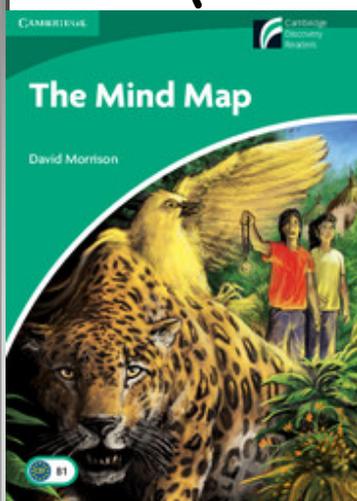


Подготовка  
к ГИА  
по английскому языку  
(по книге Дэвида Моррисона  
'The Mind Map',  
Cambridge University Press)



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## The Map of the Book

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## Chapter 1

### Grammar

#### Present Simple and Present Continuous

1. Look at the reported speech questions from Chapter 1. What tense is used? Why?

Make the questions direct using the Present Simple.

Example: I don't know what she does after school

*What does she do after school?*

1) I don't know if she likes going to the cinema.  
\_\_\_\_\_?

2) I don't know if she likes pizza.  
\_\_\_\_\_?

3) I don't know if she has a boyfriend.  
\_\_\_\_\_?

4) I don't even know where she lives in Santa Marta!  
\_\_\_\_\_?

5) And I certainly don't know what she thinks about me!  
\_\_\_\_\_?

#### Remember!

In the Present Simple add **-es** to verbs ending in:

- -s, -ss, -x, sh, (t)ch  
e.g. *stresses, washes [iz]*

- -o: *goes, does [z]*

- consonant + y -> i + es  
e.g. *try - tries,*

*apply - applies [z]*

**but say - says**

2. Now Lucho is sitting in the classroom and telling you what **he is doing now**. Help him make up the sentences in the Present Continuous.

Example: I/ study/ moment.

*I'm studying at the moment.*

1) I/ not listen/ teacher, Mr Parra.  
\_\_\_\_\_

2) Mr Parra/ draw something/ blackboard/ moment.  
\_\_\_\_\_

3) Eva Villa / sit/ front/ me.  
\_\_\_\_\_

4) My classmates/ laugh/ me/ right now.  
\_\_\_\_\_

5) Eva/ not smile - she/ be/ serious now.  
\_\_\_\_\_

6) We/ work/ Eva/ pair/ this week.  
\_\_\_\_\_

#### Remember!

We add **-ing** in the following way:

- e - ~~e~~ + ing

e.g. *make - making*

- ie -> y + ing

e.g. *lie - lying*

- consonant/ vowel + y + ing

e.g. *try - trying, say - saying*

- 1 syllable ending in 1 vowel

+1 cons = double cons

e.g. *sit - sitting, run - running*

3. Compare the Present Simple and the Present Continuous:

We use

the Present Simple to speak about:

- **regular, repeated actions** (often with adverbs *always, usually, seldom/ rarely, every..., once a ..., twice a..., three times a... etc.*)

*I have English classes twice a week.*

- **permanent** actions/ situations

*Alex lives in Nizhny Novgorod.*

- timetables and schedules (future arrangements that **we cannot influence**)

*Today's concert starts at 7 p.m.*

**Exercise 1.** Use the Present Simple or the Present Continuous in the sentences below:

1) Tim (come) \_\_\_\_\_ from the Netherlands.

the Present Continuous to speak about:

- **actions happening now/ at the moment**

*I am watching news at the moment.*

- **temporary** situations/ actions that are happening not in a regular/ usual way

*Usually Tom walks to school but this week he is cycling.*

- **Our future arrangements** (that we can influence)

*We are flying to London tomorrow.*

- 2) This month Sarah (work) \_\_\_\_\_ as a computer programmer because John is on holiday.
- 3) I (buy) \_\_\_\_\_ a new car next week.
- 4) The train for Yekaterinburg (leave) \_\_\_\_\_ at 5.37 a.m.
- 5) Look! Kate (do) \_\_\_\_\_ the washing up! She rarely (do) \_\_\_\_\_ this!
- 6) Jane always (wear) \_\_\_\_\_ beautiful dresses, but today she (wear) \_\_\_\_\_ an ugly one.

**To learn more about Present Simple and Continuous and have more practice see also:**

- Davis F., Rimmer W. *Active Grammar Level 1*. Cambridge: CUP, 2011. **Units 2-6, 18.**
- Raymond Murphy *Essential Grammar in Use*, 3d Ed.. Cambridge: CUP, 2012. **Units 1– 9.**
- Raymond Murphy *Essential Grammar in Use Supplementary Exercises*, 2nd Ed.. Cambridge: CUP, 2010. **P. 6 – 17.**

**!** 4. Remember state verbs (e.g. **love, like, admire, hate, remember, forget, understand, prefer, belong to, depend on** etc.) are not used in Continuous tenses. However, there are some verbs that can be used in Continuous tenses depending on their meaning. Compare:

#### Not used in Continuous

- to have = to own/ possess  
*Mike has a modern laptop.*
- to think = to believe/ suppose  
*I think, children shouldn't watch this.*
- to see (using your eyes)  
*I can see you!*

#### Can be used in Continuous

- to have – any other meanings  
*I'm having a bath. Diana is having dinner.*
- to think smth over  
*Jake is thinking of selling his car.*
- to see = to meet (with) smb  
*We are seeing your teacher this evening.*

**Exercise2.** Use the Present Simple or the Present Continuous in the sentences below:

- 1) I (think) \_\_\_\_\_ of sending the children to a summer camp, but my husband (prefer) \_\_\_\_\_ having family holidays.
- 2) You (see) \_\_\_\_\_ the man by the bank? I think he's a robber.
- 3) Lucho (have) \_\_\_\_\_ a class right now.
- 4) Lynette (think) \_\_\_\_\_ this carpet needs cleaning.
- 5) I (have) \_\_\_\_\_ a terrible headache! I (see) \_\_\_\_\_ my doctor today at 5.

### Vocabulary

Study the example of an exam task:

B4 And I *certainly* don't know what she thinks about me! CERTAIN

- In the exam you will be asked to form words as it is done in the example. In this particular case we had to transform an adjective into an adverb.
- A lot of adverbs are formed from an **Adjective + ly**: serious – seriously, kind – kindly etc. (but, for example, good – well).
- Note that not all words ending in –ly are adverbs, e.g. *friendly, lovely, silly, lonely, manly, womanly* are adjectives. You can use *in a ... way* phrase with them (e.g. He looked at me *in a friendly way*).
- If an adjective ends in –y preceded by a consonant replace it with **i**: heavy – heavily
- After some verbs you can't use adverbs, but you should use adjectives instead. Here are some of them:

**to be, to feel, to become, to sound, to smell, to taste, to seem, to look (= to seem)**

**Exercise3.** Now fill in the sentences from Chapter 1 either with adjectives or adverbs.

Then check if you were right.

