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АНГЛИЙСКИЙ ЯЗЫК

УСТНАЯ ЧАСТЬ

**СДАЁМ
БЕЗ
ПРОБЛЕМ!**

ЕГЭ
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УПРАЖНЕНИЯ ДЛЯ ПОДГОТОВКИ К УСТНОЙ ЧАСТИ

**ТРЕНИРОВОЧНЫЕ ВАРИАНТЫ,
СООТВЕТСТВУЮЩИЕ ФОРМАТУ ЕГЭ**

ИНСТРУКЦИИ ПО ВЫПОЛНЕНИЮ ЗАДАНИЙ

БОЛЬШОЕ КОЛИЧЕСТВО ЦВЕТНЫХ ИЛЛЮСТРАЦИЙ



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УСТНАЯ ЧАСТЬ

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Книга предназначена для подготовки учащихся к устной части ЕГЭ по английскому языку.

Пособие состоит из двух частей. В первой части анализируются структура и содержание тестовых заданий, критерии оценки их выполнения, приводятся комплексы тренировочных упражнений с подробными инструкциями по выполнению каждого из четырёх заданий. Вторая часть содержит тренировочные варианты, соответствующие формату устной части ЕГЭ.

Пособие может быть использовано как в классе при подготовке под руководством учителя, так и дома при самостоятельной работе.

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ОТ АВТОРОВ

В соответствии с требованиями ФГОС умение осуществлять межкультурное общение на иностранном языке в устной форме является одной из ключевых задач иноязычного образования полной средней школы. В настоящий момент устная часть ЕГЭ по английскому языку включает в себя 4 задания.

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

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

В задании 3 предлагается выбрать одну из трёх фотографий и описать её на основе плана.

В задании 4 ставится задача сравнить две фотографии на основе предложенного плана.

Цель пособия — помочь учащимся, независимо от того, по каким учебникам они занимаются, успешно подготовиться к сдаче всех четырёх заданий устной части ЕГЭ.

Отличительная особенность данного пособия заключается в том, что оно содержит *комплексы упражнений*, направленных на развитие умений, необходимых для успешного выполнения каждого задания.

В пособии также предлагаются варианты тестовых заданий, которые разработаны в соответствии с форматами, предложенными в устной части КИМ ЕГЭ.

Пособие состоит из двух частей. *Первая часть (Part I)* включает восемь циклов (Units 1-8). Содержательная сторона циклов полностью соотносится с предметным содержанием речи, определённым Примерной программой основного общего образования по английскому языку и кодификатором элементов содержания для проведения ЕГЭ по английскому языку. Каждый цикл содержит четыре задания, к которым разработаны комплексы упражнений для развития умений в

говорении, необходимых для успешного выполнения заданий. Особое внимание при работе с первой частью пособия следует обратить на памятки. В каждой памятке содержатся советы и инструкции по подготовке к выполнению соответствующего задания.

Во *второй части (Part II)* пособия предлагаются четыре теста, каждый из которых состоит из четырёх заданий. В памятках, находящихся во второй части пособия, даются советы по наиболее рациональному использованию времени, отведённому на подготовку к выполнению каждого задания, а также советы относительно того, на что именно следует обратить внимание в процессе выполнения заданий.

В пособие включены пять приложений.

В *приложении 1* даны критерии оценивания заданий устной части, знание которых поможет учащимся более целенаправленно готовиться к выполнению каждого задания, а также развивать самоконтроль и самооценку.

В *приложении 2* предлагается дополнительный языковой материал (нейтральные фразы, устойчивые выражения, разговорные клише), который может быть использован учащимися при выполнении заданий № 3 и 4.

В *приложении 3* даются основные правила чтения отдельных букв и буквосочетаний. К данному приложению учащиеся могут обращаться в том случае, если у них возникнут сложности при выполнении заданий № 1.

В *приложении 4*, которое было создано специально для учащихся, изучающих английский язык по учебникам линии УМК “English 2–11” (авторы: Кузовлев В.П., Лапа Н.М., Перегудова Э.Ш. и др.), даются сноски на конкретные упражнения в УМК для 3–11 классов. При необходимости учащиеся могут обратиться к соответствующим упражнениям для того, чтобы активизировать языковой материал, необходимый для успешного выполнения каждого задания устной части ЕГЭ.

В *приложении 5* даны ключи ко всем упражнениям, находящимся в первой части пособия. Ключи даются не только для того, чтобы проверить, насколько правильно выполнено задание, но и для того, чтобы способствовать развитию у учащихся таких важных умений как самоконтроль и самооценка.

В *приложении 6* находятся цветные иллюстрации к заданиям № 2, 3 и 4.

Желаем плодотворной работы по подготовке к устной части ЕГЭ и успешной сдачи экзамена!

Часть 1
УПРАЖНЕНИЯ ДЛЯ ПОДГОТОВКИ
К УСТНОЙ ЧАСТИ ЕГЭ (PART I)

ПАМЯТКА**Как подготовиться к выполнению задания 1**

В данном задании нужно прочесть вслух научно-популярный или публицистический текст. Чтобы подготовиться к данному заданию, нужно знать критерии, по которым будет оцениваться выполнение задания на экзамене. Ознакомьтесь с критериями оценки задания в приложении 1.

При подготовке к данному заданию советуем обращать внимание на следующее.

1. Соблюдать правила чтения и помнить исключения из правил.

2. Соблюдать правильное произношение слов:

- *правильно произносить звуки*, уделив особое внимание звукам [ð], [θ], [w], [ŋ], [z:];
- *правильно произносить все звуки в словах, не допуская искажения смысла слова:*

[θ] — [s] — think — sink

[w] — [v] — wet — vet

[ɔ:] — [z:] — walk — work

[i:] — [ɪ] — heat — hit

[ɔ:] — [ɒ] — port — pot



[a:] — [ʌ] — heart — hut

[u:] — [ʊ] — pool — pull


- *не оглушать конечные звонкие согласные*: dogs [dɒgz], plays [pleɪz], worried ['wʌrɪd];
- *правильно ставить ударение в многосложных словах*;
- *произносить связующее [r]*, т.е. озвучивать конечную r/re в позиции перед гласной, если с гласной начинается следующее слово: there is [ðeərɪz], far away ['fa:rə'weɪ].


3. Соблюдать правила интонирования предложения:


- *соблюдать фразовое ударение*: выделять голосом ударные слова (существительные, прилагательные, наречия, числительные, смысловые глаголы, вопросительные и указательные местоимения); не выделять голосом неударные слова (вспомогательные глаголы, модальные глаголы, глагол *to be*, предлоги, частицы, союзы, артикли, личные и притяжательные местоимения), помнить, что в неударных словах гласные звуки редуцируются;
- *использовать логическое ударение*, т.е. выделять голосом одно из слов предложения (даже не ударное слово) для усиления его смысловой нагрузки;
- *правильно делать паузы*, т.е. делить текст на смысловые группы (отрезки) и читать их с правильной интонацией;


Activity uses  energy | that is needed to keep  warm. ||


- *использовать интонацию понижения*:

— в конце восклицательных предложений: What a nice  day!;

— в конце кратких повествовательных предложений: You don't see many birds in  winter.;


— в конце специальных вопросов, начинающихся с вопросительных местоимений: Where do you  live?;




— в конце второй части альтернативного вопроса, предполагающего выбор из двух возможных вариантов: Do you like tea or  coffee?;

— в конце первой части разделительного вопроса, который представляет собой повествовательное предложение: It is a nice  day, isn't it?;

- *произносить с восходящей интонацией*:

— распространённое подлежащее: My brother and I  went on an excursion.;

— обстоятельство в начале предложения: Last  year there was a lot of snow.;

— каждый из перечисляемых членов предложения, кроме последнего: I like  tea,  coffee and  lemonade.;

— общий вопрос: Do you like  coffee?;

— первую часть альтернативного вопроса: Have you seen this film or that one?;

— придаточное предложение, стоящее перед главным: As soon as I arrive at the hotel, I will let you know.

4. Выдерживать темп чтения, который позволит прочитывать текст за отведённое на экзамене время (1,5 минуты); не делать необоснованных и длинных пауз между словами внутри предложения и между предложениями.

ПАМЯТКА

Как подготовиться к выполнению задания 2

В данном задании нужно задать пять прямых вопросов. Чтобы подготовиться к данному заданию, вам нужно знать критерии, по которым будет оцениваться выполнение задания на экзамене. Ознакомьтесь с критериями оценки в приложении 1.

При подготовке к заданию вы должны:

1. Понимать, о чём необходимо спросить. Ключевые слова в пунктах задания предполагают определённые вопросы, например:

- слово *place* предполагает вопрос *Where...?*;
- слово *time* предполагает вопрос *When...?*;
- слово *price* предполагает вопрос *How much...?*;
- слова *length* и *duration* предполагают вопрос *How long...?*;
- слово *availability* предполагает вопрос *Is/Are there...?*, *Is something available* или *Is it possible ...?*

Если пункт задания начинается с *if/whether*, то требуется задать общий вопрос.

2. Уметь задавать различные типы вопросов.

— Соблюдать порядок слов, характерный для общего вопроса. Например:

Is there a swimming pool there?

Is it possible to buy tickets on-line?

— Соблюдать порядок слов, характерный для специального вопроса. Например:

What is the time of the departure?

How long does the play *last*?

— Соблюдать порядок слов, характерный для вопроса к подлежащему. Например:

Who is responsible for tickets?

Who will go to the cinema?

— Уметь задавать вопросы в разных видовременных формах и залогах.

What activities are available? (Present Simple)

What activities are offered? (Present Simple Passive)

What activities will we take part in? (Future Simple)

What activities will be offered? (Future Simple Passive)

What activities can be offered? (Modal Passive)

— Уметь спросить об одном и том же по-разному. Например:

Price

How much is the ticket?

How much does the ticket cost?

What is the price of the ticket?

Are the tickets expensive?

discounts for students

Are there discounts for students?

Do you give a discount to students?

Can I get a discount if I am a student?

Can I buy a ticket at a reduced price?

— Произносить вопросительные предложения с правильной интонацией: общий вопрос с повышающейся интонацией, например, *Can I have a discount?*, а специальный — с понижающейся интонацией. Например, *When does the train leave?*

3. Помните, **на каждый вопрос отводится 20 секунд**, поэтому используйте чёткие и короткие формулировки, чтобы избежать ошибок.

ПАМЯТКА Как подготовиться к выполнению задания 3

В задании 3 нужно описать одну из 3 предложенных фотографий. Чтобы подготовиться к данному заданию, вам нужно знать критерии, по которым будет оцениваться выполнение задания на экзамене. Ознакомьтесь с критериями в приложении 1.

При описании любой фотографии вы должны:

1. Отразить все аспекты, указанные в задании:

- где и когда сделана фотография;
- кто или что изображён на фотографии;
- что происходит на фотографии;
- почему вы сделали/храните эту фотографию;
- почему вы решили показать фото вашему другу.

2. Построить монологическое высказывание, состоящее из 12—15 предложений, поэтому в своём высказывании:

— вы должны упомянуть не только, когда вы сделали фотографию, но и где, при каких обстоятельствах;

— при описании людей на фотографии вы можете рассказать, кем они вам приходятся, назвать их возраст, описать внешность, одежду;

— при описании предметов, изображённых на фотографии, вы можете указать их размер, цвет, в том случае, если объектов на фотографии много, вы можете использовать следующие фразы: *in the foreground, in the background, on the right ..., at the top, next to/close to, to the left of ...* и т.д.;

— при описании того, что происходит на фотографии, используйте Present Progressive, вы можете сказать 1—2 предложения о том, какие события предшествовали событию, запечатлённому на фотографии.

3. Имейте в виду, что высказывание должно быть логичным и иметь завершённый вид.

4. Используйте дополнительные фразы из приложения 2.

5. Помните, что ваше высказывание не должно звучать более 2 минут.

ПАМЯТКА

Как подготовиться к выполнению задания 4

В данном задании нужно сравнить 2 фотографии в соответствии с поставленной задачей.

Чтобы подготовиться к этому заданию, вам нужно знать критерии, по которым будет оцениваться выполнение задания на экзамене. Ознакомьтесь с критериями оценки в приложении 1.

При сравнении двух фотографий вы должны уметь:

1. **Определить общую для обеих фотографий тему.** Для формулирования общей темы можно использовать следующие фразы: *The pictures/photos/photographs deal with ... , The pictures/photos/photographs are about.*

2. **Кратко описать каждую фотографию,** указав, кто запечатлён на фотографии и что происходит.

3. **Определить общие черты,** отметив, по крайней мере, две сходные черты. Используйте следующие соединительные союзы и союзные слова: *both, each, and, like, just as, similarly, similar to:*

— Both photographs show the children and grownups that are riding their bikes.

— Both pictures have a few/a lot of things in common.

— The photos are quite similar in many ways.

4. **Определить отличительные черты,** отметив, по крайней мере, две различные черты. Используйте следующие слова: *whereas, while, however, unlike, in comparison with, in contrast to, different from:*

— Unlike photo 1 photo 2 was taken outside.

— In picture 1 the children are playing football while in picture 2 the children are competing in running.

— In picture 1 the people's uniform is different from the uniform in picture 2.

5. **Выразить своё мнение** по заявленной теме и **аргументировать его**, используя следующие фразы: *Personally, I think ... because ... ; I'd prefer ... because*

6. Высказывание должно быть **логичным** и иметь **завершённый** вид. Используйте вступительную фразу: *I have 2 pictures to compare, заключительную фразу начните с So, I'd rather... /I'd prefer... .*

7. Используйте дополнительные материалы из приложения 1.

8. Помните, что ваше высказывание должно звучать не более 2 минут и должно состоять из 12—15 фраз.

UNIT 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 the text to your friend. Before reading the text do the following exercises.

1. Read aloud the words in each line. Cross out the word that doesn't fit. Take into consideration the rules of reading of the highlighted letters.

- 1) building allowing constructing ingredient during
- 2) character architect chores chemistry orchestra
- 3) through brought thought bought ought
- 4) roof wooden afternoon blood choose
- 5) square compare are scared barefoot
- 6) earth heard heart learn search

2. Put the words into the appropriate columns according to the stressed syllable. Read the words aloud.

1 st syllable is stressed	2 nd syllable is stressed	2 syllables are stressed	
exhibition	propose	instead	infectious
currently	parade	necessarily	outcome
preserve	penetrate	restriction	diabetes
involve	upside	skyscraper	sedentary

3. Read the sentences aloud. Pay attention to stressed and unstressed words. Explain why the underlined words are stressed.

As cities around the world get bigger, | they start to run out of space to build on. ||

They have proposed to build **down** into the ground | instead of **up** into the air. ||

So, | to preserve the city's character, | architects have come up with a clever way of making more space for offices and people, | which doesn't involve constructing tall skyscrapers. ||

The architects plan to cover the Earthscraper with a thick glass roof, | so that natural light can penetrate **down** through the building, | while still allowing people to walk across the top| and use the square. ||

4. Read the sentences aloud. Pay attention to rising intonation. Explain why it is used in each case.

As cities around the world get bigger, | they start to run out of space to build on. ||

They have proposed to build down into the ground | instead of up into the air. ||

So, | to preserve the city's character, | architects have come up with a clever way of making more space for offices and people, | which doesn't involve constructing tall skyscrapers. ||

The architects plan to cover the Earthscraper with a thick glass roof, | so that natural light can penetrate down through the building, | while still allowing people to walk across the top| and use the square. ||

5. 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.

As cities around the world get bigger, they start to run out of space to build on. Many cities also have restrictions on where new buildings can go and how tall they can be.

These are the problems that Mexico's capital has. Mexico City is full of historic buildings. So, to preserve the city's character, architects have come up with a clever way of making more space for offices and people, which doesn't involve constructing tall skyscrapers. They have

proposed to build down into the ground instead of up into the air. They have designed an upside down pyramid called the Earthscraper, which they say could be built right in the heart of Mexico City's main square. The square is currently used for all kinds of things, from concerts and exhibitions to military parades. The architects plan to cover the Earthscraper with a thick glass roof, so that natural light can penetrate down through the building, while still allowing people to walk across the top and use the square.

Task 2

Study the advertisement on page 145¹.

1. In Task 2 of the exam you are to ask direct questions. Read what tourists want to know about the Big Bus Tour, a popular sightseeing tour of London. Mark the sentences that fit the task.

- 1) Could you tell me about the tour highlights, please?
- 2) Is there a commentary available in Russian?
- 3) Where can I buy a ticket for the tour?
- 4) What about taking a bus tour of London?
- 5) Does the bus tour operate every day or only at weekends?
- 6) Tell me about the Big Bus Tour of London, please.

2. Here are some frequently asked questions about the tour.

1) Fill in the verb in brackets in the correct form.

1. On which days _____ the tour _____? (operate)
2. When _____ I take the tour? (can)
3. What time _____ the tour _____? (start)
4. When _____ tours _____? (organize)
5. _____ I buy a ticket online? (can)

¹ Иллюстрации расположены в конце пособия в цветных вкладках.

6. What kind of tour _____ the Big Bus Tour of London?
(be)
7. How long _____ the tour _____? (last)
8. When _____ the tour _____? (begin)
9. _____ there a commentary available in Russian? (be)
10. Where _____ tickets for the tour _____? (sell)
11. How frequently _____ the buses _____? (run)
12. What language _____ the commentaries _____ in? (make)

2) What do the people ask about? Match the questions (1—12) with the answers (a—f).

- | | |
|---|-------|
| a) kind of tour | _____ |
| b) schedule | _____ |
| c) beginning of the tour | _____ |
| d) duration of the tour | _____ |
| e) if a commentary in foreign
languages is available | _____ |
| f) where to buy a ticket | _____ |

3. Now you are considering taking a bus tour of London. Complete the questions to find out the following information. Read the question aloud with the correct intonation.

a) highlights of the tour

What _____

What attractions _____

b) departure points

Where _____

What _____

c) time of first and last buses

What time _____

When _____

d) if buses stop at Buckingham Palace

Is _____

Do _____

e) possibility to enter any of the attractions

Can _____

Is _____

f) discount for groups

Is _____

Do _____

Task 3

Imagine that the photos on page 145 are from your photo album.

1. Below are some sentences that describe the three photos.

1) What/who is in each photo? Fill in the words from the box. Write down the number of the photo each sentence is referring to. There is an example at the beginning.

In the top left hand corner	At the top In the background	In the top right hand corner
On the left	In the centre In the foreground	On the right
In the bottom left hand corner	At the bottom	In the bottom right hand corner
in front of behind next to near between		

1 (0) At the top _____ you can see high mountains covered with snow.

_____ (1) _____ there is a deep lake.

_____ (2) _____ you can see green fields with a lot of trees.

_____ (3) _____ you can see a family of four people. They _____

_____ (4) _____ there are two cyclists and a hiker. The hiker _____

_____ (5) _____ there is a group of hikers and a cyclist. They _____

____ (6) _____ you can see a wooden platform with a family on it.

____ (7) _____ you can see mountains and a thick forest.

____ (8) _____ you can see hills covered with green forests.

____ (9) _____ there are some one-storey houses.

____ (10) _____ there is a crossing.

____ (11) _____ there is a woman and a girl.

They _____

____ (12) _____ you can see two groups of travellers.

____ (13) _____ my grandparents' house there is a traffic sign.

2) What are the people in the photos doing? Complete the sentences in ex. 1) using the words in the box in the correct form.

explain to the cyclists
the way to the village

go along a main road

smile for the camera
and pose for a photo

talk about the adventure
of the trip

2. Read the description of the third photo. Fill in the prepositional phrases from the box (ex. 1).

Last summer, I spent some time with my grandparents who live in a village. One evening, on my way home, I saw an unusual scene. I immediately wanted to capture it in order to have such an interesting photo in my photo album. You don't often see cows in a street! And here they are going along a pavement as if they are keeping traffic rules. They are returning home from the eating fields and they surely know the way. The woman and the girl with bicycles (1) _____ don't want to disturb them or maybe they are a bit scared. But whatever the reason, they have to make way for them going along the road. The cows are interfering with the traffic and the passing car is slowing

down. The photo shows an area where my grandparents live. It is the main street of the village. The houses (2) _____ are one-storey and very much alike. (3) _____ my grandparents' house there is a traffic sign.

