given a singular noun which you have to transform into a plural noun.
- Most plurals are formed using *-s* or *-es* (for nouns that end with a /s/, /z/, /ʃ/, /tʃ/, /s/ or /dʒ/ sound).
- Some words ending in *-o* form the plural using *-es* (*potatoes*) and words ending in consonant + *y* form the plural using *-ies* (*ladies*). Some words ending in *-f/fe* form the plural using *-ves* (*shelves*).
- There are also some irregular plurals.

### Remember

- You may be given a pronoun which you have to transform into another pronoun or a possessive adjective.
- For example, you could be given *I* and have to transform it to *me*, *myself*, *mine* or *my*.

## Adjectives and adverbs: comparative and superlative

### 1 Write a comparative or superlative form of the word given in each gap.

- 1 It was the ..... birthday cake I had ever seen! (big)
- 2 I had never seen a ..... birthday cake! (big)
- 3 You'll play ..... than you do now if you have new equipment. (good)
- 4 It's important for a scientist to keep up with the ..... research. (late)
- 5 Kelly can hit the ball ..... than anyone else in the class. (far)
- 6 The ..... day of my life was the day I got lost in the woods. (bad)
- 7 The increase in traffic means that this area gets ..... every day! (noisy)
- 8 The singer I liked the ..... in the competition was the first one. (little)

## Numbers: cardinal to ordinal

### 1 For each cardinal number write the ordinal one.

one	eight	fifteen
two	nine	sixteen
three	ten	seventeen
four	eleven	eighteen
five	twelve	nineteen
six	thirteen	twenty
seven	fourteen	hundred

## Nouns: singular to plural

### 1 Write the plural of each word.

1 box	6 child	11 foot
2 tooth	7 man	12 cherry
3 leaf	8 watch	13 life
4 hero	9 ox	14 half
5 woman	10 mouse	15 kiss

## Pronouns

### 1 Choose the correct word in each sentence.

- 1 Has anyone seen **my** / **mine** new tablet?
- 2 This is Layla's jacket, but I don't know where **your** / **yours** is.
- 3 Could you send **me** / **myself** your email address, please?
- 4 My parents like to go on a trip by **theirs** / **themselves** once a year.
- 5 The teacher gave Lucas his mark but didn't give anyone else **their** / **theirs**.
- 6 Somebody had stolen **our** / **ours** car and crashed it into a lamppost!
- 7 Did you buy **you** / **yourself** anything nice for your birthday?
- 8 Rose was determined to make the first prize **her** / **hers**.

## Exam practice

### Remember

- Read the text through quickly from start to finish to get a general understanding of what it is about. Ignore the gaps, and any unknown words, at this stage.
- Then look at the first gap, and the key word in capitals. Carefully read the words before and after the gap.
- If the key word is a verb, ask yourself what tense you need, what person, and if you have to transform it from active to passive.
- If the key word is a cardinal number, you will probably have to transform it to an ordinal number.
- If the key word is a pronoun, you will have to transform it to another type of pronoun (subject, object, reflexive, possessive) or a possessive adjective.
- If the key word is an adjective or adverb, you will probably have to transform it to a comparative or superlative form.
- If the key word is a noun, you might need to form a plural.
- Do the easy ones first. At the end, if you are not sure of an answer, make a guess. Do not leave any gaps blank.
- To check you have not made any mistakes, read the whole text through from start to finish inserting your answers in the gaps.

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

### FOSTERING

- |    |  |        |
|----|--|--------|
| 19 | Foster families are very important. Some ..... are unable to live with their parents for various reasons. Foster families give them a home.  | CHILD  |
| 20 | The child usually stays with the family for a limited amount of time, unlike adoption, which is permanent. The family ..... to look after a child is trained to deal with any problems that may come up. | CHOOSE |
| 21 | Although it is not always the case, the child often develops a very close relationship with ..... foster family. This relationship can be very important to the person as they grow up.                  | THEY   |

### JOHN DALTON

- |    |   |           |
|----|---|-----------|
| 22 | The scientist John Dalton, born in 1766, was colour blind. He ..... tell the difference between red and green.  | NOT / CAN |
| 23 | He was the first researcher to write about the condition, and it ..... Daltonism sometimes even today because of that. However, that was not his only contribution to science.                            | CALL      |
| 24 | Dalton believed that matter is composed of atoms and that chemical reactions involve rearranging but not destroying atoms..... these atoms were like hard spheres, he got a friend to make wooden models. | THINK     |
| 25 | These were the ..... models of atoms, and you can still see them today at the Science Museum in London.   | EARLY     |

**Grammar and Vocabulary Task 2: Exam information**

Task type: word formation

Number of questions: six

Context: a factual text

Example subject: a new planet

**Skills development**

**Forming verbs**

**1** Complete the table. If a form does not exist, put a cross.

**Remember**

- You may have to form a verb from the word given.
- The affixes you may need to use are:  
*re-* (apply → reapply)  
*dis-* (connect → disconnect)  
*mis-* (understand → misunderstand)  
 and *-ise/ize* (critic → criticise)
- Remember to make any other spelling changes necessary. Also remember that some verbs are formed in an irregular way.

	<i>re-</i>	<i>dis-</i>	<i>mis-</i>
agree	X	<i>disagree</i>	X
appear			
arm			
assemble			
behave			
believe			
connect			
dial			
direct			
place			
take			
use			
write			

**2** Underline the words that can form a verb using *-ise/ize*.

automatic	category	computer	equal
familiar	length	personal	popular
private	public	real	summary

**3** Write a verb in each gap formed from the word given.

- You'll have to work hard if you want to ..... your dreams. (real)
- The magician made the rabbit ..... and then ..... on the other side of the room! (appear)
- If you make a mistake, try again and ..... the number more carefully the next time. (dial)
- When I arrived at our new house, I took some time to ..... myself with the neighbourhood. (familiar)
- Don't you think you should ..... the vase that you broke and get a new one? (place)
- You need to ..... from the wi-fi, turn your phone off and on and then ..... to the same network. (connect)
- We should ..... the concert online through social media. (public)
- If you ..... in class, then I'm afraid I will have to ask you to leave. (behave)

## Forming nouns

1 Write a word from the box in each gap to form a noun.

announce      appoint      citizen      electric      exist  
friend      kind      mad      normal      refer

- 1 To apply for ..... **ship**, you need to know about the history and culture of the country.
- 2 Leaving your job sounds like ..... **ness** to me, but it's your decision.
- 3 The headteacher made an ..... **ment** about the school play but I wasn't listening.
- 4 Please make a note of what I've written on the board for your ..... **ence**.
- 5 Your ..... **ship** is really important to me and I would hate to fall out over a silly little thing.
- 6 After this crazy holiday, it'll be good to get back to ..... **ity**!
- 7 I'd like to thank you for your ..... **ness** in letting me stay the night.
- 8 The storm meant that we went without ..... **ity** for six hours.
- 9 Is there any evidence for the ..... **ence** of the Loch Ness Monster?
- 10 Could I make an ..... **ment** to see the doctor, please?

2 Write a noun formed from each of these words using *-or*, *-er* or *-ist*.

- |                   |                    |
|-------------------|--------------------|
| 1 act .....       | 11 foreign .....   |
| 2 active .....    | 12 guitar .....    |
| 3 art .....       | 13 invest .....    |
| 4 calculate ..... | 14 jewel .....     |
| 5 collect .....   | 15 operate .....   |
| 6 compete .....   | 16 paint .....     |
| 7 decorate .....  | 17 prison .....    |
| 8 drama .....     | 18 race .....      |
| 9 edit .....      | 19 translate ..... |
| 10 final .....    | 20 violin .....    |

3 Choose the correct word to complete each sentence.

- 1 Have you made all the ..... for the wedding yet?  
A arrangers    B arrangements    C arranging
- 2 Smartphones have really increased in ..... over recent years.  
A popular    B population    C popularity
- 3 I'd like to congratulate all the Olympic ..... on their achievements.  
A medallists    B medallions    C medals
- 4 The ..... of Star Wars, George Lucas, no longer works on the films.  
A creator    B creation    C creative
- 5 James has a great ..... and everyone seems to like him.  
A person    B personal    C personality
- 6 All the ..... of the area are worried about the increase in crime.  
A residents    B residential    C residence
- 7 If you're a ..... these days you need to follow social media closely.  
A journal    B jounalism    C journalist
- 8 I'm sure there's a very simple ..... for Charlie's misbehaviour.  
A explaining    B explain    C explanation

## Remember

- You may have to form a noun from the word given.
- The suffixes you may need to use are:  
-ist (piano → pianist)  
-er/or (instruct → instructor)  
-ing (paint → painting)  
-ness (happy → happiness)  
-ment (govern → government)  
-ship (member → membership)  
-sion/tion (converse → conversation)  
-ance/ence (appear → appearance)  
-ity (active → activity)
- Remember to make any other spelling changes necessary.
- Also remember that some nouns are formed in an irregular way.

## Forming adjectives and adverbs

### Remember

- You may have to form an adjective or adverb from the word given.
- For adjectives, the affixes you may need to use are:
  - y (steam → steamy)
  - ly (friend → friendly)
  - ic (hero → heroic)
  - ful (truth → truthful)
  - less (hope → hopeless)
  - ing (trust → trusting)
  - al (addition → additional)
  - ian/an (Russia → Russian)
  - ous (nerve → nervous)
  - ive (create → creative)
  - ible/able (suit → suitable)
  - inter- (national → international)
- For adverbs, add -ly (quick → quickly)
- Remember to make any other spelling changes necessary.

- 1 Write adjectives formed from these words in the correct category. Some words may form more than one adjective.

access	achieve	act	afford	attract	chaos	class
cloud	comfort	culture	decide	defend	drama	economy
friend	history	horror	like	live	logic	love
	rock	sense	terror	water	wind	reason

-y .....	-ive .....
-ly .....	-ible .....
-ic .....	-able .....
-al .....	-ing .....

- 2 What adverbs can be formed from the adjectives based on the words in Exercise 1? Make a list in your notebook.

- 3 Tick -ful or -less, depending on which adjectives can be formed from each word. If both can be formed, tick both.

	-ful	-less		-ful	-less
beauty			meaning		
care			number		
colour			pain		
delight			play		
event			power		
fear			rest		
help			success		
hope			tear		
hurt			thought		
law			wonder		

## Using negative forms

### Remember

- You may have to form a negative adjective, adverb or noun from the word given.
- The prefixes you may need to use are:
  - un- (able → unable)
  - in- (active → inactive)
  - im- (possible → impossible)

- 1 Write a negative form of the word given in each gap.

- Toby's really ..... and never seems to be able to make up his mind! (decisive)
- After a month of ....., Lucy finally decided to change schools. (happiness)
- Don't be so hard on yourself because we're all ..... and make mistakes. (perfect)
- I was completely ..... and decided to start working out to get in shape. (fit)
- Holidays abroad can be quite ..... if you plan things properly. (expensive)
- Olivia started to feel very ..... in the hot classroom. (comfortable)
- Our house is quite small so having the party here is totally ..... (practical)
- I'm afraid I find your excuses just completely ..... (believable)

## Exam practice

### Remember

- Read the text through quickly to get a general understanding of what it is about. Ignore the gaps, and any unknown words, at this stage.
- Then look at the first gap, and the key word in capitals. Carefully read the words before and after the gap.
- Ask yourself what part of speech is required to fill the gap: noun, verb, adjective, adverb. Remember that you rarely need to form a verb, but it is possible.
- Think about prefixes and suffixes, and whether the logic of the text requires the answer to be positive or negative.
- Do the easy ones first. At the end, if you are not sure of an answer, make a guess. Do not leave any gaps blank.
- To check you have not made any mistakes, read the whole text through from start to finish inserting your answers in the gaps.

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

### Proxima b

- |    |   |            |
|----|---|------------|
| 26 | A planet that could support life orbits Proxima Centauri, the closest star to the Earth. Called Proxima b, it is ..... , like the Earth, and scientists are hopeful it has liquid water on the surface. | ROCK       |
| 27 | That is important, because, as far as we know, liquid water is absolutely essential for the ..... of life. It doesn't prove that there is life, but it raises the possibility.                          | EXIST      |
| 28 | Other planets have been found that could support life, but they orbit stars much further from the Earth. According to ..... , the next nearest is 13 light years away.                                  | RESEARCH   |
| 29 | Proxima b is 'only' 4.2 light years away. In astronomical terms, that is ..... close, but we shouldn't start making plans to visit Proxima b just yet!  | REASONABLE |
| 30 | A spacecraft would take around 70,000 years to get to Proxima b. That makes it ..... for humans to travel there in person, but radio signals would get there much faster – in 4.2 years, in fact.       | POSSIBLE   |
| 31 | It is incredible to think that ..... beings could be standing on Proxima b now, looking up at our own distant sun in their sky and wondering what's out there.  | LIVE       |

### Grammar and Vocabulary Task 3: Exam information

Task type: multiple choice  
Number of questions: seven  
Context: a factual article or narrative  
Example subject: a description of an accident

### Grammar and Vocabulary Task 3

## Skills development

### Phrasal verbs

1 Choose the correct word to complete each sentence.

- 1 If you don't know a word, look it **in** / **out** / **up** in a dictionary.
- 2 While tidying my room, I **came** / **had** / **went** across my old diaries.
- 3 I can't believe you would **do** / **make** / **take up** an untrue story about your friend!
- 4 The noise from the audience died **down** / **off** / **on** and the play began.
- 5 Al and I **get** / **go** / **put** on well together as we're both very similar.
- 6 My dad **grew** / **raised** / **went up** around here, but he says it's all changed since then.
- 7 I set **off** / **on** / **over** towards the airport where I was meeting my cousin.
- 8 Our teacher let Joe **back** / **off** / **over** with a warning when he forgot his homework.

### Remember

- You may be tested on the main part of a phrasal verb (*take in take up*) or on the particle (*up in take up*).
- Learn phrasal verbs as a whole phrase. Remember that many phrasal verbs mean something different from the main verb on its own.

- 2 Write a phrasal verb to match each definition. Use a main verb and a particle from the boxes.

come      make      do      put      go      take

down      on      in      out      off      up

- 1 be mentioned in a conversation: .....
- 2 provide accommodation for, usually in your own home: .....
- 3 start doing a new activity, hobby, etc: .....
- 4 deceive, fool: .....
- 5 repair or redecorate an old house, etc: .....
- 6 delay until a later time: .....
- 7 explode: .....
- 8 escape, often after committing a crime: .....
- 9 extinguish, stop (a fire) burning: .....
- 10 remove an item of clothing, etc: .....

### Collocations and fixed phrases

#### Remember

- Collocations are words that often appear together. For example, *exam* often goes with *take*, *pass*, *fail* and *sit*.
- Fixed phrases are strong collocations of words that are usually seen together. For example, *granted* is usually seen in the phrase *take something/someone for granted*.

- 1 Write a word from the box in each gap in the correct form. There may be more than one correct answer.

do      have      make      take

- 1 You can go and meet your friends at the park when you ..... your homework.
  - 2 If you ..... a mistake, simply cross it out once and continue on the next line.
  - 3 You'll be fine in the exam if you ..... your best and don't panic.
  - 4 The train doesn't leave until three, so we can ..... our time and go for lunch first.
  - 5 Hurry up and ..... a decision about where you want to go because I'm hungry!
  - 6 I wish the neighbours would stop ..... all that noise!
  - 7 Alfie ..... a lot of money when he sold his house.
  - 8 I can't go on the school trip, so you can ..... my place if you like.
  - 9 Could you ..... me a favour and lend me your phone for a second?
  - 10 Somebody ..... a mess in the art room and I had to clear it up!
- 2 Choose the correct word.
- 1 It's important to always ..... attention in class.  
A give      B have      C pay
  - 2 Everyone laughed when I fell over, but I didn't ..... it funny!  
A get      B find      C see
  - 3 We decided to ..... a surprise party for my mum's birthday.  
A throw      B catch      C make
  - 4 This is the tallest building in the ..... world.  
A total      B complete      C whole
  - 5 I can't believe you ..... your promise and told Ivy my secret!  
A lost      B broke      C missed
  - 6 Could you please ..... a description of the man who robbed you?  
A make      B put      C give
  - 7 I have ..... to the conclusion that I'll never be good at tennis.  
A got      B been      C come
  - 8 When he lost his homework, Ryan tried to ..... the blame on his pet dog!  
A put      B get      C do

## Easily confused words

### 1 Choose the correct word to complete each sentence.

- 1 a What did you **say** / **tell** to Honey that upset her?  
b What did you **say** / **tell** Honey that upset her?
- 2 a Did you **hear** / **listen** the music coming from Jade's room?  
b Did you **hear** / **listen** to the music coming from Jade's room?
- 3 a The policeman **looked** / **saw** a man climbing in through a window.  
b The policeman **looked** / **watched** a man climbing in through a window.  
c The policeman **looked** / **saw** at a man climbing in through a window.
- 4 a We finally **arrived** / **reached** our destination at midnight.  
b We finally **arrived** / **got** to our destination at midnight.  
c We finally **arrived** / **reached** at our destination at midnight.
- 5 a Greg **denied** / **refused** to let the dog into the house.  
b Greg **denied** / **refused** letting the dog into the house.
- 6 a Do you **remember** / **remind** inviting Alex to the wedding?  
b Can you **remember** / **remind** me to invite Alex to the wedding?

### 2 Complete the explanations using the words given.

- 1 ..... are people watching an event, such as a sports match. ....  
are people watching something on TV. .... are people who see  
something like an accident happen. (onlookers, spectators, viewers)
- 2 You ..... a machine or device when you make it for the first time. You  
..... something, such as a place, that already exists but that people  
don't know about. (discover, invent)
- 3 You are ..... when you help people. You are ..... when you say  
things like 'please' and 'thank you'. (kind, polite)
- 4 You are ..... when a lot of people like you. You are ..... when a  
lot of people know who you are. (famous, popular)
- 5 You ..... a game or match. You ..... the person you are playing  
against. (beat, win)
- 6 You ..... something when you know how it works or the logic behind  
it. You ..... something when you suddenly know something you didn't  
before. (realise, understand)

## Idioms

### 1 Write a word from the box in each gap.

book    bridge    fence    leg    music    nail    top    weather

- 1 I know we might face problems later, but we'll just have to cross that  
..... when we come to it.
- 2 You'll have to make your mind up and decide. You can't sit on the .....  
forever.
- 3 I know your parents are very angry with you, but you'll have to go home  
and face the ..... at some point.
- 4 Graham took the week off work because he was feeling a little under the  
.....
- 5 Isaac said he had won the lottery, but I found out later he was just pulling  
my .....
- 6 You really hit the ..... on the head when you said I need to practise  
more to improve on the guitar.
- 7 I know I don't look very strong, but you should never judge a ..... by  
its cover!
- 8 Isn't it a bit over the ..... to invite 200 people to your birthday party?

### Remember

- You may have to choose between words that are similar in meaning (say, speak, tell, talk).
- Think carefully about any difference in meaning and about the different grammatical structures associated with each word. For example, you *say something to someone*, you *speak or talk to someone* and you *tell someone something*.

### Remember

- Idioms are fixed phrases that often do not have an equivalent in another language. For example, the phrase *cost an arm and a leg* means 'cost a lot of money'.
- With idioms, it is often very difficult to work out what they mean by looking at the words in the phrase. You have to learn them as a whole phrase.

## Discourse markers

### Remember

- You may have to choose between different discourse markers (*however, although, moreover, etc.*).
- Think carefully about any difference in meaning and about the different grammatical structures associated with each word. For example, *However* can stand alone at the beginning of a sentence, while *Although* must introduce a clause.

### 1 Choose the correct word to complete each sentence.

- 1 Creating a website for the museum will allow us to share some of our exhibits. **Moreover** / **Nonetheless**, it will give us the chance to attract more visitors.
- 2 The council have decided to repair all local roads. **Consequently** / **However**, all roads around the town centre will be closed until further notice.
- 3 My sister is a really good pianist, **although** / **however** she says she's a bit out of practice at the moment.
- 4 **Despite** / **Though** being quite short, Hannah is really good at basketball.
- 5 Thomas Edison had little formal education. **Nevertheless** / **Although**, he came up with many important inventions.
- 6 I got an A in my science and maths exams. **Although** / **However**, I got a D in history!
- 7 A hurricane is coming. **Therefore** / **Nonetheless**, people are being advised to leave the area.
- 8 I didn't like the hotel we stayed in, **though** / **however** it cost us quite a lot of money.