- 1) Lucho Valdez looked at the little yellow bird singing \_\_\_\_\_ in a tree on the other side of the classroom window. HAPPY

- |   |              |
|---|--------------|
| 2) Next he looked _____ at the board and saw one of Mr Parra's favourite things: a mind map.                              | QUICK        |
| 3) 'That's _____, Lucho,' said Mr Parra.  | CORRECT      |
| 4) 'I have to work with you,' she explained _____.  | PATIENT      |
| 5) Mr Parra made a _____ noise with his ruler.  | LOUD         |
| 6) _____, he turned red again.  | UNFORTUNATE  |
| 7) 'I'm not sure, sir,' Lucho said _____.   | QUIET        |
| 8) 'Remember, they are as _____ as the written work.  | IMPORTANT    |
| 9) 'Don't worry, you were _____ asleep!' she joked.   | PROBABLE     |
| 10) Lucho's heart felt _____.   | HEAVY        |
| 11) For a moment Eva looked straight into Lucho's dark, _____ eyes and he could feel his face turning bright red.         | SAD          |
| 12) He tried to sound _____ but, when he walked out of the classroom, he could feel his heart beating _____ in his chest. | COOL<br>HARD |

Now look at sentence 12. Even though you need an adverb in the second part, you don't add **-ly**. The point is that there are a number of adverbs which have the same forms as adjectives. Moreover, if you add **-ly** to them, the meaning of the word changes. Here are some of these words. Look up the words you don't know ([www.dictionary.cambridge.org](http://www.dictionary.cambridge.org))

**hard – hardly**

**high – highly**

**deep – deeply**

**close – closely**

**late – lately**

**near – nearly**

**To learn more about Adjectives and Adverbs and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Unit 56.**
- Raymond Murphy English Grammar in Use, 4th Ed.. Cambridge: CUP, 2012. **Units 100– 101.**
- Raymond Murphy English Grammar in Use Supplementary Exercises. Cambridge: CUP, 2010. **P. 103.**
- Raymond Murphy Essential Grammar in Use, 3d Ed.. Cambridge: CUP, 2012. **Units 85– 86.**
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. **P. 94.**

**Let's revise! Exam Practice.**

- |     |   |             |
|-----|---|-------------|
| B4  | My mother _____ a flight attendant. She is  | BE          |
| B5  | really fond of her job. As a rule, she _____ 4<br>days a week. But she has to work at weekends, | WORK        |
| B6  | _____ Mum knows English really  | UNFORTUNATE |
| B7  | _____ that is why she often   | GOOD        |
| B8  | _____ international flights. But this week she  | HAVE        |
| B9  | _____ as she has to take some courses.  | NOT WORK    |
| B10 | _____, she will stay at home until the end of   | HOPEFUL     |
| B11 | the week. Right now she _____ a report on   | PREPARE     |
| B12 | new standards of safety. I always feel _____  | NERVOUSLY   |
| B13 | when Mother _____ to work and hope that   | GO          |
| B14 | she will get to their destination _____.  | SAFE        |

## Chapter 2

### Grammar

Past Tenses + used to

1. Study the examples of the Past Tenses in the Chapter. How do we form them? What do we use them for?

2. Revise the Past Simple rules:

- He looked at himself in the mirror.

We use the Past Simple to name actions in the past (the fact of their fulfillment in the past) or to speak about past habits (*He visited his Grandma every weekend*) and states (*Lucho felt bad*).

- *Lucho thanked his mother and went into his bedroom. The bird looked at Lucho and then flew onto the line where...*

We also use the Past Simple to name actions in consequence, i.e. actions that happened one after another in the past.

3. Revise the Past Continuous rules. We use the Past Continuous

- His mother was smiling from ear to ear.

to name a continuous action in the past/ to set the scene in stories.

- *Lucho was sleeping while his mother was cooking dinner.*

to name two (or more) actions in the past that were happening at the same time.

- *When he went back into the living room, his **mother was watching** television.*

to name an action which **was in progress (Past Continuous)** when another action interrupted it (Past Simple).

**Exercise 1.** Complete the sentences with Past Simple or Past Continuous.

- 1) He (close) \_\_\_\_\_ his eyes and (think) \_\_\_\_\_ about Eva.
- 2) Lucho (wake up) \_\_\_\_\_ suddenly when his mother (call) \_\_\_\_\_ him.
- 3) While he (wash) \_\_\_\_\_ the plate, a little yellow bird (land) \_\_\_\_\_ just outside the window.
- 4) He (open) \_\_\_\_\_ his notebook and (use) \_\_\_\_\_ the pendant to draw the first circle of the mind map.
- 5) He (show) \_\_\_\_\_ her a beautiful gold pendant and (ask) \_\_\_\_\_ her to look after it.
- 6) Lucho (listen) \_\_\_\_\_ carefully to his mother while she (tell) \_\_\_\_\_ him the story about an American.
- 7) Lucho (sit down) \_\_\_\_\_ and (start) \_\_\_\_\_ drawing a mind map.
- 8) He (know) \_\_\_\_\_ it (be) \_\_\_\_\_ his grandmother's pendant.
- 9) They (climb) \_\_\_\_\_ through the jungle when he (see) \_\_\_\_\_ a golden jaguar.
- 10) Lucho (hold) \_\_\_\_\_ Eva's hand while the jaguar (look) \_\_\_\_\_ at them.

**To learn more about Past Simple and Continuous and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Units 8-11.**
- Raymond Murphy Essential Grammar in Use, 3d Ed.. Cambridge: CUP, 2012. **Units 10-14.**
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. **P. 18-24.**

5. Revise the Past Perfect rules:

- *He had finished drawing the mind map by 7 p.m. yesterday.*

We use the Past Perfect to name the action that happened by some moment in the past or

- *It looked just like the yellow bird **he had seen** outside the history class window. He **had drawn** the mind map when his mother called him.*

to say that one **action** happened **earlier (Past Perfect)** than another one (Past Simple) in the past.

**Exercise2.** Complete the sentences with Past Simple or Past Perfect.

- 1) It (be) \_\_\_\_\_ a difficult day and he (feel) \_\_\_\_\_ exhausted when he (go) \_\_\_\_\_ to bed.
- 2) I (know) \_\_\_\_\_ who (do) \_\_\_\_\_ that.
- 3) He (open) \_\_\_\_\_ the window and the bird (fly) \_\_\_\_\_ into the room.
- 4) Grandmother (promise) \_\_\_\_\_ to look after the pendant that the American (give) \_\_\_\_\_ her.
- 5) Lucho (feel) \_\_\_\_\_ bad as he (tell) \_\_\_\_\_ his mother about the pendant.
- 6) He was very upset. Jane (not/ call) \_\_\_\_\_ him.

**To learn more about Past Simple and Past Perfect and have more practice see also:**

- Raymond Murphy English Grammar in Use, 4th Ed.. Cambridge: CUP, 2012. **Unit 15.**
- Raymond Murphy English Grammar in Use Supplementary Exercises. Cambridge: CUP, 2010. **P. 27-29.**

6. Look at the example of a 'used to do' phrase from Chapter 2:

'She **used to say** that Colombia would be rich if all it's guaca was returned.'

Find the sentence in the text. Can you guess the meaning of the phrase?

We use 'used to do smth' to speak about past habits, i.e. to say that something often happened in the past, but it doesn't happen anymore/ it's not acute, true anymore.

*He **used to read** a lot of newspapers, but now he prefers the Internet.*

To make a negative sentence or a question we need to use **Did** and the first form of a verb:

(negative) He **didn't use to** read newspapers.

(interrogative) **Did he use to** read a lot of newspapers?

Note that we pronounce 'used to' as ['ju:stə]

**Exercise3.** Now paraphrase the sentences using 'used to':

Example: Tom is poor, but he has got a lot of jewellery. - Tom used to be rich.

- 1) Anna doesn't work now, but she has got lots of books and test books. -  
\_\_\_\_\_
- 2) Peter has a Ukrainian accent, but he lives in Denmark. -  
\_\_\_\_\_
- 3) John is single, but he's got two children. -  
\_\_\_\_\_
- 4) Tanya lives alone now. Her roommate Oksana has just moved out. -  
\_\_\_\_\_
- 5) Sasha is quite old now, but when he was young he won a lot of medals. -  
\_\_\_\_\_

**To learn more about 'used to' and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Unit 16.**
- Raymond Murphy Essential Grammar in Use, 3d Ed. Cambridge: CUP, 2012. **Unit 36.**
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. **P. 61-62.**

### Writing

You have received a letter from your English-speaking friend Lucho.

Write him a letter and answer his 3 questions.

Write 100 – 120 words. Remember the rules of letter writing.