I'm going to show this photo to my friend Alex. He is responsible for a photo exhibition which will take place in our school soon. The exhibition will display photos of interesting, unusual or exciting events and scenes my classmates witnessed on holidays. I hope this photo will be on display.

3. In the description, find and underline the sentences that fit the following points. In what order is the information given? Put the number before each point.

- 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

4. Describe one of the other two photos. Make use of prepositional phrases from the box in ex. 1.1), the suggested story in ex. 2 and the plan in ex. 3.

Task 4

1. Study the two pictures on page 146. Match the sentences that describe similar things. Match the sentences that describe contrasted things.

Picture 1	Picture 2
A. People are enjoying themselves by the river.	a) The weather is warm and sunny.
B. It is a nice sunny day.	b) The city is located at the seaside.

Picture 1	Picture 2
C. Most people are in the water.	c) Tall apartment buildings occupy the seashore.
D. Large green bushes and trees grow wild on the banks of the river.	d) A lot of people are sunbathing.
E. The village is probably within a short distance from the river.	e) People are relaxing on the sandy beach.

2. Compare and contrast the following information using the linking words given. There is an example at the beginning.

(0). People are enjoying themselves by the river. People are relaxing on the sandy beach.

unlike

Unlike picture 1, in which people are enjoying themselves by the river, in picture 2 people are relaxing on the sandy beach.

1) In picture 1 people are enjoying themselves by the river. In picture 2 people are relaxing on the sandy beach.

but

In contrast,

2) In picture 1 it is a nice sunny day. In picture 2 the weather is warm and sunny.

like

and

just as

3) Most people are in the water. A lot of people are sunbathing.

unlike

while

4) In picture 1 large green bushes and trees grow wild on the banks of the river. In picture 2 tall apartment buildings occupy the seashore.

but

while

5) The village is probably within a short distance from the river. The city is located at the seaside.

unlike

In contrast,

3. Read the comparison of the two pictures. Fill in suitable words from the box.

both	but	on the left	each
while	differ	less	unlike
more	however	difference	in contrast
on the right			

(1)___ photos show people spending a summer day outdoors, (2) ___ at different places. In the photo (3) _____, the people are enjoying themselves by the river. (4) _____, in the photo (5) _____ the people are relaxing on the beach. (6) ___ picture depicts a hot sunny day. From my point of view, the pictures have

more differences than similarities. The main difference is that the people in the first picture are in the green countryside (7) _____ in the second picture the people are on the beach which is close to the city. The pictures also (8) _____ in the number of holiday-makers. In the first picture there are (9) _____ people than in the second. That is probably because the river runs within a short distance from the village. (10) _____, a small wooden bridge across the river makes me think that it connects the nearby parts of the village. Another (11) _____ is the scenery. No doubt, it is (12) _____ beautiful in the picture on the left. (13) _____ the people in the other picture, the holiday-makers can enjoy a picturesque view of the surrounding countryside with large green bushes and trees growing wild on the banks of the river.

4. Read the following passage.

1) Choose the question it answers.

a) Which place for spending a hot summer day would you choose? Explain why.

b) Which place for spending a hot summer day is better? Explain why.

Personally, I'd prefer spending a hot summer day by the river in a close-to-nature environment. There I could breathe fresh air, swim, fish and have a picnic. I don't like sunbathing and I hate beaches which are close to the city and packed with people. But swimming in the sea is great.

2) Write a passage to answer the other question.

5. Compare and contrast the two photos:

- 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 place for spending a hot summer day is better
- explain why

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

UNIT 2

Task 1

Imagine that you are preparing a project about British royal occasions with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. Before reading it aloud do some activities below.

1. Classify the following words according to the rules of reading of the ending **-s**. Read the words aloud.

attracts	Commons	crowds	guests
Houses	leads	leaves	Lords
makes	marks	members	officials
puts	Queen's	sets	streets
takes			

[s]

[z]

[ɪz]

2. Read aloud the verbs according to the rules of reading -ed. Write the transcription symbols [t], [d], [ɪd] in brackets.

attended []	gathered []	marked []
visited []	bordered []	placed []
knocked []	remembered []	wanted []
picked []	determined []	decided []
advanced []	answered []	

3. Explain why the words are stressed and unstressed in the following sentences. Read the sentences aloud.

1) The **Queen's Speech** sets out the government's agenda for the **coming session**.

2) The **Queen** leaves **Buckingham Palace** in a carriage procession.

3) It **makes its way through** the streets to the **Houses of Parliament**.

4) **Members of the Lords** and **guests** are already **gathered** to **hear the Queen's speech**.

5) The **Queen's Speech** is the **public statement** of the government's **programme** for the **new parliamentary year**.

4. Explain what tones are used in the following sentences. Read the sentences aloud.

The **State Opening of Parliament** marks the **formal start** of the **parliamentary year**.||

The **ceremony** attracts **large crowds** and a significant **television audience**.||

Once at Parliament, the **Queen puts on** the **State Crown** and the **Robe of State**.||

Then she **leads** the **Royal Procession** to the **chamber** of the **Lords**.||

Once the **Queen leaves Parliament**, it's **back to business** as usual for the **House of Lords** and the **House of Commons**.||

- 5. 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.**

The State Opening of Parliament marks the formal start of the parliamentary year. The Queen's Speech sets out the government's agenda for the coming session. The ceremony attracts large crowds and a significant television audience. The day itself is a full ceremony. The Queen leaves Buckingham Palace in a carriage procession. It makes its way through the streets to the Houses of Parliament. Once at Parliament, the Queen puts on the State Crown and the Robe of State. Then she leads the Royal Procession to the chamber of the Lords. The Queen takes her place on the throne. The ceremony is attended by the members of Parliament and Commons officials. Members of the Lords and guests are already gathered to hear the Queen's speech. The Queen's Speech is the public statement of the government's programme for the new parliamentary year. The speech is written by the government. Once the Queen leaves Parliament, it's back to business as usual for the House of Lords and the House of Commons.

Task 2

Study the advertisement on page 146.

You are considering visiting a festival in Scotland and now you are asking your British friend about the festival to find out more information.

Before asking the questions do some activities below.

- 1. Make up questions using the given words.**

1) part /Russian /Edinburgh Festival Fringe /in /do /take /the /performers

2) Edinburgh Festival Fringe /in /how many /countries /the /participate

3) for /is /famous /Edinburgh Festival Fringe /the /what

- 4) located /the /where /Festival Fringe /is
- 5) privilege /the /to /Edinburgh Festival Fringe /in /has /the /perform /who
- 6) the /take /one /of /Edinburgh Festival Fringe /in /events /can /the /part /I /of
- 7) practically /events /Festival Fringe /include /the /what /does
- 8) Edinburgh Festival Fringe /how many /usually /the /performers /in /participate
- 9) place /the /take /Edinburgh Festival Fringe /does /when
- 10) performers /the /at /countries /Edinburgh Festival Fringe /represent /what /do
- 11) place /how long /taken /Edinburgh Festival Fringe /has
- 12) special /is /the /world /Edinburgh Festival Fringe /the /why /for

2. Choose the questions you would use if you want to find out the points from ex. 4.

3. Read the sentences aloud with the correct intonation.

4. In 1.5 minutes you are to ask 5 direct questions to find out the following:

- 1) date
- 2) place
- 3) performers
- 4) Russian performers
- 5) if you can participate

Task 3

Imagine that this photo on page 146 is from your photo album. Present the given photo to your friend.

Before describing the photo do some activities below.

1. Choose the words and word combinations that can help you to describe the picture.

kite festival	share	to fly a/the kite
professional	to launch a/the kite	colourful
remind	high	amazing
bright	compete	create
be famous	demonstrate	shape
unusual	decorate	precious
gorgeous	weather	dwarf
holiday	take part	participant
participate	enormous	boast

2. Complete the sentences to make up the description of the photo. Use the words from the box in ex. 1 in the correct form.

- 1) There is a wonderful kite that looks like an _____.
- 2) The participants from different countries _____ in it. They _____ the kites.
- 3) I have chosen this picture for showing it to my friend because I wanted to _____ with him the joy and brightness of that _____ holiday.
- 4) Europe _____ for its summer festivals. The _____ is one of them.
- 5) I keep this photo in my album because it _____ me of the best days of my holidays.
- 6) Some of the kites have very unusual _____.
- 7) The _____ is looking down as if he is trying to find something he has lost.
- 8) I think it is a good picture though it is not _____.
- 9) The picture _____ the Kite Festival that took place this summer in Belgium.
- 10) It is flying _____ in the blue sky.
- 11) The _____ made the kites with their own hands.
- 12) All the kites can _____ bright colours.
- 13) My parents and I wanted to _____ in this amazing event, that's why we went to Europe.

3. Complete the description of the picture using the words from the box.

in the background	in the left part of the picture
on the seashore	

I keep this photo in my album because it reminds me of the best days of my holidays. I think it is a good picture though it is not professional. My parents and I wanted to participate in this amazing event, that's why we went to Europe. Europe is famous for its summer festivals. The Kite Festival is one of them. The picture demonstrates the Kite Festival that took place this summer in Belgium. The participants from different countries are taking part in it. They are flying the kites _____. The participants made the kites with their own hands. All the kites can boast bright colours. Some of the kites have very unusual shapes. Just _____ there is a wonderful kite that looks like an enormous dwarf. It is flying high in the blue sky. The dwarf is looking down as if he is trying to find something he has lost. You can see the tall buildings and the stormy sea _____. The sea is beautiful.

I have chosen this picture for showing it to my friend because I wanted to share with him the joy and brightness of that colourful holiday.

4. You will have to start describing the photo 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 this picture to your friend

Task 4

Study the two photographs on page 147.

Before comparing and contrasting the pictures do some activities below.

1. Choose the sentences which give information about

a) the place where the photos were taken;

b) the event connected with this place.

- 1) The young people get a very good experience.
- 2) They learn to be responsible.
- 3) Both photos were taken in polling stations.
- 4) The young people learn how to elect.
- 5) The people in both pictures seem to be friendly and in a good mood.
- 6) The atmosphere in both pictures is welcoming.
- 7) The people have come to the polling stations to vote for their candidates.
- 8) Judging by the poster in the background the nominee for the president is a merry and cute person.
- 9) The pictures are about elections.
- 10) The young people begin to understand how difficult it is to run a school.
- 11) In both pictures the people are about to vote.

2. Which sentences from ex. 1 describe what the pictures have in common?

3. Complete the sentences using the correct conjunctions and prepositions. Choose the sentences which go with the pictures and show in what way these pictures are different.

than	while	whereas	unlike
------	-------	---------	--------

1) In photo 1 there is a polling station at school _____
in photo 2 there is a polling station in a community hall.

2) _____ the second picture the first picture shows
beginners in voting campaigns.

3) In photo 1 the schoolchildren are going to vote for the
school president _____ in photo 2 the adults are voting
for their local authorities.

4) The voters in the second picture are much older
_____ the voters in the first picture.

5) The school elections are no less important
_____ the elections in a community.

4. Read the two possible variants of finishing up the picture description. Choose the one you'd prefer.

1) I think that electing is not less important than being elected. I am sure it's very important to vote during elections and to elect the right people for running our cities and regions. We are responsible for those who we elect.

2) I think being elected is more important than electing. It's an easy matter to go to a polling station and to put your vote into a box. But it's a great responsibility to take on when representing local communities and the government with day to day decisions and issues. I respect people who are ready to take responsibility for people and local matters that effect communities.

5. 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 what is more important: to elect or to be elected
- explain why

You will speak for more than 2 minutes (12—15 sentences). You have to talk continuously.

UNIT 3

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 the text about vitamins. Before reading the text, do some activities below.

1. Read aloud the words in each line. Pay attention to the rules of reading of the highlighted letters. Draw a circle around the word that doesn't belong.

- | | | | | |
|-----------|----------|----------|---------|---------------|
| 1) guess | language | intrigue | guinea | guitar |
| 2) dosage | message | collage | sausage | language |
| 3) cloud | discount | without | ounce | touch |
| 4) own | fellow | powerful | know | low |
| 5) only | dosage | sole | body | postmen |
| 6) eighty | light | caught | right | laugh |

2. Put each word in the right column. One word may go into two columns.

- | | | |
|-------------|--------------|-------------|
| available | competitive | distributed |
| energizing | especially | mainstream |
| essential | lifetime | reduction |
| minerals | necessary | sometimes |
| necessity | professional | |
| remarkable | signified | |
| requirement | synthesize | |
| strenuous | | |

The first syllable is stressed Ударение на первом слове	The second syllable is stressed Ударение на втором слове

3. Put each word in the right list depending on its stress pattern.

- | | |
|---------------------|------------------------|
| association | individual |
| consideration | availability |
| disproportion | |
| <u>,recre'ation</u> | <u>ac,commo'dation</u> |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

4. Read the phrases aloud. Pay attention to the linking *r*.

we are so very dependent on them for our well-being
only humans and guinea pigs are unable to synthesize
Vitamin C in their own bodies

three ounces of Vitamin A will keep you happy for
a lifetime

5. Read the sentences aloud. Pay attention to stressed and unstressed words and intonation marks. Explain why the underlined words are stressed.

It is odd, to begin with, that we cannot produce them ourselves when we are so very dependent on them for our well-being.

If a potato can produce Vitamin C, why can't we?
Within the animal kingdom only humans and guinea pigs are unable to synthesize Vitamin C in their own bodies. Why us and guinea pigs? No point asking. Nobody knows.

The other remarkable thing about vitamins is the striking disproportion between dosage and effect. Put simply, we need vitamins a lot, but we don't need a lot of them. Three ounces of Vitamin A, lightly but evenly distributed, will keep you happy for a lifetime. Your B1 requirement is even less— just one ounce spread over seventy or eighty years.

But just try doing without those energizing specks and see how long it is before you start to fall to pieces.

6. 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.

Vitamins are curious things. It is odd, to begin with, that we cannot produce them ourselves when we are so very dependent on them for our well-being. If a potato can produce

Vitamin C, why can't we? Within the animal kingdom only humans and guinea pigs are unable to synthesize Vitamin C in their own bodies. Why us and guinea pigs? No point asking. Nobody knows. The other remarkable thing about vitamins is the striking disproportion between dosage and effect. Put simply, we need vitamins a lot, but we don't need a lot of them. Three ounces of Vitamin A, lightly but evenly distributed, will keep you happy for a lifetime. Your B1 requirement is even less — just one ounce spread over seventy or eighty years. But just try doing without those energizing specks and see how long it is before you start to fall to pieces.

The same considerations exactly apply to the vitamins' fellow particles the minerals.

Task 2

Study the advertisement on page 147.

You are considering visiting the music festival and you'd like to get more information. You are to ask direct questions to find out the necessary information.

- 1. How may your questions start if you want to find out the following? Make up the questions (a–i) and match them with the prompts (1–7). Pay attention to the falling or rising intonation.**

- 1) time of the concert _____
- 2) headliners _____
- 3) accommodation _____
- 4) ticket price _____
- 5) if there are discounts for students _____
- 6) necessity to book in advance _____
- 7) payment options _____

- a) When _____?
- b) What time _____?
- c) Who _____?
- d) Where _____?
- e) What _____?

- f) How much _____?
- g) Are _____?
- h) Do _____?
- i) Is _____?

2. Complete the questions and match them with the prompts. (1–7)

- a) When does the concert start? 1) _____
- b) _____ is the beginning of the concert?
- c) _____ are the headliners of the concert?
- d) _____ can I stay?
- e) _____ accommodation provided?
- f) _____ there any places to stay?
- g) _____ is the price of the ticket?
- h) _____ does the ticket cost?
- i) _____ there any discounts for students?
- j) _____ you give a discount to students?
- k) _____ I get a discount if I am a student?
- l) _____ I buy a ticket at a reduced price if I am a student?
- m) _____ will the concert begin?
- n) _____ is the ticket?
- o) _____ are the tickets?
- p) _____ price are the tickets?
- q) _____ do I have to pay for a ticket?
- r) _____ are the main performers?
- s) _____ it necessary to book tickets ahead?
- t) _____ I need to reserve tickets in advance?
- u) _____ I have a choice of how to pay?
- v) _____ I pay by credit card?

3. In the questions (a–v) find the synonyms for the following words:

- headliners — _____
- accommodation — _____
- discount — _____
- to book — _____
- option — _____

4. Match the words/word combinations which have similar meanings.

1. if there are discounts
2. necessity to book in advance
3. payment options
4. ticket price
- A. availability of price reduction
- B. cost of the ticket
- C. if pre booking is essential
- D. possibility to pay online

5. What questions from ex. 2 may be asked to find out points A–D (ex. 4)?

Task 3

Imagine that the photos on page 148 are from your photo album.

1. Look at the photos, read what a person said about one of the photos. Which photo is she describing?

I've chosen photo number .

I took this photo one day last summer.

My friends and I decided to spend some time in the countryside. My parents were not against it. They let me go with my friends anywhere if I tell them who I am going with and where I am going.

The people in the picture are my friends. They are my classmates, to be exact. The girl on the left is my best friend Sarah. The girl in the checked blouse is Clare. The day was wonderful and we were enjoying ourselves.

Sarah and Clare are behaving silly in the photo. They are competing to see who will jump the highest. I decided to capture that moment with a camera in my mobile.

Looking at the photo, I can say that Sarah is the winner.

The camera in the mobile is not very good, that is why some photos that I took that day were really awful. However, this one is rather good, so I keep it in my album to show it to my friend who was not with us that day.

2. Which of these questions does the person answer? Tick. (V)

1. Where are the people? ____
2. Who are these people? ____
3. What are the people doing? ____
4. What are they wearing? ____
5. What things or objects are in the photo? ____
6. When is the situation taking place? (*summer, winter, morning ...*) ____
7. Why was the decision made to keep the photo? ____
8. Why was the decision made to show the picture? ____

3. Answer the remaining question/s.

4. Look through the following words and word combinations. Choose the word combination/s that you can use to describe picture 3. Make any necessary changes in the text (ex. 1).

last winter	my family
in the mountains	have just made a snowman
is the only one who is not wearing a cap	
stand still on one's hands the longest	
my younger brother and sister	
the day was nice and not cold at all	
the sun is shining brightly	spend the time together

5. Use the text (ex. 1) as a model, word combinations (ex. 4) and describe picture 1.

You will have to 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 1».

Task 4

Study the two photos on page 148.

**1. Write the headings above the correct groups of sentences.
(1—5)**

Contrasting the pictures

Comparing the pictures

Saying which you'd prefer

Saying about common features

Describing the photos

1. _____

I prefer to do exercise with a lot of other people around.

I'd rather do something less strenuous.

I enjoy competitive sports **more** than recreational activities.

I prefer individual sports.

I find swimming a long distance **more fun than** doing the same boring exercises in the gym again and again.

I definitely wouldn't like to do such exercises.

2. _____

The swimmers are taking part in a competition, **while** people doing aerobics are not.

It is clear that the swimmer wants to win, **whereas** the people doing aerobic exercises are doing them to be fit.

The swimmer is probably a professional sportsman and he is paid good money. **In contrast**, the people in picture two have to pay to do exercises.

Unlike swimming, aerobic exercises are done to music.

3. _____

The young women doing aerobics seem to be much **more** excited **than** the swimmer in picture one.

I think the swimmer is **fitter than** the girls in the exercise class.

4. _____

Both pictures show people doing sports.

There are people enjoying physical activity **in both** photos.

The person in the first picture is involved in sports. **Similarly**, the people in the second picture are doing sports exercises.

5. _____

The picture on the left shows a swimmer in the swimming pool.

The picture above shows professional swimmers.

In the second photo, there are people doing aerobic exercises in the gym.

In the picture below, there are girls at a fitness class.