## Prepositions

### Remember

- You may have to choose between different prepositions (*in, on, off, etc.*).
- This is usually in the context of phrases involving prepositions (*keep under control*) or dependent prepositions, which go with a particular word (*rely on*).
- Look carefully to identify the important phrase or the key word that tells you which preposition is correct.

### 1 If the preposition in italics is correct, put a tick. If it is incorrect, write what it should be.

- 1 We must prevent people *from* throwing away so much rubbish. ....
- 2 Our success in the match depends *in* our ability to play as a team. ....
- 3 I don't believe *on* giving money to people who are begging in the streets. ....
- 4 Many people benefit *at* taking a year out to travel before going to college. ....
- 5 How long have you been involved *in* voluntary work? .....
- 6 I'm really worried *for* my exams at the end of the month. ....
- 7 Mum said she was really disappointed *on* me when I misbehaved. ....
- 8 I'm afraid I really must insist *for* seeing the manager. ....

### 2 Write a suitable preposition in each gap.

- 1 I set my alarm clock ..... order to be up early the next morning.
- 2 ..... view of the weather, the school sports day has been cancelled.
- 3 Molly ran into the classroom ..... full speed and knocked someone over!
- 4 I took pity ..... a poor kitten and let it come into the house.
- 5 We had a few problems with our project but it all worked out ..... the end.
- 6 Our band is really ..... demand at the moment and we're becoming very popular!
- 7 If you want to get ..... shape, you should start walking everywhere.
- 8 This time next week, we'll be ..... holiday in Italy!

## Exam practice

### Remember

- Read the text through quickly from start to finish to get a general understanding of what it is about. Ignore the gaps, and any unknown words, at this stage.
- Then look at the first gap, and the answer options. Carefully read the words before and after the gap.
- Ask yourself what is being tested. Is it a phrasal verb, a collocation or fixed phrase, an idiom, a discourse marker, a preposition or confusable words?
- Try each of the answers in the gap in turn and choose the one you think best completes the sentence.
- Do the easy ones first. At the end, if you are not sure of an answer, make a guess. Do not leave any gaps blank.
- To check you have not made any mistakes, read the whole text through from start to finish inserting your answers in the gaps.

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

### A DIFFICULT DECISION

It was a bright autumnal morning when Sam Tyler dragged himself out of bed. He yawned and slowly got dressed. As usual, he ate a quick breakfast and set [32] ..... towards the train station to catch the 8:17, which would take him into the heart of the city and his office.

At the station, he stood on the platform, waiting for the train. He was rather worried [33] ..... things at work. His boss was putting a lot of pressure on him. Sam always [34] ..... his best, but sometimes it seemed that just wasn't good enough. As he thought about his problems, Sam looked down and [35] ..... something on the floor. He bent down and picked it up. It was a woman's purse. Sam looked around to see who had dropped it, but no-one was nearby. Sam's train was slowly approaching the platform.

Sam knew that if he didn't catch the train, there was no way he could [36] ..... the office on time. If he was late, he might even lose his job. [37] ....., the woman who had lost the purse must be looking everywhere for it. Sam's train was about to leave and he had to [38] ..... a decision. He looked from the purse to the train and back again.

Finally, the 8:17 slowly left the station, with Sam still standing on the platform. He turned to find a young woman frantically searching under a row of seats.

"Are you looking for something?" he asked, holding the purse out towards her.

32	1) off	2) over	3) down	4) back
33	1) for	2) on	3) about	4) with
34	1) got	2) did	3) took	4) made
35	1) looked	2) watched	3) viewed	4) saw
36	1) arrive	2) reach	3) get	4) be
37	1) Though	2) Despite	3) However	4) Although
38	1) come	2) have	3) make	4) put

# Study Skills: Writing

The Writing section is the fourth part of the EGE exam. Do this quiz to see how much you know about it.

## Quiz

- 1 How many pieces of writing do you have to produce?  
one / two / three
- 2 Which of these do you have to write?  
informal letter / formal letter / story / essay / article
- 3 What is the recommended time to spend on this part?  
60 minutes / 70 minutes / 80 minutes
- 4 The word limit for the tasks is always 100–140 words. True or False?
- 5 You should spend the same amount of time on each task. True or False?
- 6 Where should you write your answers?  
on the question paper / on a piece of paper / on the answer sheet

## Writing Task 1

### Writing Task 1: Exam information

Task type: letter

Register: informal, friendly, conversational

Target reader: an English-speaking pen friend your age

Word limit: 100–140 words

### Skills development

#### Starting and ending a letter

#### Remember

- You have to start and end your letter in the correct way.
- Make sure you know the different ways you can start and end an informal letter.

#### 1 Match each part of a letter with its description.

1 Address .....

2 Greeting .....

3 Signing off .....

A Bye for now,  
Alexi

E Lots of love,  
Maria

B Dear Beth,

F Hi, Sue.

C  
Novosibirsk  
Russia  
15 June 201\_

G  
Moscow  
Russia  
8 October 201\_

D Hi Alan!

H Hi Carl,

### Useful language

#### Signing off a friendly letter

Bye for now!  
Bye for now,  
Bye!

Love,  
Lots of love,  
Lots of love!

All the best,  
All the best!  
Best wishes,

## 2 Choose the correct word or phrase to complete each statement.

- 1 You should write your address at the top on the **left / right**.
- 2 You **should / shouldn't** write your pen friend's address.
- 3 If you start your greeting with *Dear* + first name, you should put **a comma / full stop** after their name.
- 4 If you start your greeting with *Hi* + first name, you should put **a comma or exclamation mark / full stop** after their name.
- 5 If you start your greeting with *Hi*, + first name, you can choose to put **no punctuation / a comma, full stop or exclamation mark** after their name.
- 6 You **have / don't have** a choice what to write just above your name.
- 7 You should write your **first name only / first name + surname**.
- 8 You **should / shouldn't** put a full stop after your name.

## Understanding formality and register

- 1 Decide if a sentence is informal (I) and so appropriate for an informal letter, or formal (F) and so inappropriate for an informal letter.
  - 1 Thank you for your letter of 24th September. I / F
  - 2 Thanks for your letter! I / F
  - 3 Furthermore, it is highly enjoyable. I / F
  - 4 What's more, it's great fun! I / F
  - 5 Who are you going on holiday with? I / F
  - 6 With whom will you go on holiday? I / F
  - 7 Write back soon! I / F
  - 8 I look forward to hearing from you. I / F

## Answering questions

- 1 Decide if each underlined section provides factual information (F), expresses preference (P), opinion (O) or gives a reason (R).
  - 1 I like the summer best because we can go swimming in the lake near our house. P / R
  - 2 I like the summer best because we can go swimming in the lake near our house. O / R
  - 3 Where I live, it's really cold in the winter. F / P
  - 4 I think it's probably one of the coldest parts of the country. O / P
  - 5 As it's so cold outside, we have to wear really warm clothes when we go out. O / R
  - 6 It's sometimes -15°. O / F
  - 7 I'd rather live here than anywhere else in the world! P / R
  - 8 If you want to visit, come in the spring! R / O

### Remember

- In an informal letter, you can and should use short forms (*can't, doesn't, etc*) rather than long forms (*cannot, does not, etc*).
- A few exclamation marks (!) make your writing sound enthusiastic and friendly.
- Most phrasal verbs and idioms are informal, so it is fine to use them.
- Some of the discursive words and phrases you need to use in Task 2 (*Moreover, Furthermore, In conclusion, etc*) are formal, so they are not appropriate for an informal letter.
- The word *will* can sound very formal. If possible, use *be going to* or *'ll* instead.

### Remember

- In Task 1, you have to answer questions that your pen friend asks you.
- In your answers, you might need to give factual information, or express preference or opinion.
- You might also have to give reasons.
- Remember that your writing in this task should be informal and friendly.

### Useful language

#### Expressing preference

- I prefer + noun/-ing
- I prefer to...
- I like/love... (the) best/most
- I'd rather... (than)...
- If you gave me the choice, I'd pick...

#### Expressing opinion

- I think (that)...
- It seems to me (that)...
- If you ask me,
- In my view,
- To my mind,
- Personally,

#### Giving reasons

- because
- since
- as
- so

## 2 Write an answer to each question.

- 1 What's your favourite sport and why?  
.....
- 2 What sport would you like to try and why?  
.....
- 3 What do you think of non-competitive sports?  
.....
- 4 What new technology would you buy if you could afford it?  
.....
- 5 What should people consider when they buy a new computer?  
.....
- 6 Would you prefer to have a new phone or a new computer? Why?  
.....
- 7 What are the best ways to stay in touch with a friend or family member who lives a long way away?  
.....
- 8 Are there any disadvantages of using social media such as Facebook?  
.....

## Asking questions

### Remember

- There are two main ways to ask questions in English.
- One way is to use question words such as *Who, What, Where, Why, When, How, How much, many*.
- Be careful with the verbs in subject questions (*Who told Dave?*) and object questions (*Who did Dave tell?*).
- The other way is to ask 'yes/no' questions starting with a verb: *Do you, Are you, Is it, Were you, Have they*, etc.

## 1 Put the verbs into the correct form to complete the questions.

*In other news, we have our school sports day at the end of next week.*

- 1 Your school sports day sounds fun. What different sports ..... there? **the kids / do**
- 2 ..... in any races? **you / take part**
- 3 ..... you'll win anything? **you / think**
- 4 How many kids ..... in the races? **run**
- 5 ..... too? **any parents / take part**

*In other news, we have our school sports day tomorrow.*

- 6 How ..... your school sports day last week? **be**
- 7 ..... it? **you / enjoy**
- 8 What different sports ..... the kids do? **can**
- 9 ..... in any races? **you / take part**
- 10 ..... anything? **you / win**

## 2 Write three questions about the school trip.

*My class is going on a school trip next week....*

- 1 .....
- 2 .....
- 3 .....

## Planning

- 1 Look at this exam task and make notes to answer the questions.

You have received a letter from your English-speaking pen friend Joe who writes:

*We were talking at school about national holidays in different countries and I was wondering about Russia. What are your different national holidays? What do you personally usually do on those days? Do you have a favourite national holiday – and if so, why?*

*Wish me luck because I've got my piano exam tomorrow...*

Write a letter to Joe.

In your letter

- answer his questions
- ask **3 questions** about his exam

Write **100–140 words**.

Remember the rules of letter writing.

- 1 What's the name of your pen friend? .....
  - 2 How many questions do you need to answer? .....
  - 3 What are they? .....
  - 4 What do you have to ask about? .....
  - 5 How many questions do you need to ask? .....
- 2 Look again at the exam task in Exercise 1. Make notes to answer the questions.
- 1 What are the different national holidays in Russia?  
.....
  - 2 What do you personally usually do on those days?  
.....
  - 3 Do you have a favourite national holiday – and if so, why?  
.....
- 3 What questions could you ask about Joe's piano exam? Be careful! By the time you receive the letter and reply, he will already have taken the exam.
- 1 .....
  - 2 .....
  - 3 .....

### Remember

- Read the question very carefully.
- Do not write your letter until you are sure you understand the information in the question, and what you are supposed to do.

### Remember

- Before you actually write your letter, note down on a piece of paper the key information you are going to include.

**Remember**

- Even though your letter is informal and friendly, you still need to write several paragraphs.
- Before you actually write your letter, make a brief paragraph plan.

**4** Use the information to complete the second column of the paragraph plan.

answer   ask   first   goodbye   name   refer   signing off   thank

Top right-hand corner	Your address and the date	
Greeting	<i>Dear or Hi</i> + pen friend's ..... name	
Paragraph 1	..... them for their letter.  ..... to something in their letter (using your imagination if necessary).	
Paragraph 2	..... their questions.	
Paragraph 3	..... questions.	
Paragraph 4	Say .....	
Sign off	Choose one ..... word or phrase.	
Final line	Your first .....	

**5** Use your notes and ideas from previous exercises to complete the third column of the paragraph plan.

Useful language	
<b>Paragraph 1</b>	<b>Paragraph 4</b>
Thanks for your letter.	I have to go now because...
It was great to hear from you!	Let me know...
I'm glad to hear (that)...	Write back soon!
Your... sounds exciting/happy/etc	

**6** Look again at the exam task in Exercise 1. Write your letter using your notes from the paragraph plan in Exercise 4.

## Exam practice

### Remember

- Read the question carefully. Make sure you understand the information, and what you have to do.
- Spend five or ten minutes making notes, and a paragraph plan.
- Refer to your notes and your paragraph plan as you write the letter.
- Remember it should be informal and friendly.
- Make sure you keep to the word limit (100–140 words). If you write fewer than 90 words, you will not get any marks at all. If you write more than 154 words, only the first 140 words will be looked at and marked.
- When you have finished writing, check your spelling, punctuation and grammar very carefully.

1

You have received a letter from your English-speaking pen friend Diana who writes:

*We're doing a project in geography about tourism and I wanted to ask you a few things about your area. What are the main tourist attractions in your area? Is your area a good place for tourists from abroad to visit? Why or why not? What clothes should tourists bring with them in the winter? In other news, I've just been given a part in the school play!*

Write a letter to Diana.

In your letter

- answer her questions
- ask **3 questions** about the school play

Write **100–140 words**.

Remember the rules of letter writing.

2

You have received a letter from your English-speaking pen friend Jake who writes:

*I've just joined a chess club and it's really good fun. What are your favourite board games? How often do you play them, and who with? What board game would you like to play that you've never played? My exciting news is that we got a puppy yesterday. He's called Blackie and he's so sweet!*

Write a letter to Jake.

In your letter

- answer his questions
- ask **3 questions** about Blackie

Write **100–140 words**.

Remember the rules of letter writing.

## Writing Task 2

### Writing Task 2: Exam information

Task type: essay  
Register: formal, neutral  
Target reader: your teacher  
Word limit: 200–250 words

## Skills development

### Planning

#### Remember

- Always plan your essay in detail before you start writing.
- Carefully follow the plan which you are given in the question and make notes for the three middle paragraphs first.

#### Remember

- An essay should be written in a neutral and formal style.
- It is not an article, so do not address the reader directly using the word 'you'.
- Use full forms (*should not*) not short forms (*shouldn't*).
- Be careful with phrasal verbs and idioms. Many of them are informal and so are inappropriate for essays.
- Try to use formal vocabulary where possible (*become* not *get*, etc.).
- Do not use exclamation marks or sensational, overly-emotional language.
- Try to include one or two passive voice structures, as these can make your writing more formal.

#### 1 Look at this exam task and answer the questions.

Comment on the following statement.

*All adults should be forced to do some physical exercise each week.*

**What is your opinion? Do you agree with this statement?**

Write 200–250 words.

Use the following plan:

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

#### 1 How many paragraphs do you need to write?

#### 2 Which paragraphs should you plan first?

#### 3 What are the main arguments for forcing all adults to do some physical exercise each week? Try to think of three.

#### 4 What are the main arguments against forcing all adults to do some physical exercise each week? Try to think of three.

#### 5 What is your personal opinion? Why?

#### 2 Use your ideas from Exercise 1 to complete the plan for the middle paragraphs.

### Understanding formality and register

#### 1 Rewrite each sentence so that it is more appropriate for an essay. You only need to change the underlined sections. Use the notes to help you.

1 Lots of adults get really unfit when they work in an office.  
[informal vocabulary]

2 They don't have time for physical exercise. [short form]

3 At school, kids have to do things like P.E. [informal vocabulary]

4 They'll find out that exercise is actually fun!  
[informal grammar, vocabulary, punctuation]

5 In my view, forcing all adults to take physical exercise is completely stupid.  
[sensational language]

- 6 Research has shown that our levels of stress and anxiety go down when we exercise. [informal vocabulary]
- 7 In a nutshell, exercise is good for the body and the mind. [informal vocabulary]
- 8 We should encourage adults to take more exercise, not force them. [would be more formal in the passive]

## Writing an introduction

- 1 Look at the essay statement and these two introductions. What makes the second introduction more successful than the first one? Make notes.

*Soft drinks containing sugar should be banned.*

- 1 Lots of soft drinks contain sugar. Some people say they should be banned. Do you think this is a good idea?
- 2 Many soft drinks, including fruit juice and fizzy drinks, contain large amounts of sugar. This can damage our teeth, and lead to obesity. For this reason, some people have called for these drinks to be banned. However, some people feel this is not the best approach to solving the problem.

- 2 Write an introduction for the essay statement we looked at earlier.

*All adults should be forced to do some physical exercise each week.*

### Remember

- The first paragraph of an essay is an introduction.
- The aim of this paragraph is to give the reader an overview of the issue being discussed.
- You should outline the ideas in the statement using other words, and giving further information and explanation as appropriate.
- Never write your introduction until you have come up with the ideas for your middle paragraphs.

## Expressing opinion

- 1 Choose the correct word to complete each sentence.

- 1 To / In my mind, encouragement and education are more sensible than strict laws.
- 2 Some people tell / say that only sugar-free drinks should be available.
- 3 In my sight / view, the occasional sugary drink does little damage.
- 4 In / As my opinion, sugary drinks should never be allowed at school.
- 5 According from / to many scientists, sugar is a major cause of obesity.
- 6 I individually / personally believe that parents should be allowed to decide.
- 7 They argue / fight that the government should change the law.
- 8 In / From their view, it is the only way to persuade drinks manufacturers to produce healthier alternatives.
- 9 It seems / sees to me that people would not buy so many sugary drinks if they knew what they contained.
- 10 It is saying / said that the drinks manufacturers are purposefully hiding how much sugar is in their drinks.

- 2 Look again at the sentences in Exercise 1. Which of them refer to the writer's own opinion (W) and which refer to someone else's opinion (S)?

- 1 ..... 2 ..... 3 ..... 4 ..... 5 .....  
6 ..... 7 ..... 8 ..... 9 ..... 10 .....

### Remember

- You will have to express your own opinion, and the opinion of others – either if you agree with them or if they hold an opposing opinion to you.
- There are a number of words and phrases we can use to introduce opinion in an essay.

- 3 Now write sentences expressing your own opinion and the opinion of others related to this essay statement.

*All adults should be forced to do some physical exercise each week.*

**Your own opinion**

.....

.....

**The opposing opinion**

.....

.....

**Giving reasons and expressing results**

**Remember**

- You have to give reasons for your opinions, and reasons why people hold an opposing opinion.
- You can use *because*, *as* or *since* to introduce reasons.
- You can also use *because of this*, *for this reason*, and *as a result* to introduce results.

- 1 Write three opinions you hold about forcing adults to do some physical exercise each week, and give reasons for them. Use the word in brackets.

- 1 (because) .....
- 2 (as) .....
- 3 (since) .....

- 2 Rewrite the sentences in Exercise 1 starting with the word given.

- 1 Because .....
- 2 As .....
- 3 Since .....

- 3 Rewrite them again using the words in brackets.

- 1 (Because of this,) .....
- 2 (For this reason,) .....
- 3 (As a result,) .....

**Understanding discursive words and phrases**

- 1 Write a word from the box in each gap to complete the *Useful language* information.

(dis)advantages additional contrast examples final first opposing

**Remember**

- We have already looked at words and phrases you can use to express opinion, give reasons and express results.
- In the next section, we will look at phrases used to introduce a conclusion.
- There are other discursive words and phrases we can use in an essay.

**Useful language**

**Introducing your (1) .....** point

First, Firstly, First of all,

**Introducing (2) .....** points

Second, Secondly, Third, Thirdly, Moreover, Furthermore, In addition, What is more,

**Introducing your (3) .....** point

Finally, Lastly,

**Introducing (4) .....**

Although, Even though, In spite of, Despite, However, Having said that, In contrast, While, Whereas

**Introducing two (5) .....** views

On the one hand, ... On the other hand,

**Introducing two (6) .....** together

Not only ... but also

**Introducing (7) .....**

For example, For instance, such as

## Concluding

- 1 Look at this conclusion and decide if the statements are true (T) or false (F).

*In conclusion, I personally believe that banning soft drinks is an unnecessarily extreme position, even though they contain sugar and are harmful. In my opinion, it is more sensible to educate people so that they can make an informed decision.*

- 1 This is a successful conclusion. ....
- 2 The writer starts with an appropriate phrase. ....
- 3 The writer has used some informal language. ....
- 4 The writer has mentioned his/her opinion, and an opposing opinion. ....
- 5 The writer has used some appropriate discursive expressions. ....
- 6 The paragraph is too short. ....