...I'm very excited about doing written work, a mind map, with my classmate, Eva Villa. I really like her! I want to work out some ideas today so that she doesn't think I am lazy...

...What kind of projects are you asked to do at school?... Do you prefer oral or written tasks?... What do you like more: individual or pair work?...

1. The structure of a letter is the following:

- write your address in the top right-hand corner (the name of the city and the country);
- a date below the address;
- a salutation (*Dear Tom, ... Hi Sue, ... etc.*);
- thank your friend for his/ her letter (*'Thank you for your letter', 'I was really glad to get your letter'*). You also may write something like *'Sorry for not writing for so long'* and explain the reason for it (*'I've been really busy preparing for my exams which I'm taking in a month...'*) which also will allow you to show the knowledge of the Present Perfect, for example;
- answer 3 questions from the letter – this is one of the most important points. If you don't do this, you may get **0 points** for the letter;
- finish your letter saying you hope to stay in touch (*'I look forward to hearing from you', 'Hope to hear from you soon', 'Write back soon'*);
- sign off your letter with a phrase like *'Best wishes', 'All the best', 'Yours'*;
- your first name.

2. When writing a letter remember the following things:

- you should **answer 3 questions**;
- the style of your letter should be **informal**: use contractions (*don't, isn't*), exclamations (*What a film!*), abbreviations (*asap – as soon as possible, PS*), short sentences and appropriate language (which should be neither too formal nor too colloquial);
- divide your letter into **paragraphs** and mind **punctuation**;
- your letter should be **not less than 90 words** and not more than 132 words long. In case you write less than 90 words you will get **0 points**.

3. Read an extract from a letter. What mistakes can you find?

Nizhny Novgorod  
Russia  
5 May, 2013

Dear Lucho,  
Thanks a lot for your letter! I was really glad to get it...

...  
3 answers

...  
Look forward to hearing from you

All the best,  
Max

3 Usilov Str,  
Russia

Honoured Lucho,

I was immensely glad to receive a letter of yours dated from April, 15, 2013. I owe you an apology – I did not have the slightest chance to answer your letter earlier due to my upcoming examinations.

Now let me answer your questions in detail...

...

I hope to get your reply soon.

Faithfully yours,  
Maxim Kalinin

**Exercise 4.** Now write the address correctly, add a date, choose an appropriate salutation and a form of signing off, write your first name only. And, of course, make the letter informal and complete it with answering Lucho's questions. Having finished the letter, check that everything from the lists above (ex. 1 & 2) is done.

**To learn more about writing a personal letter and have more practice see also:**

- Rimmer W., Vinogradova. Exam Success. Cambridge: CUP, 2013. **Unit 10.**
- Palmer G. Real. Writing. Cambridge: CUP, 2008. **Unit 9.**
- Redman S. English Vocabulary in Use Pre-Intermediate & Intermediate, 3d ed. Cambridge: CUP, 2011. **Unit 99.**
- Redman S. Test Your English Vocabulary in Use Pre-Intermediate & Intermediate, 3d ed. Cambridge: CUP, 2011. **Test 99.**

**Let's revise! Exam Practice.**

|     |  |           |
|-----|--|-----------|
| B4  | I am a student. Usually my day _____ at 7.30   | START     |
| B5  | a.m. But this week I _____ earlier as I have<br>to take my younger sister, Sue, to kindergarten. | GET UP    |
| B6  | Yesterday I _____! The problem was that I  | OVERSLEEP |
| B7  | _____ to set the alarm clock the night before!   | FORGET    |
| B8  | I _____ about walking in a zoo when sudden-  | DREAM     |
| B9  | ly my sister _____ me up.  | WEAK      |
| B10 | _____, my little sister  | LUCKY     |
| B11 | _____ a nightmare. I was shocked.  | HAVE      |
| B12 | I _____ out of the bed at once,  | JUMP      |
| B13 | _____ on the first clothes I could find and  | PUT       |
| B14 | _____ to the kindergarten. Oh yeah, I forgot<br>to take Sue with me!                             | HURRY     |

## Chapter 3

### Grammar

#### Present Perfect vs. Past Simple

1. Find the examples of the Present Perfect in Chapter 3. How do we form the Present Perfect? What do we need it for?

2. Revise the Present Perfect rules:

- 'The mind map has changed, Eva. Look!'
- '...Something amazing has happened!'

We use the Present Perfect to name an action that has happened recently and affected the present. Quite often, as in the examples above, we can see the result of the action.

- *I have been to Australia.*
- *She is the most beautiful girl I have ever seen!*

We also use the Present Perfect to speak about our life experience, sometimes using the superlatives (as in the last example).

3. Present Perfect and Past Simple

Look at the sentences from the Chapter again. What is the difference between the Present Perfect and the Past Simple?

- '... All I **did** last night **was** to draw the circles and lines and write 'guaca' in the centre circle. Something amazing **has happened!**'

Study the difference:

#### Present Perfect

- has happened recently and affected the present – **the action is related to the present** (i.e. we can see the result)

*I have done the washing up (the dishes are clean now)*

- often there are **no time determiners** (but we imply that it has **happened to this moment**)

*Tom has cleaned the room (to this moment)*

- **No** questions starting with 'When!'

#### RESULT

#### Past Simple

- the action **is not related to the present** (a speaker doesn't stress the relation)

*I did the washing up yesterday (we are not interested in the result)*

- in most cases **there are time determiners** (*yesterday, last..., ago etc.*) as in the Past Simple we are interested in the time of the action, we stress **when the action happened**

*Tom cleaned the room **last Saturday**.*

- **When-** questions are typical

*When did you see him last?*

#### TIME

**Exercise 1.** Now use the Present Perfect or the Past Simple in the sentences below:

1. Pavel (buy) \_\_\_\_\_ a car. Now he gets to work much faster. – How much it (cost) \_\_\_\_\_?
2. I (see) \_\_\_\_\_ Tommy last night – he (be) \_\_\_\_\_ in the library.
3. When and where you (get) \_\_\_\_\_ this laptop? – I (have) \_\_\_\_\_ ever since my parents (give) \_\_\_\_\_ it to me for my birthday.
4. You ever (try) \_\_\_\_\_ parachute jumping? – Yes, I \_\_\_\_\_. I (do) \_\_\_\_\_ it when I (be) \_\_\_\_\_ at school.
5. You already (do) \_\_\_\_\_ your homework? – No, I (forget) \_\_\_\_\_ to write down the task.
6. Do you remember when you (meet) \_\_\_\_\_ Francis last?
7. Sarah (leave) \_\_\_\_\_ her old work but she (find) \_\_\_\_\_ a new job yet.
8. Agatha Christie (write) \_\_\_\_\_ more than 60 detective novels.

9. How long (know) \_\_\_\_\_ Masha? – We (take) \_\_\_\_\_ part in the same conference in 2010.
10. I (not remember) \_\_\_\_\_ her address, so I (call) \_\_\_\_\_ Dima and (ask) \_\_\_\_\_ him.

**To learn more about Present Perfect and Past Simple and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Units 12-15.**
- Raymond Murphy Essential Grammar in Use, 3d Ed. Cambridge: CUP, 2012. **Units 15-20.**
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. **P. 28-36.**

## Speaking

C3

### STUDENT CARD

#### Task 2 (2-3 minutes)

You play the part of Lucho. You come to your classmate Eva Villa to ask her help you with the pendant. You think the pendant wants you to find its home.

- Ask your classmate to help you. Tell her what you think about the pendant.
- Tell her you are not joking. Mention what you saw on the computer screen in the library.
- You're surprised by what Eva tells you.
- You are happy with what Eva says.
- Answer Eva's questions. Say what you know about Nebtashi, Esmeralda and Hotel Continental.
- Do not accept Eva's suggestion as your grandmother asked you not to tell anybody about the pendant. Suggest starting the investigation with going to your teacher of History, Mr Parra.