2. Read the text in which the two pictures are compared and contrasted. Are all the following points covered?

- 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 kind of sport you'd prefer
- explain why

Both pictures are devoted to sport and sportsmen. **The picture above** shows swimmers in the swimming pool. They **look like** professional swimmers. They might be taking part in a competition.

In the second photo, there are people doing aerobic exercises in a gym. They seem to be enjoying themselves.

While both of the pictures are about an active way of life, they show different ways of doing sports. The swimmer definitely wants to win, **whereas** the girls doing aerobic exercises want to have a good time and do exercises to be fit. They look much more excited than the swimmer, because they are doing their exercises to music.

It seems to me that the swimmer is a professional sportsman and, **perhaps**, he is paid good money. **In contrast**, people in the gym have to pay to do exercises.

The people in both pictures are in good physical shape. I **am sure it is** because they do a lot of sport.

I personally **prefer** to do exercise with a lot of other people around. I'd **rather** do something non-competitive. I **enjoy** recreational activities **more than** competitive sports. I think they are better for your health.

3. Replace the highlighted words with the words with similar meanings from the box.

Although	However	I prefer to
like	maybe	
picture two	prefer ... to	seem to be
The first picture		
There is no doubt about it	These two	while

4. While comparing and contrasting the photos you will speak for not more than 2 minutes (12–15 sentences). The text (ex. 2) has more than 15 sentences. Make it shorter.

UNIT 4

Task 1

Imagine that you are preparing a project about youth life with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. Before reading the text do the following activities.

1. Read aloud the words in each line. Pay attention to the rules of reading of the highlighted letters and cross out the word that does NOT fit.

- 1) [ɔ:] applause **author** autumn aunt causes
- 2) [kwə] consequently **conquer** frequent request **question**
- 3) [k]..[s] accident circus concern concert council

- 4) [gz] exact exam exhibit exist express
 5) [aʊ] abound announce council routine proud
 6) [tʃ] charity chocolate choice chores choir
 7) [s] basic case consider research usually
 8) [gɪ] guidance guild guilty guinea guitar
 9) [əʊ] allow below grownup slow throw

2. Underline the highlighted letters that form one sound. Read the words aloud.

among chore discovery discuss issue
 schedule science psychologist relationship
 researches

3. Read aloud the words. Put the words into the appropriate columns according to the stressed syllable.

activity	adult	adulthood	appearance
argue	between	concern	conflict
determined	difference	difficulty	digest
discovery	exact	exist	
frequent	generation	grownup	guidance
household	however		
important	independent	influence	obvious
politics	prepare		
psychologist	realise	rebel	recognise
relation	relationship		
religion	routine	seldom	sometime
teenager			

1 st syllable is stressed	2 nd syllable is stressed	2 syllables are stressed

4. Read aloud the following sense groups. Pay attention to the linking [r].

there are many conflicts
the nature of the conflicts
their attitudes on the issues

5. Read aloud the sentence. Pay attention to the intonation of enumeration.

Teenagers and their parents | seldom argue about such topics as education, religion, politics or drugs.||

6. Read aloud the following sense groups and sentences. Pay attention to the highlighted stressed words and the intonation.

between children and their parents
more frequent conflicts between children and their parents
there are usually more frequent conflicts between children and their parents
During teenage years, | there are usually more frequent conflicts | between children and their parents.||

interesting discoveries
psychologists have made interesting discoveries
psychologists studying the conflicts have made interesting discoveries
Psychologists | studying the nature of the conflicts | have made interesting discoveries.||

parents and their children
parents and their children often argue
parents and their children often argue because of everyday family routine

Parents and their children | often argue because of everyday family routine | like household chores or school marks.||

parents need to realize
parents need to realize that this is normal
parents need to realize that this is normal and they are still important

Parents need to realize | that this is normal | and they are still important in their children's lives.||

7. Now 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.

The relationship between teenagers and their parents is sometimes stressful. During teenage years, there are usually more frequent conflicts between children and their parents. What causes the conflicts? Psychologists studying the nature of the conflicts have made interesting discoveries. Teenagers and their parents seldom argue about such topics as education, religion, politics or drugs. However great differences often exist between their attitudes on such issues. These differences do not influence relations among family members. That is why they do not lead to much conflict. In fact, the problems that do not directly concern the family's life are not discussed. Instead, parents and their children often argue because of everyday family routine like household chores or school marks. Youths may also rebel against the rules set by grownups. During the teen years, children naturally move toward being independent and rebel against guidance. But parents need to realise that this is normal and they are still important in their children's lives.

Task 2

Study the advertisement on page 149.

1. You decided to take part in the voluntary event and now you want to make some clarifications. Complete the direct questions you might ask about the voluntary event. Read aloud the questions. Pay attention to the intonation.

1) *aim*

- _____ the aim of the voluntary event?
- _____ the voluntary event aimed at?

2) *age of the participants*

- _____ can participate?
- _____ any age restrictions for the participants?
- _____ old _____ the people who volunteer?

3) *date*

- _____ the date of the voluntary event?
- On _____ date _____ the voluntary event planned?
- _____ you _____ to organize the voluntary event?

4) *activities*

- _____ activities _____ you plan?
- _____ any activities planned?
- _____ activities _____ I help with?
- _____ activities _____ I take part in?

5) *experience needed*

- _____ experience _____ I need?
- _____ kind of experience _____ I need?
- _____ I need any experience?
- _____ any experience needed?
- I need some experience, _____?

2. Change the indirect questions into the direct questions. Write them down. Read aloud the questions. Pay attention to the correct intonation.

1) I'm interested in *the aim* of the event. Could you be so kind to tell me about it?

_____?

2) Do you know if *the age of the participants* is restricted?

_____?

3) What about *the date* of the event?

_____?

4) Can you tell me about *the activities* you offer?

_____?

5) I need some *experience*. Is it so?

_____?

Task 3

Imagine that the photos on page 149 are from your photo album. You want to present one of the photos to your friend.

1. Study the photos and read the description. Which photo is described?

I want to show you the photo that I took (1) when I was on an exchange programme in Britain last summer. In the photo you can see my new friends I met there.

On that day we (2) organized a charity fair to raise some donations. In the photo my friends (3) are holding donations boxes. They (4) look happy and inspired as we managed to collect a good sum of money.

(5) The girl on the right is Linda. Now she is my pen friend. I like swapping e-mails with her.

I took this photo because (6) I wanted to memorise that day.

I've decided to show you the photo because (7) I know that you are also going on an exchange programme next summer. Remember, you asked me about my impressions? I think it might be interesting for you to learn about the activities we took part in there. You know, I keep this photo in my album because every time I see this photo it reminds me of my friends and the exciting things we did together.

2. In the description, identify the sentences that fit each point. Does the description cover all the points?

- 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 photo to your friend

3. Which sentences in the description can you use to describe any photo?

4. Here are some word expressions that can help you to describe the photos. Which of them would you use to describe the second photo, the third photo or both? Write the appropriate numbers near the word expressions.

(1) *Where / When did you take the photo?*

- on a trip ____
- at the stadium ____
- at the youth forum ____

- in the international language camp ____
- (2) *What kind of event is presented in the photo?*
 - went to the stadium to watch a football match ____
 - wanted to support our camp football team ____
 - had an award ceremony ____
- (3) *What are they doing?*
 - posing with their certificates ____
 - have just got their certificates ____
 - shouting encouraging slogans ____
 - cheering up their favourite team ____
 - holding their certificates with pride ____
 - holding a big placard with a slogan written on it ____
 - enjoying themselves after the award ceremony ____
- (4) *How do they feel?*
 - entertain themselves to the fullest ____
 - look positive and joyful as our team was winning ____
 - feel excited and thrilled as the football match was capturing ____
 - are cheerful and joyful as all of us got awards for our academic achievements ____
- (5) *Who?*
 - the girl on the left ____
 - the girl in the centre ____
 - the girl in the foreground ____
 - the boy on the right / Mark / he / him ____
 - the boy in the middle / Mark / he / him ____
 - the girl who is posing before the camera ____
 - the girl who is shouting the loudest ____
- (6) *Why did you take the photo?*
 - it was one of the most exciting moments of my trip ____
 - I wanted to capture that remarkable day ____
 - I decided to take a snap of my new friends ____
- (7) *Why did you decide to show the photo to your friend?*
 - I told you a lot about my new friends and now you can see them ____
 - you are a big fan of football ____

- unfortunately you / he / she couldn't be with us on that day ____
- this photo seems to me quite stunning / eye-catching ____
- this photo is one of the best I took during my trip ____
- you are also fond of taking pictures and I hope you'll like this one ____

- 5. Describe the remaining photos. Make use of the word expressions from ex. 4. In your talk remember to cover all the points from ex. 2. Remember that you have no more than 2 minutes to present your story.**

Task 4

Study the two photos on page 150.

- 1. Read the story below. Does it cover all the following points?**
- 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 way of spending holidays presented in the pictures you'd prefer
 - explain why
1. These two photos show different ways of how young people usually spend their holidays.
 2. There is a sunny warm summer day in both photos. In the first photo a girl is lounging on the beach. She is reading a book. It is obvious, she likes slow-paced holidays. This photo is taken at a seaside resort. The girl in the first photo is dressed only in a swimming suit.
 3. The other photo is quite different as it shows young people who prefer fast-paced holidays. The girls and the boy in the second photo are trekking. The young people have shorts and shirts on. They are wearing

special trekking boots and they are carrying rucksacks. The second photo is taken somewhere in the country. Similar to the first photo, the young people in the second photo are enjoying themselves. But unlike the first photo they look a bit more enthusiastic and physically strong.

4. As for me, I like fast-paced holidays better. That's why I, definitely, would prefer trekking holidays. As far as I know, trekking involves no climbing. I'm sure it would be perfect even for people of average fitness (like me). It seems to me that relaxing with a book is for elderly holidaymakers or young people who are quite lazy. So, the second photo motivates me more.

2. In paragraphs 2 and 3, find the examples of what is similar and what is different in these photos. What items are compared and contrasted? Which of them are given within one sentence and which are given one by one?

3. Here are some linking words. Which words would you use to say about similar things and which help to describe differences? Put the words into the appropriate column.

although	both	but	however
In contrast, ...	Like...		
Similarly, ...	Similar to...	Unlike...	whereas
while			

Showing similarity	Showing contrast

4. Make up sentences to compare and contrast these two photos. Use the linking words from ex. 3.

5. Write that you prefer slow-paced holidays. Give arguments. Here are some word combinations to help you.

- bring a lot of fond memories
- enjoy the majestic beauty of the seaside
- escape from my daily routine
- feel at ease
- forget our small problems and everyday chores
- fully appreciate the holidays
- with no cares in the world
- manage difficulties
- return refreshed
- set aside the stress of daily challenges

If you ask me, I'd prefer slow-paced holidays.

Just imagine, lounging on the beach _____.

Relaxing somewhere at the seaside resort helps _____.

I'm sure, _____.

Besides, _____.

I have no doubt, after such holidays _____.

That's why I enjoy slow-paced holidays better.

UNIT 5

Task 1

Imagine that you are preparing a project with your friend. You have found some interesting material about the UK National Health Service for the presentation and you want to read the text to your friend. Before reading the text, do some activities.

1. Read the words aloud. Pay attention to the rules of reading of the highlighted letters. In each line, cross out the word that does not fit.

- 1) [ʌ] publicly funded currently but include
- 2) [ʌ] some other cover become non-
- 3) [ə:] service world urgent emergency born

- 4) [u:] route wound routine group double
 5) [ɔ:] autumn fault also launch laugh
 6) [dʒ] register general emergency urgent grown

2. Read the words and classify them in the following groups.

1 st syllable is stressed 1 ^й слог ударный	2 nd syllable is stressed 2 ^й слог ударный	2 syllables are stressed 2 ударных слога

national, treatment, register, general, medical, significantly, efficient, ideal, available, exception, routine, conditions, emergency, depending, practitioner, overseas, comprehensive, long-held, long-term, end-of-life.

3. Read the following sense groups and sentences with the correct stress and intonation.

- 1) the National Health Service
 the National Health Service has grown
 the National Health Service has grown significantly
 Since its launch in 1948, the National Health Service has grown significantly.

- 2) a long-held ideal
 a long-held ideal that good medical care should be available to all
 It was born out of a long-held ideal that good medical care should be available to all.

- 3) free for anyone
 it remains free for anyone
 it remains free for anyone who is a UK resident
 With the exception of some charges, it remains free for anyone who is a UK resident.

4) routine treatments

routine treatments for long-term conditions

**routine treatments for long-term conditions | and
emergency treatment**

**It covers routine treatments for long-term conditions,
emergency treatment | and end-of-life care.**

- 4. You have 1.5 minutes to read the text about the UK National Health Service silently, and then be ready to read it aloud. You will not have more than 1.5 minutes to read it.**

Since its launch in 1948, the National Health Service has grown significantly. It has become the world's largest publicly funded health service. It is also one of the most efficient and comprehensive. The National Health Service was born out of a long-held ideal that good medical care should be available to all. This is a principle that remains at its core. With the exception of some charges, the National Health Service remains free for anyone who is a UK resident. That is currently more than 63 million people. It covers routine treatments for long-term conditions, emergency treatment and end-of-life care.

If you are an overseas visitor to the UK, you may be charged for some treatments. Depending on how urgent it is, you will usually have to pay in advance. Non-UK residents will also be charged for hospital treatments. If you are planning to live and work in England, you'll have to register with a general practitioner.

Task 2

Study the advertisement on page 150.

You are considering applying for a job as a sales assistant in one of Greggs bake shops. You are to ask 5 direct questions to find out more about it.

1. Read and match the highlighted words with their definitions.

- | | |
|--|---|
| 1) responsibilities | a) chances of future success |
| 2) workplace flexibility | b) knowledge or skills that make you suitable for a job or position |
| 3) if any experience is necessary | c) knowledge and skills that you get over months or years of practice |
| 4) if any qualification is required | d) the ability to make changes to when, where and how you will work |
| 5) prospects | e) something that you must do as part of your job or duty |

2. Read the following questions and decide which point in ex. 1 each question refers to. Some of these questions do not fit. There is an example at the beginning.

- A. What are the responsibilities of this position? (1)
- B. Are any qualifications required for this job? ___
- C. Are there any qualifications that I need to work in this position? ___
- D. Do the hours vary weekly or stay the same? ___
- E. How flexible are the hours? ___
- F. How many people work in a team? ___
- G. How much money will I receive? ___
- H. How soon would you like me to start? ___
- I. Do you think I have enough experience for this job? ___
- J. Is any specific experience needed for this job? ___
- K. Is it an outdoor or indoor job? ___
- L. Is overtime expected? ___
- M. What are the prospects for growth and advancement? ___
- N. What are the major responsibilities of this job? ___
- O. What do my responsibilities include? ___
- P. Where is the location of the job? ___
- Q. Who will be my direct supervisor? ___

3. Match the questions that didn't fit (ex. 2) with the following points. Write the corresponding letter next to each point.

- 1) if it is an outdoor job ____
- 2) location ____
- 3) number of team members ____
- 4) supervisor ____
- 5) salary ____
- 6) possibility of overtime ____
- 7) start time ____

4. Make up your own questions to find out more information about the job (ex. 3).

- 1) Will I _____ indoors?
- 2) Where is _____?
- 3) How many _____?
- 4) Who will _____?
- 5) What will _____?
- 6) Will there _____?
- 7) When does _____?

Task 3

Imagine that the photos on page 151 are from your family album.

1. Read the introductory paragraphs (A/B/C) of three possible descriptions of the photos. Fill in the gaps with the corresponding numbers.

A. I've chosen photo number _____. The point is that I always take photos when I visit new places. I like to snap pictures of local people doing something: playing football in the street, selling fish, having dinner... anything that shows how they live their lives.

B. I've chosen photo number _____. I like to shoot everything that interests me. I keep lots of photos on my phone and on my computer so that I can take a look at them

once in a while. Most of all I like taking pictures of people who I am travelling with. I include them in photos with the scenery in the background.

C. I've chosen photo number _____. I always take photos when I go to places I have never visited before just to memorize them in the pictures. Most of all I like to take scenery pictures because I want to remember the beauty that surrounds us. If I see something that I consider remarkable, such as a magical sunset or majestic mountains I start shooting without delay.

2. In your talk about one of the photos, you'll have to speak about:

- 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 family album
- 5) why you decided to show the picture to your friend

Read the description of picture № 1 and say if it covers all the points (1–5). Next to each sentence, write down the corresponding number. The first sentence is done as an example.

1) I took this photo last summer when I was on a brief trip in the USA. 1)

2) In this photo you can see a girl who I photographed while walking around Washington.

3) I was surprised to see the girl doing fitness activities in the open air just in the centre of the city.

4) As you can see, I took the photo from far away.

5) In the background there are some domestic buildings.

6) People from the neighbouring houses might be looking at her through their windows.

7) However, she is just doing her push ups paying no attention to anyone.

8) There is another thing that surprised me. The weather was hot and humid but the girl was wearing a long sleeve shirt and leggings.

9) I keep this photo in my album because it takes me back to the place I visited.

10) I decided to show this picture to my friend because it's hard to imagine that someone could do physical activities in the centre of the town we live in.

11) Besides, my friend has been considering starting exercising for a long time but he/she does not know what to start with and where.

12) By showing this photo I want to say to my friend: "Where is a will, there is a way."

3. In the introductory paragraphs (A/B/C), find and then write out four synonyms of the expression "to take pictures".

4. Describe picture № 2. Fill in the gaps with the words that fit. In some cases more than one variant is possible.

to capture	to shoot
took this picture	snapped the picture of
keep this photo	a lot of pictures
photographs	to show this photo
The photo shows	The photo I've chosen

Last summer my family and I were travelling by sea. It was my first voyage and I wanted (1) _____ as many moments of that amazing travel experience as possible.

(2) _____ is a bit blurry because I had (3) _____ seagulls against the black sky and poorly-lit sea. I (4) _____ at sunset. A large flock of seagulls is flying beside our cruise ship. The seagulls look enormous because I (5) _____ them close up. The seagulls are flying close to the surface of the sea because, most probably, they are searching for food.

I (6) _____ in my family album, because it shows the phenomenon I have never witnessed before. In my album, there are (7) _____ of beautiful sunrises but there are no (8) _____ of sunsets. That sunset was magical!

I decided (9) _____ to my friend because for a long time he/she has been trying to convince me that seagulls cannot see at night and that most often they fly only during

the day. (10) _____ seagulls flying over the sea when the sun has almost gone down. It means that seagulls can see in the dark!

5. Describe picture № 3. Use the words and expressions below. Mind the rules of writing.

close up	is enjoyable to look at
far in the distance	is/was wearing
in front of	are walking
in the background	is posing before the camera
in the foreground	brings back the memory of
to the right of	

I took this photo last spring in London. I studied English at one of the English language schools for international students. The School is located close to the centre of the city that is why after classes we used to hang around and tour London's most popular attractions.

1) _____ you can see my fellow student Alice who I made friends with during my stay in London. Alice's picture is taken 2) _____ in the photo. She 3) _____ looking out of the red telephone box. The spring was rather cold that year that's why Alice 4) _____ a coat and a scarf. 5) _____ you can see Elizabeth Tower or Clock Tower. 6) _____ there is the Palace of Westminster. 7) _____ the red telephone box you can see some of our mates from the group. They 8) _____ along the River Thames Embankment.

I took this picture because Alice asked me to photograph her 9) _____ the red telephone box, which she considers one of the best symbols of Great Britain. I keep the photo in my family album because it 10) _____. Besides, the photo 11) _____ the wonderful time we spent together in London.

I decided to show this picture to my friend because she/he has heard a lot about Alice but has not seen her yet.

Task 4

In task № 4 you have to study two photographs and then compare and contrast them.

To get ready to do the task, do the activities below.

1. Study the two photos on page 151 and read the following sentences about them. Decide which sentences refer to the first picture, which refer to the second picture and which refer to both of them. There are two examples at the beginning.