- 2 Write a conclusion for the essay about forcing adults to do some physical exercise each week.
- 3 Combine your introduction, conclusion, and other work from previous exercises to write the complete essay.

## Exam practice

### Remember

- Follow the paragraph plan you are given.
- Plan the middle three paragraphs carefully before you write.
- Use formal, neutral language and a range of appropriate discursive phrases.
- Do not use exclamation marks or short forms.
- Make sure you keep to the word limit (200–250 words). If you write fewer than 180 words, you will not get any marks at all. If you write more than 275 words, only the first 250 words will be looked at and marked.
- When you have finished writing, check your spelling, punctuation and grammar very carefully.

Comment on the following statement.

*It is more important to earn a high salary than have an enjoyable job.*

**What is your opinion? Do you agree with this statement?**

**Write 200–250 words.**

Use the following plan:

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

### Remember

- The final paragraph is a conclusion.
- It should summarise briefly the argument, and your opinion, in other words.
- You can start your conclusion with one of these phrases:  
*In conclusion, To conclude, To sum up, or In summary.*

# Study Skills: Speaking

The Speaking section is the final part of the EGE exam. Do this quiz to see how much you know about it.

## Quiz

- 1 You do the Speaking section on the same day as the Written paper. True or false?
- 2 How long is the Speaking section?  
5 minutes / 10 minutes / 15 minutes
- 3 You have to talk to other candidates. True or false?
- 4 You have to talk to an interviewer who is in the room with you. True or false?
- 5 Everything you say is recorded on video. True or false?
- 6 How many tasks are there?  
three / four / five
- 7 Which of these do you have to do?  
Tick or cross.  
☐ describe your family and hobbies  
☐ ask questions about an advertisement  
☐ read a text aloud  
☐ have a discussion  
☐ compare and contrast two different photos  
☐ make decisions to solve a problem  
☐ choose a photo and describe it

## Speaking Task 1

### Speaking Task 1: Exam information

Task type: read a text aloud

Text type: factual, scientific

Text length: 145 words (approximately)

Preparation time: 1.5 minutes

Talking time: 1.5 minutes

Example subject: the manufacture of plastic

## Skills development

### Understanding pronunciation

#### Remember

- With multi-syllable words, it is important you know which syllable is stressed most.
- With some words in English, there are two different pronunciations depending on the meaning. For example, *content* as a noun is stressed and pronounced differently to *content* as an adjective.

- 1 Underline the syllable in each word which is stressed most.

aesthetics

chemical

computer

construction

digital

electronic

element

engineering

exposure

image

importance

journal

liquid

material

minutes

mountain

original

people

phenomenon

portrait

process

produced

rainforest

relevant


result


sensitive

standard

subsequent


technology

- 2  Practise saying the words in Exercise 1. Then listen and check.


- 3  Say each of these sentences. Be careful with the words in bold! Then listen and check.

- 1 The soldiers in the **desert** will never **desert**.
- 2 The new farm's going to **produce** dairy **produce**.
- 3 For the **project**, we're going to **project** photos onto the wall.
- 4 I looked for over a **minute**, but it was too **minute** to see.
- 5 The shop they're going to **close** is **close** to here.
- 6 Players **alternate**, coming up with **alternate** suggestions.


- 7 Adam usually **analyses** the **analyses**.
- 8 She's going to **use** her own ideas, so there's no **use** trying to help her.
- 9 Despite his **conduct**, he's still allowed to **conduct** the orchestra.
- 10 Are you **content** with the **content**?
- 11 I'd rather **contract** a tropical disease than sign that **contract**.
- 12 When did they **convict** that **convict**?
- 13 The dancers' **entrance** is going to **entrance** you!
- 14 They **house** the contestants in a big **house**.
- 15 I **object** to that **object** being in here.
- 16 The **live** broadcast showed where they **live**.
- 17 Are you going to **lead** us to the box of **lead** tiles?
- 18 I can't decide at **present** what to **present** to the guests.
- 19 Before I learnt to **read**, my parents **read** to me.
- 20 The sailors had a **row** about who was going to **row** the boat.

4  Say each of these groups of words. Then listen and check.

- 1 combine, combination
- 2 experiment, experimentation
- 3 geography, geographical
- 4 investigate, investigation
- 5 maintain, maintenance
- 6 photograph, photography, photographer
- 7 reveal, revelation
- 8 science, scientific, scientist

5  Say each of these groups of words. Then listen and check.

- 1 cameras, oceans, mountains, parks, roads, buildings, cities, dams, ponds, as, features, cases, focus, needs
- 2 looked, wanted, repeated, picked, produced, processed, stored, manipulated, improved, considered, unexpected, published, presented, referred
- 3 through, though, thought, thorough, tough
- 4 rough, bough, bought, cough
- 5 of, off
- 6 done, gone, phone
- 7 once, balance, finance
- 8 artificial, pal, deal, critical, canal, natural, coal, conceal, dial, digital
- 9 list, listen, fast, fasten
- 10 miss, mission, pass, passion

6  Say these phrases, paying careful attention to word stress. Then listen and check.

high-quality cameras  
as well as  
building materials  
credit card  
critical thinking  
department store  
digital camera  
focal point

for this reason  
in short  
light-sensitive film  
mobile phone  
people management  
tennis match  
the first type... the second type

#### Remember

- Sometimes, different forms of the same word place the stress on different syllables, e.g. *photograph* but *photographer*.

#### Remember

- The -s at the end of words has several different pronunciations.
- The same is true of -ed.
- There are groups of letters, such as *ough*, which you also have to be careful with.

#### Remember

- In collocations and phrases, one word is often stressed more than the other(s).

**Remember**

- Pronunciation is only one aspect of reading aloud.
- To read aloud successfully, you also need to get your speed and volume right, not hesitate or mumble, and not miss out, add or change words.

**7**  **23** Read these phrases aloud. Then listen and check.

- 1 in the 1800s
- 2 in the 20th century
- 3 more than 2500 years ago
- 4 on the 24th of February
- 5 in the year 1728
- 6 65.3%

**8**  **24** Read these sentences aloud. Then listen and check.

- 1 Before digital photography, photographs were produced through a process of exposing light-sensitive film to a source of light.
- 2 This was then processed using certain liquid chemicals to create the final image on paper or some other material.
- 3 With cameras in the 1800s, the exposure to light was a lengthy process.
- 4 People sitting for portraits would often have to sit still for fifteen minutes or more.
- 5 This may explain why few people are smiling in these early photos.

**Reading aloud****1**  **30** Listen to different people reading the first two sentences of the text in Exercise 2. Match each speaker to a mistake.

- |                         |   |
|-------------------------|---|
| <b>Speaker 1:</b> ..... | <b>A</b> too unclear, too much mumbling |
| <b>Speaker 2:</b> ..... | <b>B</b> too loud                       |
| <b>Speaker 3:</b> ..... | <b>C</b> too quiet                      |
| <b>Speaker 4:</b> ..... | <b>D</b> words missed out               |
| <b>Speaker 5:</b> ..... | <b>E</b> too slow                       |
| <b>Speaker 6:</b> ..... | <b>F</b> too much hesitation            |
| <b>Speaker 7:</b> ..... | <b>G</b> words added/changed            |
| <b>Speaker 8:</b> ..... | <b>H</b> too fast                       |

**2**  **31** Listen to someone successfully reading this text aloud. Pay attention to their intonation.

Before digital photography, photographs were produced through a process of exposing light-sensitive film to a source of light. This was then processed using certain liquid chemicals to create the final image on paper or some other material. With cameras in the 1800s, the exposure to light was a lengthy process. People sitting for portraits would often have to sit still for fifteen minutes or more. This may explain why few people are smiling in these early photos.


Today, digital cameras have done away with the need for film and chemicals. Light passes through a lens and is picked up by electronic photo-detectors. These allow a digital image to be produced, which can be stored as a computer file and manipulated digitally. As technology has improved, and become less expensive, it has now become possible to take high-quality digital pictures with just a standard mobile phone.

**3** Study the text in Exercise 2 again and practise reading it aloud. Try to copy the speaker's intonation. Listen again if necessary.

## Exam practice


### Remember

- Make full use of the 1.5 minutes before you start reading aloud by reading the text through to yourself.
- If you are not sure how to pronounce a particular word, or which word/syllable to stress, say it to yourself several ways and choose the one that sounds best.
- Notice where the commas and full stops are. You should often have a short pause after a comma and full stop.
- When you read aloud, stay calm and be confident! Do not read too quickly or too slowly, too loudly or too quietly. Do not mumble, and try not to hesitate.
- If you make a mistake, just correct yourself and carry on.

- 1  Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

Replication is a key element of scientific experimentation. In short, 'replication' involves repeating an experiment and achieving the same results. If an experiment cannot be repeated, or replicated, this suggests that the original results were produced in error, and so should not be considered true or valid.

For this reason, a scientist investigating a new phenomenon will usually carry out the same experiment more than once. This is the best way to be certain that the results are in fact correct. Once the scientist is satisfied that the results are valid, other scientists may also attempt to replicate the findings. This happens particularly in cases where the results are unexpected or of high importance. When research is published in a scientific journal, both the method and the findings are presented in detail. The 'method' section gives other scientists and researchers the information they need to carry out the experiment themselves.

- 2  Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

In geography, there are two main types of geographical feature. The first type is those features which form or are produced naturally, such as oceans, mountains, rocks, rainforests and deserts. The second type involves man-made, or artificial, features, such as parks, roads, buildings, cities, dams and ponds.

The construction of man-made features is sometimes referred to as construction engineering. This scientific discipline is concerned with all aspects of designing and planning engineering projects, their subsequent construction, and then on-going management and maintenance. As well as having to take into account physical aspects such as natural geographical features or the strength of building materials, construction engineers also have to focus on time and people management, budgeting and finance, and even aesthetics. A successful construction engineer usually needs a combination of mathematical skills and communication skills. Skills such as critical and analytical thinking are also relevant.

## Speaking Task 2

### Speaking Task 2: Exam information

Task type: ask questions based on an advertisement and prompts

Number of questions to ask: five

Preparation time: 1.5 minutes

Time for each question: 20 seconds

### Skills development

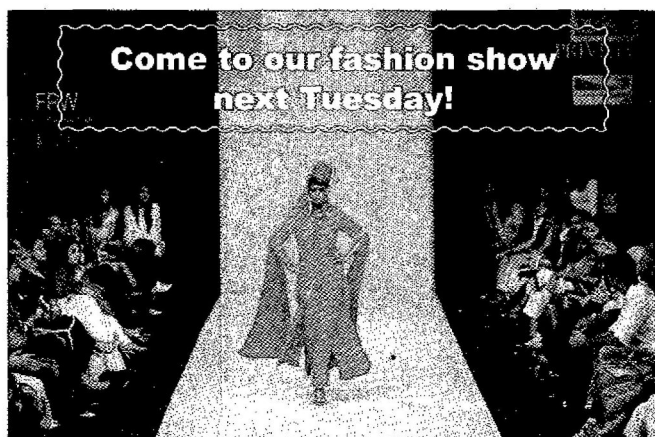
#### Understanding the situation

- 1 Look at this task and make notes to answer the questions.

#### Remember

- You will be given an advertisement to look at.
- It might be an advert for a product (a mobile phone), a service (an English course, guitar lessons, a gym or a library), or an event (a concert or play).
- Make sure you understand exactly what is being advertised, as this will help you understand the prompts and form the right questions.

#### Study the advertisement.



You are considering going to the show and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- 1) entrance fee
- 2) if one can book seats in advance
- 3) start time
- 4) types of clothes
- 5) clothes on sale

- 1 What is being advertised? .....
- 2 When is it? .....
- 3 What are you considering? .....
- 4 How many questions will you need to ask? .....

- 2 Match each question with a prompt in Exercise 1.

- A Will the clothes be on sale? .....
- B What type of clothes will there be? .....
- C Can you book seats in advance? .....
- D When does it start? .....
- E Is there an entrance fee? .....

- 3 For each question, make a guess what the prompt might be.

- 1 How much does it cost? .....
- 2 How long does the course last? .....
- 3 How many functions does it have? .....
- 4 Does it come with instructions? .....
- 5 What is the guarantee period? .....
- 6 Where are the lessons held? .....
- 7 How many places are there? .....
- 8 How much are the tickets? .....
- 9 Will I work alone or with a group? .....
- 10 What activities are included? .....

## Forming questions

1 Write one word in each gap to complete the questions.

- 1 What time ..... it start?
- 2 Where ..... the courses held?
- 3 How much ..... they cost?
- 4 When ..... the winners be informed?
- 5 ..... there any places still available?
- 6 ..... there a recipe book to go with the oven?
- 7 ..... you book seats in advance?
- 8 ..... I stay with a family or in a hotel?

2 Write a word from the box in each gap to complete the questions.

far long many much time what when where which who

- 1 ..... does the course start?
- 2 What ..... does the show begin?
- 3 How ..... are the tickets?
- 4 ..... are the meals like?
- 5 How ..... colours does it come in?
- 6 How ..... does the course last?
- 7 ..... is the guest speaker?
- 8 ..... is the accommodation?
- 9 ..... activities are included in the price?
- 10 How ..... is the venue from the station?

3 For each prompt, decide which of the questions are correct. Tick or cross.

- 1 price  
How much is it? .....  
How much it costs? .....  
How much does it cost? .....
- 2 weekly rent  
How is the rent per week? .....  
How much is the rent per week? .....  
How much is the weekly rent? .....  
How much rent each week? .....  
How much is the rent each week? .....
- 3 number of members  
How many members are there? .....  
How many members does it have? .....  
What are the numbers of members? .....  
How are the number of members? .....
- 4 if available in different colours  
If it is available in different colours? .....  
Is it available in different colours? .....  
Can it available in different colours? .....
- 5 distance from college to accommodation  
What the distance is from the college to the accommodation? .....  
How far is it from the college to the accommodation? .....  
How distant from college to accommodation? .....  
Is there distance from the college to the accommodation? .....  
What is the distance from the college to the accommodation? .....

### Remember

- 'Yes/No' questions start with a verb. For example, *Is there an instruction manual?*, *Does it come with a guarantee?* or *Can you buy it online?*
- Other questions start with a question word or phrase, such as *What*, *How much*, etc.
- Remember that the question form of a verb is different to its form as a statement.

### Remember

- Sometimes there is more than one way to ask a question.
- Choose and ask one that you are absolutely sure is correct.

**Remember**

- Study the information in the advertisement carefully to make sure you understand the situation exactly.
- For each prompt, ask yourself what it is asking about. When you have decided that, form the question in your head so it is grammatically correct.
- If there is a choice of questions to ask, ask the one you are absolutely sure is correct.
- You have 20 seconds to ask each question, which is a lot of time. For each one, take your time – do not speak until you are sure you know what you are going to say.

**1 Study the advertisement.**

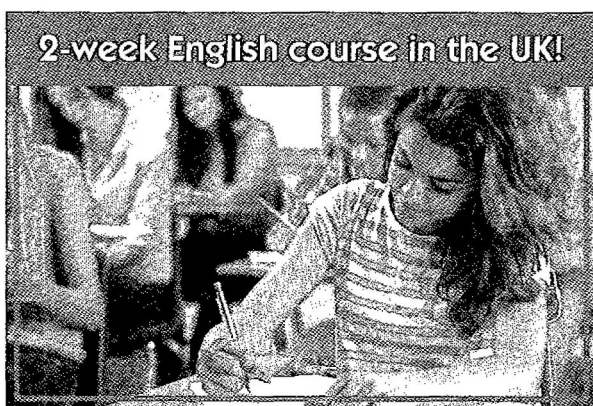


**You are considering buying the magazine and would like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:**

- 1) cost
- 2) number of pages
- 3) day it comes out
- 4) how often it is published
- 5) if also available to read online

**You have 20 seconds to ask each question.**

**2 Study the advertisement.**



**You decided to attend the course and would like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:**

- 1) location of college
- 2) number of students in each class
- 3) if you will stay with a family or in a hotel
- 4) afternoon and evening activities
- 5) deadline for booking

**You have 20 seconds to ask each question.**

## Speaking Task 3: Exam information

- Task type: describe a photograph based on prompts
- Number of photos to choose from: three
- Number of prompts: five
- Preparation time: 1.5 minutes
- Speaking time: not more than two minutes (12–15 sentences)

## Skills development

## Describing a photograph

## Useful language

I took this photo/picture at/in...  
two/a few/several weeks/months/years ago  
last month/week/April/summer

In the photo/picture, ...  
As you can see, he/she is + -ing...  
As you can see, they are + -ing...

## 1 Choose the correct word or phrase.

1 "I've chosen photo number two. What do you think of this photo?"

I **took** / **was taking** it in a park near my house **before three months** / **three months ago**. That's my dad and brother **in** / **on** the picture. **They're playing** / **They play** football together. As you **can** / **must** see, **they have** / **they're having** a great time."

2 "I've chosen photo number three. Take a look at it. What do you think of it? I **took** / **made** this picture **at** / **in** school **past** / **last** summer. It **was** / **was being** the last day of term before the holidays. That's my best friend Dina **on** / **in** the photo. **She puts** / **She's putting** her books in her bag. As you can **see** / **watch**, **she's smiling** / **she smiles**, so I **think** / **consider** she was happy for me to take the photo."

## Useful language

because  
as  
since  
(and) so

(in order) to  
because of this  
(and) that's why  
which is why

## 2 Say the same idea using the word or phrase in brackets. For questions 1–6, start with the words given.

*Jenny moved to another town a few days after I took this photo so I keep it in my album to remind me of her.*

- (and so) Jenny...
- (in order to) Jenny...
- (Because of this,) Jenny...
- (because) I keep this photo...
- (as) I keep this picture...
- (since) I keep it in my album...

*I decided to show it to you because I know you're interested in cycling.*

- (as)
- (since)
- (so)
- (That's why)
- (which is why)

## Remember

- When you describe a photo, you have to use various tenses. For example, use present continuous to describe what is happening in the picture, and past simple to describe when and where you took it.
- There are other words and phrases, such as *in the picture* and *as you can see*, that are appropriate to use in this task.

## Remember

- Some of the prompts ask you to give reasons.
- The words and phrases we can use for this are in the *Useful language* box.

### Remember

- There are three photos, but you only choose **one** to describe.
- Before you choose, look at all three. Ask yourself which one is easiest to describe.
- Choose the one you know you can describe best.

- 3 Imagine these are photos in your photo album. Make notes to complete the information. Use your imagination!

#### Photo 1



- 1 where and when the photo was taken: .....
- 2 what/who is in the photo: .....
- 3 what is happening: .....
- 4 why you keep the photo in your album: .....
- 5 why you decided to show the picture to your friend:  
.....

#### Photo 2



- 1 where and when the photo was taken: .....
- 2 what/who is in the photo: .....
- 3 what is happening: .....
- 4 why you keep the photo in your album: .....
- 5 why you decided to show the picture to your friend:  
.....

#### Photo 3



- 1 where and when the photo was taken: .....
- 2 what/who is in the photo: .....
- 3 what is happening: .....
- 4 why you keep the photo in your album: .....
- 5 why you decided to show the picture to your friend:  
.....

Which photo is easiest for you to describe? .....

- 4 Choose the photo from Exercise 3 that is easiest for you to describe. Use the prompts and your notes to describe the picture. Whatever happens, keep talking! Do not stop until you have mentioned all the information.
- 5 Carry out the same task with the other two pictures from Exercise 3.

## Exam practice

### Remember

- Look at the three photos and choose the one that is easiest for you to describe.
- In the first 1.5 minutes before you speak, read through the prompts and carefully plan what you are going to say.
- Make sure you say 12–15 sentences.
- After saying which photo you have chosen, say an introductory sentence or two, such as: *Look at this photo. What do you think of it?*
- Look at the prompts as you speak, and follow them in order. Make sure you talk about all of them.
- Remember to use present continuous to describe action in a photo.
- Remember to give reasons for the final two prompts.
- Finish by saying something like: *That's all I wanted to say about this photo.*

These are photos from your photo album. Choose one photo to describe to your friend.



**You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:**

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

**You have to talk continuously, starting with: "I've chosen photo number ..."**

### Speaking Task 4: Exam information

Task type: compare and contrast two photographs

Number of prompts: five

Preparation time: 1.5 minutes

Talking time: not more than two minutes (12–15 sentences)

### Speaking Task 4

## Skills development

### Comparing and contrasting photos

#### Useful language

They both show...