**You begin** the conversation. The examiner will play the part of Eva Villa.

Remember to:

- mention all the aspects of the task
- be active and polite

*When doing this task remember that:*

- if you don't mention all the points in the task and you don't fully answer examiner's questions you will get **0 points for the whole task**;
- you should be able to start, continue and finish a conversation;
- you should speak quite at length. Don't speak in 1 sentence, try to say 2 – 3 sentences;
- in order to sound more interesting for the examiner try to use different grammatical structures, tenses, show a wide range of vocabulary;
- you should be an active speaker and a good listener. Remember that the examiner needs to hear your English to assess it.

In order to show the interlocutor that you are interested in what he/ she is saying you can say 'Oh, really?', 'Really? That's amazing!', 'I can't believe that!', 'Do you?', 'Was it?', 'So do I!' etc.

When you don't know what to say, don't keep silence! Say something that will give you some time to think, e.g. '...emm... Let me think', 'Let me remember', 'That's interesting. I didn't know that!', 'That's a good/ difficult question, but I think...', 'Well,...' etc.;

- look at the examiner – it should be real communication.

**To learn more about this type of examination task and other speaking strategies and have more practice see also:**

- Rimmer W., Vinogradova. Exam Success. Cambridge: CUP, 2013. **Unit 15.**
- Marks J. English Pronunciation in Use Elementary. Cambridge: CUP, 2007. **Unit 46.**

**Let's revise! Exam Practice.**

|     |   |            |
|-----|---|------------|
| B4  | Last week I _____ to a book shop. You see,        | GO         |
| B5  | I _____ work as a teacher at school and now       | USE        |
|     | I give some extra classes. At the moment I have a |            |
| B6  | student who _____ to emigrate to Canada.          | WANT       |
| B7  | He constantly _____ me to buy up-to-date          | ASK        |
| B8  | books to pass the IELTS exam _____. So, in        | SUCCESSFUL |
| B9  | the store a shop assistant _____ up to me         | COME       |
| B10 | while I _____ through some books. I               | LOOK       |
| B11 | _____ there for 30 minutes when he said: 'I'm     | BE         |
| B12 | sorry, Mad'm, but we _____ out all the books      | SELL       |
| B13 | for IELTS and we _____ to get some more           | EXPECT     |
| B14 | next week. We _____ out of them for a fort-       | BE         |
|     | night already.' 'What a pity,' I thought.         |            |

**C3. INTERLOCUTOR CARD****Task 2 (2-3 minutes)**

You play the part of Eva Villa, Lucho's classmate. You are sitting in the school yard reading a history textbook.

- Tell Lucho you don't believe him. You think that it is a silly joke. (e.g. *No, I won't Lucho. I have no time for your silly jokes! I must prepare for the history class.*)
- You listen to Lucho and then you get surprised – you get a telephone message saying 'TAKE IT BACK'. Tell Lucho about this and watch his reaction. (e.g. *Oh, what is this? I got a message saying 'take it back'.*)
- Now you agree to help Lucho. (e.g. *All this is very strange. OK, I will help you.*)
- Ask Lucho if he knows anything about the words in the mind map. (e.g. *So, what should we start with? Do you have any ideas what those words in the mind map could mean?*)
- Suggest that you should tell his mother about these strange things. (e.g. *... I see. I wonder Lucho, maybe we should tell your mother about all this thing?*)
- Agree with Lucho. (e.g. *That sounds a good idea!*)

**Skills to be tested**

The student is expected to demonstrate his/her ability to:

- make a request/an invitation
- provide the information required
- accept/reject an invitation
- maintain and conclude the conversation
- be active and polite

**SAMPLE CONVERSATION**

**Student:** Hello, Eva. I'm glad I've found you!

Interlocutor: Hi, Lucho. Why?

**S:** I need your help. You see, something's wrong with grandmother's pendant. It seems to be magical. I think it wants me to take it back home.

I: Lucho, I have no time for your silly jokes! I have to prepare for my History classes!

**S:** Eva, it's not a joke! When I was in the library, I saw three words in big red letters on the screen. They said 'take it back'.

I: Oh, what is this? I got a message saying 'take it back'!

**S:** Really? I can't believe that!

I: All this is very strange. Now I feel that I should help you.

**S:** Oh, will you? That's amazing! I'm really happy!

I: So, what should we start with? Do you have any ideas what those words in the mind map could mean?

**S:** Well, I know that 'Nebtashi' means 'a jaguar'. Esmeralda was my grandmother's name. I haven't found where this hotel 'Continental' is yet. Do you think this can help us?

I: I suppose, it could be useful to tell your mother about everything.

**S:** emm... Let me think. I am afraid we can't do that. My grandmother asked me not to tell anybody about the pendant, even my mother. Probably, we should go and see Mr Parra, he could know something about the pendant. What do you think?

I: That sounds a good idea!

**S:** Great, let's go then.

## Chapter 4

### Grammar

Future Simple and Present Continuous; Subordinate Clauses of Time and Condition; Future-in-the-Past

1. Find the examples of the Future Simple in Chapter 4. How do we form the Future Simple? What do we need it for?

2. Revise the Future Simple rules:

We use the Future Simple

to state the fact that something will happen in the future:

- *We will study chemistry next year.*

to make promises, offers, requests, threats:

- *I will lend you a book.*
- *Shall I open the window?*
- *'Eva,' he said, 'will you help me?' (p. 28)*
- *If you come home late, you will stay at home next weekend.*

when we make a decision at the moment of speaking:

- *'It's getting late.' – 'Oh, I'll get a taxi.'*

Note that we do not use Future tenses *in subordinate clauses of time and condition* after *when, until (=till), before, after, as soon as; if, unless, in case* (if a subordinate clause answers questions '**when?**' or '**on what condition?**'), but we use the Present Simple instead:

- *I will call you when I get home.*  
*when?*
- *I will lend you the book if you promise to give it back on time.*  
*on what condition?*
- *'And I will [help you], if you promise me that this isn't a joke.' (p. 32)*

3. Find an example of the Present Continuous with a future meaning on p. 32. What's the difference between the Present Continuous and the Future Simple?

4. Revise the rule:

We use the Present Continuous for **future planned actions** (the decision is made **before** the moment of speaking) whereas we use the Future Simple for **spontaneous decisions** (the decision is made **at the moment of speaking**).

5. Revise the Future-in-the-Past rule:

If a sentence is narrated in the Past tenses and we need to express a future meaning we use the Future-in-the-Past tenses instead of the Future tenses, i.e. we replace **will** with **would**:

- *'I said I would help you, Lucho,' answered Eva. (p. 32)*

**Exercise 1.** Fill in the sentences with the verbs given using Present Simple, Present Continuous, Future Simple or Future-Simple-in-the-Past:

- 1) What you (do) \_\_\_\_\_ if you (see) \_\_\_\_\_ a bear?
- 2) 'Do you have any plans for the weekend?' – 'Yes, we (visit) \_\_\_\_\_ the Hermitage.'
- 3) 'Oh, this article about the Hermitage is so interesting! I (visit) \_\_\_\_\_ it.'
- 4) I (not/let) \_\_\_\_\_ you enter the classroom until you (give) \_\_\_\_\_ me any reasonable excuse for your being late.
- 5) He promised that he (come) \_\_\_\_\_ on time, but she didn't believe him.
- 6) When he (arrive) \_\_\_\_\_ in Khanty-Mansiysk?
- 7) Our teacher said 'You (pass) \_\_\_\_\_ the exam easily if you (revise) \_\_\_\_\_ for it thoroughly.'
- 8) Our teacher said that we (pass) \_\_\_\_\_ the exam easily if we (revise) \_\_\_\_\_ for it thoroughly.