1) Well, let me have a close look at the photos. Both

2) I think, I will describe photo № 1 first. № 1

3) The photo shows a plumber who is doing his job. _____

4) He is repairing water pipes. _____

5) The second photo shows a team of five people who are working in an office. _____

6) One member of the team seems to be making a presentation and the others are listening to him. _____

7) It is felt that they are discussing some/an important issue. _____

8) Both pictures have a few things in common. _____

9) Both of them were taken indoors. _____

10) Each photo shows people at work. _____

11) However, there is a big difference between these two pictures. _____

12) The man in the first photo is working with his hands. He is a hands-on worker. _____

13) It seems that he works individually. _____

14) In contrast, people in the second photo are involved in intellectual work. _____

15) Besides, they work in a team. _____

16) I'd love to work on my own because it would give me the possibility to set my own hours and be responsible for what I personally do. _____

17) I like working with my hands so I might work as a landscape designer, for example. _____

2. Compare the two pictures (ex. 1). Use the words in the word box. More than one variant is possible. Mind the rules of writing.

Conjunctions:

but

although

while (*synonym* whereas)

however

Prepositions and nouns

with prepositions:

unlike

by comparison (with)

in comparison (with)

in contrast to

in contrast with

1) Both photos are quite similar in many ways. There are several major differences between them.

2) Each of the photos shows people at work. The jobs people do are quite different.

3) The first photo shows a plumber who is doing his job. The second photo shows a group of people working in an office.

4) The plumber is repairing water pipes. The people in the second photo are sitting in an office and discussing some issues.

5) The people in the second photo are involved in intellectual work. The man in the first photo is working with his hands.

6) Not only that, the man in the first photo is working individually. The people in the second photo are working as a team.

Not only that,

3. Write that you would like to work in a team. Give arguments. Use the words in the word box.

cooperating	exchanging ideas
helping each other	quick to learn
sharing the responsibility	communicate
ask for guidance	understand the viewpoints
learn new things and meet new people	

Personally, I'd like to work as part of a team.

Teamwork involves _____, _____, _____
and _____.

Teamwork helps people to _____
_____.

I'll be able to work in a team because I'm not afraid
_____ if necessary. Besides, I am _____.

I can _____ of others and I can _____
effectively with others.

4. Use exercises 2 and 3 to compare and contrast the two photos:

- 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 if you would like to work in a team or individually
- explain why

UNIT 6

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 the text about matryoshka to your friend. Before reading the text, do the activities below.

1. For each word choose the correct sound for highlighted letters. Read the words aloud.

- 1) symbol [u:] [ɪ]
- 2) secret [ɪ] [e]
- 3) matryoshka [ɪ'ɒ] [ɜ:]
- 4) folk [əʊ] [ɔ:]
- 5) picturesque [kju:] [k]
- 6) bookshelves [v] [f]
- 7) Japanese [ɑ:] [æ]
- 8) occasion [ʒ] [z]
- 9) beloved [e] [ɪ]
- 10) exhibition [ks] [kz] [ksh]

2. Read the following numbers and dates. Pay attention to the difference in their pronunciation.

in 1700 = in seventeen hundred	1456 km = one thousand four hundred and fifty-six kilometers
in 1976 = in nineteen seventy-six	1976 people = one thousand nine hundred and seventy-six
in 2000 = in two thousand	2000 pounds = two thousand pounds
in 2014 = in two thousand fourteen or in twenty fourteen	2014 kilos = two thousand and fourteen kilos

3. Read the following sense groups and sentences, pay attention to stressed and unstressed words and intonation. Try to read each line as quickly as possible.

the originality of **nesting dolls**
 The originality of **nesting dolls** attracts **fans**.
 The originality of **nesting dolls** attracts the **fans** of **Russian folk art**.
 The originality of **nesting dolls** attracts the **fans** of **Russian folk art** from around the **world**.||

Russian nesting dolls

bright and **picturesque** **Russian nesting dolls**

Bright and **picturesque** **Russian nesting dolls** | **decorate** the **bookshelves**.

Bright and **picturesque** **Russian nesting dolls** | **decorate** the **bookshelves** | in the **homes** of **thousands** of **Russians**.||

Russian masters **made** **hollow** **Easter eggs**.

Russian masters **made** **hollow** **Easter eggs** from the **wood**.

It's **known** | **that** **Russian masters** **made** **hollow** **Easter eggs** from the **wood**.

It's **known** | **that** **Russian masters** **made** **hollow** **Easter eggs** from the **wood** | **long** before the **first** **nesting doll** was **made**.||

The **dolls** **earned** a **bronze medal**.

In **1900**, | the **dolls** **earned** a **bronze medal**.

In **1900**, | the **dolls** **earned** a **bronze medal** at the **World Exhibition** in **Paris**.||

4. Read the sentences aloud. Pay attention to stressed and unstressed words and intonation.

It's **hard** to **find** a **symbol** of **Russia** | **more** **popular** | **than** the **traditional** **nesting doll**.

These **decorated** **wooden dolls** "with a **secret**" | **are** also **called** **matryoshka dolls**.

Some **historians** of **Russian life** **argue** | **that** **nesting dolls** **originated** from **Japanese** **traditional** **dolls**.

Nesting dolls were a **popular** **present** to **young** **women** from their **beloved** ones.

5. 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.

It's hard to find a symbol of Russia more popular than the traditional nesting doll. These decorated wooden dolls "with a secret" are also called matryoshka dolls. The originality of nesting dolls attracts the fans of Russian folk art from around the world. Bright and picturesque Russian nesting dolls decorate the bookshelves in the homes of thousands of Russians.

Some historians of Russian life argue that nesting dolls originated from Japanese traditional dolls. But it's known that Russian masters made hollow Easter eggs from the wood long before the first nesting doll was made.

First nesting dolls were toys for children. But their price was so high that adults could buy them only on special occasions. Nesting dolls were a popular present to young women from their beloved ones. In 1900, the dolls earned a bronze medal at the World Exhibition in Paris. Soon after, Russian nesting dolls became wildly popular.

Task 2

1. You are considering visiting the musical. Look at the advertisement on page 152. Find out more information. For each task, write down questions using the words below.

1) time of the performance

When _____ begin?

When _____ start?

What time _____ ?

2) length of the performance

How long _____ last?

How long _____ the performance?

When _____ finish?

3) if the tickets are available for today

Are _____ for tonight?

Are _____ left for today?

Do you have _____ for tonight?

Is it possible _____ ?

- 4) price
 What _____ for a ticket?
 _____ the cheapest tickets?
 How much _____?
- 5) availability of group price reduction
 Is _____ for a group?
 Can _____ if I buy tickets for a group?
 _____ group discount tickets?

2. Read the conversation in the box office. Restore the conversation using the questions from ex. 1.

- Can I help you?
 — Yes, I'd like to book two tickets for *The Phantom of the Opera*?
 (1) _____?
 — I'm sorry, there is no performance this evening. Can I offer you the tickets on Saturday?
 — (2) _____
 — Well, actually, there are two performances at 2.30 and 7.30 pm.
 — (3) _____?
 — The length of show is 2 hours and 30 minutes including the interval.
 — (4) _____?
 — From £27 for a day show, and from £34 for a night show.
 — (5) _____?
 — Sorry, there are no group discounts.
 — Ok, I'll take ten tickets for the day performance then.

3. Match the word combinations which have similar meanings. What questions can you ask according to the points in the second column?

- | | |
|---|---|
| 1) time of the performance | A. entrance fee |
| 2) length of the performance | B. availability of price reduction for groups |
| 3) if the tickets are available for today | C. beginning of the musical |
| 4) price | D. duration of the show |
| 5) discount for groups | E. availability of the tickets |

Task 3

1. Imagine that the photo on page 152 is from your album. Present your photo to your friend. Fill in the gaps with linking words from the box. You can use the words more than once.

Moreover that when while because so that
--

A. I keep this photo in my album because I want to show it to my friend (1) _____ he likes watching 3D films.

B. (2) _____, he enjoys visiting 7D movie theatres.

C. I want him to see how he looks (3) _____ he watches a film. Sometimes it is very funny.

D. I got this photo last Saturday. It was taken at my aunt's home (4) _____ we went to visit her at the weekend.

E. The photo was taken (5) _____ my two younger brothers were watching a new 3D film.

F. I looked into the room and couldn't help taking this picture.

G. In the picture there are my brothers sitting on the sofa. They are wearing 3D glasses.

H. As usual they are having a big bowl of popcorn.

I. It is quite clear they are watching an action film. It was a story about space exploration.

J. The 3D effects of the film were (6) _____ vivid and impressive _____ they were screaming and yelling all the time.

K. They tried to push away meteorites and other objects (7) _____ were flying towards them.

L. It was very interesting to watch them (8) _____ they were enjoying the film.

2. Match each sentence(A–L) with the points (1–5). Decide if the sentences (A–L) cover all the points.

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

3. 1) Match the two parts of the sentences to describe the second photo on page 152. Find out if they cover all the points in ex. 2.

1. I got this photo	A. standing in front of a display with ancient artefacts.
2. The photo was taken	B. my sister looks so serious and sweet.
3. In the picture there is	C. I want to boast about how clever my sister is.
4. She is	D. when my mum, dad, younger sister and I took a Golden Ring tour.
5. I couldn't help taking this picture because	E. I'd like to tell her how interesting it was spending time together.
6. It was very interesting	F. in the Natural history museum while we were having a guided tour around it.
7. I want to show this picture to my friend because	G. to watch her walking around the museum and asking the guide questions.
8. Besides,	H. my younger sister.

2) Describe the picture using the points from ex. 2. Add the following sentences to your description to make it more detailed.

My sister took the guide's story about the life of our ancestors very seriously.

I keep this photo in my album because I want to show it to my granny when she comes to visit us next month.

She is examining the display very carefully.

Artefacts and stories about the past awaken interest and curiosity.

I should say that the tour was really interesting and informative.

She is listening to the guide and she is taking notes.

Mum bought a special note book for her to take notes.

Task 4

1. Study the two photos on page 152. Match the sentences that have a similar meaning.

1) These two pictures show two different places where you can enjoy a film.

2) It is clear that it is a thriller or a horror film because the girls look scared.

3) In the picture on the right hand side we can see people watching a film at a cinema.

4) The pictures show different ways to watch a film.

5) It is probably a very intense moment in the film because the girls are glued to the screen.

6) In the left hand picture we can see two girls.

7) I have no doubt that it is a good amusing film that makes people laugh.

8) It is obviously a very scary film because one of the girls looks really frightened.

9) It is also likely to be a very interesting film because the girls forgot about their snacks.

10) In the right hand picture we can see a group of people who are watching a film on a big screen.

11) The left hand picture is of two friends.

12) It must be a comedy because people in the picture are smiling.

2. Find and underline the phrases that are used to express certainty and uncertainty.

3. Compare the two pictures and find out what they have in common. Use ex. 1.

theme	number of people	what people are doing
emotions	place	

I think the common theme here is _____

They both show _____

In each picture _____

In both pictures _____

4. Contrast the two pictures to find out in what way they are different. Use ex. 1.

theme	number of people	what people are doing
emotions	place	

In the picture on the right hand side we can see
_____ while _____

Whereas the people on the right hand picture _____

With the people on the right hand picture it is quite clear _____, while in the left hand picture _____

5. Fill in the gaps in the text with the appropriate word combinations that express certainty and uncertainty from the box. More than one variant is possible.

It is quite clear	I have no doubt	to my mind
It is probably	probably	It seems to me
I'm sure	It is obviously	It must be

I have two pictures to compare. Both pictures are devoted to the question about where it is better to watch a new film. In the right hand picture we can see some people who are sitting in a cinema while the left hand picture shows two girls

who are watching a film at home. The people in both pictures are having different snacks and soft drinks. In both pictures the people are glued to the screen, (1) _____ they are watching very interesting films. While both pictures show people who are busy with the same activity, they depict different emotions. Whereas the people in the right hand picture are relaxed, the girls in the left hand picture are scared, (2) _____. (3) _____ that people in the right hand picture are watching a comedy, while the girls on the left hand picture are (4) _____ watching a thriller. In the picture on the right hand side the people are laughing. But in the left hand picture one of the girls is shaking in her shoes and the other one forgets about her popcorn because the events in the film are keeping her in suspense. Personally, I think that it is better to watch a new film in the cinema on a big screen. In the cinema you can enjoy the picture to the full, especially if it is a 3D film. Moreover, the sound in the cinema is much better. Besides, I like to sit around a lot of people and get their reactions as well as my own. That is why I prefer to go to the cinema to watch a new film.

6. Compare the two tasks to describe the pictures. Which task does the text refer to?

Task 1. 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 what kind of films you prefer, explain why

Task 2. 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 where you prefer to watch a new film, explain why

7. Think how you would finish up your description according to the task left.

UNIT 7

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 the text about environmental problems to your friend. Before reading the text do the following exercises.

1. Read aloud the words in each line. Pay attention to the rules of reading of the highlighted letters and underline the word that does not fit.

- | | | | | | |
|--------------|---------|----------|---------|---------|---------|
| 1) leave | clean | realize | breathe | mean | leader |
| 2) resource | source | course | court | journey | flour |
| 3) quality | quarter | quarrel | quite | queue | quickly |
| 4) due | blue | continue | issue | argue | value |
| 5) scientist | diet | believe | quiet | society | variety |
| 6) vanish | band | canvas | swamp | candle | channel |

2. Put the stress in each word. Read the words aloud.

- | | | |
|---------------|-------------|------------|
| ex'tinction | destroying | essential |
| extreme | humankind | rainforest |
| deforestation | environment | ecological |

3. In the text (ex. 5), find the corresponding English word for each phonetic description.

Phonetic description	English word
['ɒksɪdʒən]	1) oxygen
['nætʃrəl]	2)
[dɑr'ɒksaɪd]	3)
[kri:'eɪt]	4)

Phonetic description	English word
['sentʃəri]	5)
['i:kəʊsɪstəm]	6)
[kən'vɜ:t]	7)

4. Read the sentences aloud. Explain the intonation and stress in each case.

No tree| means no resources| and no oxygen.||

Scientists believe trees will vanish in the next century and a quarter.||

We are risking the quality of life| and the quality of air.||

This natural filter keeps the air clean| and converts carbon dioxide into oxygen| that enables us to breathe and live.||

5. 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.

Deforestation is not only destroying the environment, it is killing us. Due to the lack of trees, the environment and human beings suffer on a daily basis. Every single day we are cutting down land filled with trees, the size of New York City. No trees means no resources and no oxygen. It results with the extinction of humankind. Scientists believe trees will vanish in the next century and a quarter. This leaves very little time for us to make a change. The rapid loss of rainforests creates extreme changes in the climate and ecosystems, which human beings will have to face. We are risking the quality of life and the quality of air. People fail to realize that trees act as an essential filter that cleans the air we breathe. This natural filter keeps the air clean and converts carbon dioxide into oxygen that enables us to breathe and live.

Task 2

Study the advertisement on page 153.

You are considering visiting the marine science camp on holidays and now you'd like to get more information. You are to ask five direct questions to find out the following information. Before asking questions do the following exercises.

1. Match each item with its appropriate definition.

- 1) date of the session _____
- 2) duration of the session _____
- 3) academic schedule _____
- 4) recreational activities _____
- 5) tuition payment _____
 - a) the outdoor activities which are included
 - b) money that you pay for being taught
 - c) the amount of time that the session lasts
 - d) the dates when the session begins and ends
 - e) the subjects which are available to learn

2. Write down the questions about the marine science camp. Match the questions with the corresponding points in ex. 1.

- 1) When/the session/begin? _____
- 2) What/the date/session? _____
- 3) How long/the session/last? _____
- 4) What/the duration/the session? _____
- 5) What subjects/available? _____
- 6) What subjects/in the academic schedule? _____
- 7) Recreational activities/suggest? _____
- 8) Which recreational activities/include? _____
- 9) What/the tuition payment? _____
- 10) How much/the session/cost? _____
- 11) What/the price/the stay? _____
- 12) How much money/should/pay? _____

Task 3

Imagine that the photos on page 153 are from your photo album.

- 1. Read and compare the descriptions of the pictures above. Do they cover all the points of the following outline? Find and mark in both texts the sentences that fit each point of the outline.**

- 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

A. I've chosen the photo that shows six young people planting a tree. They are all wearing green eco-friendly t-shirts. I took this photo when I was in the International summer camp in Bulgaria last summer. Our session was called Ecology Explorers. The two weeks we spent there were exciting and educational. We made many new friends and learnt to respect ourselves, others, and the environment through exploring the natural world. There were a lot of fun activities, science experiments, environmental games, planting trees, walking to nearby parks and more. In the photo, you can see my new friends Dona, Lia, Nora, Paola, Martin and Francis. They are from different countries. The girls are from Italy and the boys are from France. They are planting a pine tree. They are smiling because they are happy to be making their small contribution into improving the environmental situation. I took this photo and keep it in my album because it shows how we spent our time in the camp. I think a photo is worth a thousand words. I've decided to show this photo to you because I know you always take part in the ecological actions of our school.

B. I've chosen the photo in which you can see some young people cleaning the street. There are six people in the photo. They are all wearing blue volunteers' t-shirts.

I took this photo when I was in the International summer camp in Bulgaria last summer. Our camp was called Ecology Explorers. In the photo, you can see one of the environmental actions of our camp. You can see four girls, one boy and our tutor cleaning the paths in the nearby park. People in this town praised and thanked us for the work we did. I took this photo and keep it in my album because it shows how we spent our time in the ecological camp. I've decided to show this photo to you because I know you approve of all eco-friendly actions.

- 2. In the first description (text A), find and underline the sentences which help to make up a story about picture № 1.**
- 3. Expand on the second description (text B) making up a story about picture № 2.**

Task 4

Study the two photographs on page 153.

- 1. Read the description of the photographs and put the paragraphs in the correct order according to the following outline:**
 - 1) give a brief description of the photos (action, location)
 - 2) say what the pictures have in common
 - 3) say in what way the pictures are different
 - 4) say which way of caring about the environment presented in the pictures you'd prefer
 - 5) explain why

A. Recycling would save materials such as trees, aluminum, oil and water. It would also conserve energy and natural resources, reduce air and water pollution. Recycling, although a small act, has a huge effect on the Earth. That is why I prefer the way of caring about the environment presented in the second photo.

B. I have two photos to compare. These two photos show different ways of caring about the environment in the place we live in. There are young people helping nature in both photos. In the first photo there is a boy feeding birds in a park or in a forest in winter. The other photo shows a young man who is throwing away a plastic bottle in the recycling bins in his hometown.

C. What both photos have in common is young people's attitude towards protecting nature. They both love the planet they live in.

D. In my opinion, recycling is one of the best and easiest ways to save our planet. I definitely wouldn't want to live in a place littered with trash in the streets.

E. While both photos show the young people caring about the environment, they depict different emotions. The boy in photo №1 is smiling. It is clear that he loves birds and is happy to help them. The young man in photo № 2 is not smiling he is serious. I think he understands the importance of recycling and he wants to help. The earth is our home and we must take care of it.

2. Underline the structures that are used to compare and contrast photos and to say which you'd prefer.

3. Write down your own conclusion to the description presenting the other point of view: that you'd prefer to help wild birds to survive in cold winter months. Explain your choice. Use some of the following structures:

Personally,	In my opinion, ...	Moreover, ...
		I think...
Besides, ...	I'd rather...	I definitely
		wouldn't like to...
I enjoy... more than...	That is why I prefer...	

UNIT 8

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 the text about the official language of China to your friend.

1. Read aloud the words in each line. Pay attention to the rules of reading of the highlighted letters and cross out the word that does not fit.