Both pictures show...

In both pictures, ...

Neither of them...

One thing they have in common is (that)...

One similarity/difference is (that)...

While/Whereas in the first picture..., in the second picture, ...

### Remember

- In Task 4, you have to compare and contrast two photos.
- This means you have to talk about the similarities between the two pictures (what they have 'in common', as it says in the prompts) and the differences.
- Some of the key language you can use for comparing and contrasting is presented in the *Useful language* box.

### Remember

- After you have compared and contrasted the two photos, you have to express a preference about some aspect of the pictures, giving a reason.
- Examples of some of the key language you can use to express preference are presented in the *Useful language* box.
- Remember we can use *because*, *as* or *since* to introduce reasons.

## 1 Choose the correct word or phrase.

- 1 They **two** / **both** show people at work.
- 2 **Both** / **Each** pictures show children reading.
- 3 **Either** / **Neither** of them looks happy.
- 4 One thing they have **as** / **in** common is that they're both inside.
- 5 One **different** / **difference** is that the girl is playing, but the boy is working.
- 6 The players in the first picture look delighted, **whereas** / **where** the players in the second picture look disappointed.

## 2 Choose the correct word or phrase to fill each gap.

"Picture number 1 shows a woman working on a building site. The second picture shows a man sitting behind a desk in an office. He's smiling and looks happy. One thing they have (1) ..... is that they're pictures of people at work. (2) ..... (3) ..... is that they're both using equipment. The man's using a computer, and the woman's using some tools. There are some (4) ....., (5) ..... (6) ..... the woman's working outside in the open air, the man's working inside, in an office. (7) ..... (8) ..... is that the woman is doing physical, manual work, (9) ..... the man's sitting down, using his brain more than his body."

- |                |               |
|----------------|---------------|
| 1 A similar    | B in common   |
| 2 A Other      | B Another     |
| 3 A similarity | B common      |
| 4 A difference | B differences |
| 5 A but        | B though      |
| 6 A Because    | B While       |
| 7 A Another    | B Second      |
| 8 A difference | B different   |
| 9 A as         | B whereas     |

## Skills development

### Expressing preference

#### Useful language

- I'd **prefer to** work in an office (**rather than** (work) on a building site) because/as/since...
- I'd **prefer** a job in an office (**rather than** (a job) on a building site) because/as/since...
- I'd **prefer** a job in an office (**to** a job on a building site) because/as/since...
- I'd **rather** work in an office (**than** (work) on a building site) because/as/since...

## 1 Each of the words or phrases in bold is incorrect. Rewrite them correctly.

- 1 I'd prefer **reading** a real book rather than an e-book because...  
.....
- 2 I'd prefer an e-reader **other** than a real book as... ..
- 3 I'd prefer a real book **from** an e-reader since... ..
- 4 I'd rather read a real book **to** an e-book because... ..

## 2 Complete each sentence in Exercise 1 with your own ideas.

## 3 Which do you prefer? Use all the *Useful language* structures for each pair of ideas.

eating at home or eating out  
city life or country life  
online shopping or traditional shopping  
cinema or theatre

## Skills development


### Completing the task successfully

- 1 Match each statement with a prompt. You will use the letters of the prompts more than once.

- A give a brief description of the photos (action, location)
- B say what the pictures have in common
- C say in what way the pictures are different
- D say which of the ways of travelling presented in the pictures you'd prefer
- E explain why

- 1 Another similarity is that they have luggage with them. ....
- 2 The second picture shows a family in a car. ....
- 3 He's looking out of the window. ....
- 4 Another difference is that, while the family are in their own car, the man is travelling on public transport. ....
- 5 Both pictures obviously show people travelling. ....
- 6 I'd prefer to go by car rather than travel by train. ....
- 7 The first photo shows a man travelling on a train. ....
- 8 One difference is that the man is travelling on his own, whereas there are five people in the car. ....
- 9 ...because it's more comfortable, you can take more luggage with you, you can stop when you want to, and you can drive straight to your destination. ....
- 10 The dad is driving, the mum is sitting next to him, and there are three children sitting in the back. ....
- 11 The man has a large suitcase next to him, and there are several suitcases and bags in the car too, so perhaps they're all going on holiday. ....

- 2 Look at the statements in Exercise 1 again and renumber them from 1 to 11 so they are in the correct order.

- 3  Listen to someone describing the two photos and check your answers to Exercise 2.

- 4 Look at the two photos and make notes to complete the information.



- 1 brief description of the photos (action, location): .....
- 2 similarities: .....
- 3 differences: .....
- 4 Which of the ways of travelling would you prefer?: .....
- 5 Why?: .....

- 5 Carry out the task in Exercise 4. Use the prompts and your notes to help you.

### Remember

- It is important to talk about all of the things mentioned in the prompts.
- Use the prompts to plan what you are going to say, and refer to them as you talk.
- Follow the order of the prompts.
- When you are comparing and contrasting, only talk about the one or two most important similarities or differences. Do not go into irrelevant detail about the colour of people's hair or something tiny in the background.

## Exam practice

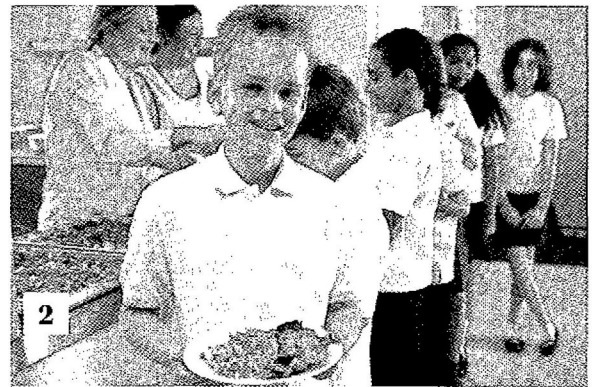
### Remember

- Use the 1.5 minutes before you speak to plan what you are going to say.
- Think about the most important similarities and differences.
- Decide what your preference is and think of one or more reasons why you prefer that.
- Start your spoken answer with an introductory phrase, such as: *I'm going to compare and contrast these two pictures.*
- Follow the prompts and make sure you include all the information you need to.
- Do not read the prompts out loud, and do not stop between each one. You have to talk continuously.
- Conclude by saying something like: *That's all I wanted to say about these pictures.*

### 1 Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the places to eat presented in the pictures you'd prefer
- explain why

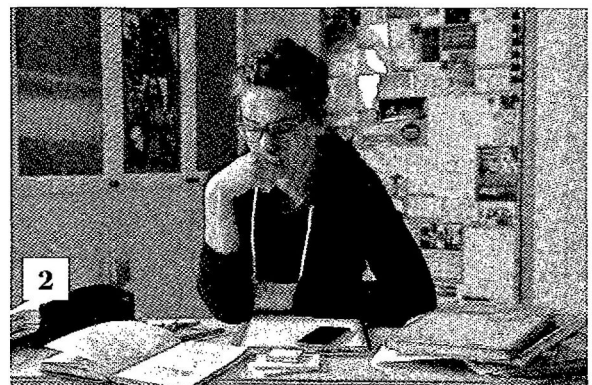
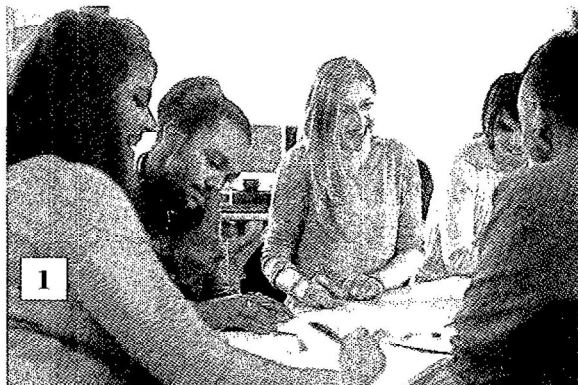
**You will speak for not more than 2 minutes (12–15 sentences).**  
**You have to talk continuously.**



### 2 Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the ways of studying presented in the pictures you'd prefer
- explain why

**You will speak for not more than 2 minutes (12–15 sentences).**  
**You have to talk continuously.**



## Practice Exam

### Раздел 1. Аудирование

1

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

1. I don't have access to enough books.
2. Reading is more educational than the internet.
3. I have a limited amount of time to read books I like.
4. Books tell some stories better than movies do.
5. Reading makes me feel better about my problems.
6. I sometimes read when I should be doing other things.
7. Reading reminds me of a happy period in my life.

Говорящий	A	B	C	D	E	F
Утверждение						

2

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

- A. Grace has already seen photos from Leo's holiday.
- B. Leo's mum has never been camping before.
- C. Grace and her family had their own pool on their last holiday.
- D. Leo was happy with the limited choice of restaurants.
- E. Teenagers in the area Leo visited do more homework than Leo.
- F. Leo had never travelled by plane before this trip.
- G. Leo and his family are going to the same place on their next holiday.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

3

**Ivan's main area of interest is...**

- 1) ways to travel in the Arctic.
- 2) the causes of ice loss in the Arctic.
- 3) the problems scientists face in the Arctic.

Ответ:

4

**Ivan says that the Arctic ice is important because it acts as...**

- 1) a travel route.
- 2) a heater.
- 3) a mirror.

Ответ:

5

**According to Ivan, polar bears need sea ice in order to...**

- 1) catch the animals that they eat.
- 2) rest when they are swimming.
- 3) avoid being hunted by humans.

Ответ:

6

**Ivan says that most people think polar bears are...**

- 1) less dangerous than they really are.
- 2) rarer than they really are.
- 3) better hunters than they really are.

Ответ:

7

**Ivan and his colleagues had to wait for rescue because...**

- 1) they didn't want to use their flares.
- 2) they had used all their flares.
- 3) their flares didn't work.

Ответ:

8

**The main problem that Ivan and his colleagues faced was...**

- 1) a lack of ships in the area.
- 2) the risk of starvation.
- 3) having nothing to occupy them.

Ответ:

9

**Ivan says that when you go into an area where there are polar bears you should...**

- 1) be prepared to run at the first sight of bears.
- 2) always have enough electric power to call for help.
- 3) make sure you have a way of frightening the bears.

Ответ:

10

Установите соответствие между текстами A–G и заголовками 1–8. Занесите свои ответы в таблицу. Используйте каждую цифру **только один раз**. В задании **один заголовок лишний**.

1. A friend when you need it
2. Showing where to go
3. An unusual sense
4. The most important sense

5. Working together effectively
6. Using hands instead of talking
7. A lack of clear signals
8. A question of intention

- A. Researchers have made a number of attempts to communicate with chimps, with some success. In these studies, the animals are taught sign language, since they lack the physical ability to speak in the same way humans do. Some chimps have managed to acquire a vocabulary of as many as three hundred and fifty signs and can use them to communicate their needs and their feelings.
- B. Bees are remarkably good at communicating the location of food sources. On returning to the hive after a search, a successful bee informs other hive members of the find by doing a kind of dance. It moves in a figure-eight pattern and quickly moves its body from side-to-side during part of the dance. The angle of the dance indicates the direction of the target, while the length of time it waggles its body indicates the distance from the hive.
- C. Most dog training involves getting a dog to associate verbal commands with actions, but the interaction between humans and their dogs can be far more complicated than that. Each dog is very sensitive to their owner's facial expressions and tone of voice. They are able to judge a person's emotional state and to respond appropriately, offering affection, for example, when they sense their owner is down.
- D. Humpback whales sing to each other. The function of the musical noises they make isn't entirely clear, although since it's the males that sing, it may communicate their fitness to females. Sound is important to these and other mammals that live in the ocean, such as dolphins and porpoises, due to the fact that sight and hearing are much less effective under water.
- E. Many birds, such as parrots, are capable of copying human speech, but there is disagreement over whether they are actually talking in any real sense. Some scientists argue that the creatures don't really know what they are saying and are blindly repeating phrases they have heard. Others claim that the birds, some of whom know and use hundreds of phrases, often use language in ways that show they want to communicate with humans.
- F. Humans may indirectly use electricity to communicate through phones, computers and other modern technology, but some fish have special organs that allow them to send and receive electrical messages directly. They use this sense to identify others of the same species and to tell males and females apart. It is also important between males in demonstrating who is larger and stronger.
- G. Dolphins communicate with each other using a variety of clicks and whistles. Scientists believe that each dolphin has its own signature whistle, which enables other dolphins to identify it. Apart from this important social function, dolphin communication aids in hunting. A group of animals coordinate their actions using these signals. For example, they may communicate to take up positions surrounding a shoal of fish while they take it in turns to swim through the middle.

Ответ:

A	B	C	D	E	F	G

Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 1-7. Одна из частей в списке 1-7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

### Roald Dahl

Roald Dahl is still one of the most popular British writers decades after his death. Although he wrote stories for adults **A** ....., it is his stories for children that he is best remembered for. It is probably true that most British adults and children today have read one or more of his stories or seen one of the numerous film adaptations **B** ..... at some point in their lives.

Born in Swansea, Wales, in 1916 to Norwegian parents, Dahl was raised by his mother and attended a boarding school **C** ..... In those days, English schools could be cruel places for little boys. Later in his life, Dahl said he wrote home to his mother every week **D** .....

When he grew up, he spent time working in Africa before the start of the Second World War. He became a fighter pilot and was involved in a crash landing in Egypt **E** ..... His account of that adventure was the first piece of writing of his to be published.

From the start of the sixties, he produced stories for children. These stories often involve children in difficult circumstances **F** ..... In novels such as *James and the Giant Peach*, *Charlie and the Chocolate Factory* and *Matilda*, Dahl creates magical worlds where the kind, young hero or heroine is eventually successful and escapes from their unpleasant situation. Perhaps we can see echoes of his own experiences as a child.

1. where he was not particularly happy
2. who are surrounded by unhelpful or nasty adults
3. that were popular at the time
4. and their parents enjoy reading them too
5. but never mentioned the difficulties he faced every day
6. when he was mistakenly sent to the wrong area
7. that have been made over the years

Ответ:

A	B	C	D	E	F

### Virtual Reality

We are often led to believe that our interaction with the world around us relies on our five senses. In actual fact, the way in which we understand our surroundings is far more complex, involving other senses, such as our sense of balance, our ability to sense pain, and so on. Virtual reality is a way of misleading all our senses to create the illusion of a computer generated world that we can interact with in some way. In most systems, a special visor and headphones send information to the user's eyes and ears, while special gloves connected to a computer allow the user's hands to function in the virtual world.

An interesting early step in the history of virtual reality was the Sensorama, built in 1962. Coming out of cinema in the 1950s that saw popular developments such as 3D movies, the Sensorama aimed to provide a complete cinematic experience. The user sat on the machine and watched 3D footage that simulated, for example, a bike ride. The seat tilted to match the motion, and there was even the capacity to simulate wind and aromas. However, the Sensorama was only ever built as a prototype and virtual reality would not become a serious possibility for decades.

The widespread use of virtual reality had to wait for the development of the computing power necessary to make it work quickly and convincingly. It needs to be quick because any difference between a hand moving and that movement appearing in the virtual world destroys the illusion. And it needs to be convincing because even a small difference between what different senses tell you – for example what your eyes and your sense of balance tell you – can lead to feelings of nausea similar to car sickness.

Today, virtual reality has many applications and is becoming increasingly common. While the attraction of virtual reality to gamers may be obvious because it allows you to really feel as if you are there in the middle of the action, other applications may not be so obvious. Creating the experiences of being on stage with your favourite band or being alongside your sporting heroes at crucial moments are just some of the areas that developers are currently exploring.

Virtual reality has applications far beyond entertainment. In the world of surgery, for example, the services of world-class surgeons can now be offered beyond the limits of the traditional operating theatre. A patient can be in a theatre on one side of the world while a doctor on the other side controls robotic instruments, using virtual reality to act as if he or she is in the same room as the patient. There are also interesting applications in the field of phobias. Patients who have extreme fears that affect their lives can use virtual reality to be exposed gradually to whatever causes their fear. This way, people are able to lead normal lives without worrying about flying or about spiders in the way they used to.

The technology also has a role to play in preserving important monuments and artworks, as well as interesting a new generation in the history of their culture. Virtual reality offers the experience of touring a place such as Stonehenge or the Sistine Chapel, for example, in ways that both reduce the number of visitors, minimising the harm they cause, and make a potentially dry subject interesting.

12

**According to the author, we are wrong if we think that...**

- 1) virtual reality is only created through the use of computers.
- 2) our bodies only have five ways of getting information.
- 3) we need special equipment to enjoy virtual reality.
- 4) we can interact with things in a virtual world.

Ответ: ☐

13

**Which of the following statements is TRUE, according to the author?**

- 1) Audiences around the world loved using the Sensorama.
- 2) The Sensorama tried to make you feel like you were moving.
- 3) You had to ride a special bicycle to use the Sensorama.
- 4) The Sensorama was removed from cinemas in the 1950s.

Ответ: ☐

14

**What happens when the illusion of virtual reality doesn't work, according to the author?**

- 1) You can start to feel sick.
- 2) You try to convince yourself it's real.
- 3) You lose your sense of balance.
- 4) You have problems with your sight.

Ответ: ☐

15

**In entertainment, the main attraction of virtual reality is that it...**

- 1) interests more people in playing video games.
- 2) helps you to train to be successful in music or sport.
- 3) gives you an experience you might not otherwise have.
- 4) allows you to try a sport before having lessons.

Ответ: ☐

16

**According to the author, virtual reality could help someone afraid of flying by...**

- 1) slowly letting them get used to the experience.
- 2) showing them what other people are afraid of.
- 3) allowing a doctor in another country to treat them.
- 4) moving their fear onto something else.

Ответ: ☐

17

**The advantages of virtual reality for important monuments include...**

- 1) increasing tourism in the area around the site.
- 2) protecting the site from weather damage.
- 3) preventing visitors from damaging the site.
- 4) showing how sites around the world are similar.

Ответ: ☐

18

**The attitude of the author towards virtual reality may be described as...**

- 1) unenthusiastic.
- 2) critical.
- 3) neutral.
- 4) optimistic.

Ответ: ☐

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

### Cycling safety

- 19 Roads can be dangerous places. In many countries, you can find designated cycle lanes, ..... cyclists to travel more safely alongside other traffic. ALLOW
- 20 However, not all motorists respect these lanes and every year cyclists ..... in collisions with motor vehicles, both in cycle lanes and in places where there are no cycle lanes. INJURE
- 21 There have been various attempts to improve safety. One idea is the creation of separate cycle routes, ..... to prevent cars and bikes from meeting. These are popular with cyclists in those countries that have adopted the idea. DESIGN

### Tasmanian Devils

- 22 The Tasmanian Devil is a carnivorous marsupial. It ..... in the wild only on the Australian island of Tasmania. It gets its name from its aggressive nature. FIND
- 23 The creatures now find ..... endangered because of a deadly disease known as devil facial tumour disease. The disease is passed from animal to animal through biting and has slowly spread across the island. THEM
- 24 In New South Wales, there is a project called Devil Ark, which aims to protect a population of Tasmanian Devils from the disease. The first animals ..... living there in 2011. BEGIN
- 25 The ultimate aim of Devil Ark is to produce around a thousand animals to be returned to the wild. It may be ..... best hope of preventing these remarkable animals from becoming extinct. WE

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26–31, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26–31.

### Getting Fit

- |           |  |          |
|-----------|--|----------|
| <b>26</b> | It's important that we realise that human bodies come in all shapes and sizes. However, whatever your shape, it is ..... to make sure that you are as fit as you can be.                       | SENSE    |
| <b>27</b> | There are a number of things you can do to get fit. The most important is to find an ..... that means getting more exercise.   | ACTIVE   |
| <b>28</b> | This might mean taking the dog for a walk or getting off the bus a stop earlier and walking the rest of the way. You can ..... improve your fitness even by taking simple steps such as these. | EASY     |
| <b>29</b> | However, many of us need the ..... of belonging to a gym and prefer to have a particular time and place to work out. .   | MOTIVE   |
| <b>30</b> | One advantage of a gym is that trained ..... are available to demonstrate the correct use of exercise equipment.   | INSTRUCT |
| <b>31</b> | Of course, the cost of ..... can be quite high, but when you work it out per visit, it might not seem like too much to pay to get fit.   | MEMBER   |

Прочитайте текст с пропусками, обозначенными номерами 32–38. Эти номера соответствуют заданиям 32–38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

### Fossils

Fossils are fascinating. For thousands of years, people have come [32] ..... strange shapes in rocks. Many of these shapes seem to [33] ..... shells or the bones of animals. In China, they were thought to be the bones of dragons, while in Europe they were taken to be the bones of giants or other mythical creatures. In fact, these fossils are all that is left of animals that lived millions of years [34] .....