**To learn more about Future Simple and Present Continuous; Subordinate Clauses of Time and Condition and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Units 17-18.**
- Raymond Murphy English Grammar in Use, 4th Ed.. Cambridge: CUP, 2012. **Units 19, 21, 22, 25.**
- Raymond Murphy English Grammar in Use Supplementary Exercises. Cambridge: CUP, 2010. **P. 34-39.**
- Raymond Murphy Essential Grammar in Use, 3d Ed. Cambridge: CUP, 2012. **Units 25, 27, 28, 99.**
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. **P. 44-45, 48-50, 102.**

### Ordinal numbers

Look at the extract on p. 31: *'In **the first** [circle] there was a name, Mario. In **the second**... And in **the third**... '25, Bastidas Street.'*

The words **in bold** are ordinal numbers. We use them to name the order of things/ people. Normally we add **-th** to cardinal numbers (four, five, six...) to form ordinal numbers, however, you should remember the first three ordinal numbers. We also use the definite article with ordinal numbers. Pay attention to the numbers in bold:

one – **the first**

nine – **the ninth**

two – **the second**

...

three – **the third**

twelve – **the twelfth**

four – the fourth

thirteen – the thirteenth

five – **the fifth**

...

six – the sixth

twenty – the **twentieth**

...

eight – **the eighth**

thirty – the **thirtieth**

forty – the **fortieth**

**Note** that in compound numbers we change only the last word and in any number between 21 and 99 we put a hyphen (-) between two words:

84<sup>th</sup> – the eighty-fourth

337<sup>th</sup> – the three hundred and thirty-seventh

### Vocabulary

Prefixes

1. Study some prefixes which you can use with verbs:

*un-/ dis-* can add the opposite meaning: fold – unfold; like – dislike

*over-* means 'too much': sleep – oversleep (=to sleep too much)

*re-* means 'to do something again': do – redo

*mis-* means 'to do something incorrectly': understand – misunderstand (to understand incorrectly)

**Exercise2.** Now match the verbs from Chapter 4 with all prefixes they can take:

**to appear, to continue, to take, to think, to believe, to work, to do**

| Un- | Dis- | Over- | Re- | Mis- |
|-----|------|-------|-----|------|
|     |      |       |     |      |

2. Now add these verbs to the correct columns: **to hear, to understand, to connect, to write, to like**. Add some verbs of your own. Consult [www.dictionaries.cambridge.org](http://www.dictionaries.cambridge.org) if you need.

3. Here are some prefixes you can add to adjectives/ adverbs. All of them are negative and add the opposite meaning ('not'):

- |  |   |
|--|---|
| <i>un-</i> tidy – untidy ('not tidy')                  | <i>ir-</i> (often before –r): responsible – irresponsible |
| <i>dis-</i> honest – dishonest ('not honest')          | <i>il-</i> (often before –l): legal – illegal             |
| <i>im-</i> (often before –m and –p): polite – impolite | <i>in-</i> correct – incorrect                            |

Note that there is no definite rule of adding prefixes/ suffixes. The best way to learn word formation is to put down derivatives into a special notebook.

**Exercise3.** Now put the adjectives and adverbs from Chapter 4 into the correct column: **possible, afraid, sure, pleased, well, important, probably, real**

| Un- | Dis- | Im- | Ir- |
|-----|------|-----|-----|
|     |      |     |     |

4. Add these adjectives to the correct columns: **fortunate, responsible, happy, patient, regular, honest, moral, friendly**. Add some adjectives of your own.

**To learn more about prefixes and have more practice see also:**

- Rimmer W., Vinogradova. Exam Success. Cambridge: CUP, 2013. **Unit 8.**
- McCarthy M, O'Dell F. English Vocabulary in Use Elementary, 2<sup>nd</sup> ed. Cambridge: CUP, 2010. **Unit 58.**
- McCarthy M, O'Dell F. Test Your English Vocabulary in Use Elementary, 2<sup>nd</sup> ed. Cambridge: CUP, 2010. **Test 58.**
- Redman S. English Vocabulary in Use Pre-Intermediate & Intermediate, 3d ed. Cambridge: CUP, 2011. **Unit 69.**
- Redman S. Test Your English Vocabulary in Use Pre-Intermediate & Intermediate, 3d ed. Cambridge: CUP, 2011. **Test 69.**

**Let's revise! Exam Practice.**

|     |   |           |
|-----|---|-----------|
| B4  | I came to his office and asked if he was there. 'He _____   | GO        |
| B5  | out,' they said. 'When he _____, I'll let you know,' his    | RETURN    |
| B6  | secretary added. I didn't know for sure when he _____       | COME      |
| B7  | back and so I _____ down on a sofa which turned out         | SIT       |
| B8  | to be rather _____ – there were spots all over it.          | TIDY      |
| B9  | I _____ a magazine when his secretary offered a cup of      | READ      |
| B10 | coffee. 'I promise, he _____ back soon,' she said and       | BE        |
| B11 | went to the kitchen. _____, he didn't.                      | FORTUNATE |
| B12 | When she brought me the coffee I _____ feeling hun-         | START     |
| B13 | gry. I sipped a little, but its taste was so _____ that the | PLEASANT  |
| B14 | coffee was _____ to drink! No wonder the sofa was that      | POSSIBLE  |

dirty!

## Chapter 5

### Listening

Вы услышите разговор двух друзей. В заданиях А1–А6 обведите цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

This is a multiple choice listening task. While doing it remember the following things:

- read the questions and possible answers carefully and make sure you understand them clearly before you start listening;
- try to find key words in the questions or the words that make possible answers different and underline them;
- quite often speakers mention two or all three options to confuse you – listen carefully and choose the best one that *really answers* the question;
- think of synonyms for the words in the questions and answers because you may not hear the exact words speakers use;
- try to answer all questions after you hear the text for the first time and check your answers while listening to it for the second time.

Now listen Recording 5 from 0.00 till 3.35 (until the phrase 'The young man's voice was unfriendly') and answer questions A1 – A6.

**A1** Lucho and his mother visited Bastidas Street at weekends

- 1) to work there.
- 2) to have a walk.
- 3) to see a beautiful wall.

**A2** Eva was waiting for Lucho by a shop where one could buy

- 1) gold things.
- 2) cold things.
- 3) old things.

**A3** Lucho invited Eva to a café because

- 1) he was thirsty.
- 2) he wanted to tell her the story of the pendant once again.
- 3) he wanted her to like him.

**A4** The problem with the Hotel Continental was that

- 1) it was closed.
- 2) Lucho's grandmother had worked there.
- 3) Lucho's grandmother hadn't worked there.

**A5** In the shop

- 1) there was a duck.
- 2) it was so dark that they couldn't see anything.
- 3) It was dark but they saw some objects.

**A6** A teenager in the shop was

- 1) 5 or 6 years old.
- 2) 5 or 6 years older than Eva and Lucho.
- 3) 5 or 6 times taller than Eva and Lucho

**To learn more about listening multiple choice strategies and have more practice see also:**

- Rimmer W., Vinogradova. Exam Success. Cambridge: CUP, 2013. **Unit 3.**
- McKeegan D. Complete Key for Schools. Cambridge: CUP, 2013. **Units 2, 6, 13. P 140 – 141.**
- Capel A., Sharp W. Objective KET. Cambridge: CUP, 2012. **Units 2, 5, 12, 15, 17.**

### Grammar

Degrees of Comparison

1. In chapter 5 find 3 adjectives that are used in comparative forms. How do we form comparatives and superlatives in English? What do we need them for?



2. Now add these words to the correct columns: **to run, shy, to compete, to announce, polite, to develop**. Add some words of your own.