- 1) read mean speak people health
- 2) community difficult **useful** human **usual**
- 3) number hundred multiple understanding opportunity
- 4) China quite pitch mind memorise
- 5) around about thousand should proud
- 6) cough night might insight fight

2. Put the stress in each word. Read the words aloud.

Chinese	population	language	applicant
intonation	newspaper	Mandarin	company
surprisingly	rewarding	employee	excited

3. Read the sentences aloud. Pay attention to the linking [r].

Chinese **grammar** is **surprisingly simple**. ||
There are **no tenses**, **plurals**, **cases** or **genders**. ||
There are a **large number** of **characters** with **exactly** the same **meaning**. ||

4. Read the sentences aloud. Pay attention to the intonation.

Actually, | it is **not** as **hard** as the learner might **think**. ||
However, | it is a **long learning journey**. ||

5. You have 1.5 minutes to read the text silently, and then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

Mandarin Chinese is the most widely spoken language in the world. It is the official language of China. More than nine hundred million Chinese speak Mandarin. Large communities around the world also speak Chinese. About one in five of the world's population speaks a form of Chinese.

Learning this language is quite interesting, but is rather difficult. Actually, it is not as hard as the learner might think. Chinese grammar is surprisingly simple. There are no tenses, plurals, cases or genders.

The hard bit is mastering the tones. Mandarin is a tonal language. It means that the pitch or intonation affects the meaning.

The most difficult but most rewarding aspect is writing Chinese characters. There are a large number of characters with exactly the same meaning. The beautiful and poetic script can give the learner a useful insight into the Chinese mind. However, it is a long learning journey. The learner should memorise over two thousand characters to read a Chinese newspaper!

a character — (зд.) иероглиф

Task 2

Study the advertisement on page 154.

You are considering improving your English skills in a summer language school.

1. Write down questions you might want to ask about the language school:

1) about the location of the language school

_____ located?

2) about the length of the language course

How long _____ ?

3) about the number of lessons per week

How many _____ ?

4) about the number of students in the class

How many _____ ?

5) about facilities

Are there _____ ?

6) about accommodation

What _____ ?

7) about activities

Do you offer _____ ?

What _____ ?

8) about excursions

Do you organise _____ ?

9) about the price of the course

How much _____ ?

10) about the dates of the course

What _____ ?
_____ start?

11) about requirements

Are there _____ ?

2. Make up and write down five your own direct questions to find out the following. Do not use the questions from ex. 1.

1) location

_____ situated?

2) language requirements

_____ meet to be considered for a place in the school?

3) facilities available

What facilities _____ ?

4) sightseeing tours

_____ offer?

5) cost of two-week course

What _____ ?

Task 3

Imagine that the photo on page 154 is from your photo album.

1. Read the description of the photo. Does it cover all the points? Does it contain the required number of sentences?

I took this photo last summer when I was at a summer camp. I remember well the day when this photo was taken, as it was very enjoyable!

In the photo you can see Jane who I made friends with in the camp. I took this photo because I was surprised that Jane was so good at horse riding.

There are some other reasons why I couldn't help capturing this moment. It is the beauty of the landscape. Though there was snow in the mountains far away, it was rather hot in the valley where we were horse riding. That's why she is wearing the sleeveless top.

I keep this photo in my photo album because I am going to show it to my friend who likes horses but has never ridden a horse yet. I hope my photo will inspire him to take up horse riding.

2. To make the description more vivid add some sentences and put them into the right places.

- 1) Have a look at Jane's clothes!
- 2) Look, how graceful she is!
- 3) Frankly speaking, he is afraid of horse riding.
- 4) She is posing before the camera sitting on a horse.
- 5) I had a wonderful time there.
- 6) As you can see, in the background there are magnificent mountain ranges with snow-capped mountain peaks there.

Task 4

Study the two photographs on page 154.

You are going to compare and contrast the photos (12—15 sentences) according to the following plan.

- 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 education you'd prefer to get: academic or vocational
- explain why

1. Compare the photos filling in the gaps with the appropriate phrases from the box.

Each of these photos shows
in the first photo
Similarly
Both photos are devoted to
Both in the first and in the second photos
As far as I can see, the common theme here is

- (1) _____ getting education.
(2) _____ a teacher and several students.
(3) The teacher _____ is giving lessons to his students.
(4) _____, the students in the second photo are having lessons.
(5) _____ the students are listening to and watching their teachers attentively.
(6) _____ acquiring professional skills.

2. Contrast the photos filling in the gaps with the appropriate phrases from the box.

Compared to the photo on the left, in the right hand photo
Another important difference is that
While both of the photos show
The second one is different because
The first photo depicts

- (1) _____ lessons, they illustrate different ways of learning.
(2) _____ the students and their teacher in a typical classroom with the desks and a blackboard. (3) _____ the lesson takes place in the kitchen or in the pastry lab.

(4) _____ the students in the first photo are taking a lesson in physics. They are gaining theoretical knowledge. The teacher is explaining a physics formula to his students. (5) _____ the students are having a practical lesson or a workshop. It must be a “hands-on” cookery class because the teacher or a professional chef is teaching his students to make pastry.

3. Complete the sentences putting down which education you'd prefer to get: academic or vocational. Explain why.

I personally **prefer** _____ because _____.

I'd rather _____

I definitely wouldn't like to _____ because _____

I enjoy _____

4. In 1.5 minutes be ready to compare and contrast the photographs. You will speak for not more than 2 minutes (12—15 sentences). You have to talk continuously.

Часть 2
КОНТРОЛЬНЫЕ ЗАДАНИЯ (PART II)

ПАМЯТКА**Как выполнить задание 1**

В данном задании нужно прочитать вслух научно-популярный или публицистический текст. Чтобы успешно выполнить это задание, советуем придерживаться следующих рекомендаций.

Готовясь к выполнению задания:

- прочитайте инструкцию к заданию;
- просмотрите текст, чтобы понять его содержание и структуру;
- обратите внимание на то, что может вызвать у вас затруднение (незнакомые и многосложные слова, длинные предложения и т.п.);
- помните, что время подготовки ограничено 1,5 минуты.

Выполняя задание:

- соблюдайте правила чтения и произношения;
- соблюдайте фразовое ударение: выделяйте голосом ударные слова и не выделяйте голосом неударные слова;
- не забывайте о логическом ударении, с помощью которого вы можете выделить любое, даже неударное слово;
- правильно расставляйте паузы в предложениях;
- соблюдайте правила интонирования каждой смысловой группы и предложения;
- не допускайте необоснованных и длинных пауз между словами внутри предложения и между предложениями (время чтения текста ограничено 1,5 минуты).

ПАМЯТКА**Как выполнить задание 2**

В данном задании нужно задать пять прямых вопросов. Чтобы успешно выполнить это задание, следуйте следующим рекомендациям.

Готовясь к выполнению задания:

- внимательно прочитайте инструкцию к заданию;
- убедитесь, что вы понимаете, о чём именно необходимо спросить в каждом вопросе;
- решите, какой тип вопроса (общий или специальный) необходимо задать в каждом случае;
- сформулируйте вопросы, соблюдая порядок слов, характерный для каждого типа вопроса;
- помните, что время подготовки ограничено 1,5 минуты.

Выполняя задание:

- задавая вопросы, помните о порядке слов в вопросительных предложениях;
- произносите вопросительные предложения с правильной интонацией;
- помните, у вас есть 20 секунд, чтобы задать каждый вопрос.

ПАМЯТКА

Как выполнить задание 3

В данном задании нужно описать одну из 3 предложенных фотографий в соответствии с поставленной задачей. Чтобы успешно выполнить это задание, советуем придерживаться следующих рекомендаций.

Готовясь к выполнению задания:

- внимательно прочитайте инструкцию к заданию;
- выбирайте для описания из 3 предложенных фотографий ту, описывая которую, вы сможете назвать, кто изображён или что изображено на фотографии, что происходит, кто что делает, где происходит действие;
- подумайте, что вы можете сказать по каждому пункту задания;
- помните, что время подготовки задания ограничено 1,5 минуты.

Выполняя задание:

- помните, что вам нужно раскрыть содержание каждого пункта;

— учитывайте, что объём высказывания должен быть 12—15 фраз;

— начните описание с фразы *I've chosen picture number ...*;

— помните, что ваше высказывание должно быть логично и иметь завершённый вид;

— используйте вступительную фразу, например: *I want to show this photo to my friend*, и заключительную фразу, например: *I think my friend will like this photo*.

— учитывайте, что время выполнения задания ограничено 2 минутами.

ПАМЯТКА

Как выполнить задание 4

В данном задании нужно сравнить 2 фотографии в соответствии с поставленной задачей. Чтобы успешно выполнить задание, советуем следовать следующим рекомендациям.

Готовясь к выполнению задания:

— внимательно прочитайте инструкцию к заданию;

— определите **общую** для обеих фотографий **тему**;

— определите **общие** и **отличительные черты**, поставьте отметить, по крайней мере, 2 сходные черты и 2 различные;

— определите свои **предпочтения** и **аргументируйте** их;

— помните, что время подготовки задания ограничено до 1,5 минуты.

Выполняя задание:

— помните, что вам надо раскрыть содержание каждого пункта;

— используйте различные грамматические структуры, разнообразную лексику, соответствующую сюжету картинок, и средства логической связи;

— помните, что время выполнения задания ограничено 2 минутами, высказывание должно состоять из 12—15 фраз.

TEST 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.

Is it healthier to live in the country than in the city? Not necessarily.

Some decades ago, there was no question that living in the country was healthier than living in the city. Most cities had high levels of crime, pollution and infectious diseases, whereas the fresh country air, open spaces and lack of traffic in rural areas was considered the idyllic way to live. In certain ways, this is still true. However, it turns out that city dwellers now tend to live lives that are both longer and healthier than country people.

A recent report has evaluated the health factors and outcomes in the US county by county. According to it, those who reside in rural areas are more likely to be sedentary, obese and smoke cigarettes than those who live in a city. Related to this are higher rates of diabetes, high blood pressure, heart attacks and strokes in country dwellers.

Task 2. Study the advertisement on page 155.

You are considering taking the London Eye River Cruise and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- 1) where it starts and finishes
- 2) cruise duration
- 3) if audio guides are available
- 4) tickets online
- 5) family ticket discount

You have 20 seconds to ask each question.

Task 3. Imagine that the photos on page 155 are from your photo album. Choose one photo to present 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 ... “.

Task 4. Study the two photographs on page 156. 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 presented in the pictures you’d prefer to live in
- explain why

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

TEST 2

Task 1. Imagine that you are preparing a project about the British Parliament 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 Britain, a Member of Parliament is known as an MP. Specifically, MPs are members of the House of Commons. The House of Commons is the lower house in the British legislation system. MPs are democratically elected by residents of the districts which they represent. They serve a term of four to five years in Westminster. MPs act as legislators and represent the interests of the British people.

In order to serve as an MP, a person must be over 18 and a British citizen or a citizen of a Commonwealth nation. In addition, he or she must not be subject to criminal actions.

Political parties usually sponsor persons who want to run as an MP. Political campaigns by MPs include advertising, public events and debates. These activities help to get MPs in the public eye. Many MPs have some sort of experience in working with the law or in government, but this is not required.

Task 2. Study the advertisement on page 156.

You are considering visiting the most popular British sights and now you are asking your British friend about the tours of the Houses of Parliament to find out more information. In 1.5 minutes you are to ask 5 direct questions to find out the following:

- 1) date
- 2) parts of Parliament to visit
- 3) if possible to watch Parliament sessions
- 4) location of the Ticket Office
- 5) admission price

You have 20 seconds to ask each question.

Task 3. Imagine that these photos on page 157 are from your photo album. Choose one photo to present 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 ...”.

Task 4. Study the two photographs on page 157. 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 activities presented in the pictures you'd prefer
- explain why

You will speak for more than 2 minutes (12—15 sentences). You have to talk continuously.

TEST 3

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 loud.

The Dr Martens boots story started in Germany. Recovering from a skiing accident, one doctor invented the air-cushioned sole.

In 1959 the British company got the rights to this sole. For 10 years they sold the boots to postmen.

Then the hand of fate touched the Doc: the boots became favoured by skinheads.

The skins' interest formed a long and powerful association with British pop music and youth fashion. From skins to punks, mods and indie kids, each new subculture adopted the boots and made them their own. Sometimes they claimed it was function before fashion. It wasn't. The boots signified you were a member of the tribe.

But in the early eighties, something amazing happened: the boots hit the mainstream. They were practical, cheap. You could wear them with anything and — especially important for women — they were comfortable.

They started going out of fashion from 1988. The era of the trainer began.

Task 2. Study the advertisement on page 158.

You are considering booking a place for your brother and sister in the camp and you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- 1) dates
- 2) age limits
- 3) location
- 4) if pre booking is essential
- 5) indoor/outdoor activities

Task 3. Imagine the photos on page 158 are from your photo album. Choose one photo to present to your friend.

You will have to 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...”

Task 4. Study the two photos on page 159. 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 way of having a meal you’d prefer
- explain why

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

TEST 4

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.

There was no word “teenager” in the first part of the twentieth century. Young people between childhood and adulthood in America were called kids, boys and girls, young men and young women, youth.

Most Americans did their best to allow their children to enjoy their youth while they were slowly prepared for the difficulties of adult life. The law stopped child labour. The number of years spent in school for young Americans became longer. It soon became obvious that a new stage of life — the teenage phase — was becoming a reality in America.

A new word was needed to describe this generation. First, people began to use the word ‘teen’ to speak of clothes and activities for girls and boys. Recognizing the teen years, people still passed them on to childhood. About twenty years later, the word ‘teenager’ was born. Though the exact date is not determined, the word makes its appearance in a 1941 issue of Reader’s Digest.

Task 2. Study the advertisement on page 159.

You are considering going to the summer camp and now you’d like to get more information. In 1, 5 minutes you are to ask five direct questions to find out the following:

- 1) type of camp
- 2) length of stay
- 3) accommodation
- 4) activities
- 5) price

You have 20 seconds to ask each question.

Task 3. Imagine that the photos on page 160 are from your photo album. Choose one photo to present 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 photo to your friend

You have to talk continuously, starting with “I’ve chosen photo number...”

Task 4. Study the two photos on page 160. 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 way of learning 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.

ПРИЛОЖЕНИЯ

Критерии оценивания выполнения заданий устной части

Задание 1 (чтение текста вслух) — *максимум 1 балл*

	Фонетическая сторона речи
1	Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов без нарушений нормы: допускается не более пяти фонетических ошибок, в том числе одна-две ошибки, искажающие смысл
0	Речь воспринимается с трудом из-за большого количества неестественных пауз, запинок, неверной расстановки ударений и ошибок в произношении слов, ИЛИ сделано более пяти фонетических ошибок, ИЛИ сделано три и более фонетические ошибки, искажающие смысл

Задание 2 — *максимум 5 баллов* (оценивается отдельно каждый из пяти задаваемых вопросов)

	Вопросы 1—5
1	Вопрос по содержанию отвечает поставленной задаче; имеет правильную грамматическую форму прямого вопроса; интонация соответствует типу задаваемого прямого вопроса; возможные фонетические и лексические погрешности не затрудняют восприятия
0	Вопрос не задан, или заданный вопрос по содержанию не отвечает поставленной задаче И/ИЛИ не имеет правильной грамматической формы прямого вопроса, И/ИЛИ интонация не соответствует типу задаваемого прямого вопроса; И/ИЛИ фонетические ошибки препятствуют коммуникации

Задания 3 и 4 (описание фото и сравнение двух фото) — 7 баллов

Баллы	Решение коммуникативной задачи (содержание)*	Организация высказывания	Языковое оформление высказывания
3	Коммуникативная задача выполнена полностью: содержание полно, точно и развёрнуто отражает все аспекты, указанные в задании (в среднем не менее трёх фраз по каждому пункту плана)		
2	Коммуникативная задача выполнена частично: один аспект не раскрыт (оставшиеся раскрыты полно), ИЛИ один-два раскрыты неполно (в среднем не менее двух фраз по каждому пункту плана)	Высказывание логично и имеет завершённый характер; имеются вступительная и заключительная фразы, соответствующие теме. Средства логической связи используются правильно	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче (допускается не более двух негрубых лексико-грамматических ошибок И/ИЛИ не более двух негрубых фонетических ошибок)

1	Коммуникативная задача выполнена не полностью: два аспекта не раскрыты (остальные раскрыты полностью), ИЛИ все аспекты раскрыты неполно (в среднем менее двух фраз по каждому пункту плана)	Высказывание в основном логично, имеет достаточно завершённый характер, но отсутствует вступительная И/ИЛИ заключительная фраза, И/ИЛИ средства логической связи используются недостаточно	Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче (допускается не более четырёх лексико-грамматических ошибок (из них не более двух грубых) ИЛИ/И не более четырёх фонетических ошибок (из них не более двух грубых)
0	Коммуникативная задача выполнена менее чем на 50%: три и более аспектов содержания не раскрыты	Высказывание не логично И/ИЛИ не имеет завершённого характера; вступление и заключение отсутствуют; средства логической связи практически не используются	Понимание высказывания затруднено из-за многочисленных лексико-грамматических и фонетических ошибок (пять и более лексико-грамматических ошибок И/ИЛИ пять и более фонетических ошибок, ИЛИ более двух грубых ошибок

*** Примечание.** При получении экзаменуемым 0 баллов по критерию «Решение коммуникативной задачи» всё задание оценивается в 0 баллов.

Дополнительные материалы для выполнения заданий 3 и 4

В данном приложении вы найдёте дополнительные фразы, которые вы можете использовать при выполнении заданий 3 и 4. Если вы захотите расширить свои высказывания за счёт предложенных здесь фраз, вы должны научиться произносить их достаточно бегло, чтобы на экзамене не выйти за рамки времени, отведённого на выполнение этих заданий.

Задание 3

В задании от вас требуется построить в соответствии с предложенным планом высказывание, состоящее из 12—15 предложений.

Пункты 2) и 3) требуют использования языковых средств, которые полностью зависят от сюжета фотографии. Пункты 1), 4) и 5) напрямую не связаны с тем, что изображено на фотографии. Это даёт вам возможность заранее выбрать и подготовить несколько фраз, которые подойдут для описания любой фотографии независимо от того, что на ней запечатлено.

- **В начале и в конце высказывания вы можете использовать следующие фразы:**

I like to take photos because ...

I like taking pictures because ...

I'm fond of taking pictures because ...

On journeys I snap pictures because ...

On my travels I always try to take as many photos as possible because ...

While travelling I take a lot of pictures because ...

... they make every trip memorable.

... they help me to remember the past.

... they help me to memorize happy occasions.
 ... they take me back to the places I visited.
 ... they bring back memories about the people I met.
 ... they are a good way to recall happy times from the past.

... they capture beautiful/unforgettable/happy moments of my life.

... a photo is worth a thousand words.

... each photo holds a story behind it.

- Для того чтобы рассказать о том, когда и при каких обстоятельствах вы сделали фотографию (пункт 1), вы можете использовать следующие предложения. Слова, выделенные *курсивом*, можно заменить другими подходящими по смыслу словами.

— *This summer*, I spent some time with *my grandparents* who *live in a village* and I took a lot of pictures there. This is one of them.

— *Once, on my way home*, I saw *an unusual scene*. I immediately wanted to capture it. This is the photo I took on that day.

— *Last summer* my family and I were travelling *by sea*. It was my first *voyage* and I wanted to capture as many moments of this amazing travel experience as possible. Here is one of them.

— While travelling *abroad* I took a lot of photographs. This photo is the best one.

— I can't remember the exact date but I think this photo was taken *in July*, when my family and I were travelling *across the country*.

— I took this photo *last summer* when I was *at an ecological camp*. I had a wonderful time there.

— I remember well the day when this photo was taken, as it was very enjoyable!

— I took the photo *last summer* when I was *on an exchange programme/on a brief trip* in *Britain*.

- При описании фотографии (пункты 2 и 3) вы можете сказать несколько слов о фотографии в целом, используя следующие фразы:

- As you can see, I took the photo *from far away*.
- Alice's picture is taken *close up*.
- The photo is taken *outside/inside*.
- She is posing before the camera.
- The image is *good/ beautiful/ amazing*.
- I think the photo is *vivid / expressive*.
- The picture is *enjoyable / pleasant* to look at.
- I hope it is a good picture though it is not professional.
- Unfortunately, the photo is a bit blurry.
- It's quite a simple photo. It's just *a cat sitting on the*

window sill.