In order for a fossil to form, the animal must die in a suitable location. One of the best locations is the sea and many fossils are of animals that lived in the sea or land animals that were washed out to sea. Over time, the animal's bones are covered by the sea bed. The pressure of the water above [35] ..... the sea bed to slowly turn to rock, with the bones inside. Over a very long period of time, the bones slowly dissolve and are [36] ..... by minerals. Eventually, earthquakes and other powerful forces bring the rocks to the surface, where they are worn [37] ..... by the weather, making the fossils available for humans to find. When we [38] ..... a fossil inside a rock, we are looking at these minerals, not the animal's bones.

32

1) over

2) across

3) through

4) onto

Ответ:

33

1) reappear

2) repeat

3) resemble

4) remind

Ответ:

34

1) before

2) since

3) previous

4) ago

Ответ:

35

1) causes

2) becomes

3) makes

4) has

Ответ:

36

1) positioned

2) kept

3) followed

4) replaced

Ответ:

37

1) off

2) down

3) under

4) out

Ответ:

38

1) see

2) watch

3) follow

4) recognize

Ответ:

Для ответов на задания 39 и 40 используйте бланк ответов № 2. Черновые пометки могут делаться прямо на листе с заданиями, или можно использовать отдельный черновик. При выполнении заданий 39 и 40 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в БЛАНКЕ ОТВЕТОВ № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Запишите сначала номер задания (39, 40), а затем ответ на него. Если одной стороны бланка недостаточно, Вы можете использовать другую его сторону.

39

You have received a letter from your English-speaking pen friend Oscar who writes:

*...I had a great holiday in England! How was your summer? What did you do and where did you go? Was there anything you wanted to do but didn't get the chance to?*

*I've started a new school and I'm really enjoying it...*

Write a letter to Oscar.

In your letter

- answer his questions
- ask **3 questions** about his new school

Write **100–140 words**.

Remember the rules of letter writing.

40

Comment on the following statement.

*When choosing a career, a good salary should be the main consideration.*

**What is your opinion? Do you agree with this statement?**

Write **200–250 words**.

Use the following plan:

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

## Устная часть

1

**Task 1. Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.**

Some governments around the world are becoming increasingly concerned about a lack of computer programming skills. In the past, when computers were relatively rare in people's homes, you often had to know a little coding to make them work. These days, the majority of us know how to use digital devices but have little or no idea how the software they run is put together.

The computer programmers of the future are in our schools now. It is vital that the next generation learn the skills they will need to meet our computing needs in the years ahead. This involves training teachers in the skills required to create websites and design apps. In turn, they can then pass those skills on to their pupils. Some schools have created after-school coding clubs to encourage young people to explore this area.

2

**Task 2. Study the advertisement.**

**Look smart**

with our great new jacket!



**You are considering buying the item of clothing and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:**

- 1) price
- 2) choice of colours
- 3) what sizes it comes in
- 4) what material it is made of
- 5) returns policy

**You have 20 seconds to ask each question.**

3

**Task 3.** These are photos from your photo album. Choose one photo to describe to your friend.



**You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:**

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

**You have to talk continuously, starting with: "I've chosen photo number ..."**

4

**Task 4.** Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the ways of listening to music presented in the pictures you'd prefer
- explain why

**You will speak for not more than 2 minutes (12–15 sentences).**

**You have to talk continuously.**



# Answer Key & Audioscript

## Listening section

### Quiz p. 6

- 1 three
- 2 20
- 3 True
- 4 False
- 5 twice
- 6 yes
- 7 as you listen: on the question paper, afterwards: on the answer sheet

### Task 1

#### Predicting key words p. 6

1

*Suggested answers:*

- 1 My favourite room at home is definitely my bedroom.
- 2 Photography can be an expensive hobby.
- 3 It's a big city so there's always lots to see and do!
- 4 I'd rather go camping with friends than stay in a hotel.
- 5 Learning a musical instrument is challenging but rewarding.

2

*Suggested answers:*

1

favourite: love most

bedroom: bed, wardrobe, desk, clothes, computer, carpet, etc

2

photography: camera, pictures, lens, album, etc

expensive: (a lot of) money, not cheap, buy

3

big city: huge, enormous city/place

lots to see and do: museums, cinemas, sights, theatres, (tourist) attractions, etc

4

rather: prefer, like more

camping (with friends): tent, campsite, sleeping bag, under the stars, the wild, etc

hotel: room, book, reception, check in, check out, pay, breakfast, etc

5

learning: lesson(s), practise, teacher, etc

musical instrument: trumpet, piano, violin, guitar, etc

challenging: difficult, not easy, problems, struggle, etc

rewarding: satisfying, fulfilling, enjoyable, fun, positive experience, etc

#### Understanding synonyms p. 7

1

1✓ 2✓ 3X 4✓ 5X

2

*Suggested answers:*

1 terrible, awful, rubbish, dreadful, poor, horrible, etc

2 excellent, brilliant, wonderful, great, fantastic, lovely, super, superb, etc

- 3 lighter, more lightweight, easier to carry/hold, etc
- 4 lots, a lot of, loads, a wide/huge variety, etc
- 5 less expensive, not so/as expensive, (costs) less money, etc
- 6 perfect, the best one, etc

3

1 (My old one was) awful

2 (My new one's) brilliant

3 (much) lighter

4 loads (of other colours to choose from)

5 not so expensive

6 (it's) perfect (as far as I'm concerned)

#### Listening for gist p. 7

1

1 D 2 A 3 B 4 C

2

1 B 2 A 3 A 4 A

#### Understanding detail p. 8

1

1 S 2 D 3 D 4 S

2

*Suggested answers:*

1 In the recording, the speaker is talking about the past not the present.

2 In the recording, the speaker says they 'have to' do something, not that they would 'love to'.

3 In the recording, the speaker uses the causative, suggesting someone else such as a vet does it.

4 In the recording, Jerry attacked the alien.

5 In the recording, an alien attacked someone. In the statement on the page, someone attacked an alien.

#### Exam practice p. 8

1

A 4 B 3 C 7 D 2 E 6 F 5

2

A 4 B 6 C 3 D 1 E 7 F 5

#### Task 2

#### Understanding synonyms p. 9

1

1 S 2 S 3 D 4 S 5 S

2

1 T 2 F 3 T 4 F 5 T 6 T

#### Understanding detail p. 10

1

*Suggested answers:*

1 4 pets, but only 3 species: cat, dog, rabbit

2 straightforward = easy, not difficult

3 'hoping to go by plane, but...', which means he didn't fly in the end

- 4 He wrote 'Oliver Twist'.  
5 A cat injured a rat.

2

*Suggested answers:*

- 1 200 years, not 2000  
2 online more than TV  
3 shocking, not amusing  
4 how much (= cost), not how many  
5 November, not September

#### Understanding when information is not stated p. 10

1

1 F 2 F 3 NS 4 NS 5 F 6 NS

2

1 F 2 NS 3 NS 4 NS 5 F 6 NS

#### Understanding responses p. 11

1

1 D 2 A 3 A 4 A 5 D

2

- 1 Yes 4 No  
2 B 5 No  
3 No

#### Exam practice p. 11

1

A 1 B 3 C 2 D 1 E 2 F 1 G 3

2

A 2 B 2 C 3 D 2 E 1 F 3 G 2

#### Task 3

#### Understanding the question p. 12

1

1 A 2 B 3 B 4 B 5 B 6 A

#### Understanding synonyms p. 13

1

- a passion  
b began  
c dad  
d watched  
e match  
f TV  
g went to live (in)  
h attempt  
i flew out of (my) hands

#### Understanding detail p. 13

1 and 2

**Question 1:** Option 2 is correct. Option 1 is wrong because he wasn't taken to a match, they watched it on TV. Option 3 is wrong because they moved to the UK a couple of years later.

**Question 2:** Option 3 is correct. Option 1 is wrong because he 'nearly' fell over. Option 2 is wrong because his dad thought he'd miss it, but he didn't.

#### Dealing with distractors p. 14

1

*Suggested answers:*

1

- A I made the decision to travel for a year before starting my degree.  
B I made the decision to start studying for a degree straightaway.

2

- A I was older than many of the others on my course.  
B I was younger than many of the others on my course.

3

- A It definitely made life more difficult.  
B It definitely made life easier.

2

1 A 2 A 3 B

3

- 1 B is incorrect because she'd planned to go to university straightaway, but then changed her mind in her final year at school, opting to go abroad for a year before starting her degree.  
2 B is incorrect because she was older than them.  
3 A is incorrect. Other people had problems, but she didn't.

#### Understanding reasons p. 14

1

1 C 2 A 3 D 4 B

2

1 B 2 A 3 A

#### Exam practice p. 15

3 3 7 2  
4 1 8 1  
5 2 9 3  
6 3

#### Reading section

##### Quiz p. 16

- 1 B 2 B 3 True 4 False 5 True  
6 as you do the tasks: on the question paper, afterwards: on the answer sheet  
7 A 8 False

##### Task 1

#### Reading for gist p. 16

1

1 F 2 C 3 B 4 E 5 D 6 A

2

1 1 2 6 3 5

3

##### *Training for success*

The other heading is not suitable because it does not summarise the gist of the paragraph. The text mentions the risk of being a pilot, which may be 'a difficult and dangerous job', but that is not the main point of the paragraph.

## Understanding synonyms p. 17

1

- |                  |               |
|------------------|---------------|
| 1 value          | 7 ages        |
| 2 provides       | 8 difficult   |
| 3 free           | 9 country     |
| 4 need           | 10 can afford |
| 5 funds          | 11 seems      |
| 6 the population | 12 operates   |

Heading C is the most suitable.

2

- 1 (the vast) majority of
- 2 businesses
- 3 buy / cover the costs of
- 4 drugs
- 5 (their) employer
- 6 can't afford
- 7 help
- 8 the government
- 9 get ill
- 10 attempts
- 11 introduce
- 12 failed

Heading B is the most suitable.

3

- 1 ancient
- 2 tend not to
- 3 leave
- 4 clinics
- 5 surprisingly
- 6 examining
- 7 evidence
- 8 researchers
- 9 have come to the conclusion
- 10 people who built the pyramids
- 11 had access to
- 12 check-up

Heading C is the most suitable.

4

- |                          |              |
|--------------------------|--------------|
| 1 alternative            | 7 inserted   |
| 2 medicine               | 8 special    |
| 3 consists of            | 9 points     |
| 4 practices / techniques | 10 argue     |
| 5 back them up           | 11 resources |
| 6 example                | 12 works     |

Heading A is the most suitable.

## Exam practice p. 19

1

- A 4    B 1    C 8    D 2    E 3    F 5    G 6

## Task 2

## Grammatical referencing p. 20

1

- 1 B    2 A    3 C

2

- 1 D    2 C    3 A

3

- 1 C    2 A    3 D

## Lexical referencing p. 21

1

climate	outdoor activity	literature	food	natural features
rain weather windy	climbing sailing walking	novelist poet writer	fine dining gourmet restaurant	lake mountain valley

2

- 1 A    2 E    3 D    4 B    5 C

## Understanding text logic p. 22

1

*Suggested answers:*

Topic in paragraph 1: the geology of Scafell Pike

Topic in paragraph 2: how the summit of Scafell Pike was formed

Topic in paragraph 3: ways of climbing Scafell Pike

2

- 1 D    2 A    3 B    4 C

## Understanding sentence structure p. 22

1

- 1 A    2 D    3 C    4 B

2

- 1 D    2 A    3 B    4 C

## Exam practice p. 23

1

- A 6    B 1    C 3    D 2    E 5    F 7

## Task 3

## Understanding synonyms and antonyms p. 24

1

- |               |                          |
|---------------|--------------------------|
| 1 mission     | 5 an extended period     |
| 2 last        | 6 technical difficulties |
| 3 researchers | 7 psychological factors  |
| 4 considering | 8 space                  |

2

- 1 3    2 3

3

- |             |              |
|-------------|--------------|
| 1 accept    | 4 impossible |
| 2 for years | 5 contain    |
| 3 presence  |              |

4

- 1 2    2 4

## Understanding detail p. 25

1

- 1 A    2 A    3 A    4 B

2

- 1 2    2 4

## Understanding attitude p. 26

1

- 1 4

Reason: the general tone of the text is positive; the author describes the rise in popularity of e-sports as 'enviable' and talks about the delight of fans.

### Exam practice p. 27

- 1  
12 2            16 4  
13 3            17 3  
14 4            18 1  
15 2

## Grammar and Vocabulary section

### Quiz p. 29

- 1 B  
2 A  
3 True  
4 False  
5 True  
6 as you do the tasks: on the question paper,  
afterwards: on the answer sheet

### Task 1

### Verbs: tenses p. 29

1

verb	past simple	past participle	verb	past simple	past participle
begin	began	begun	mean	meant	meant
blow	blew	blown	ride	rode	ridden
break	broke	broken	see	saw	seen
bring	brought	brought	shake	shook	shaken
choose	chose	chosen	sing	sang	sung
dig	dug	dug	speak	spoke	spoken
eat	ate	eaten	steal	stole	stolen
feel	felt	felt	swim	swam	swum
find	found	found	teach	taught	taught
grow	grew	grown	tell	told	told
hold	held	held	think	thought	thought
keep	kept	kept	win	won	won

- 2  
1 knows            5 will be  
2 was doing       6 visited  
3 has increased   7 are working  
4 had had          8 lived / were living

- 3  
1 don't play / do not play  
2 didn't have / did not have  
3 hadn't sung / had not sung  
4 won't live / will not live  
5 hasn't won / has not won  
6 wasn't listening / was not listening  
7 didn't find / did not find  
8 haven't spoken / have not spoken

### Verbs: active to passive p. 30

- 1  
1 ✓            5 ✓  
2 was written   6 was held  
3 will be opened   7 is awarded  
4 are made       8 has been stolen

- 2  
1 were developed  
2 was built  
3 was known  
4 were used  
5 are kept  
6 will be remembered

### Verbs: participles p. 30

- 1  
1 located            5 leading  
2 meaning          6 requiring  
3 chosen            7 invited  
4 smiling            8 knowing  
2  
1 meaning           5 seeing  
2 built               6 reserved  
3 located            7 smiling  
4 sitting             8 Opening

### Modals p. 31

- 1  
1 would  
2 couldn't / could not  
3 could  
4 might  
5 wouldn't agree / would not agree  
6 would help  
7 would be  
8 wouldn't choose

### First and second conditionals p. 31

- 1  
1 will learn           5 improves  
2 wants               6 had  
3 were                 7 knew  
4 thought             8 passes

### Adjectives and adverbs: comparative and superlative p. 32

- 1  
1 biggest             5 farther / further  
2 bigger              6 worst  
3 better               7 noisier  
4 latest                8 least

### Numbers: cardinal to ordinal p. 32

- 1  
one - first            twelve - twelfth  
two - second        thirteen - thirteenth  
three - third        fourteen - fourteenth  
four - fourth        fifteen - fifteenth  
five - fifth          sixteen - sixteenth  
six - sixth          seventeen - seventeenth  
seven - seventh     eighteen - eighteenth  
eight - eighth      nineteen - nineteenth  
nine - ninth        twenty - twentieth  
ten - tenth          hundred - hundredth  
eleven - eleventh

## Nouns: singular to plural p. 32

1	boxes	9	oxen
2	teeth	10	mice
3	leaves	11	feet
4	heroes	12	cherries
5	women	13	lives
6	children	14	halves
7	men	15	kisses
8	watches		

## Pronouns p. 32

1	my	5	theirs
2	yours	6	our
3	me	7	yourself
4	themselves	8	hers

## Exam practice p. 33

19	children	23	is called
20	chosen	24	Thinking
21	their	25	earliest
22	couldn't / could not		

## Task 2

### Forming verbs p. 34

	re-	dis-	mis-
agree	X	disagree	X
appear	reappear	disappear	X
arm	rearm	disarm	X
assemble	reassemble	disassemble	X
behave	X	X	misbehave
believe	X	disbelieve	X
connect	reconnect	disconnect	misconnect
dial	redial	X	misdial
direct	redirect	X	misdirect
place	replace	displace	misplace
take	retake	X	mistake
use	reuse	X	misuse
write	rewrite	X	X

## 2

All the words should be underlined, except *automatic* (*automate*) and *length* (*lengthen*).

## 3

- realise / realize
- disappear, reappear
- redial
- familiarise / familiarize
- replace
- disconnect, reconnect
- publicise / publicize
- misbehave

### Forming nouns p. 35

1	citizenship	6	normality
2	madness	7	kindness
3	announcement	8	electricity
4	reference	9	existence
5	friendship	10	appointment

## 2

1	actor	11	foreigner
2	activist	12	guitarist
3	artist	13	investor
4	calculator	14	jeweller
5	collector	15	operator
6	competitor	16	painter
7	decorator	17	prisoner
8	dramatist	18	racist / racer
9	editor	19	translator
10	finalist	20	violinist

## 3

1 B	2 C	3 A	4 A	5 C	6 A	7 C
8 C						

### Forming adjectives and adverbs p. 36

## 1

- y: cloudy, rocky, watery, windy
- ly: friendly, lovely
- ic: chaotic, classic, dramatic, economic, historic, horrific, terrific
- al: classical, cultural, economical, historical, logical
- ive: active, attractive, decisive, defensive, sensitive
- ible: accessible, horrible, sensible, terrible
- able: achievable, affordable, comfortable, likeable, loveable, reasonable
- ing: acting, living, loving, horrifying, terrifying

## 2

affordably, attractively, chaotically, classically, comfortably, decisively, dramatically, economically, historically, horribly, interestingly, logically, reasonably, sensibly, terribly

## 3

	-ful	-less		-ful	-less
beauty	✓		meaning	✓	✓
care	✓	✓	number		✓
colour	✓	✓	pain	✓	✓
delight	✓		play	✓	
event	✓		power	✓	✓
fear	✓	✓	rest	✓	✓
help	✓	✓	success	✓	
hope	✓	✓	tear	✓	
hurt	✓		thought	✓	✓
law	✓	✓	wonder	✓	

### Using negative forms p. 36

## 1

1	indecisive	5	inexpensive
2	unhappiness	6	uncomfortable
3	imperfect	7	impractical
4	unfit	8	unbelievable

### Exam practice p. 37

26	rocky	29	reasonably
27	existence	30	impossible
28	researchers	31	living

## Task 3

### Phrasal verbs p. 37

1	up	2	came	3	make	4	down
5	get	6	grew	7	off	8	off

**2**

- |   |         |    |          |
|---|---------|----|----------|
| 1 | come up | 6  | put off  |
| 2 | put up  | 7  | go off   |
| 3 | take up | 8  | make off |
| 4 | take in | 9  | put out  |
| 5 | do up   | 10 | take off |

**Collocations and fixed phrases p. 38****1**

- |   |                |    |             |
|---|----------------|----|-------------|
| 1 | do / have done | 6  | making      |
| 2 | make           | 7  | made        |
| 3 | do             | 8  | take / have |
| 4 | take           | 9  | do          |
| 5 | make           | 10 | made        |

**2**

- |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 1 C | 2 B | 3 A | 4 C | 5 B | 6 C | 7 C |
| 8 A |     |     |     |     |     |     |

**Easily confused words p. 39****1**

- |     |         |     |          |
|-----|---------|-----|----------|
| 1 a | say     | 4 a | reached  |
| 1 b | tell    | 4 b | got      |
| 2 a | hear    | 4 c | arrived  |
| 2 b | listen  | 5 a | refused  |
| 3 a | saw     | 5 b | denied   |
| 3 b | watched | 6 a | remember |
| 3 c | looked  | 6 b | remind   |

**2**

- |   |                                |
|---|--------------------------------|
| 1 | spectators, viewers, onlookers |
| 2 | invent, discover               |
| 3 | kind, polite                   |
| 4 | popular, famous                |
| 5 | win, beat                      |
| 6 | understand, realise            |

**Idioms p. 39****1**

- |   |         |   |      |
|---|---------|---|------|
| 1 | bridge  | 5 | leg  |
| 2 | fence   | 6 | nail |
| 3 | music   | 7 | book |
| 4 | weather | 8 | top  |