3. Here are some suffixes you can use to form adjectives.

-ful – often means ‘full of’: *beauty – beautiful*

-less – means ‘without’: *help – helpless*

-y: *fun – funny*

-ous: *fame – famous*

**a noun  
into  
an adj**

Note that there is no definite rule of adding prefixes/ suffixes. The best way to learn word formation is to put down derivatives into a special notebook.

**Exercise3.** Transform these words into adjectives from Chapter 5 and put the into the correct column:

**anger, a thought, care, help, sleep, an end, hope, an adventure, beauty, a nerve**

| -ful | -less | -y | -ous |
|------|-------|----|------|
|      |       |    |      |

4. Add these adjectives to the correct columns: **glory, use, wind, delight, fog**. Add some adjectives of your own.

**To learn more about prefixes and have more practice see also:**

- Rimmer W., Vinogradova. Exam Success. Cambridge: CUP, 2013. **Unit 8.**
- McCarthy M, O'Dell F. English Vocabulary in Use Elementary, 2<sup>nd</sup> ed. Cambridge: CUP, 2010. **Unit 59.**
- McCarthy M, O'Dell F. Test Your English Vocabulary in Use Elementary, 2<sup>nd</sup> ed. Cambridge: CUP, 2010. **Test 59.**
- Redman S. English Vocabulary in Use Pre-Intermediate & Intermediate, 3d ed. Cambridge: CUP, 2011. **Units 70-71.**
- Redman S. Test Your English Vocabulary in Use Pre-Intermediate & Intermediate, 3d ed. Cambridge: CUP, 2011. **Tests 70-71.**

**Let's revise! Exam Practice. Prefixes/ Suffixes**

|            |  |             |
|------------|--|-------------|
| <b>B13</b> | It was absolutely _____ of him to leave a child alone!   | RESPONSIBLE |
| <b>B14</b> | That bus was extremely _____: the seats were tiny and there was no WC on-board.                              | COMFORT     |
| <b>B15</b> | He was out of job, his wife had left him, he had no money even to buy food – he felt _____ and destroyed.    | HELP        |
| <b>B16</b> | He told her the truth, but _____ she didn't believe him anymore.   | FORTUNE     |
| <b>B17</b> | Tommy is an _____ person, he's fond of parachute jumping, skydiving, bungee jumping and other extreme sports | ADVENTURE   |
| <b>B18</b> | A stamp _____ is a person, who gets and keeps a lot of stamps.   | COLLECT     |

## Chapter 6

### Grammar

Nouns: Countable/ Uncountable, Singular/ Plural

1. Find the examples of the plurals. How do we form the plurals? Can all nouns be used in the plural form?

2. Revise Countable and Uncountable Nouns

A noun can be countable (if it can be counted) or uncountable (e.g. materials *plastic, gold*; liquids *water, tea*; abstract nouns *love, happiness, music*). Some nouns can be countable in Russian but uncountable in English. That is why you should learn them by heart:

**advice, air, bread, butter, fish, fruit, furniture,  
hair, luck, money, news, salt, weather, work**

These words are always singular and thus are used with *is/ has* (in present tenses), *was* (in past tenses), *much, (a) little, some*.

Countable nouns can be singular or plural and thus can be used with *is/are, have/ has, was/ were, many, (a) few, some, a/an*.

3. Revise the rules of the Plurals

Only countable nouns can form the plurals. Generally we add **-s** to a noun to form the plural but there are some cases that should be remembered:

- nouns ending in **-s, -ss, -x, -(t)ch, -sh** add **-es**: a box – boxes, a coach – coaches
- **consonant + y** -> **i + es**: a fly – flies, a story – stories  
but **vowel + y** -> **y + s**: a boy – boys, a day – days
- **potatoes, tomatoes** (in other cases o + s: a photo – photos, a video – videos etc.)
- **-f/ -fe** -> **ves**: a wolf – wolves, a wife – wives (but a roof – roofs)
- nouns that have different singular and plural forms:  
a man – men          a woman – women          a child – children          a foot – feet  
a tooth – teeth          a goose – geese          a mouse – mice          an ox – oxen
- nouns that have identical singular and plural forms:  
a deer – deer          a sheep – sheep          a salmon – salmon          a trout – trout

Also remember that there are some nouns that are always plural, e.g. *clothes, glasses, jeans, police, scissors, trousers*. They are used with *are, have, were, many*.

**Exercise1.** Form the plural form of the following nouns. Put a cross (X) opposite those that are uncountable:

- |            |             |             |
|------------|-------------|-------------|
| • tree –   | • onion –   | • sheep –   |
| • plant –  | • potato –  | • man –     |
| • fog –    | • milk –    | • disco –   |
| • ox –     | • pendant – | • country – |
| • pepper – | • monkey –  | • knife –   |
| • leaf –   | • roof –    | • watch –   |
| • bush –   | • bus –     | • money –   |

**Exercise2.** Choose the right answer:

- 1) The weather *was/ were* terrible yesterday!
- 2) The police *have/ has* found some new evidence.
- 3) Money *mean/ means* nothing to me! I love you!
- 4) *Knowledge/ A knowledge* is everything for Katya.
- 5) Tom has several *geese/ goose*.
- 6) Your *advice/ advices* *is/ are* always helpful.
- 7) I saw three *deer/ deers* yesterday.

- 8) *This/ these news is/ are* absolutely amazing!  
 9) There isn't *many/ much* butter left in the fridge.  
 10) He's got *a few/ a little* hair on his head.

**To learn more about Countable/ Uncountable and Singular/ Plural nouns and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Units 40-41.**
- Raymond Murphy English Grammar in Use, 4th Ed.. Cambridge: CUP, 2012. **Units 69, 70, 79.**
- Raymond Murphy English Grammar in Use Supplementary Exercises. Cambridge: CUP, 2012. **P. 92-93.**
- Raymond Murphy Essential Grammar in Use, 3d Ed. Cambridge: CUP, 2012. **Units 66, 67, 68.**
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. **P. 82-83.**

### Writing

You have received a letter from your English-speaking friend Lucho.

Write him a letter and answer his 3 questions.

Write 100 – 120 words. Remember the rules of letter writing (*if you need to revise them, go to Chapter 2*).

You have 30 minutes to do this task.

*... My classmate Eva and I went to the forest last week. That was quite an adventure!...*

*... What do you enjoy doing in your spare time? Do you organise picnics with your classmates?... What kind of activity would you like to take up or try?...*

### Let's revise! Exam Practice.

|     |   |         |
|-----|---|---------|
| B4  | That was the _____ time I went to the mall. On the whole I                | TWO     |
| B5  | am quite afraid of malls because of all those _____                       | SHOP    |
| B6  | spinning around, most of them very _____.                                 | NERVE   |
| B7  | That morning I pulled myself together and came to the _____ that I had to | DECIDE  |
| B8  | do it. The _____ I was coming to 'Mega', the more anx-                    | CLOSE   |
| B9  | ious I was getting. When I was in, a _____ came up to me                  | FOREIGN |
| B10 | asking for some directions. I was breathing _____ but                     | HEAVY   |
| B11 | managed to answer the question. Then the man _____                        | APPEAR  |
| B12 | as _____ as he had appeared. For a long time I couldn't                   | EXPECT  |
| B13 | understand what _____ and was standing in astonish-                       | HAPPEN  |
| B14 | ment. _____, I realised that my wallet was gone!                          | FINAL   |

## Chapter 7

### Grammar

#### Nouns: Articles

1. Find the examples of articles. When do we use **a/an** and **the**?
2. Revise the rules of using the articles:

Generally we use A/AN when we name something for the first time, while THE is used for something that has been named already. Compare the two sentences from Chapter 7:

- 'There's **a** rope in the back of the car'. (mentioned for the first time)
- '... Now get **the** rope, before he wakes up!' (mentioned for the second time)

The indefinite article A/AN is used only with **Countable Singular nouns!** (as it denotes ONE thing: a book = one book)