- The composition of the photo *is (not) very good*.
- The photo has an *unusual/interesting foreground/*

background.

- The photo makes me think of *my new friends*.

- Для того чтобы рассказать о том, почему вы храните фотографию в своём семейном альбоме (пункт 4), вы можете использовать следующие фразы:

I keep this photo in my family album because ...

- ... I want to show it to my classmates when back at school.
- ... it reminds me of the best days of my holidays.
- ... it reminds me of my friend(s) and the *exciting* things we did together.
- ... it reminds me of the people I met/the place(s) I visited/ the activities I took part in.
- ... it shows how we spent our time at an *ecological* camp.
- ... it shows one of the most exciting moments of my trip.
- ... it shows the moments that I may never see again.
- ... it shows *beautiful/unforgettable/happy* moments of my

life.

- ... it helps me to remember the past.
- ... it helps me to recall *happy* times from the past.
- ... it proves that I indeed saw the place in person.
- ... it makes me think of my new friends.
- ... it takes me back to the places I visited.

... it brings back memories about the people I met.
 ... it holds a *very interesting* story behind.
 ... it is *enjoyable/pleasant* to look at.
 ... it has an *unusual/interesting* foreground/background.
 ... it is one of the best I took during my trip.
 ... to memorize the phenomenon I had never witnessed before.

... to capture the moments that I may never see again.
 ... to send it to my *grandma/relatives/friends*.

- Для того чтобы указать причины, по которым вы решили показать фотографию своему другу (пункт 5), вы можете использовать следующие предложения:

I'm going to show this photo to my friend because ...

I have chosen this picture for showing it to my friend because ...

I want to present this photo to my friend because ...

... she/he is responsible for a photo exhibition which will take place in our school soon. I hope this photo will be on display.

... she/he was also going on an exchange programme next summer. I think it might be interesting for her/him to learn about the activities we took part in there.

... my friend is also fond of taking pictures and I hope she/he will like this one.

... she/he couldn't be with us on that day.

... she/he has heard a lot about *my new friends /these remarkable sights* but has not seen *them* yet.

... this photo seems to me quite *enjoyable/positive*.

... this photo is one of the best I took during my trip.

... I want to share my experience with him/her.

... I want to encourage him/her *to travel and visit the place himself/herself*.

... I want to share with him/her the joy and brightness of that wonderful holiday.

Задание 4

В задании 4 вы должны сравнить две фотографии в соответствии с 5 пунктами. Несмотря на то, что все пункты данного задания требуют от вас максимальной самостоятельности, вы тем не менее можете заранее подготовить несколько нейтральных фраз/устойчивых выражений/ разговорных клише, которые могут быть использованы вами вне зависимости от того, что запечатлено на фотографиях.

- **В начале высказывания вы можете использовать следующие фразы:**

- I have two pictures to compare.
- Well, let me have a closer look at the photos.
- I think, I will describe photo *number 1/number 2* first.
- I will describe *the upper/the top* photo first.
- I'll start with describing *the first/the second* photo.

- **Для того чтобы рассказать о том, что объединяет две фотографии и чем они отличаются друг от друга, вы можете использовать следующие фразы:**

- Both pictures have a few things in common. However, there is a big difference between the two.
- Both pictures have a lot in common. However, there is a big difference between these two pictures.
- The photos are quite similar in many ways but there are several major differences between them.
- The two pictures have more differences than similarities.
- Both photos were taken *inside/outside*.
- Both pictures were taken in *winter/summer*.

Поскольку в соответствии с заданием фотографии, предложенные вам для сравнения, были сделаны не вами, то вы можете сделать предположения относительно того, кто мог сделать фотографии, где были сделаны фотографии, что на них изображено, какие чувства испытывают люди, запечатлённые на фото, и т.д.

Для того чтобы выразить свои предположения, вы можете использовать следующие слова и выражения:

Perhaps people are *doing something*.

Maybe the reason they look so *serious/happy/...* is because ...

He/She/They **might** be *doing smth.*

He/She/They **could** be *smth.*

He/She **seems** to be *doing smth.*

They **must** be *doing smth.*

She /He **appears** to be *smth/smbd.*

Таблица правил чтения английских букв и буквосочетаний

Буквы и буквосочетания	Правила чтения	Звуки	Примеры	Исключения
Aa	— в открытом ударном слоге — в сочетаниях: ai ay	[eɪ]	potato, famous, make paint play, away	
	— в закрытом слоге	[æ]	sparrow, actress, talented, traffic, van	
	— в сочетаниях: ar ask, ass, ast ant, and ath alm, alf aft ance, anch	[ɑ:]	dark, car, farm, large basket, ask, class, last plant, demand bath, father calm, half craft, after chance, branch	
	— в сочетаниях: air, are	[eə]	chair, hair, fare, hare	[ɑ:] are
	— перед l или l + согласная — в сочетаниях: au, aw, augh — в сочетании w+ar	[ɔ:]	wall, all, always, fall, also, walk, talk author, claw, taught, daughter war, warm	

	— в закрытом слоге после w, wh	[ɒ]	wash, want, watch, what, was	water ['wɔ:tə]
Ii	— в открытом ударном слоге	[aɪ]	like, tidy, decide, time, write, hide	give [gɪv], live [lɪv]
	— перед nd		find, kind, behind	
	ld		wild, child	
	gn		sign, design	
	gh		right, sight, light	
Yy	— в закрытом слоге	[ɪ]	ticket, pick, sing	climb [klaɪm]
	— в сочетании ir в ударном слоге	[ɜ:]	bird, girl, first	
	— в сочетании ire	[aɪə]	fire, hire	
	— в открытом ударном слоге	[aɪ]	fly, sky	
	— в закрытом слоге	[ɪ]	gym, gymnastics	
	— в открытом безударном слоге		family, happy, baby, story, daddy	
	— в сочетании ure	[aɪə]	lyre, tyre	

Продолжение табл.

Буквы и буквосочетания	Правила чтения	Звуки	Примеры	Исключения
Uu	— в открытом ударном слове	[ju:]	cute, student	
	— в закрытом слове	[ʌ]	bus, hummer, lunch,	[ʊ] put
	— после j, r, l	[u:]	June, prune, rule, blue	
	— перед ll, sh	[ʊ]	pull, full, push, bush	[ʌ] dull, hush
	— в сочетании ur в ударном слове	[ɜ:]	curtains, fur, turn	
Oo	— в сочетаниях: ure, uri	[jʊə]	cure, during	
	— в открытом ударном слове	[əʊ]	pony, note, home, hope	[ʌ] doesn't, one [wʌn]
	— перед ld		hold, cold	[ɒ] body [ˈbɒdi]
	— в сочетании oa		boat, coat, float	
	— в сочетании ow в конце слов		window, show	
	— в закрытом слове	[ɒ]	long, corridor, shop, top, across	
	— в сочетании or в ударном положении	[ɔ:]	short, chores, boring	[ʊə] poor

	— в сочетаниях: oor, oar, ough		door, board, thought, brought	
	— в сочетании w+or	[ɜ:]	word, work, world	
	— в сочетании our под ударением	[aʊə]	our, hour	[ʊə] tour, tourist [ɔ:] your, four
	— в сочетаниях: ow, ou	[aʊ]	flower, house, out, found, scout, about	
	— в сочетаниях: oi, oy	[ɔɪ]	noisy, boy, toy, royal	
	— в сочетаниях: oo, ou	[u:]	moon, school, soon, group, through	
	— в сочетаниях: ook, ood	[ʊ]	book, look, good, wood	[ʌ] blood, flood
	— в сочетаниях: om, on, oth, ov, ou, ou+gh	[ʌ]	some, come, money, wonderful, other, mother, love, country, young, enough, tough	[əʊ] both, don't
	— в открытом ударном слове — в сочетаниях: ea, ee, ei, ie	[i:]	me, we seashells, beach, neat greet, street, sleepy, receive, niece, believe	realize ['riəlaɪz]
	— в закрытом слове — в сочетании ea перед d	[e]	shell, messy, met, letter, nest, next head, bread	[i:] read

Продолжение табл.

Буквы и буквосочетания	Правила чтения	Звуки	Примеры	Исключения
	— в сочетаниях er в ударном положении — в сочетаниях ea+r	[ɜ:]	her, term, convert learn, earn, earth	[ɑ:] heart
	— в сочетаниях: ear, eer, ere	[ɪə]	dear, here, deer	[eə] pear, bear, there, where
	— в сочетаниях: ey, eigh	[eɪ]	they, eight	
	— в начале слов	[w]	watch, water, why	
Ww	— в сочетаниях wr	[r]	wristwatch, write, wrong	
	— в сочетаниях wh+o	[h]	who, whom, whose	
Cc	— перед гласными: e, i, y	[s]	decide, city, centre, place	
	— в остальных случаях	[k]	back, cave, castle, capital, collection, cook, clean, cool	
	— в сочетаниях: ch, tch	[tʃ]	children, beach, march, much, each, which, lunch, watch	[k] character, chemist, school architect; [ʃ] machine; choir [ˈkwaɪə]

	— в сочетании cial	[ʃəl]	special	
Gg	— перед гласными e, i, y	[dʒ]	dangerous, vegetables	
	— в остальных случаях	[g]	good, green, big	
Ss	— в начале слова, перед глухими согласными и в конце слова после глухих согласных	[s]	sit, student, lists	
	— между гласными, в конце слов после гласных и звонких согласных	[z]	please, ties, pens	
Xx	— перед согласными и в конце слов	[ks]	text, six	
	— перед ударной гласной	[gz]	exam, example	
gu		[g]	guest, guide	
ng	— в конце слова	[ŋ]	long, thing, dancing	

Окончание табл.

Буквы и буквосочетания	Правила чтения	Звуки	Примеры	Исключения
	— в середине слова	[ŋ]	single, English	но не перед ing -singing ['sɪŋɪŋ]
qu		[kw]	squeak, quack, quartz	
	— в конце слов французского происхождения	[k]	unique, technique	
th	— в начале и в конце знаменательных слов	[θ]	think, thought, math, bath, both	
	— в служебных словах, наречиях, местоимениях, а также между двумя гласными буквами	[ð]	the, other, there, together, grandfather, mother, gather	
sh		[ʃ]	shell, show, shelf	
ph	— в словах греческого происхождения	[f]	photo, phone, philosophy	

Приложение 4

**Упражнения для подготовки
к устной части ЕГЭ в линии УМК
«English 2—11» авторов Кузовлев В.П.,
Лапа Н.М., Перегудова Э.Ш. и др.**

Задание 1

3-й класс	4-й класс
<p>SB Unit 1, Lesson 2, ex. 1.3); Unit 1, Lesson 3, ex. 4. Unit 2, Lesson 2. Unit 3, Lesson 2, ex. 2; Unit 3, Lesson 2, ex. 5; Unit 3, Lesson 3, ex. 3.1) Unit 4, Lesson 2 Unit 5, Lesson 3, ex. 2; Unit 5, Lesson 3, ex. 6. Unit 6, Lesson 3, ex. 2; Unit 6, Lesson 3, ex. 4. Unit 7, Lesson 3. SB3, Unit 8, Lesson 2, ex. 3; Unit 8, Lesson 4, ex. 3; Unit 8, Consolidation Lesson 1, ex. 2, 4. AB Unit 1, Lesson 3, ex. 1,2; Unit 5, Lesson 3, ex. 1 Reader Unit 1, ex. 5.5); ex. 7.1), 2). Unit 3, ex. 1.1); ex. 5.3). Unit 5, ex. 4.1). Unit 8, ex. 1; Unit 8, ex. 2.4); Unit 8, ex. 4.3); Unit 8, ex. 5.4); Unit 8, ex. 7.8);</p>	<p>SB Unit 1, Lesson 3, ex. 1.3). Unit 2, Lesson 4, ex. 1.3). Unit 3, Lesson 2, ex. 1.3). Unit 4, Lesson 2, ex. 1.3). Unit 5, Lesson 3, ex. 1.2). Unit 6, Lesson 4, ex. 1.2). Unit 7, Lesson 3, ex. 1.2). Reader Unit 1, ex. 2.3); ex. 3.3); ex. 4.1). Unit 2, ex. 1.2); ex. 3.4). Unit 3, ex. 5.3). Unit 5, ex. 5.2); ex. 6.2). Unit 6, L 1, ex. 1.1); ex. 6, ex. 2.3); ex. 1.1). Unit 7, ex. 1.1), ex. 1.2); ex. 1.3). Приложение 1, с. 120–124.</p>

Продолжение табл.

5-й класс	6-й класс
SB Unit 1, Lesson 2, ex. 2. Unit 8, Lesson 2, ex. 2.1). AB Unit 1, Lesson 2, ex. 1. Reader Unit 1, ex. 1.5); ex. 2.4). Unit 2, ex. 1.2). Unit 4, ex. 2.6). Unit 5, ex. 1.3); ex. 3.3). Unit 7, ex. 1.5), ex. 3.3). Unit 6, ex. 1.4).	SB Unit 4, Lesson 1, ex. 1.1). Reader Unit 1, ex. 2.2). Unit 1, ex. 3.2).
7-й класс	8-й класс
SB Unit 1, Lesson 1, ex. 2; Unit 1, Lesson 3, ex. 2. Unit 7, Lesson 1, ex. 1; Unit 7, Lesson 2, ex. 1. Unit 8, Lesson 1, ex. 1.1); Unit 8, Lesson 3, ex. 1.2). Unit 9, Lesson 2, ex. 1.1). AB , Unit 4, Consolidation Lesson, ex. 6.	SB Unit 1, Lesson 1, ex. 1; Unit 1, Lesson 6, ex. 1.2). Unit 2, Lesson 1, ex. 1.1); Unit 2, Lesson 3, ex. 2.2)-3). Unit 3, Lesson 1, ex. 1.1). Unit 6, Lesson 1, ex. 1.1).
9-й класс	10—11-й классы
SB Unit 1, Lesson 2, ex. 1.1). Unit 2, Lesson 1, ex. 1.1); Unit 2, Lesson 2, ex. 1.1). Unit 3, Lesson 1, ex. 1.1); Unit 3, Lesson 2, ex. 1.1); Unit 3, Lesson 2, ex. 2. Unit 4, Lesson 3, ex. 1.2) Script Unit 6, Lesson 1, ex. 1;	SB Unit 1, Lesson 1, ex. 2. Unit 2, Lesson 1, ex. 3.8); Unit 2, Lesson 2, ex. 1.4); Unit 2, Lesson 3, ex. 1.8); Unit 2, Lesson 5, ex. 3.2). Unit 3, Lesson 4, ex. 2.1) Text B. Unit 5, Lesson 1, ex. 1.1); ex. 4;

Продолжение табл.

9-й класс	10—11-й классы
Unit 6, Lesson 2, ex. 1; Unit 6, Lesson 3, ex. 1.2); Unit 6, Lesson 4, ex. 1.1). AB Unit 4, Lesson 10, ex. 1. Script Reader Unit 5, ex. 1.3);	Unit 5, Lesson 5, ex. 1.1) (texts 1-3). Unit 6, Lesson 1, ex. 1.2) Script; Unit 6, Lesson 1, ex. 4.2) Script. Задания на сайте www.prosv.ru/umk/we

Задание 2

3-й класс	4-й класс
SB Unit 1, Lesson 5, ex. 3. Unit 2, Lesson 1, ex. 3; Unit 2, Lesson 3, ex. 5; Unit 2, Lesson 4, ex. 2-7; Unit 2, Lesson 5, ex. 1.2). Unit 4, Lesson 3, ex. 2, 6-9; Unit 4, Lesson 4, ex. 3-6. Unit 7, Lesson 1, ex. 4; Unit 7, Lesson 4, ex. 2. Unit 8, Lesson 1, ex. 7; Unit 8, Lesson 4, ex. 1; Unit 8, Lesson 5, ex. 2; Unit 8, Consolidation, Lesson 3, ex. 4. AB Unit 4, Test Yourself, ex. 4 Unit 8, Lesson 4, ex. 2, 1).	SB Unit 4, Lesson 2, ex. 1.4). AB Unit 6, Lesson 1, ex. 1.2). Unit 7, Lesson 2, ex. 2; Unit 7, Test Yourself Lesson 5-6, III ex. 2.2). Unit 8, Test Yourself Lesson 9-10, III ex. 3.
5-й класс	6-й класс
SB Unit 1, Lesson 1, ex. 3; Unit 1, Lesson 2, ex. 4; Unit 1, Lesson 4, ex. 4; Unit 1, Lesson 5, ex. 4; Unit 1, Lessons 7-8, ex. IV(1). Unit 2, Lesson 2, ex. 3.	SB Unit 3, Lesson 2, ex. 5; Unit 3, Lessons 3-4, ex. 1.2). Unit 4, Lessons 3-4, ex. 6. Unit 7, Lessons 5-6, ex. 3. AB Unit 2, Consolidation, ex. 6.2);

Продолжение табл.

5-й класс	6-й класс
Unit 3, Lesson 3, ex. 3; Unit 3, Lesson 5, ex. 3. Unit 4, Lesson 2, ex. 2; Unit 4, Lesson 1, ex. 5. Unit 5, Lesson 3, ex. 3.1). Unit 6, Lesson 1, ex. 3; Unit 6, Lesson 2, ex. 3,6; Unit 6, Lesson 3, ex. 3, 4; Unit 6, Lesson 5, ex. 3. Unit 7, Lesson 2, ex. 4; Unit 7, Lesson 5, ex. 4. Unit 8, Lesson 1, ex. 4; Unit 8, Lesson 3, ex. 2; Unit 8, Lesson 4, ex. 1.5). AB Unit 1, Lesson 3, ex. 2; Unit 1, Lesson 4, ex. 1; Unit 3. Lesson 4, ex. 2. Unit 4. Consolidation, ex. 4, 5. Unit 7, Lesson 2, ex. 2; Unit 7, Consolidation, ex. 7	Unit 3, Lessons 3-4, ex. 4.2). Unit 4, Lesson 2, ex. 1; Unit 7, Lessons 5-6, ex. 1, 2; Consolidation ex. 1, 3
7-й класс	8-й класс
SB Unit 5, Lesson 1, ex. 2.1); Unit 8, Lesson 1, ex. 4; Unit 9, Lesson 2, ex. 2.2) AB Unit 3, Lesson 3, ex. 1; Unit 5, Lesson 1, ex. 1. Reader Unit 7, ex. 4	SB Unit 1, Lesson 7, ex. 2. Unit 2, Lesson 3, ex. 3; Unit 2, Lesson 3, ex. 4; Unit 2, Lesson 3, ex. 5. Unit 3, Lesson 2, ex. 3. Unit 4, Lesson 3, ex. 4. Unit 5, Lesson 2, ex. 2.3). AB Unit 1, Consolidation, ex. 1.2). Unit 2, Lesson 3, ex. 1, 3. Unit 2, Consolidation, ex. 3, 4. Unit 3, Lesson 1, ex. 1.1). Unit 4, Test Yourself, ex. III.

Продолжение табл.