**Discourse markers p. 40****1**

- |   |              |   |              |
|---|--------------|---|--------------|
| 1 | Moreover     | 5 | Nevertheless |
| 2 | Consequently | 6 | However      |
| 3 | although     | 7 | Therefore    |
| 4 | Despite      | 8 | though       |

**Prepositions p. 40****1**

- |   |      |   |       |
|---|------|---|-------|
| 1 | ✓    | 5 | ✓     |
| 2 | on   | 6 | about |
| 3 | in   | 7 | in    |
| 4 | from | 8 | on    |

**2**

- |   |    |   |    |
|---|----|---|----|
| 1 | in | 5 | in |
| 2 | In | 6 | in |
| 3 | at | 7 | in |
| 4 | on | 8 | on |

**Exam practice p. 41**

- |    |   |    |   |
|----|---|----|---|
| 32 | 1 | 36 | 2 |
| 33 | 3 | 37 | 3 |
| 34 | 2 | 38 | 3 |
| 35 | 4 |    |   |

**Writing section****Quiz p. 42**

- |   |  |
|---|--|
| 1 | two  |
| 2 | informal letter, essay   |
| 3 | 80 minutes   |
| 4 | False (Task 1: 100–140 words, Task 2: 200–250 words)                               |
| 5 | False (You should spend longer on Task 2 as you have to write more)                |
| 6 | on the answer sheet (but you can make notes and write a draft on a piece of paper) |

**Task 1****Starting and ending a letter p. 42****1**

- |   |            |
|---|------------|
| 1 | C, G       |
| 2 | B, D, F, H |
| 3 | A, E       |

**2**

- |   |  |
|---|--|
| 1 | right                                  |
| 2 | shouldn't                              |
| 3 | a comma                                |
| 4 | a comma or exclamation mark            |
| 5 | a comma, full stop or exclamation mark |
| 6 | have                                   |
| 7 | first name only                        |
| 8 | shouldn't                              |

**Understanding formality and register p. 43****1**

- |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 1 F | 2 I | 3 F | 4 I | 5 I | 6 F | 7 I |
| 8 F |     |     |     |     |     |     |

**Answering questions p. 43****1**

- |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 1 P | 2 R | 3 F | 4 O | 5 R | 6 F | 7 P |
| 8 O |     |     |     |     |     |     |

**2****Suggested answers:**

- |   |   |
|---|---|
| 1 | My favourite sport is skateboarding because it's great fun and quite challenging.   |
| 2 | I'd love to go windsurfing because it must be great fun to speed across the water on your own.  |
| 3 | If you ask me, there's nothing wrong with non-competitive sports like swimming and fishing.   |
| 4 | If I had enough money, I'd get a really nice smartphone.  |
| 5 | It seems to me that people should think about what they want to use it for as one that's great for writing documents might not be good for video games. |
| 6 | Personally, I'd prefer to have a new phone as mine's now a bit old.   |
| 7 | To my mind, Facebook, email and apps like WhatsApp are the best ways to stay in touch.  |
| 8 | In my view, Facebook's great, but you do have to be careful. You shouldn't believe everything you read on it!   |

## Asking questions p. 44

1

- 1 do the kids do
- 2 Are you going to take part / Are you taking part
- 3 Do you think
- 4 run / are going to run / are running
- 5 Do any parents take part / Are any parents taking part / Are any parents going to take part
- 6 was
- 7 Did you enjoy
- 8 could
- 9 Did you take part
- 10 Did you win

2

### Suggested answers:

- 1 Where are you going on your school trip? or Where did you go on your school trip?
- 2 How are you getting there? or How did you get there?
- 3 Do you think you'll enjoy it? or Did you enjoy it?

## Planning p. 45, 46

1

- 1 Joe
- 2 three
- 3 (1) What are your different national holidays?  
(2) What do you personally usually do on those days?  
(3) Do you have a favourite national holiday – and if so, why?
- 4 Joe's piano exam
- 5 three

2

### Suggested answers:

- 1 several different ones, including Defence of the Fatherland in Feb, Labour Day and Victory Day in May, and National Day in June
- 2 take part in or watch a parade, have fun with friends, not go to school!
- 3 don't have a favourite – they're all great, as long as the weather's good!

3

### Suggested answers:

- 1 How did your piano exam go?
- 2 What did you have to do in the exam?
- 3 Do you know yet if you passed?

4

Top right-hand corner	Your address and the date	
Greeting	Dear or Hi + pen friend's first name	
Paragraph 1	Thank them for their letter. Refer to something in their letter (using your imagination if necessary).	
Paragraph 2	Answer their questions.	
Paragraph 3	Ask questions.	
Paragraph 4	Say goodbye.	
Sign off	Choose one signing off word or phrase.	
Final line	Your first name	

5

### Suggested answers:

Top right-hand corner	Your address and the date	St. Petersburg Russia 25th July 201_
Greeting	Dear or Hi + pen friend's first name	Hi Joe,
Paragraph 1	Thank them for their letter. Refer to something in their letter (using your imagination if necessary).	Thanks... glad your cat is much better now.
Paragraph 2	Answer their questions.	1) several different ones, including Defence of the Fatherland in Feb, Labour Day and Victory Day in May, and National Day in June 2) take part in or watch a parade, have fun with friends, not go to school! 3) don't have a favourite – they're all great, as long as the weather's good!
Paragraph 3	Ask questions.	1 How did your piano exam go? 2 What did you have to do in the exam? 3 Do you know yet if you passed?
Paragraph 4	Say goodbye.	Got to go...homework.
Sign off	Choose one signing off word or phrase.	Bye for now!
Final line	Your first name	Alexi

6

### Suggested answer:

St. Petersburg  
Russia  
25th July 201\_

Hi Joe,

Thanks for your letter! I'm glad your cat is better now.

You asked about our national holidays. We have several, including the Defence of the Fatherland day in February, Labour Day and Victory Day (both in May), and National Day in June. We often have a parade at school or in the city centre. Sometimes I take part in it, and sometimes I just watch. I always have fun with my friends, though, as we don't have to go to school! I don't have a favourite – they're all great, as long as the weather's good!

How did your piano exam go? What did you do in it? Do you know if you passed?

I have to go now as I've got some maths homework to do.  
Write back soon!  
Bye for now!  
Alexi

## Exam practice p. 47

1

*Suggested answer:*

Vladivostok  
Russia  
2nd September 201\_

Dear Diana,

Thank you for your letter. I loved the photo of your bedroom!

Your geography project sounds interesting! Vladivostok is a fantastic place for tourists from abroad to visit, particularly in the summer, because there are lots of things to see and do. Some of the main tourist attractions include the bridge that goes over to Russky Island, the Eggersheld lighthouse, and lots of museums – including the S-56 Submarine museum, where you can go inside a submarine! In the winter, it can be extremely cold, so tourists should bring very warm clothes and winter boots.

Congratulations on getting a part in the school play! What's the play called? Which part have you got? Have you started rehearsals yet?

I have to go now as I've got some homework to do. Write soon!  
Bye for now!  
Masha

2

*Suggested answer:*

Moscow  
Russia  
3rd April 201\_

Hi, Jake!

Thanks for your letter. I'm glad your mum is feeling better now.

The chess club you've joined sounds interesting! I love playing board games – particularly Monopoly, Scrabble and draughts. I often play board games on Sunday evenings with my family (me, my mum and dad, and my sister Olga). I've never played chess, but I'd like to learn how to play. I think my dad knows the rules, so I'll ask him to teach me.

I'm so excited about your new puppy! What kind of dog is he? Do you take him for walks yet? Does he sleep on your bed?

I have to go now as it's time for dinner. Send me a photo of Blackie!  
Lots of love,  
Viktor

## Task 2

### Planning p. 48

1

- 1 five
- 2 the middle three (paragraphs 2, 3 and 4)
- 3 *Suggested answers:* many adults are obese and/or unfit / it is important for society that adults stay/get fit and healthy / forcing adults to do some exercise each week might remind them that physical activity can be fun
- 4 *Suggested answers:* it is better to encourage adults than force them / some people just don't have the time to do or interest in doing physical exercise / some people are disabled and can't do physical exercise
- 5 *Suggested answer:* we should encourage adults to get/stay fit, not force them

2

*Suggested answers:*

**express your personal opinion and give 2–3 reasons for your opinion**

- 1 Many adults do need to get more exercise – too many are unfit and/or obese.
- 2 We should encourage adults to get/stay fit, not force them – making adults do something they don't want to do is extreme and unworkable.
- 3 Some adults are too busy to exercise each week.

**express an opposing opinion and give 1–2 reasons for this opposing opinion**

- 1 Obesity is such a serious social problem – we force children at school to do some exercise each week so we should also force adults
- 2 Once they start, they'll realise physical exercise is beneficial and can be enjoyable too.

**explain why you don't agree with the opposing opinion**

It is a serious social problem, but forcing them to exercise will create different problems.

### Understanding formality and register p. 48

1

*Suggested answers:*

- 1 Many adults become extremely unfit when they work in an office.
- 2 They do not have time for physical exercise.
- 3 At school, children have to do activities such as P.E.
- 4 They will discover that exercise is actually enjoyable.
- 5 In my view, forcing all adults to take physical exercise is not a sensible idea.
- 6 Research has shown that our levels of stress and anxiety decrease / are reduced when we exercise.
- 7 In short, exercise is positive for / beneficial to the body and the mind.
- 8 Adults should be encouraged to take more exercise, not forced.

### Writing an introduction p. 49

1

*Suggested answers:*

First introduction: too short, not enough information/detail, too similar to the original statement, rhetorical question addresses the reader

Second introduction: the right length, enough information/detail, good use of discursive phrases, right level of formality.

2

*Suggested answer:*

Although some adults enjoy sport and are fit, many adults take no exercise at all. This can lead to obesity and ill health, and is creating a serious social problem. For this reason, some people believe that every adult should be obliged to take some exercise on a regular basis. Others, however, doubt that this is a sensible and practical suggestion.

### Expressing opinion p. 49

1

- |        |              |
|--------|--------------|
| 1 To   | 6 personally |
| 2 say  | 7 argue      |
| 3 view | 8 In         |
| 4 In   | 9 seems      |
| 5 to   | 10 said      |

2

- |     |     |      |     |     |     |     |
|-----|-----|------|-----|-----|-----|-----|
| 1 W | 2 S | 3 W  | 4 W | 5 S | 6 W | 7 S |
| 8 S | 9 W | 10 S |     |     |     |     |

3

*Suggested answers:*

**Your own opinion**

To my mind, it is far better to encourage people rather than force them by law.

In my view, telling people that they have no choice will create additional problems.

It seems to me that this suggestion is unworkable.

**The opposing opinion**

It is said that unless society takes drastic measures now, millions of people will suffer serious health problems as they get older.

Some people say that forcing people to do just a little exercise each week will make an enormous difference.

They argue that the unfit will never start exercising unless they are forced.

### Giving reasons and expressing results p. 50

1

*Suggested answers:*

- To my mind, it is far better to encourage people rather than force them by law because telling people that they have no choice will create additional problems.
- It seems to me that this suggestion is unworkable as some adults would just not tell the truth about how little they exercise.
- In my view, it is more sensible for businesses to provide gyms for workers since one of the problems is lack of time.

2

*Suggested answers:*

- Because telling people that they have no choice will create additional problems, to my mind, it is far better to encourage people rather than force them by law.
- As some adults would just not tell the truth about how little they exercise, it seems to me that this suggestion is unworkable.
- Since one of the problems is lack of time, in my view, it is more sensible for businesses to provide gyms for workers.

3

*Suggested answers:*

- Telling people that they have no choice will create additional problems. Because of this, to my mind, it is far better to encourage people rather than force them by law.
- Some adults would just not tell the truth about how little they exercise. For this reason, it seems to me that this suggestion is unworkable.
- One of the problems is lack of time. As a result, it is more sensible for businesses to provide gyms for worker, in my view.

### Understanding discursive words and phrases p. 50

1

- |              |                   |
|--------------|-------------------|
| 1 first      | 5 opposing        |
| 2 additional | 6 (dis)advantages |
| 3 final      | 7 examples        |
| 4 contrast   |                   |

### Concluding p. 51

1

- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 T | 2 T | 3 F | 4 F | 5 T | 6 F |
|-----|-----|-----|-----|-----|-----|

2

*Suggested answer:*

In conclusion, there is no doubt that many adults could benefit from a fitness programme. There are too many unfit and even obese adults who take no exercise at all on a regular basis. Because of this, it has been suggested that all adults should be forced to do physical exercise. While I understand the logic behind this, I personally believe that education and encouragement are far more effective and practical than obligation and compulsion.

3

*Suggested answer:*

Although some adults keep fit, many take no exercise. This can lead to ill health, and is creating a serious social problem. For this reason, some people believe that every adult should be obliged to exercise. Others, however, doubt that this is a sensible and practical suggestion.

To my mind, it is better to encourage people rather than force them because telling people that they have no choice creates additional problems. For example, there would need to be punishments, such as fines, and many people would be classed as criminals. Secondly, it seems to me that this suggestion is unworkable as some adults would lie about how little they exercise. In my view, it is more sensible for businesses to provide gyms since one of the reasons why people do not exercise is lack of time.

Some people say that forcing people to exercise each week will make an enormous difference. They argue that the unfit will never exercise unless they are forced. It is said that unless society takes action, millions will suffer serious health problems in the future.

However, I would argue that such a serious problem requires sensible solutions rather than extreme and impractical suggestions. Using the law to attempt to change behaviour will make those who are punished hate exercise even more.

In conclusion, while there is no doubt that many adults could benefit from a fitness programme, obligation isn't the best solution to the problem. In my opinion, education and encouragement are more effective and practical.

## Exam practice p. 51

1

*Suggested answer:*

Some people work extremely hard all day doing a job which they do not enjoy at all. They do this because of the high salary. Others are prepared to earn less in order to do a job which they are interested in and which satisfies them.

My personal opinion is that it is far more important to do a job which you enjoy, and which satisfies you, rather than one which is better paid but less fulfilling. For example, teachers often earn much less than people who work in finance, but I would rather be a teacher than work for an investment bank. Spending so many hours each day doing something you do not enjoy cannot be physically, psychologically or emotionally healthy for someone. Moreover, I believe that money cannot buy happiness, so the higher salary does not compensate for the unpleasantness of the work.

Others might disagree, arguing that money can buy happiness. You do not work twenty-four hours a day, so it is worth spending eight hours a day doing something you do not enjoy in order to have plenty of money for your spare time.

While I understand this argument, I do not agree with it. It seems to me that we should try to enjoy every single hour of our waking day, not just our spare time.

In conclusion, because we spend so much of our adult lives working, it is essential that we enjoy the work we do. Happiness, to me, is far more important than money.

## Speaking section

### Quiz p. 52

- 1 False
- 2 15 minutes
- 3 False
- 4 False
- 5 True
- 6 four
- 7 *To be ticked:*  
ask questions about an advertisement (Task 2)  
read a text aloud (Task 1)  
compare and contrast two different photos (Task 4)  
choose a photo and describe it (Task 3)

### Task 1

### Understanding pronunciation p. 52

#### 1 and 2

Note: It is often arguable where syllables start and stop. For example, for *aesthetics*, the correct answer could be *aesthetics* or *aesthetics*.

Aesthetics, chemical, computer, construction, digital, electronic, element, engineering, exposure, image, importance, journal, liquid, material, minutes, mountain, original, people, phenomenon, portrait, process, produced, rainforest, relevant, result, sensitive, standard, subsequent, technology

### Reading aloud p. 54

1

- 1 F    2 A    3 H    4 C    5 D    6 E    7 G  
8 B

## Exam practice p. 55

1

*A model answer is provided in the audio. Go to track number 32.*

2

*A model answer is provided in the audio. Go to track number 33.*

### Task 2

### Understanding the situation p. 56

1

- 1 a fashion show
- 2 next Tuesday
- 3 going to the show
- 4 five

2

- A 5    B 4    C 2    D 3    E 1

3

*Suggested answers:*

- 1 price
- 2 length of course
- 3 number of functions
- 4 instructions included
- 5 guarantee period
- 6 location of lessons
- 7 number of places
- 8 cost of tickets
- 9 if I will work alone or with a group
- 10 activities (included)

### Forming questions p. 57

1

- |        |                     |
|--------|---------------------|
| 1 does | 5 Are               |
| 2 are  | 6 Is                |
| 3 do   | 7 Can               |
| 4 will | 8 Will/Would/Should |

2

- |        |              |
|--------|--------------|
| 1 When | 6 long       |
| 2 time | 7 Who        |
| 3 much | 8 Where/What |
| 4 What | 9 Which/What |
| 5 many | 10 Far       |

3

*To be ticked:*

- 1 **price:** How much is it?, How much does it cost?
- 2 **weekly rent:** How much is the rent per week?, How much is the weekly rent? How much is the rent each week?
- 3 **number of members:** How many members are there?, How many members does it have?
- 4 **if available in different colours:** Is it available in different colours?
- 5 **distance from college to accommodation:** How far is it from the college to the accommodation?, What is the distance from the college to the accommodation?

Exam practice p. 58

- 1
- 1 How much does it cost? / How much does the magazine cost? / What is the cost of the magazine?
- 2 How many pages does it have? / How many pages has it got? / How many pages are there? / How many pages are in the magazine?
- 3 When does it come out? / Which day does it come out?
- 4 How often is it published? / How often do they publish it?
- 5 Is it also available to read online?
- 2
- 1 Where is the college (located)? / What's the location of the college?
- 2 How many students are (there) in each class?
- 3 Will I stay with a family or in a hotel?
- 4 What afternoon and evening activities are included? / What afternoon and evening activities will there be? / What afternoon and evening activities are offered/provided? / Are there (any) afternoon and evening activities?
- 5 What is the deadline for booking? / Is there a deadline for booking?

Task 3

Describing a photograph p. 59, 60

- 1
- 1 "I've chosen photo number two. What do you think of this photo? I **took** it in a park near my house **three months ago**. That's my dad and brother **in** the picture. **They're playing** football together. As you **can** see, **they're having** a great time."
- 2
- 1 "I've chosen photo number three. Take a look at it. What do you think of it? I **took** this picture **at school last summer**. It **was** the last day of term before the holidays. That's my best friend Dina in the photo. **She's putting** her books in her bag. As you can **see**, **she's smiling**, so I **think** she was happy for me to take the photo."
- 2
- 1 Jenny moved to another town a few days after I took this photo and so I keep it in my album to remind me of her.
- 2 Jenny moved to another town a few days after I took this photo and so I keep it in my album in order to remind me of her.
- 3 Jenny moved to another town a few days after I took this photo. Because of this, I keep it in my album to remind me of her.
- 4 I keep this photo in my album to remind me of her because she moved to another town a few days after I took it.
- 5 I keep this picture in my album to remind me of her as she moved to another town a few days after I took it.
- 6 I keep it in my album to remind me of her since she moved to another town a few days after I took it.
- 7 I decided to show it to you as I know you're interested in cycling.
- 8 I decided to show it to you since I know you're interested in cycling.
- 9 I know you're interested in cycling so I decided to show it to you.

- 10 I know you're interested in cycling. That's why I decided to show it to you.
- 11 I know you're interested in cycling, which is why I decided to show it to you.

3

*Suggested answers:*

Photo 1

- 1 where and when the photo was taken: park near my house – last summer
- 2 what/who is in the photo: cousin called Alexi
- 3 what is happening: he's holding a basketball / he's posing for a photo
- 4 why you keep the photo in your album: to remember what a great summer we had
- 5 why you decided to show the picture to your friend: you've never met Alexi and I want you to see what he looks like

Photo 2

- 1 where and when the photo was taken: school concert, last Saturday
- 2 what/who is in the photo: my sister Katya
- 3 what is happening: she's playing the flute, playing in the school orchestra
- 4 why you keep the photo in your album: it's a great picture of her doing what she loves most
- 5 why you decided to show the picture to your friend: so you can see how dedicated at music she is

Photo 3

- 1 where and when the photo was taken: in the cinema, last month
- 2 what/who is in the photo: my dad and my younger brother Yuri
- 3 what is happening: they're waiting for the film to start, Dad's got his arm round Yuri and is holding some popcorn, they're both smiling
- 4 why you keep the photo in your album: because they both look really happy in the picture
- 5 why you decided to show the picture to your friend: to show you that I like taking photos in strange places/situations

Exam practice p. 61

1

*Suggested answers for each photo:*

Photo 1

I've chosen photo number 1. Take a look at it. What do you think of it? I took it at home in the kitchen. I think I took it about six months ago. It shows my two sisters. They're making pancakes. They love cooking. As you can see, they're having a great time. They're both smiling. I keep this photo in my album because it reminds me of the wonderful pancakes we had for dinner that day. It also reminds me how lucky I am to have such fantastic sisters. I decided to show it to you because I know you like cooking too. That's all I wanted to say about this photo.