Uncountable nouns are used without articles but may be used with quantifiers: *milk, a lot of/ much/ (a) little/ some milk.*

The definite article THE can also be used when something is named for the first time but we understand what exactly we are talking about from the context/ situation, e.g.:

- 'There's a rope in **the** back of **the** car'. (there is only one back in this very car which have driven here)
- Look at **the** floor! (there is only one floor in this room/ house)

3. Study other uses of Articles:

#### Articles

##### Indefinite

- any singular thing, job (countable): a singer, a glass
- after TO BE, TO HAVE: There is a ..., I have a...
- in exclamations: What a fantastic view!
- with 100, 1000, 1000000: A hundred
- a/an *adj + noun*
- a lot, a few, a little
- a lie

##### Definite

- inventions: the telescope
- species of animals and plants: The tiger, the rose
- areas: the north, the southwest
- national groups: the Italians
- with superlatives: the biggest
- with ordinal numerals: the first
- unique things: the Sun
- some states: the USA, the Netherlands, the UK
- groups of islands, mountains: The Bahamas, the Alps (the Isle of Man)
- rivers, seas, oceans, bays, channels: The Ob, the Dead Sea, the Pacific
- families: the Browns
- the same, the only
- the truth, on the left
- the police

##### No Article

- continents: Europe
- countries: Russia
- towns: Nizhny Novgorod
- streets, squares: Elm Street
- single mountains: Elbrus
- single islands: Ireland
- lakes, bays, peninsulars: Lake Baikal (but The Baikal)
- proper names: Sam Brown, President Putin
- seasons, parts of the day: It's morning/spring.
- meals: tea, lunch, dinner have tea, after/ before lunch
- languages: English
- months, days of the week: May, Friday

#### Exercise 1. Insert articles where necessary:

- 1) That was \_\_\_\_ first time I saw \_\_\_\_ smallest person in the world!
- 2) What \_\_\_\_ amazing story!
- 3) \_\_\_\_ Danish are \_\_\_\_ very practical and punctual people – they never come late if this is \_\_\_\_ important event for them.

- 4) Let's meet and discuss the matter before \_\_\_\_ lunch.
- 5) We should protect \_\_\_\_ environment! Don't litter when you go to \_\_\_\_ countryside!
- 6) \_\_\_\_ Nyagan is \_\_\_\_ small town in \_\_\_\_ Western Siberia, \_\_\_\_ Russia. \_\_\_\_ population of \_\_\_\_ town is approximately 56 000 people. About \_\_\_\_ thousand of people still speak Khanty and Mansy.
- 7) \_\_\_\_ Nizhny Novgorod stands on \_\_\_\_ confluence of two rivers: \_\_\_\_ Volga and \_\_\_\_ Oka. \_\_\_\_ governor of the region is \_\_\_\_ Valery Shantsev.
- 8) \_\_\_\_ Himalayas are almost four times higher than \_\_\_\_ Ben Nevis.
- 9) I have got \_\_\_\_ number of friends. Dan is \_\_\_\_ friendliest.
- 10) What \_\_\_\_ wonderful weather!
- 11) One of \_\_\_\_ scenes of this movie was shot in \_\_\_\_ Netherlands, another – in \_\_\_\_ Brazil, and the third – in \_\_\_\_ US.
- 12) \_\_\_\_ Lake Superior is \_\_\_\_ biggest in \_\_\_\_ system of \_\_\_\_ Great Lakes.
- 13) John is \_\_\_\_ clerk. He does \_\_\_\_ same work again and again. What \_\_\_\_ poor man!
- 14) He came there to find out \_\_\_\_ truth but as usual he was told nothing but \_\_\_\_ lie.
- 15) It was \_\_\_\_ night when \_\_\_\_ Millers set off for Mexico.

**To learn more about Articles and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Units 42-43.**
- Raymond Murphy English Grammar in Use, 4th Ed.. Cambridge: CUP, 2012. **Units 72-78.**
- Raymond Murphy English Grammar in Use Supplementary Exercises. Cambridge: CUP, 2012. **P. 149-154.**
- Raymond Murphy Essential Grammar in Use, 3d Ed. Cambridge: CUP, 2012. **Units 65, 69-73.**
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. **P. 84-85.**

## Speaking

C2

### STUDENT CARD

#### Task 1

Give a talk about travelling.

#### Remember to say:

- why it is good/ bad to travel;
- what is the best way to travel;
- what places you would like to visit and why.

You have to talk for **1.5 – 2 minutes**. The examiner will listen until you have finished. Then he/she will ask you some questions.

#### When doing this task:

- listen to the interlocutor carefully and ask questions if you did not understand something;
- do not be surprised if you are asked a warming-up question before you start answering;
- do not try to remember texts and topics you have learnt by heart. You should sound natural and answer straight to the point;

- practise speaking for 1.5 – 2 minutes at home and make sure you answer all points within given time limits;
- when speaking use linkers (*I want to give a short talk about; I'd like to tell you about; First, Second, Third; Moreover, What's more; Obviously, No doubt; But, However; Finally, Shortly speaking etc.*);
- try to use interesting vocabulary and grammar structures if you are sure you use them correctly;
- after you finish, you will be asked a couple of follow-up questions – do not answer them in one sentence, make up two-three sentences.
- at home record yourself, then listen and correct your mistakes. This will help you to notice your typical mistakes and avoid them.

**To learn more about this type of examination task and other speaking strategies and have more practice see also:**

- Rimmer W., Vinogradova. Exam Success. Cambridge: CUP, 2013. **Unit 14.**
- Marks J. English Pronunciation in Use Elementary. Cambridge: CUP, 2007. **Units 45, 47, 48.**

### Let's revise! Exam Practice.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенные номерами **B4–B12**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

|     |   |       |
|-----|---|-------|
| B4  | It was the _____ day we were staying with our host family.  | NINE  |
| B5  | On the whole I liked this trip _____ than the previous one. | MUCH  |
| B6  | _____, that noisy nasty Tommy was away. Then, the           | ONE   |
| B7  | weather was _____ to bear.                                  | EASY  |
| B8  | That morning the mail _____. My sister Katya was ex-        | BRING |
| B9  | tremely happy when she realised our parents _____ her a     | SEND  |
| B10 | photo of _____. She missed them really much. She kept       | THEY  |
| B11 | saying "If I had a chance, I _____ home right away". When   | GO    |
| B12 | the postman came, I _____ the piano so I didn't hear him    | PLAY  |
|     | enter the room. 'Good morning, young lady', he said and     |       |
|     | frightened me to death.                                     |       |

**C2. INTERLOCUTOR CARD****Warm up**

- 1) What's the weather like today? Do you like it?

**Task 1 (2.5–3 minutes)**

Let the student talk for **1.5–2 minutes**.

Ask only those questions which the student has not covered while giving his/her talk.

- 1) Why is it good/ bad to travel?
- 2) What is the best way to travel?
- 3) What places would you like to visit and why?

All these topics must be covered.

**Finally**, you must ask each student the following questions:

1. Have you been abroad? Where? If not, what is your favourite place in Russia?
2. Would you prefer to go to a summer camp with your parents or your friends? Why?

**Skills to be tested**

The student is expected to demonstrate his/her ability to:

- speak at length elaborating on a topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

## Chapter 8

### Listening

Вы услышите историю. В заданиях A1–A6 обведите цифру 1, 2 или 3, соответствующую выбранному Вами варианту ответа. Вы услышите запись дважды.

If necessary, revise multiple choice listening strategies listed in Chapter 5.

Now listen Recording 8 from 0.00 till 3.38 (until the phrase 'This time it was Eva who turned red') and answer questions A1 – A6.