9-й класс	10—11-й классы
SB Unit 1, Lesson 1, ex. 2.3); Unit 1, Lesson 2, ex. 2.2); Unit 1, Lesson 3, ex. 3.2). Unit 3, Lesson 1, ex. 2, 3; Unit 5, Lesson 8, ex. 3. Unit 6, Lesson 2, ex. 3; Unit 6, Lesson 6, ex. 1,2); Unit 6, Lesson 6, ex. 2.2). AB Unit 6, Lesson 6, ex. 1.	SB Unit 1, Lesson 3, ex. 3, 4, 6; Unit 1, Lesson 5, ex. 3, 4, 5. Unit 5, Lesson 3, ex. 5.1). Задания на сайте www.prosv.ru/umk/we

Задание 3

3-й класс	4-й класс
SB Unit 2, Lesson 1, ex. 4, 7 Unit 2, Lesson 1, ex. 8 Unit 4, Lesson 1, ex. 5 Unit 4, Lesson 1, ex. 6 Reader Unit 1, ex. 5.3); Unit 2, ex. 2); Unit 2, ex. 8. 8; Unit 7, ex. 6. 3)-5); Unit 8, ex. 2.3); Unit 8, ex. 6.2); Unit 8, ex. 7.3);	SB Unit 4, Lesson 3, ex. 1. 2); Lesson 4, ex. 3; AB Unit 4, Lesson 3, ex. 2. Unit 5, Lesson 1, ex. 2. Unit 5, Lesson 2, ex. 3.2). Unit 7, Consolidation Lesson, ex. 1. Reader Unit 5, ex. 6.4)5);
5-й класс	6-й класс
SB Unit 1, Lesson 3, ex. 5. Unit 4, Lesson 2, ex. 6, 7; Unit 4, Lesson 3, ex. 4; Unit 4, Lesson 4, ex. 3; Unit 4, Lesson 2, ex. 8;	SB Unit 1, Lesson 1, ex. 4; Unit 1, Lesson 3, ex. 3, 6; Unit 2, Lessons 3-4, ex. 1, 8; Unit 3, Lesson 1, ex. 5. Unit 6, Lesson 3, ex. 5

Продолжение табл.

5-й класс	6-й класс
Unit 4, Lesson 3, ex. 5 Unit 4, Lesson 2, ex. 8. Unit 5, Lesson 2, ex. 2.1. Unit 6, Lesson 2, ex. 1. AB Unit 4, Lesson 3, ex. 2; Unit 4, Lesson 2, ex. 1; Unit 4, Consolidation, ex. 2, 3, 6; Unit 4, ex. 2). Unit 6, Lesson 2, ex. 1; Reader	AB Unit 1, Lesson 1, ex. 1, 2; Unit 6, Lesson 3, ex. 1 Reader Unit 1, ex. 1.2); Unit 2, ex. 2.2);
7-й класс	8-й класс
SB Unit 3, Lesson 5, ex. 3. Unit 9, Lesson 5, ex. 1. Reader Unit 7, ex. 3.1).	SB Unit 1, Lesson 2, ex. 1.4); Unit 1, Lesson 2, ex. 5; Unit 1, Lesson 4, ex. 1.2). Unit 3, Lesson 9, ex. 2.2); Unit 3, Lesson 9, ex. 4. Unit 4, Lesson 2, ex. 2. Unit 6, Lesson 2, ex. 1.1); Unit 6, Lesson 6, ex. 1.1); Unit 6, Lesson 6, ex. 2.2).
9-й класс	10—11-й классы
SB Unit 7, Lesson 1, ex. 1.1); Unit 7, Lesson 1, ex. 4. Reader Unit 6, ex. 5.1)	SB Unit 1, Lesson 1, ex. 3.2); Unit 1, Reading Section, ex. 6; Unit 3, Lesson 2, ex. 1; Unit 3, Lesson 3, ex. 1.2). Unit 4, Lesson 2, ex. 1.3). Unit 6, Lesson 5, ex. 2.3); Unit 6, Lesson 5, ex. 2.4).

Окончание табл.

9-й класс	10—11-й классы
	Reader Unit 3, ex. 3.3); Задания на сайте www.prosv.ru/umk/we

Задание 4

7-й класс	8-й класс
SB Unit 3, Lesson 3, ex. 4; Unit 3, Lesson 5, ex. 3; Unit 5, Lesson 6, ex. 1.1)-2); Unit 6., Lesson 5, ex. 1.1)-2); Unit 10, Lesson 1, ex. 3. Reader Unit 2, ex. 4.2).	SB Unit 3, Lesson 1, ex. 4; Unit 3, Lesson 6, ex. 2.2); Unit 3, Lesson 6, ex. 3. Unit 4, Lesson 6, ex. 3. Unit 5, Lesson 1, ex. 2.1). Unit 5, Lesson 1, ex. 3.2). Unit 6, Lesson 7, ex. 3.2). Reader Unit 5, ex. 3.2)3);
9-й класс	10—11-й классы
SB Unit 3, Lesson 7, ex. 3; Unit 3, Lesson 8, ex. 2, 3. Unit 4, Lesson 1, ex. 2.2); Unit 4, Lesson 5, ex. 2. Unit 5, Lesson1, ex. 4.1)2). AB Unit 4, Lesson 3, ex. 2. Reader Unit 5, ex. 5.1)-5);	SB Unit 3, Lesson 1, ex. 3.3); Unit 3, Lesson 3, ex. 3.1) 2) 3) 4); Unit 4, Lesson 4, ex. 1.9); Unit 4, Lesson 4, ex. 2.3); Unit 5, Lesson 3, ex. 1.3); ex. 3.1); ex. 4. Задания на сайте www.prosv.ru/umk/we

Ключи к упражнениям**PART 1****Unit 1****Task 1**

1. 1) ingredient; 2) chores; 3) through; 4) blood; 5) are;
6) heart.

2.

1 st syllable is stressed	2 nd syllable is stressed	2 syllables are stressed
currently outcome penetrate sedentary upside necessarily	propose instead infectious parade restriction involve preserve	exhibition skyscraper diabetes necessarily

Task 2

1. 2), 3), 5).

2. 1).

- On which days does the tour operate?
- When can I take the tour?
- What time does the tour start?
- When are tours organized?
- Can I buy a ticket online?
- What kind of tour is the Big Bus Tour of London?
- How long does the tour last?
- When does the tour begin?
- Is there a commentary available in Russian?
- Where are tickets for the tour sold?
- How frequently do the buses run?
- What languages are the commentaries made in?

2.2). a) 6, b) 1, 2, 3, 4, 11, c) 3, 8, d) 7, e) 9, 12, f) 5, 10.
3.

a) highlights of the tour

What are the highlights of the tour?

What attractions can I see during the tour?

b) departure points

Where do the buses depart from?

What are the departure points?

c) time of first and last buses

What time do the first and last buses start/leave?

When do the first and last buses start/leave?

d) if buses stop at Buckingham Palace

Is there a stop at Buckingham Palace?

Do buses stop at Buckingham Palace?

e) possibility to enter any of the attractions

Can I enter any of the attractions during the tour?

Is it possible to enter any of the attractions during the tour?

f) discount for groups

Is there a discount for groups?

Do they give a discount for groups?

Task 3

1.1)—1.2).

 1 (0) At the top you can see high mountains covered with snow.

 1 (1) In the centre of the picture there is a deep lake.

 2 (2) In the background you can see green fields with a lot of trees.

 1 (3) In the foreground you can see a family of four people. They are smiling for the camera and posing for a photo.

 2 (4) In the bottom left-hand corner there are two cyclists and a hiker. The hiker is explaining to the cyclists the way to the village.

 2 (5) On the right there is a group of hikers and a cyclist. They are talking about the adventure of the trip.

__1__ (6) At the bottom of the picture you can see a wooden platform with a family on it.

__1__ (7) In the background you can see mountains and a thick forest.

__2__ (8) In the background you can see hills covered with green forests.

__3__ (9) In the background there are some one-storey houses.

__3__ (10) At the bottom of the picture there is a crossing.

__3__ (11) In the centre of the picture there is a woman and a girl. They are going along a main road.

__2__ (12) In the foreground you can see two groups of travellers.

__3__ (13) In front of my grandparents' house there is a traffic sign.

2. 1) in the centre of the photo; 2) in the background;
3) In front of.

3.

1) where and when the photo was taken

3) what/who is in the photo

4) what is happening

2) why you keep the photo in your album

5) why you decided to show the picture to your friend

Task 4

1. A-e), B-a), C-d), D-c), E-b).

2.

1) In picture 1 people are enjoying themselves by the river but in picture 2 people are relaxing on the sandy beach.

In picture 1 people are enjoying themselves by the river. In contrast, in picture 2 people are relaxing on the sandy beach.

2) Like picture 1 in which it is a nice sunny day, in picture 2 the weather is warm and sunny.

In picture 1 it is a nice sunny day and in picture 2 the weather is warm and sunny.

Just as in picture 1 it is a nice sunny day, in picture 2 the weather is warm and sunny.

3) Unlike picture 1 in which most people are in the water, in picture 2 a lot of people are sunbathing.

While in picture 1 most people are in the water, in picture 2 a lot of people are sunbathing.

4) In picture 1 large green bushes and trees grow wild on the banks of the river but in picture 2 tall apartment buildings occupy the seashore.

In picture 1 large green bushes and trees grow wild on the banks of the river while in picture 2 tall apartment buildings occupy the seashore.

5) Unlike the village, which is probably within a short distance from the river, the city is located at the seaside.

The village is probably within a short distance from the river. In contrast, the city is located at the seaside.

3.

1) Both, 2) but, 3) on the left, 4) In contrast, 5) on the right, 6) Each, 7) while, 8) differ, 9) less, 10) However, 11) difference, 12) more, 13) Unlike.

4.1)—a).

Unit 2

Task 1

[s]	[z]	[ɪz]
attracts	Commons	Houses
guests	crowds	
makes	leads	
marks	leaves	
puts	Lords	
sets	members	
streets	officials	
takes	Queen's	

2. [t], [d], [ɪd].

attended [ɪd], gathered [d], marked [t], visited [ɪd], bordered [d], placed [t], knocked [t], remembered [d], wanted [ɪd], picked [t], determined [d], decided [ɪd], advanced [t], answered [d].

Task 2

1.

1) Do Russian performers take part in the Edinburgh Festival Fringe?

2) How many countries participate in the Edinburgh Festival Fringe?

3) What is the Edinburgh Festival Fringe famous for?

4) Where is the Festival Fringe located?

5) Who has the privilege to perform in the Edinburgh Festival Fringe?

6) Can I take part in one of the events of the Edinburgh Festival Fringe?

7) What events does the Festival Fringe practically include?

8) How many performers usually participate in the Edinburgh Festival Fringe?

9) When does the Edinburgh Festival Fringe take place?

10) What countries do performers represent at the Edinburgh Festival Fringe?

11) How long has the Edinburgh Festival Fringe taken place?

12) Why is the Edinburgh Festival Fringe special for the world?

2.

Date: 9) When does the Edinburgh Festival Fringe take place?

Place: 4) Where is the Festival Fringe located?

Performers: 5) Who has the privilege to perform in the Edinburgh Festival Fringe?

8) How many performers usually participate in the Edinburgh Festival Fringe?

10) What countries do performers represent at the Edinburgh Festival Fringe?

Russian performers: 1. 1) Do Russian performers take part in the Edinburgh Festival Fringe?

If you can participate: 6) Can I take part in one of the events of the Edinburgh Festival Fringe?

Task 3

2.

1) There is a wonderful kite that looks like an enormous dwarf.

2) The participants from different countries are taking part in it. They are flying the kites.

3) I have chosen this picture for showing it to my friend because I wanted to share with him the joy and brightness of that colourful holiday.

4) Europe is famous for its summer festivals. The Kite Festival is one of them.

5) I keep this photo in my album because it reminds me of the best days of my holidays.

6) Some of the kites have very unusual shapes.

7) The dwarf is looking down as if he is trying to find something he has lost.

8) I think it is a good picture though it is not professional.

9) The picture demonstrates the Kite Festival that took place this summer in Belgium.

10) It is flying high in the blue sky.

11) The participants made the kites with their own hands.

12) All the kites can boast bright colours.

13) My parents and I wanted to participate in this amazing event, that's why we went to Europe.

3. They are flying the kites on the seashore.

Just in the left part of the picture there is a wonderful kite that looks like an enormous dwarf.

You can see the tall buildings and the stormy sea in the background.

Task 4

1. a) — 3); b) — 9).

2. — 5), 6), 7).

3.

1) In photo 1 there is a polling station at school while/whereas in photo 2 there is a polling station in a community hall.

2) Unlike the second picture the first picture shows beginners in voting campaigns.

3) In photo 1 the schoolchildren are going to vote for the school president while/whereas in photo 2 adults are voting for their local authorities.

4) The voters in the second picture are much older than the voters in the first picture.

5) The school elections are no less important than the elections in a community.

Unit 3

Task 1

1. 1) language, 2) collage, 3) touch, 4) powerful, 5) body, 6) laugh.

2.

The first syllable is stressed Ударение на первом слоге	The second syllable is stressed Ударение на втором слоге
distributed energizing lifetime mainstream minerals necessary signified sometimes strenuous synthesize	available competitive distributed especially essential necessity professional reduction remarkable requirement

3.

recre'ation	ac,commo'dation
dispro'portion	as,soci'ation
indi'vidual	con,side'ration
	a,vaila'bility

5.

ourselves — возвратное местоимение
 we — падает логическое ударение
 us — падает логическое ударение
 no — отрицательное местоимение
 nobody — отрицательное местоимение
 without — послелог (часть фразового глагола do without)

Task 2

1.

- When is the beginning of the concert? 1
- What time does the concert start? 1
- Who are the headliners of the concert? 2
- Where can I stay? 3
- What price are the tickets? 4
- How much does the ticket cost? 4
- Are there any discounts for students? 5
- Do I have a choice of how to pay? 7
- Is it necessary to book tickets in advance? 6

2.

- When does the concert start? 1
- When is the beginning of the concert? 1
- Who are the headliners of the concert? 2
- Where can I stay? 3
- Is accommodation provided? 3
- Are there any places to stay? 3
- What is the price of the ticket? 4
- How much does the ticket cost? 4
- Are there any discounts for students? 5
- Do you give a discount to students? 5
- Can I get a discount if I am a student? 5
- Can I buy a ticket at a reduced price if I am a student? 5
- When will the concert begin? 1

- n) How much is the ticket? 4
- o) How much are the tickets? 4
- p) What price are the tickets? 4
- q) How much do I have to pay for a ticket? 4
- r) Who are the main performers? 2
- s) Is it necessary to book tickets ahead? 6
- t) Do I need to reserve tickets in advance? 6
- u) Do I have a choice of how to pay? 7
- v) Can I pay by credit card? 7

3.

headliners — *main performers*

accommodation — *places to stay*

discount — *a reduced price*

to book — *to reserve*

option — *choice*

4. 1. — A; 2. — C; 3. — D; 4. — B

5.

A. *i, j, k, l*

B. *g, h, n, o, p, q*

C. *s, t*

D. *u*

Task 3

1. photo number 2.

2. Which of these questions does the person answer?

Tick. (V)

1) Where are the people? V

2) Who are these people? V

3) What are the people doing? V

4) What are they wearing? V

5) What things or objects are in the photo? ____

6. When is the situation taking place? (*summer, winter, morning ...*) V

7) Why was the decision made to keep the photo? V

8) Why was the decision made to show this picture? V

3.

On the left you can see some bushes. The girls wanted to jump higher than the bushes.

4.

I've chosen photo number 3.

I took this photo one day last winter.

My family and I decided to spend some time together in the mountains.

The people in the picture are my parents, my younger brother and sister. My father is smiling wide. He is the only one who is not wearing a cap. He never wears them.

The sun is shining brightly and my parents are wearing sunglasses. The day was nice and not cold at all. We were enjoying ourselves.

We have just made a snowman and all my family are standing around it. I decided to capture that moment with a camera in my mobile. Looking at the photo, I can say that the snowman is rather cute.

The camera in the mobile is not very good, that is why some photos that I took that day were really awful. However, this one is rather good, so I decided to send it to my grandma.

5. I've chosen photo number 1.

I took this photo one day last summer.

My friends and I decided to spend some time in the countryside. My parents were not against it. They let me go with my friends anywhere if I tell them who I am going with and where I am going.

The people in the picture are my friends. They are my classmates, to be exact. The girl on the left is my best friend Sarah. The girl in the pink blouse is Clare. The two boys in the middle are John and Dick. The day was wonderful and we were enjoying ourselves.

All four people are behaving silly in the photo. They are competing to see who will stand still on one's hands the longest. I decided to capture that moment with a camera in my mobile.

Looking at the photo, I can say that Sarah and Dick are the winners.

The camera in the mobile is not very good, that is why some photos that I took that day were really awful. However, this one is rather good, so I keep it in my album to show it to my friend who was not with us that day.

Task 4

1.

- 1) Saying which you'd prefer.
- 2) Contrasting the pictures.
- 3) Comparing the pictures.
- 4) Saying about common features.
- 5) Describing the photos.

3. Replace the highlighted words with the words with similar meanings from the box.

These two pictures are devoted to sport and sportsmen. **The first picture** shows swimmers in the swimming pool. They **seem to be** professional swimmers. They might be taking part in a competition.

In **picture two**, there are people doing aerobic exercises in a gym. They seem to be enjoying themselves.

Although both of the pictures are about an active way of life, they show different ways of doing sports. The swimmer definitely wants to win, **while** the girls doing aerobic exercises want to have a good time and do exercises to be fit. They look much more excited than the swimmer, because they are doing their exercises to music.

It seems to me that the swimmer is a professional sportsman and, **maybe**, he is paid good money. **However**, people in the gym have to pay to do exercises.

The people in both pictures are in good physical shape. **There is no doubt about it** because they do a lot of sport.

I personally **like** to do exercise with a lot of other people around. I **prefer to** do something non-competitive. I **prefer** recreational activities **to** competitive sports. I think they are better for your health.

Unit 4

Task 1

1. 1) aunt; 2) conquer; 3) circus; 4) express; 5) routine; 6) choir; 7) usually; 8) guidance; 9) allow.

2. among, chore, issue, science, psychologist, relationship, researches.

3.

1 st syllable is stressed	adult, adulthood, argue, conflict, difference, difficulty, digest (<i>n</i>), frequent, grownup, guidance, household, influence, obvious, politics, realise, recognise, seldom, sometime
2 nd syllable is stressed	activity, appearance, between, concern, determine, discover, exact, exist, however, important, prepare, psychologist, rebel (<i>v</i>), relation, relationship, religion, routine
2 syllables are stressed	generation, independent, teenager

Task 2

1. 1) **What** is the aim of the voluntary event?; **What** is the voluntary event aimed at?; 2) **Who** can participate?; **Are** there any age restrictions for the participants?; **How** old **are** the people who volunteer?; 3) **What** is the date of the voluntary event?; On **what** day is the voluntary event planned?; **When** **do** you plan to organize the voluntary event?; 4) **What** activities **do** you plan?; **Are** any activities planned?; **What** activities **can** I help with?; **Are** there any activities I **can** take part in?; 5) **What** experience **do** I need?; **What** kind of experience **do** I need?; **Do** I need any experience?; **Is** any experience needed?; I need some experience, **don't** I?

2. 1) What is the aim of the event? 2) Is the age of the participants restricted? 3) What is the date of the event? 4) What activities do you offer? 5) Do I need any experience?

Task 4**3.**

Showing contrast	although; but; however; In contrast, ...; Unlike...; whereas; while
Showing similarity	both; Like...; Similarly, ...; Similar to...

Unit 5**Task 1**

1. The words that do not fit: 1) include; 2) non-; 3) born;
4) double; 5) laugh; 6) grown.

2.

1st syllable is stressed 1-й слог ударный	national ['næʃənl] treatment ['tri:tmənt] register ['redʒɪstə] general ['dʒenərəl] medical ['medɪkəl]
2nd syllable is stressed 2-й слог ударный	significantly [sɪg'nɪfɪkəntli] efficient [ɪ'fɪʃənt] ideal [aɪ'diəl] available [ə'veɪləbl] exception [ɪk'seɪʃən] conditions [kən'dɪʃənz] emergency [ɪ'mɜ:dʒənsɪ] depending [dɪ'pendɪŋ] practitioner [præk'tɪʃnə]
2 syllables are stressed 2 ударных слога	routine [ˌruː'tiːn] overseas [ˌəʊvə'siːz] comprehensive [ˌkɒmprɪ'hensɪv] long-held [ˌlɒŋ'held] long-term [ˌlɒŋ'tɜ:m] end-of-life [ˌend'əv'laɪf]

Task 2

1. 1) — e); 2) — d); 3) — c); 4) — b); 5) — a).