Photo 2

I've chosen photo number 2. Have a look at the photo. What do you think of it? I took it in my little sister's bedroom a couple of years ago. That's my sister in the picture, with lots of her teddy bears, toy dogs and rabbits. She's lying on the bed and posing for the photo with the teddies. She looks really happy! I keep this photo in my album to remind me how sweet she was when she was

younger. Now she's older, she's not so interested in teddy bears! She's growing up very fast! I decided to show it to you because you didn't know her when she was so young. That's all I wanted to say about this photo.

### Photo 3

I've chosen photo number 3. Have a look at the picture. What do you think of it? I took it in the town centre a few weeks ago. That's my older sister Kate on the left. She's with her two best friends. As you can see, they'd been shopping and had bought lots of things. The things in the big bags are presents for other people. I keep it in my album to remind me how important it is to be generous and give gifts and presents. I also love the fact they're so happy, and didn't know I was taking the photo. I decided to show it to you because you've never met my sister before. Everyone says that I look like my sister. What do you think? That's all I wanted to say about this photo.

### Task 4

#### Comparing and contrasting photos p. 62

1

- |           |              |
|-----------|--------------|
| 1 both    | 4 in         |
| 2 Both    | 5 difference |
| 3 Neither | 6 whereas    |

2

- |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| 1 B | 2 B | 3 A | 4 B | 5 B | 6 B | 7 A |
| 8 A | 9 B |     |     |     |     |     |

#### Expressing preference p. 62

1

- |           |        |
|-----------|--------|
| 1 to read | 3 to   |
| 2 rather  | 4 than |

#### Completing the task successfully p. 63

1

- |     |     |      |      |     |     |     |
|-----|-----|------|------|-----|-----|-----|
| 1 B | 2 A | 3 A  | 4 C  | 5 B | 6 D | 7 A |
| 8 C | 9 E | 10 A | 11 B |     |     |     |

### 2 and 3

- 1 The first photo shows a man travelling on a train.
- 2 He's looking out of the window.
- 3 The second picture shows a family in a car.
- 4 The dad is driving, the mum is sitting next to him, and there are three children sitting in the back.
- 5 Both pictures obviously show people travelling.
- 6 Another similarity is that they have luggage with them.
- 7 The man has a large suitcase next to him, and there are several suitcases and bags in the car too, so perhaps they're all going on holiday.
- 8 One difference is that the man is travelling on his own, whereas there are five people in the car.
- 9 Another difference is that, while the family are in their own car, the man is travelling on public transport.
- 10 I'd prefer to go by car rather than travel by train...
- 11 ...because it's more comfortable, you can take more luggage with you, you can stop when you want to, and you can drive straight to your destination.

4

#### Suggested answers:

- 1 1: people standing in a crowded bus/tram/train,  
2: people sitting on an aeroplane
- 2 both show people travelling, people in smart business clothes
- 3 1: probably travelling a short distance, either to or from work, 2: probably travelling a much longer distance, maybe on a business trip / 1: most people standing up, 2: everyone sitting down
- 4 plane
- 5 never been on a plane – would love to experience taking off and landing in a place far way

#### Exam practice p. 64

1

#### Suggested answer:

I'm going to compare and contrast these two photos. They show people having meals. The first picture shows a family sitting around the breakfast table at home. We can see mum and Dad, and their two children, a girl and a boy. The second photo shows a group of children getting a meal at school. They're standing up. The boy at the front is holding his plate of food. Both photos show people at mealtimes, and the people in both photos look very happy. Almost all of them are smiling. While the first photo shows a family at home having breakfast together, the second shows a group of children – probably classmates – about to have lunch together. In the first picture, Mum and Dad are wearing smart clothes, so they're probably going to go to work after breakfast. In the second picture, the children are wearing school uniforms, and the servers are wearing work clothes. I'd prefer to be at the breakfast table because I love having meals with my family. I'm not so keen on eating at school because the food isn't so nice. That's all I want to say about these pictures.

2

#### Suggested answer:

I'd like to compare and contrast these two pictures. They show people studying. The first picture shows a group of older teenagers sitting around a table working on something – perhaps a project. It looks like they're in a classroom. The second photo shows a younger teenage girl sitting at a table or desk. It looks like she's doing her homework. Both pictures show teenagers working, and they have pens books and papers. However, in the first picture, they're working together and sharing ideas. It looks like they're enjoying themselves because they're smiling. In the second picture, she's working on her own. She's not smiling, and she looks like she's deep in thought. She doesn't have anyone to talk to or laugh with. I'd prefer to study in a group because it's a lot more fun. Also, if you don't understand something you can ask one of the others, and you can all share your ideas. That's all I want to say about these pictures.

### Practice exam

#### Раздел 1. Аудирование p. 65, 66

1

- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| A 2 | B 5 | C 7 | D 1 | E 4 | F 3 |
|-----|-----|-----|-----|-----|-----|

2

- |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|
| A 1 | B 3 | C 2 | D 1 | E 3 | F 1 | G 2 |
|-----|-----|-----|-----|-----|-----|-----|

3	2	7	2
4	3	8	3
5	1	9	3
6	1		

## Раздел 2. Чтение р. 67-69

10

A 6 B 2 C 1 D 4 E 8 F 3 G 5

11

A 3 B 7 C 1 D 5 E 6 F 2

12 2

16 1

13 2

17 3

14 1

18 4

15 3

## Раздел 3. Грамматика и лексика р. 71-73

19 allowing 23 themselves

20 are injured 24 began

21 designed 25 our

22 is found

26 sensible

29 motivation

27 activity

30 instructors

28 easily

31 membership

32 2

36 4

33 3

37 2

34 4

38 1

35 1

## Раздел 4. Письмо р. 74

39

*Suggested answer:*

St. Petersburg  
Russia  
15th January 201\_

Dear Oscar,

Thanks so much for your letter. It was great to hear from you. I'm really glad you had a good holiday abroad.

I had a fantastic summer! My family and I went to stay with my grandparents in their village in the mountains. I love being so close to nature and we went walking in the mountains almost every day! I wanted to climb right to the top of the mountain, but unfortunately we didn't get the chance. Maybe I'll be able to do that next time.

So you've started a new school. That's exciting! Is it bigger than your old school? What's your teacher like? Have you made any new friends yet?

I have to go now. Write soon!

Lots of love,

Boris

40

*Suggested answer:*

Choosing a career is one of the biggest decisions any of us will make in our lives. Some people argue that the salary is the most important factor in choosing a career, while other people say that there are more important things to consider.

Personally, I would argue that there are more important things to take into account than a good salary. If you are going to follow a career for many years, you should choose

one that you enjoy. In addition to that, my view is that you should follow a career that is good for society.

Those who believe a good salary is the most important factor say that we all need money to live. We all have a responsibility, they argue, to earn money to support ourselves and our families. If we do not, then the state will become responsible for supporting us, which is unfair.

While I agree that we should all work to support ourselves, I do not accept that it must be the most important consideration. When people follow a career they do not enjoy simply to earn a good salary, it leads to unhappiness. There are many careers where you can earn enough to support yourself without necessarily trying to earn as much money as possible.

In conclusion, I believe that when choosing a career, you should think about what you enjoy doing and about the benefits to society. Those factors are far more important than earning a good salary.

## Устная часть

### Task 2 p.75

*Suggested answers:*

- 1 How much is it / the jacket?
- 2 Does the jacket come in different colours / a choice of (different) colours?
- 3 What sizes does it / the jacket come in?
- 4 What material is it / the jacket made of?
- 5 Can I return the jacket if it doesn't fit / if it's the wrong size?

### Task 3 p.76

*Suggested answers for each photograph:*

#### Photo 1:

I've chosen photo number 1. Have a look at this photo. What do you think of it? This photo was taken last week. It was my grandma's birthday and we went to see her at her house. In the photo, you can see my older sister and my grandma. My grandma is holding a tablet. We bought her the tablet for her birthday. My sister is showing her how to use it. She's explaining what you have to do to make it work. Grandma is smiling because she's excited to learn about new technology. I keep the photo in my album because it reminds me of how much we love our grandma. It shows that we can teach her things after she's taught us so many things. I decided to show you this picture because I wanted you to see what a wonderful person my grandma is. I guess that's all I wanted to tell you about this photo.

#### Photo 2:

I've chosen photo number 2. Have a look at this photo. What do you think of it? This photo was taken last year. We went on holiday and my brother made friends with some other boys. In the photo, you can see my brother with two of his new friends. My brother is in the middle. He's doing a trick on his skateboard. The other boys are filming him on their phones. My brother is concentrating because it's a difficult trick. I keep the photo in my album because it reminds me of our holiday, which I really enjoyed. It also shows how good my brother is at skateboarding. I decided to show you this picture because that's the kind of trick I want to do. I would like to be as good at skateboarding as my brother is. I guess that's all I wanted to tell you about this photo.

### Photo 3:

I've chosen photo number 3. Have a look at this photo. What do you think of it? This photo was taken last summer. Me and my sister went on a camping trip with my cousin and three friends. In the photo, you can see my sister on the left and my cousin on the right. Our three friends are in the middle. I took the photo. We got a little lost and in the photo they are trying to find the campsite. They are looking at a map and deciding where to go. I keep the photo in my album because it reminds me of our camping trip, which I really enjoyed. It also shows how much fun we had, even when we got lost. I decided to show you this picture because I want to invite you on our next camping trip. We've decided to go next summer and I'm really looking forward to it. I guess that's all I wanted to tell you about this photo.

### Task 4 p.76

#### *Suggested answer:*

I'd like to compare and contrast these two photos. In the first photograph, someone is on stage, playing the guitar. Have a look at this photo. What do you think of it? He is singing a song and the audience are listening to him. In the second photograph, a young man is standing outside, listening to music on his headphones. In both photographs, people are listening to music. They both show people enjoying themselves. However, there are a number of differences between the photos. The first photo was taken indoors, while the second was taken outdoors. The people in the audience in the first photo are listening to music together, whereas the person in the second photo is alone. Personally, I prefer the situation in the first photo. It's fun to go to a concert with your friends and listen to music together. After the concert, you can tell each other what you thought of the performance. You can't do that when you listen to music on your own. That's all I wanted to say.

## Audioscript

## Listening section

### Track 1

#### Listening Task 1 – Understanding synonyms – exercise 1

- 1 Movies that make you laugh are the best!
- 2 I went to the cinema last night with a couple of friends and we saw Shark Attack. It was fantastic!
- 3 I was surprised by how realistic some of the special effects were. I'd expected to be a bit disappointed, but I wasn't.
- 4 Some of the actors were terrible, to be honest. Totally unbelievable.
- 5 I think it's more enjoyable to stay in with your friends and put on a DVD. Watching a film on the big screen is expensive, and other people around you are talking.

### Track 2

#### Listening Task 1 – Understanding synonyms – exercise 3

I've just got a new phone, and I'm really pleased with it. My old one was awful – old-fashioned and quite heavy, and it didn't even have a camera. My new one's brilliant, though. It's much thinner than my old one, and much lighter, so it's easier to hold and carry. Mine's pink, but there are loads of other colours to choose from if you don't want a pink one. I went for one that has 32 gigabytes of memory, but it was

fairly expensive. They also do one with only 16 gigs, which is not so expensive. Mine's got everything I need, including a fantastic camera, so it's perfect as far as I'm concerned.

### Track 3

#### Listening Task 1 – Listening for gist – exercise 1

##### Speaker 1

Some people have someone to teach and help them when they first get in the pool, and others just work out how to do it themselves. I think whether you have a teacher or not, the key thing is not to panic. You've got to be positive. If you stand in the shallow end, you'll be fine. You will float, you won't drown, and you aren't in danger. Then just try moving through the water a bit. You'll soon get the hang of it.

##### Speaker 2

Whether it's the violin, the guitar or the piano, the principle's the same. Your teacher guides you and teaches you key skills, but the real work has to happen outside of the lesson. It doesn't matter whether you have a lesson once a week or a lesson every day, you need to spend several hours a day on your own, in your room, playing and playing and playing. It's the only way you'll improve.

##### Speaker 3

When I started learning English – like everyone – I sometimes translated word for word from Russian into English, and sometimes you can do that and get it right, but often you get it wrong, because they say things in a different way in English. That's one of the things you have to learn. But you also need to learn that you shouldn't be afraid to get it wrong. It's better to try and fail than say nothing at all. And even if you don't get it completely right, they'll probably still understand you.

##### Speaker 4

I started with stabilisers – you know, those little wheels at the back that stop you falling over. That's a good way to learn. Then I think my dad took them off and held my shoulders while I pedalled. It doesn't take long till you can balance on your own. I think it's something every kid should learn. By the time you're a teenager, you should be confident riding with traffic on the roads.

### Track 4

#### Listening Task 1 – Listening for gist – exercise 2

##### Speaker 1

Whether it's the violin, the guitar or the piano, the principle's the same. Your teacher guides you and teaches you key skills, but the real work has to happen outside of the lesson. It doesn't matter whether you have a lesson once a week or a lesson every day, you need to spend several hours a day on your own, in your room, playing and playing and playing. It's the only way you'll improve.

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### Track 5

#### Listening Task 1 – Understanding detail – exercise 1

1

It was the first time I'd ever been in a helicopter.  
I'd never been in a helicopter before that flight.

2

The chances are she'll pass the exam.  
There's a slight chance she'll pass the exam.

3

I think it's the best laptop in that price range.  
I don't think it's the worst laptop in that price range.

4

We used to go into town every Saturday and look round the shops.  
We went into town every Saturday and looked round the shops.

### Track 6

#### Listening Task 1 – Understanding detail – exercise 2

- 1 I used to practise the violin three times a week.
- 2 I have to arrange a surprise party for Carrie.
- 3 I sometimes have my dog's claws cut because they're too long.
- 4 In the film, Jerry attacked an alien.
- 5 Who did an alien attack?

### Track 7

#### Listening Task 1 – Exam practice – exercise 1

##### Speaker A

When I was 16, I decided to leave school and get a job. I really wanted my independence, and to earn some money! I got a job in a factory, and worked really really hard there for years – until my first book was published, in fact. My advice to sixteen-year-olds today is don't do that! Stay at school as long as you can, go to university if you can and – when it's time to enter the world of work – find something you love doing. Life's too short to spend all day doing a job you hate!

##### Speaker B

I loved my first job – I worked in a café all summer. I was sixteen. So full of energy and excitement. It was a great summer! My boss, Mrs Taylor, was really nice, and I made lots of friends. We worked hard, and had loads of fun too. Of course, if the customers liked me, they gave me a nice tip at the end of the meal. Well, they seemed to like me! By the end of the summer, I'd saved up enough money to go on a really nice trip to France with my best friend. Fantastic!

### Speaker C

We lived in a small village so it was difficult to find a job in the holidays. But I wanted to earn some money, and didn't want to sit around doing nothing all summer. So, I asked my dad if I could borrow some of his gardening equipment, and I set up my own little gardening service! I got some leaflets printed, and handed them out. People would phone up and ask me to come and tidy their gardens, or cut their grass. I didn't earn a huge amount, but it was great fun, and I learned a lot about the world of work.

### Speaker D

I'd thought that you just sit behind the cash desk all day, wait for customers to come up, take their money, give them a receipt, and put their clothes in a bag, but there's a lot more to it than that. It was a real eye-opener! You have to make sure you've got enough stock, decide where to put things around the store, make sure the window display is attractive – millions of things! Even today I still use many of the skills I acquired that summer.

### Speaker E

When I was eighteen, I got a temporary job working for an insurance company for the summer. To be honest, before I started, I was dreading it. The idea of sitting at a desk all day dealing with paperwork. Awful! But actually, it was a lot more interesting and enjoyable than I'd imagined. I made some good friends there, and learnt a lot about the insurance business. I'd rather do something like that than work as a builder! It's not exciting or very creative, but it can be fascinating at times.

### Speaker F

I'll never forget how nervous I was. I'd only been there a year, but I'd learnt a lot in that time, and done a great job, so I thought it was only fair. And there's no harm in trying, is there? So, I went in and Mr Jenkins asked me if I was enjoying the job. I told him I was thoroughly enjoying it, but I now had a lot more responsibilities than when I started, so I wondered if it would be possible to increase my salary a bit. He looked at me and said, "Yes, I think you deserve it. Well done for asking."

### Track 8

#### Listening Task 1 – Exam practice – exercise 2

##### Speaker A

It's one of my favourite castles. When people come and stay with us, we always take them there. There are lots of interesting things for adults to see, and lots for kids to do too – as long as it's not raining! If you go at the weekend, it can be a bit pricey – the entrance fee isn't cheap. But on Mondays, there's no entrance fee at all, which is great – especially if you're a big group. There's a lovely café there too – or you can take your own picnic and have it in the grounds.

##### Speaker B

While you're here, you should go to the town museum. To be honest, I personally haven't ever looked round, but everyone says it's really interesting. The town used to be really important in the clothing industry, so apparently there's lots of old factory equipment and examples of the clothes they made back then. I think you'd enjoy it. It's only about a five-minute walk from here. In fact, if you go tomorrow, I'll come with you.

### Speaker C

It's a huge, world-famous museum, so there are lots of incredible and fascinating things to see. Some of them are thousands of years old. But, to be honest, although there's a lot to see, there isn't that much to do. They don't seem to have included any interactive elements, or things you can touch. So it's fine for older teenagers and adults who understand the importance of what they're seeing, but I think younger kids and toddlers will just be a bit overwhelmed and bored. Better to wait till they're a bit older before taking them, I'd say.

### Speaker D

How can I describe it? Well, it's outside and inside at the same time! You see, they've built two enormous buildings like greenhouses out of plastic sheeting, and inside each building there's a different climate and landscape. In the first one, it's tropical, so it's got things like banana trees and bamboo. In the other one, it's a Mediterranean climate, with things like olives and grapes. They carefully control the temperature to keep the climate right so the plants can grow. Even if it's snowing outside, you're warm and dry inside.

### Speaker E

It's like the big wheel you get at a funfair – but much much bigger! You sit in a cabin with a few other people and it slowly goes round. You can see the whole city from the top. It's great! It's really popular though, and there are only about 20 cabins, so if you just turn up, you might have to wait hours to get on. The good thing is they have a website where you can choose a time, and that makes things much easier. You just get there on time and get straight on.

### Speaker F

As well as the main theatre, there's a visitor centre with a museum, exhibition space, café and restaurant, bookshop and souvenir shop – lots of things. It's a really nice cultural centre. The most expensive tickets are for the evening shows, but they also put on cheaper shows in the afternoon for students. Go at lunchtime and you'll see hundreds of boys and girls in their uniforms from all round the area. I think they have a great time – it's educational and enjoyable at the same time.

### Track 9

#### Listening Task 2 – Understanding synonyms – exercise 1

1

We didn't manage to finish it in time.  
We didn't succeed in completing it before the deadline.

2

I'm not very keen on trying new food.  
I'm not very interested in eating things I haven't eaten before.

3

I suspect she's going to get the job.  
I doubt she'll be given the position.

4

Not everyone's able to do that!  
Some people aren't capable of doing that!

5

Dan says he's sure the package will get there today.  
Dan's certain they'll receive the parcel before tomorrow.

### Track 10

#### Listening Task 2 – Understanding synonyms – exercise 2

1

Woman: Well, we lived in a remote farmhouse until a couple of years ago, so it was a big shock moving to the city.

2

Man: I'd love to take a holiday abroad, but I just don't have any time right now unfortunately.

3

Woman: I love the personal touch, so my friends and family will often get something I've designed specifically for them on their birthday, as opposed to something from a shop.

4

Man: In my job, you can't always be completely honest with customers. You end up occasionally telling lies, or at least not giving them the full information.

5

Woman: I'm pretty certain I've passed, so no, I'm not worried about that at all.

6

Man: My little brother Thomas can be really irritating sometimes!

### Track 11

#### Listening Task 2 – Understanding detail – exercise 2

1

Woman: The forest was planted more than 200 years ago.

2

Man: I spend more time online than I do watching TV.

3

Woman: I was really shocked when Sally said that to me.

4

Man: How much were the tickets you got, Joanne?

5

Woman: Tina's birthday is on the 25th of November.

### Track 12

#### Listening Task 2 – Understanding when information is not stated – exercise 1

Pieter Mondrian was a Dutch painter who was born in 1872 and died in 1944. His works are famous for their very distinctive style: a white background with vertical and horizontal lines on top. These form squares and rectangles, some of which are coloured blue, red, yellow and black.

### Track 13

#### Listening Task 2 – Understanding when information is not stated – exercise 2

Mondrian's early paintings weren't of geometric shapes. They were usually of physical things – often trees. But everything changed in 1911, when Mondrian moved to Paris. He changed the spelling of his name, and changed his style too. At this point in his life, he was greatly influenced by Cubist painters, such as Picasso. Mondrian spent the First World War back in the Netherlands, and then returned to Paris in 1919, where he stayed until 1938.

### Track 14

#### Listening Task 2 – Understanding responses – exercise 1

[W = Woman, M = Man]

1

W: You've lost weight, haven't you?

M:

No, I haven't.

2

W: It's not easy, is it?

M:

No, it's not.

3

M: We should invite Jamie, shouldn't we?

W:

Of course.

- 4  
**M:** I guess this is the best choice, then.  
**W:** It really is.  
 5  
**M:** I thought the film was great.  
**W:** You've got to be kidding!

#### Track 15

#### Listening Task 2 – Understanding responses – exercise 2

[W = Woman, M = Man, G = Girl, B = Boy]

- 1  
**W:** We stayed in a fantastic hotel.  
**M:** Not the one right at the top of the hill?  
**W:** That's it.

- 2  
**M:** Where shall I put these bags? On the kitchen table?  
**W:** Exactly.  
**M:** No problem.

- 3  
**W:** You're not thinking of leaving the club, are you?  
**M:** Not at all.

- 4  
**M:** The signs aren't very clear, are they?  
**W:** No.

- 5  
**G:** Do you ever lie to your mum and dad?  
**B:** Of course not!

#### Track 16

#### Listening Task 2 – Exam practice – exercise 1

[M = Megan, C = Carl]

- M:** There you are, Carl! I've been looking for you everywhere. What are you doing?  
**C:** You can help me if you like, Megan. I'm just setting up this thingy.  
**M:** Thingy? What do you mean by thingy?  
**C:** Sorry! I'm not totally sure what it's called. Wi-fi USB stick, maybe. Or maybe it's called a dongle. Anyway, whatever it's called, you use it to broadcast to a TV from a laptop or tablet or mobile phone.  
**M:** Why would I want to do that?  
**C:** Well, let's say you find a funny video on YouTube and want to show it to us. You could pass it round individually on your phone, but wouldn't it be better to play it on the big screen so everyone can watch it together?  
**M:** Oh I see. Yes, that could be useful.  
**C:** I think you'll find we'll use it a lot. I just have to get it set up first. Ah – it needs the wi-fi password. Do you remember what it is?  
**M:** No, but it's written on the bottom of the wi-fi router. Let me look. Do you want me to read it out to you?  
**C:** Yes please.  
**M:** ZX37...  
**C:** A bit more slowly please! I've got to type them in.  
**M:** Sorry. Z..X..3..7..2..F..G..  
**C:** F..G.. OK, that should be it. Good. Let's see if it works. So, with YouTube, you have to find the icon in the top right-hand corner and click that. Here it is. Right – 'connect to home network'. OK – great. It seems to be connected. See? It's gone blue. That means it's working.  
**M:** Now what?  
**C:** Now if you play a YouTube video, it'll appear on the TV. Let's try this one. Yes – there it is.  
**M:** Oh, the quality's very good, isn't it? Better than I'd expected. How much was it?  
**C:** Not expensive. About 30 euros.

- M:** Very reasonable. It'd be great for music videos. We can use it for your birthday party next month.  
**C:** That's a good idea. I'll start making a list of videos.  
**M:** I think it's better if I do that. You know what your musical taste is like! You'll choose the strangest songs that no-one else will like.  
**C:** That's probably true. OK – you'll be in charge of the music. Now, let me try and work out next how to broadcast a normal website to the TV. I think what you have to do is get an app that's a special browser that works with this dongle thing, and open a website from inside that.  
**M:** Oh, so you can't just use any browser to broadcast to the TV?  
**C:** No, I don't think so.

#### Track 17

#### Listening Task 2 – Exam practice – exercise 2

[P = Phil, L = Lucy]

- P:** Hey, Lucy! How are the rehearsals going?  
**L:** I was going to ask you the same thing, Phil! Ours are going well. How about yours?  
**P:** Yes, very well. We've changed the name of our band, though. We're not called *The Readers* anymore.  
**L:** Oh, that's a shame. Why not?  
**P:** We wanted a name with a bit more energy. More lively, you know.  
**L:** Right. So, what are you called now?  
**P:** *Lightning Strike*.  
**L:** Well, that's definitely a bit more lively! How many songs have you got ready?  
**P:** Four. But I don't think we'll have to do more than two at the audition, will we?  
**L:** Probably not. But if you get through to the next round, you'll have to play something different, so it's good to have quite a few songs ready at this stage. We've got about ten.  
**P:** Ten? Really? Are they your own songs, or versions of famous songs?  
**L:** Oh, we're only doing our own songs in this competition. We're not doing any versions. We think that'll make us stand out from the crowd. The judges love it if you do your own songs.  
**P:** Do you think so? I'm not totally convinced. From what I know, it's easier for them to judge you if you're singing a song they know well. Anyway, I'm sure they'll love you! Just don't be better than us!  
**L:** Well, at this stage, it doesn't matter, does it? We'll be in the 'girl band' category and you'll be in the 'boy band' category. It's only if we get through to the live TV shows that we'll be competing against each other.  
**P:** True. And that's a long way down the line. Are you nervous?  
**L:** More excited than nervous, I'd say. But I'll probably be shaking on the day! How about you?  
**P:** I'm not nervous about performing – we've rehearsed a lot and we're pretty good. But I'm a bit worried about the TV cameras and being in front of the judges. And it's going to be a long day.  
**L:** I know! We have to get there at – what? – half past six in the morning?  
**P:** And they might not call us for the audition until late in the afternoon.  
**L:** Are you taking any friends and family with you for support?  
**P:** I would if I was auditioning on my own. But it's different when you're in a group, isn't it? You've got your fellow bandmates for support. You don't really need anyone else.

- L:** I know what you mean, but I want my mum and dad there. They've always supported and helped me, and I want them to be part of this too. I know they'd be upset if I said they couldn't come.
- P:** I hadn't thought of it like that.

### Track 18

#### Listening Task 3 – Understanding synonyms – exercises 1 and 2

Well, I suppose my passion for the sport began when I sat with my dad and watched a cricket match on TV. I found it fascinating – unlike anything I'd seen before! We were still in Canada at the time. When we went to live in the UK a couple of years later, I joined my local cricket team. Of course, before that, we'd played in the garden. I remember the first time I used a cricket bat. Not the most successful attempt! My dad gently threw the ball towards me. I followed it carefully with my eyes, and whacked it hard. I think my dad had thought I was going to miss it. You should have seen the look on his face! But I hit it so hard that, one, I almost fell over, and, two, the cricket bat flew out of my hands and went nearly as far as the ball had done before hitting the ground.

### Track 19

#### Listening Task 3 – Dealing with distractors – exercises 2 and 3

My parents had always expected me to go to university straight after getting my exam results, so I suppose that what I'd expected too, but things started to change in my final year at school. I realised I needed a break from studying, and that seeing a bit of the world would do me good, so I made the big decision to postpone starting my degree for a year, and work and travel abroad instead. It was probably the best year of my life so far, and it meant that by the time I got to university, I had a lot more experience than a lot of the others on my course. And not just because I was born a year before them – but because I'd done so much more. Some of them had never left home before, which caused one or two of them quite a problem. For me, I think it made my time at university so much easier.

### Track 20

#### Listening Task 3 – Understanding reasons – exercise 1

I went into town yesterday to get some new shoes. I'd asked my sister to come with me because she's great at choosing clothes and shoes, but she was busy and couldn't come. So, in the end I went with Ben. I wish I hadn't! All the shoes he wanted me to try on were much too expensive. He's got no idea about money! I'm never going to ask him to go shopping with me again!

### Track 21

#### Listening Task 3 – Understanding reasons – exercise 2

Ben: So, yesterday, I'd been planning to wash my bike as it was so dirty after that bike ride last weekend, but Frank called and asked me to go shopping with him. I didn't want to go at all, but he begged and begged. Finally, I said yes. It was awful! He's terrible to go shopping with. He doesn't listen to advice, and only wants to look at things that are really bad quality. I'm never going to go shopping with him again!

### Track 22

#### Listening Task 3 – Exam practice – exercise 1

[P = Presenter, D = Darren]

- P:** With me in the studio today is Darren Jarvis, who's spent several weeks on a Greek island. Darren, welcome.
- D:** It's nice to be here.
- P:** Now, we all like the Greek islands. I'm imagining you stayed in a lovely hotel, did you?
- D:** Well, no, I didn't, Jan. If I had done, you probably wouldn't have invited me on the show.
- P:** True! So, tell our listeners about your experience.
- D:** Well, it was a camping holiday – but quite an extreme one in some ways. We were camping on an island where there's no electricity, no mobile phone signal, no mains water, nowhere to go shopping, no restaurants, no cafés. You're really on your own.
- P:** Wow. That does sound extreme. So, how did you end up doing this?
- D:** Well, I've got some Greek friends who go camping there every year. They described what it's like to me, and it sounded fantastic. I had been planning to do a normal holiday in a hotel, but this sounded much more exciting.
- P:** OK, so – how did you get there?
- D:** I flew to Athens, stayed with my friends there for a few days, then we got a ferry to Naxos – that's a big island about 5 hours from Athens – then a smaller ferry to a smaller island, and then a very small boat to the very small island where we set up our tents.
- P:** Right. Now – tell me about the camping. Were you in a forest, in a campsite? What was it like?
- D:** There aren't many trees on the island, so forget the forest! And there isn't an organised campsite. No, we were right on the beach, just a few metres from the sea. It was fantastic!
- P:** You weren't the only group camping there though, were you?
- D:** No, there were about thirty other people there – but it's quite a large beach, so it didn't feel crowded. And we soon became friends with most of them. In the evenings, we'd often sit together and talk and sing. Several people had guitars, so it was a lot of fun.
- P:** I was going to ask you if it got boring at times.
- D:** Well, there were times when there was nothing to do, but that was lovely – never boring! You can't describe lying on the beach late at night watching the stars and meteors as boring!
- P:** Did you see some meteors?
- D:** Yes, the sky was really clear, and there's a big meteor shower in August. We saw hundreds. They were beautiful.
- P:** I can imagine. Now, what about more practical things like food?
- D:** Well, as I told you, there aren't any shops or restaurants on the island, so everything you need you have to bring with you on the little boat. You take enough for a few days, then go back to the bigger island to buy more supplies. It's only about 20 minutes by boat, and the tickets are very cheap, so it's not that difficult.
- P:** What do you mean by 'supplies'?
- D:** The most important thing was water. We had to make sure we had enough bottles to last a few days. I told you there's a regular boat, but actually while I was there, the boat didn't come for three days because it was too windy. Luckily we had enough water, or we'd have been in trouble. So, water's number one. Fruit and yoghurt and honey for breakfast, sandwiches for

lunch, and cooked vegetables or meat in the evenings. We had a small gas cooker, so we could cook some things.

**P:** But no fridge?

**D:** No fridge. We did have a cool box, which helped a little. But yes, you have to be very careful with meat and things that can go off.

**P:** Any funny moments?

**D:** Well, Captain Kostas was the man who drove the small boat. He'd come over in the morning, and sometimes his dog Jilly would jump off the boat and run off. Captain Kostas didn't mind, though. He sailed off, leaving Jilly, and when he came back a few hours later, Jilly would rush down to meet him and leap into the boat. It was very funny to watch!

## Speaking section

### Track 34

#### Speaking Task 4 – Completing the task successfully – exercise 3

I'm going to compare and contrast these two photos. The first photo shows a man travelling on a train. He's looking out of the window. The second picture shows a family in a car. The dad is driving, the mum is sitting next to him, and there are three children sitting in the back.

Both pictures obviously show people travelling. Another similarity is that they have luggage with them. The man has a large suitcase next to him, and there are several suitcases and bags in the car too, so perhaps they're all going on holiday.

One difference is that the man is travelling on his own, whereas there are five people in the car. Another difference is that, while the family are in their own car, the man is travelling on public transport.

I'd prefer to go by car rather than travel by train because it's more comfortable, you can take more luggage with you, you can stop when you want to, and you can drive straight to your destination. That's all I wanted to say about these photos.

## Practice exam

### Track 35

#### Задание 1

##### Speaker A

I really enjoy reading, and I find that I learn a lot from the books I read. I'd much rather do that than spend time online, to be honest. I usually read on an e-reader, so it's a bit like reading on a computer, but you're less likely to be distracted by other things happening on your screen. I learn much better when I can concentrate on one thing at a time, rather than looking at a site that has too much going on.

##### Speaker B

When you read, it's a great chance to think about anything that's bothering you. I read novels mostly, and it can be very interesting to see how the characters in a novel deal with the situations they find themselves in. You see connections with your own life, and you sometimes realise that you're not the only one worried about a particular issue. That can be quite comforting and it means you're able to look at things from a different point of view. That helps a lot.

##### Speaker C

Reading is a wonderful escape no matter what age you are. The habit of reading starts when you're very young and that's certainly what happened to me. My mum and dad would read to me and I used to love the feeling of being on their knees, following along as they read. When I read now, it sometimes takes me back to those times, even though I'm far too old to be read to now. I believe getting your child into that habit is really important for their future education.

##### Speaker D

I read a lot, mostly novels. When I get into a book, then I like nothing better than to lock myself away in my room and lose myself in the story. Unfortunately, the library in our town is quite small, and I've read most of the books in there. I'm always looking out for new things to read, and I buy at least one book online a month. It never seems to be enough, though, and so I often have to go back to books I've already finished and read them again.

##### Speaker E

I always like to see big screen adaptations of the books I've read so that I can compare them with each other. With long books, you find that a lot of the detail is missing in the film version. That's because you only have two or three hours to tell the whole story, whereas a book can go on for as long as it takes. Also, you can never really know what a character is thinking on the screen. In a book, the author can give you much more information.

##### Speaker F

Like most people my age, I have a lot of things to do in a week. In between studying for school, doing after-school activities, going to the cinema with friends and keeping up with things online, there isn't always room for sitting down for hours with a good novel. I enjoy it when I get the chance, but there are so many other demands on my time that it's difficult. They say that you can always find time to do the things that you truly enjoy, and I guess that's true. When I do read, I find it relaxing, but it just doesn't happen often enough.

### Track 36

#### Задание 2

[G = Grace, L = Leo]

**G:** Hello, Leo! When did you get back from holiday? Did you have a good time?

**L:** Hi, Grace. Yes, it was fantastic. We got back yesterday afternoon. We did lots of walking in the mountains and we saw some incredible scenery.

**G:** I saw your posts online. It looked like you had a great time. You took some impressive photos.

**L:** To be honest, Dad took most of them. He's much better than me at that kind of thing. He doesn't really do social media, though, so I uploaded them to my account.

**G:** So what kind of place did you stay in?

**L:** Mum was hoping for a luxury hotel, but Dad wanted to get back to nature, so his suggestion was camping. I don't have much experience with camping, but I was willing to give it a go. Mum put her foot down, though, and in the end we compromised and got an apartment.

**G:** We stayed in an apartment the last time we went on holiday. It was near other apartments, and the shared pool got really busy. We wished we'd gone for one with a private pool, but by the time we realised that it was too late.

- L:** I know what you mean. Luckily, we went in low season, so there weren't many other tourists around. Of course, that means that you can never rely on getting good weather, although it suited us perfectly. I'm not really one for lying on the beach in the sun anyway.
- P:** And it often means that some of the facilities have already closed down for the off season, doesn't it? Where we were, there wasn't as much choice in restaurants as there is during the summer months.
- L:** It was the same for us. That meant that we went back to the same place a few times. I know that might seem a bit boring to some people, but it didn't take long for us to feel right at home. It gives you a chance to get to know local people a little better, rather than just eating there once and never seeing the staff or the owner again.
- G:** Did you manage to meet anyone else your own age?
- L:** There were very few teenagers around. There was a bowling alley and an amusement arcade, but they seemed deserted most of the time. The fact that it was term time there might have had something to do with it. They don't have the same time off as we do. I guess local teens had to be in class. So the only teens you'd meet would be other tourists, really.
- G:** And how did that go?
- L:** It was interesting, since they came from different parts of the world. We had English in common, so we managed to get on all right. We're connected on social media, so we'll stay in touch.
- G:** And what was the flight like? I know you were a bit uncertain about that, weren't you?
- L:** That's right. Well, we all get nervous with new experiences like that, I imagine. In fact, I needn't have worried. The cabin crew really help you to relax. I must admit I got a bit anxious on take off, but everything settled down after that. And before I knew it, we were there.
- G:** That's good. I suppose you'll be looking forward to the next holiday now!
- L:** Yes. There's one thing I'd do differently, though. When we decide where we're going, I'll do some research online. I felt like I would have got more out of this trip if I'd got more information together before I went.
- G:** I'm glad you had a good time, anyway. Next time, take me with you!

### Track 37

#### Задания 3-9

[P = Presenter, I = Ivan]

- P:** Hello, and welcome to Wild World. What would you do if you were thousands of miles from help and a group of hungry polar bears decided to surround you? That's exactly what happened to my guest, Ivan. Ivan, welcome to the show.
- I:** It's a pleasure to be here.
- P:** First of all, tell us what you do.
- I:** I'm a climatologist, and my speciality is Arctic ice. I was on a project on an island in the Arctic Circle, looking into the reasons for the decline in ice in recent years. It used to be impossible to travel by ship in many areas during the winter but now you can. By tracking the levels of ice formation, I hope to be able to provide useful data that will help me and my colleagues find solutions to the problem.
- P:** Why is it such a problem? If it opens up travel routes, is that not potentially a good thing?
- I:** That in itself may sound like a benefit, and in a small way it may increase trade or travel opportunities, but

the disadvantages far outweigh anything like that. Let me just give you a couple. One is that the ice plays an important role in regulating the Earth's temperature. This is partly because it reflects some of the Sun's rays back out into space. The melting of the ice leads to warmer seas, which actually influences the weather around the world. Ocean currents change and so do weather patterns. So, while it may sound like it's happening in a remote area, it can have very real everyday effects on a lot of people.

- P:** And what was the second major disadvantage?
- I:** A large number of people and animals rely on the sea ice to survive. Hunters – by which I mean both people and predators, such as polar bears – find it much more difficult to catch their prey with less ice. An important technique that polar bears use, for instance, is to silently swim up to seals that are resting on the ice. Less ice means that there are fewer opportunities for that.
- P:** And that leads to the kind of situation you found yourself in. Tell us a bit about that.
- I:** That's right. Imagine a group of scientists, in a hut miles from anywhere, quietly doing their research, when a group of ten starving bears decides to surround the hut. What people often don't realise about polar bears is that they may look cute, but they are in fact extremely aggressive. Attacks are rare because the area they live in is very large, so they rarely encounter humans. But when they do, they see them as prey, so their natural instinct is to attack.
- P:** How would you usually avoid that kind of thing?
- I:** We normally have flares, which are like fireworks. We fire those to frighten the bears away, but this time we had run out of them. So we had no option but to stay in the hut and wait for rescue.
- P:** It must have been quite frightening.
- I:** The kind of research station we were living in is very well stocked. Typically, there's enough food and water to survive around a year. We do that in case of any emergency that means that supply ships can't reach the station. So we knew we just had to wait, but it meant that we weren't able to do any of the science we had planned, and we just had to sit and wait. The boredom was probably the most difficult aspect.
- P:** Finally, do you have any advice for our listeners on what to do if you suddenly find yourself face to face with a polar bear on the Arctic ice?
- I:** If you really can't avoid the situation, then the best protection is to be prepared. Never go into areas where there may be polar bears without flares. And if you're camping, put an electric fence up around your camp. That will usually deter bears.
- P:** Ivan, thank you for talking to us today.