2. A — 1); B — 4); C — 4); D — 2); E — 2); F — does not fit; G — does not fit; H — does not fit; I — 3); J — 3); K — does not fit; L — does not fit; M — 5); N — 1); O — 1); P — does not fit; Q — does not fit.

3. 1) if it is an outdoor job — K; 2) location — P; 3) number of team members — F; 4) supervisor — Q; 5) salary — G; 6) possibility of overtime — L; 7) start time — H.

4. 1) Will I work/be working indoors?

2) Where is the place of work (located)?

3) How many people would/will I work with?

4) Who will be my supervisor?

5) What will my average (weekly/monthly) salary be?

6) Will there be overtime?

7) When does the job start?

Task 3

1. A — 1; B — 3; C — 2.

2. 2) — 2); 3) — 2)/3); 4) — 2); 5) — 2); 6) — 3); 7) — 3); 8) — 3); 9) — 4); 10) — 5); 11) — 5); 12) — 5).

3. to take photos, to photograph, to shoot, to snap pictures (to snap a picture of smd).

4. Possible variant: 1) to capture; 2) The photo I've chosen; 3) to shoot; 4) took the picture; 5) snapped the picture of; 6) keep this photo; 7) a lot of pictures; 8) photographs; 9) to show this photo; 10) The photo shows.

5. 1) In the foreground; 2) close up; 3) is posing before the camera; 4) is wearing; 5) In the background; 6) Far in the distance; 7) To the right of; 8) are walking; 9) in front of; 10) is enjoyable to look at; 11) brings back the memory of.

Task 4

1. 1) Both; 2) — 1; 3) — 1; 4) — 1; 5) — 2; 6) — 2; 7) — 2; 8) Both; 9) Both; 10) Both; 11) Both; 12) — 1; 13) — 1; 14) — 2; 15) — 2.

2.

1) Both photos are quite similar in many ways **but/although** there are several major differences between them.

2) Each of the photos shows people at work, **however/but** the jobs people perform, are quite different.

3) The first photo shows a plumber doing his job **whereas/while** the second photo shows a group of people working in an office.

4) The plumber is repairing water pipes **whereas/while** the people in the second photo are sitting in an office and discussing some issues.

5) **Unlike** the people in the second photo, who are involved in intellectual work, the man in the first photo is working with his hands.

6) Not only that, **in contrast to/ in contrast with/ by comparison with/in comparison with** the man in the first photo who is working individually, the people in the second photo are working as a team.

3.

Personally, I'd prefer working as part of a team. Teamwork involves cooperating, exchanging ideas, helping each other and sharing the responsibility. Teamwork helps people to learn new things and meet new people. I'll be able to work in a team because I'm not afraid to ask for guidance if necessary. Besides, I'm quick to learn. I can understand the viewpoints of others and I can communicate effectively with others.

Unit 6

Task 1

1. 1) [ɪ]; 2) [ɪ]; 3) [ɪ'v]; 4) [əv]; 5) [k]; 6) [v]; 7) [æ];
8) [ʒ]; 9) [ɪ]; 10) [ks].

Task 2

1.

1) When does the musical begin? When does the musical start? What time does the musical start/begin?

2) How long does the performance last? How long is the performance? When does the performance finish?

3) Are there any tickets available/left for tonight? Are there any tickets left for today? Do you have any tickets for tonight? Is it possible to buy two tickets for tonight?

4) What is the price for a ticket? How much are the cheapest tickets? How much does a ticket cost? How much are the tickets?

5) Is there a discount for a group? Can I have a discount if I buy tickets for a group? Are there any group discount tickets?

2.

1) Are there any tickets left for tonight?

2) When does the performance start?

3) How long does the musical last?

4) How much are the tickets?

5) Are there any discounts for a group?

3.

1) — C; 2) — D; 3) — E; 4) — A; 5) — B.

Task 3

1. (1) because; (2) Moreover; (3) while; (4) when;
(5) while; (6) so, that; (7) that; (8) while.

2.

1) where and when the photo was taken

D, E.

2) what/who is in the photo

G, H.

3) what is happening

I, J, K.

- 4) why you keep the photo in your album A.
 5) why you decided to show
 the picture to your friend B, C.
 3. 1) 1 — D, 2 — F, 3 — H, 4 — A, 5 — B, 6 — G,
 7 — C, 8 — E.

2) Образец высказывания:

I got this photo when my mum, dad, younger sister and I took a Golden Ring tour. The photo was taken in the Natural history museum while we were having a guided tour around it. I should say that the tour was really interesting and informative. Artefacts and stories about the past awaken interest and curiosity.

In the picture there is my younger sister. She is standing in front of a display with ancient artefacts. She is examining the display very carefully. She is listening to the guide and she is taking notes.

My sister took the guide's story about the life of our ancestors very seriously. Mum bought a special note book for her to take notes. I couldn't help taking this picture because my sister looks so serious and sweet. It was very interesting to watch her walking around the museum and asking the guide questions. I want to show this picture to my friend because I want to boast about how clever my sister is. Besides, I'd like to tell her how interesting it was spending time together. I keep this photo in my album because I want to show it to my granny when she comes to visit us next month.

Task 4

1. 1—4; 2—8; 3—10; 5—9; 6—11; 7—12.

2.

2) **It is clear** that it is a thriller or a horror film because the girls look scared.

5) **It is probably** a very intense moment in the film because the girls are glued to the screen.

7) **I have no doubt that** it is a good amusing film that makes people laugh.

8) It is obviously a very scary film because one of the girls looks really frightened.

9) It is also likely to be a very interesting film because the girls forgot about their snacks.

12) It must be a comedy because people in the picture are smiling.

3.

I think the common theme here is watching a new film.

They both show people who are enjoying a film.

In each picture the people are having snacks while they are watching a film.

In both pictures the people are glued to the screen.

4.

In the picture on the right hand side we can see a group of people who are watching a film in the cinema **while** the picture on the left shows two girls who are watching a film at home.

Whereas the people on the right hand picture are relaxed, the girls in the left hand picture are scared.

With the people on the right hand picture it is quite clear they are watching a comedy, **while in the left hand picture** the girls are **probably** watching a thriller.

5. Один из возможных вариантов ответов:

(1) I'm sure; (2) to my mind; (3) It is quite clear; (4) probably.

Unit 7

Task 1

1. 1) realize; 2) **flour**; 3) **queue**; 4) **blue**; 5) believe; 6) swamp.

2.

ex'tinction

des'troying

es'sential

ex'treme

,human'kind

,rain'forest

de'fores'tation

en'vironment

,eco'logical

3.

Phonetic description	English word
['ɒksɪdʒən]	1) oxygen
['nætʃrəl]	2) natural
[daɪ'ɒksaɪd]	3) dioxide
[kri:'eɪt]	4) create
['sentʃəri]	5) century
['i:kəʊsɪstəm]	6) ecosystem
[kən'vɜ:t]	7) convert

Task 2

1. 1) — d); 2) — c); 3) — e); 4) — a); 5) — b).

2. A. When does the session begin? B. What is the date of the session? C. How long does the session last? D. What is the duration of the session? E. What subjects are available? F. What subjects are in the academic schedule? G. Are any recreational activities suggested? Do you suggest any recreational activities? H. Which recreational activities are included? I. What is the tuition payment? J. How much does the session cost? K. What is the price of the stay? L. How much money should I pay?

Task 3

1. A. 1) I took this photo when I was in the International summer camp in Bulgaria last summer. 2) In the photo, you can see my new friends Dona, Lia, Nora, Paola, Martin and Francis. 3) They are planting a pine tree. They are smiling because they are happy to be making their small contribution

into improving the environmental situation. 4) I took this photo and keep it in my album because it shows how we spent our time in the camp. 5) I've decided to show this photo to you because I know you always take part in the ecological actions of our school.

B. 1) I took this photo when I was in the International summer camp in Bulgaria last summer. 2) In the photo, you can see one of the environmental actions of our camp. You can see four girls, one boy and our tutor. 3) They are cleaning the paths in the nearby park. 4) I took this photo and keep it in my album because it shows how we spent our time in the ecological camp. 5) I've decided to show this photo to you because I know you approve of all eco-friendly actions.

2. A. Our session was called Ecology Explorers. The two weeks we spent there were exciting and educational. We made many new friends and learnt to respect themselves, others, and the environment through exploring the natural world. There were a lot of fun activities, science experiments, environmental games, planting trees, walking to nearby parks and more.

They are from different countries. The girls are from Italy and the boys are from France.

I think a photo is worth a thousand words.

3. I've chosen the photo in which you can see some young people cleaning the street. There are six people in the photo. They are all wearing blue volunteers' t-shirts. I took this photo when I was in the International summer camp in Bulgaria last summer. Our camp was called Ecology Explorers. The two weeks we spent there were exciting and educational. We made many new friends and learnt to respect ourselves, others, and the environment through exploring the natural world. There were a lot of fun activities, science experiments, environmental games, planting trees, walking to nearby parks and more. In the photo, you can see one of the environmental actions of our camp. You can see four girls, one boy and our tutor cleaning the paths in the nearby park. People in this town praised and thanked us for the work we did. I took this photo and keep it in my

album because it shows how we spent our time in the ecological camp. I think a photo is worth a thousand words. I've decided to show this photo to you because I know you approve of all eco-friendly actions.

Task 4

1. B, C, E, D, A.

2. What both photos have in common is ... They both ... While both photos show ..., they depict different ... In my opinion, recycling is one of the best ... I definitely wouldn't want to ... That is why I prefer...

3. **Personally, I think** that it is very important to help wild birds to overcome periods of natural food shortage and to survive periods of severe winter weather. **I admire** birds and enjoy feeding them. **In my opinion**, it is important to feed the birds responsibly and regularly and to keep the feeders full. **That is why I prefer** the way of caring about the environment presented in the first photo.

Unit 8

Task 1

1. 1) health; 2) difficult; 3) opportunity; 4) pitch; 5) should; 6) cough.

2. 'Chi'nese, 'popu'lation, 'language, 'into'nation, 'news,paper, 'Mandarin, sur'prisingly, re'warding, 'employ'ee, 'applicant, 'company, ex'cited.

Task 2

1. 1) Where is the school located? 2) How long is the language course? 3) How many lessons are there per week? 4) How many students are there in the class? 5) Are there any facilities available at the school? 6) What accommodation is there? 7) Do you offer any activities? What activities do you have? What activities are there? 8) Do you organise any

excursions? 9) How much is the course? How much does the course cost? 10) What are the dates of the course? What time does the language course start? 11) Are there any requirements/rules at the school?

2. 1) Where is the school situated? 2) What language requirements should/must I meet to be considered for a place in the school? 3) What facilities are there at the school? What facilities are available to the students? What facilities does the school provide? What facilities are provided by the school? 4) What sightseeing tours do you offer? What sightseeing tours can be offered? What sightseeing tours are offered? What sightseeing tours will be offered? 5) What is the cost of a two-week course? What is the price of a two-week course?

Task 3

2. Примерное высказывание:

I took this photo last summer when I was at a summer camp. I had a wonderful time there. I remember well the day when this photo was taken, as it was very enjoyable!

In the photo you can see Jane who I made friends with in the camp. She is posing before the camera sitting on a horse. I took this photo because I was surprised that Jane was so good at horse riding. Look, how graceful she is!

There are some other reasons why I couldn't help capturing this moment. It is the beauty of the landscape. As you can see, in the background there are magnificent mountain ranges with snow-capped mountain peaks there. Though there was snow in the mountains far away, it was rather hot in the valley where we were horse riding. Have a look at Jane's clothes! That's why she is wearing the sleeveless top.

I keep this photo in my photo album because I am going to show it to my friend who likes horses but has never ridden a horse yet. Frankly speaking, he is afraid of horse riding. I hope my photo will inspire him to take up horse riding.

Task 4

1. (1) Both photos are devoted to; (2) Each of these photos shows; (3) in the first photo; (4) Similarly; (5) Both in the first and in the second photos; (6) As far as I can see, the common theme here is.

2. (1) While both of the photos show; (2) The first photo depicts; (3) The second one is different because; (4) Another important difference is that; (5) Compared to the photo on the left, in the right hand photo.

4. Примерное высказывание:

Both photos are devoted to getting education. Each of these photos shows a teacher and several students.

The teacher **in the first photo** is giving lessons to his students. **Similarly**, the students in the second photo are having lessons. **Both in the first and in the second photos** the students are listening to and watching their teachers attentively. **As far as I can see, the common theme here is** acquiring professional skills.

While both of the photos show lessons, they illustrate different ways of learning. **The first photo depicts** the students and their teacher in a typical classroom with the desks and a blackboard. **The second one is different because** the lesson takes place in the kitchen or in the pastry lab. **Another important difference is that** the students in the first photo are taking a lesson in physics. They are gaining theoretical knowledge. The teacher is explaining a physics formula to his students. **Compared to the photo on the left, in the right hand photo** the students are having a practical lesson or a workshop. It must be a “hands-on” cookery class because the teacher or a professional chef is teaching his students to make pastry.

I personally **prefer** the academic way of learning because I’m keen on numbers and formulas and plan to get a decent higher education. **I definitely wouldn’t like to** take practical lessons because I enjoy developing my theoretical skills.

СПИСОК ИСПОЛЬЗОВАННЫХ ФОТОГРАФИЙ

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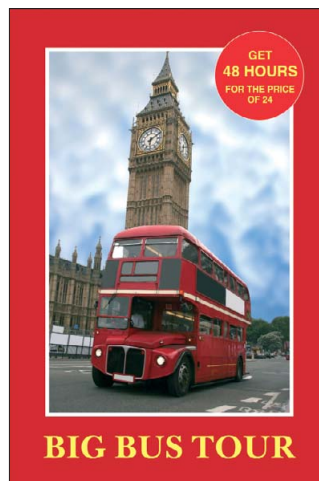
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Иллюстрации к заданиям

PART I Unit 1

TASK 2



TASK 3



TASK 4



Unit 2

TASK 2



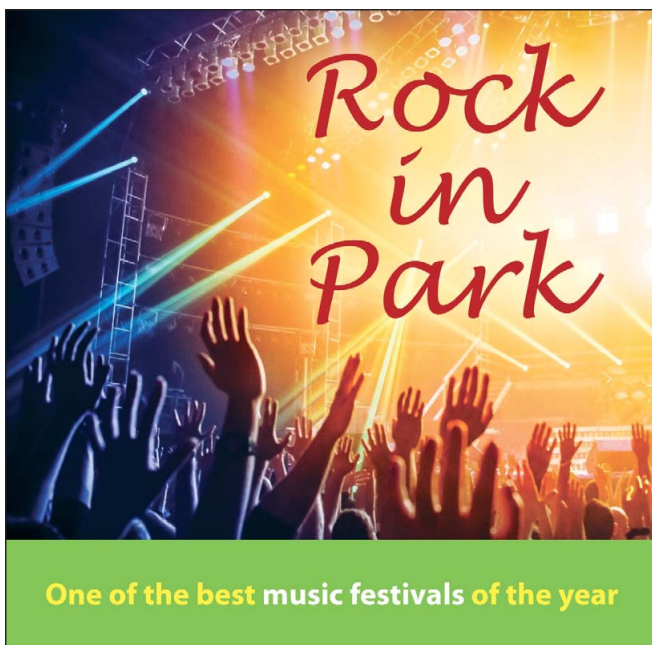
TASK 3





Unit 3

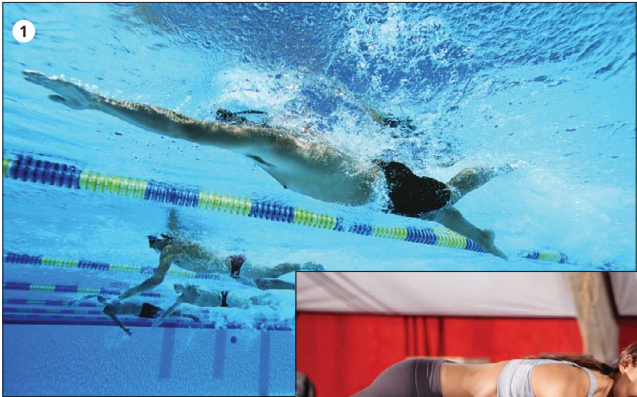
TASK 2



TASK 3



TASK 4



Unit 4

TASK 2



TASK 3



TASK 4

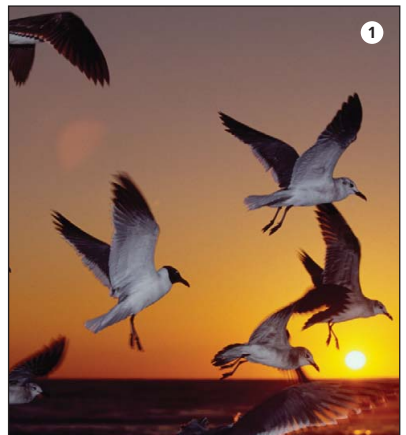


Unit 5

TASK 2



TASK 3

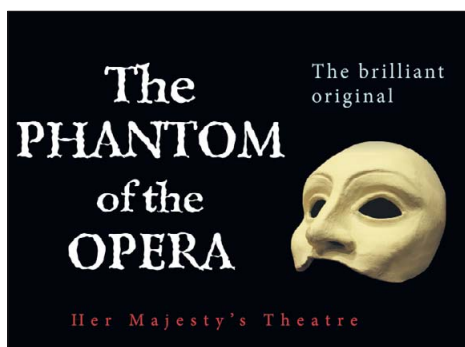


TASK 4



Unit 6

TASK 2



TASK 3

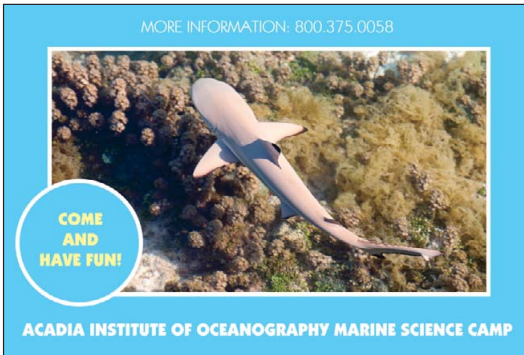


TASK 4



Unit 7

TASK 2



TASK 3



TASK 4



Unit 8

TASK 2



**Welcome to our English
Summer School**
Lessons, Activities and Excursions

TASK 3



TASK 4



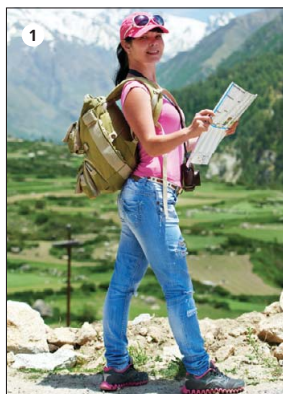
PART II

Test 1

TASK 2



TASK 3



TASK 4



Test 2

TASK 2



A TOUR OF THE HOUSES OF PARLIAMENT

TASK 3



TASK 4



Test 3

TASK 2



TASK 3



TASK 4



Test 4

TASK 2



TASK 3



TASK 4



ИЗДАНИЕ ПОМОЖЕТ:

- **ЭФФЕКТИВНО ПОДГОТОВИТЬСЯ
К УСТНОЙ ЧАСТИ ЕГЭ;**
- **ИЗБЕЖАТЬ ТИПИЧНЫХ ОШИБОК
ПРИ ВЫПОЛНЕНИИ ЗАДАНИЙ УСТНОЙ ЧАСТИ;**
- **РАЗВИТЬ И АКТИВИЗИРОВАТЬ
УМЕНИЯ УСТНОЙ РЕЧИ.**

АНГЛИЙСКИЙ ЯЗЫК

УСТНАЯ ЧАСТЬ



**В серии «ЕГЭ. Сдаём без проблем» выходят пособия
по основным предметам:
русскому языку, литературе, математике, физике, химии,
биологии, географии, информатике, истории,
обществознанию и иностранным языкам.**

**ГАРАНТИЯ
УСПЕХА
НА ЭКЗАМЕНЕ!**



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