A1

In the fire Lucho saw

- 1) a jaguar, Eva, and a beard.
- 2) a jaguar, a bird, and Eva.
- 3) Eva, a jungle, and a bird.

A2

The chief came to Lucho

- 1) to have a look at the pendant.
- 2) to draw a bird.
- 3) to give him a bag.

A3

Lucho's grandmother had come to the Kogi earlier

- 1) and brought another pendant.
- 2) because she wanted a pendant.
- 3) to return the pendant but she couldn't.

A4

Lucho felt happy because

- 1) they called Eva his girlfriend.
- 2) Eva was there in the jungle with him.
- 3) the idea of going to Ichua sounded good to him.

A5

The chief put out the fire

- 1) and started smoking.
- 2) and painted jaguar spots on Lucho.
- 3) because he wanted to hunt a jaguar.

A6

Eva

- 1) liked the way Lucho looked.
- 2) didn't like the way Lucho looked.
- 3) became red because Lucho didn't say 'thank you'.

**To learn more about listening multiple choice and other strategies and have more practice see also:**

- Rimmer W., Vinogradova. Exam Success. Cambridge: CUP, 2013. **Units 1-3.**
- McKeegan D. Complete Key for Schools. Cambridge: CUP, 2013. **Units 2, 6, 13. P 140 – 141.**
- Capel A., Sharp W. Objective KET. Cambridge: CUP, 2012. **Units 2, 5, 12, 15, 17.**

### Grammar

#### Conditionals

1. Find the example of a Conditional on page 62. What do we need it for? What tenses do we use to form it?
2. Revise the rules of using the conditionals:
  - 0) Zero conditional: **If + Present Simple**, (then) **Present Simple**

We use zero conditional to say that if action 1 happens, then action 2 is always the result of it (as a rule, we speak about universal truths), e.g.

- *If you boil water, it gets hot.*

- 1) Conditional 1: **If + Present Simple**, (then) **Future Simple**

We use conditional 1 to speak about real actions that are possible in the future, i.e. if action 1 happens, then action 2 will happen, e.g.:

- *I will get dressed if you give me some time.*

- *If I can remember which circle of the mind map had the word 'Ichua' written in it, I will be closer to finding the door to Ichua!*

## 2) Conditional 2:

We use conditional 2 to speak about unreal conditions when things are not likely to happen in the future (but there still is a chance):

- *If I had a chance (now), I would go home at once!*
- *If I were you (now), I would go to sleep earlier.*

3) I wish + **Past Simple**

We use *I wish* + *Past Simple* to express our present wishes, i.e. we want something to happen now:

- *I wish Eva noticed me (now).*
- *I wish I were there with her (now).*

**Exercise 1.** Open the brackets using the correct form of the verbs:

- 1) I wish Tanya (join) \_\_\_\_\_ us.
- 2) If Alex (do) \_\_\_\_\_ his homework properly, he (pass) \_\_\_\_\_ his exam easily and successfully.
- 3) I wish Dima (not treat) \_\_\_\_\_ her that way. This is insulting.
- 4) The light (go off) \_\_\_\_\_, if you (press) \_\_\_\_\_ this button.
- 5) If I (be) \_\_\_\_\_ him, I (do) \_\_\_\_\_ my best to correct the mistake.
- 6) The head teacher (give) \_\_\_\_\_ them a reprimand, if they (come) \_\_\_\_\_ late again.
- 7) Lucho wishes Eva (notice) \_\_\_\_\_ him.
- 8) Simon (get) \_\_\_\_\_ really upset if Darya (not turn up) \_\_\_\_\_.
- 9) Kolya (can) \_\_\_\_\_ become a great biathlete if he (waste) \_\_\_\_\_ so much of his time. He is really lazy.
- 10) If you (pull) \_\_\_\_\_ the door, it (open) \_\_\_\_\_.

**To learn more about Conditionals and have more practice see also:**

- Davis F., Rimmer W. *Active Grammar Level 1*. Cambridge: CUP, 2011. **Units 65-66.**
- Raymond Murphy *English Grammar in Use*, 4th Ed.. Cambridge: CUP, 2012. **Units 38, 39, 41.**
- Raymond Murphy *English Grammar in Use Supplementary Exercises*. Cambridge: CUP, 2012. **P. 53-55, 60-62.**
- Raymond Murphy *Essential Grammar in Use*, 3d Ed. Cambridge: CUP, 2012. **Units 99-100.**
- Raymond Murphy *Essential Grammar in Use Supplementary Exercises*, 2nd Ed.. Cambridge: CUP, 2010. **P. 102.**

### Let's revise! Exam Practice.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенные номерами **B4–B12**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

It seemed to be a usual Friday. But I knew that my sister

- B4** \_\_\_\_\_ married the next morning. Obviously I was happy for **GET**
- B5** her, although it was the \_\_\_\_\_ time I felt I was losing her. **ONE**
- B6** You see, I was a 15-year-old boy and for 15 years I \_\_\_\_\_ **BE**
- B7** always with her. I \_\_\_\_\_ up my wedding speech when she **MAKE**
- B8** \_\_\_\_\_ into my room. I didn't even notice myself say 'I wish \_\_\_\_\_ **CAME**

|     |  |           |
|-----|--|-----------|
| B9  | 'you always _____ by my side'. She promised that she never     | STAY      |
| B10 | _____ me, but I doubted that. 'I will come to you at once' she | LEAVE     |
| B11 | continued, 'if you _____ any problem'. At that moment I felt a | HAVE      |
| B12 | little _____ about our future.                                 | CONFIDENT |

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенные номерами **B13–B18**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B13–B18**.

|     |  |            |
|-----|--|------------|
|     | Dear colleagues,   |            |
| B13 | I would like to present an _____ of what has hap-              | EXPLAIN    |
|     | pened recently. You all know, that our new boss makes us       |            |
| B14 | come earlier than we should. We came to _____ with             | AGREE      |
|     | our accountant, Miss Romanova, to play a joke on him. I        |            |
| B15 | realised how _____ it was to do it with such a                 | RISK       |
| B16 | _____ girl as our dearest accountant but I couldn't            | GLAMOUR    |
|     | find anyone else who was ready to stand for ourselves. So      |            |
|     | we went to the office late at night, got stuck in the lift and |            |
|     | that was how you found two of us sleeping there in the         |            |
| B17 | morning. I hope to _____ my reputation and hope                | STORE      |
| B18 | there will be no any further _____.                            | UNDERSTAND |
|     | Yours faithfully,  |            |
|     | Antony Maltsev   |            |

## Chapter 9

### Grammar

#### Passive Voice

1. Find the example of the Passive Voice on page 64. What do we need it for? How do we form it?
2. Revise the rules of the Passive Voice:

We use the Passive Voice to say that **it is not a subject that does something** (an agent) but to stress that **something happens to the subject**. To name the doer of the action in the Passive Voice we use *by*. Compare:

- Jack built this house (Jack is an agent as he fulfils the action).
- This house was built by Jack (the subject didn't fulfil anything itself).

To form the Passive Voice we generally use **to be + V<sub>3</sub>**, which means we change **to be** in accordance with a necessary tense:

- 1) Present Simple Passive **am/ is/ are + V<sub>3</sub>**
  - I believe that too much money *is paid* to our governors.
  - Am I *allowed* to leave the house?
- 2) Past Simple Passive **was/ were + V<sub>3</sub>**
  - Sasha *was caught* when he was cheating in the exam.
  - The light... lit the walls and the floor of the tunnel, which *were covered* in gold.
- 3) Future Simple Passive **will be V<sub>3</sub>**
  - If you keep making so much noise, you *will be sent* home.
  - Will she *be looked* after carefully?

**Exercise 1.** Open the brackets using the correct Voice and Tense of the verbs:

- 1) This newspaper (read) \_\_\_\_\_ by millions of people every day. By the way, I (do) \_\_\_\_\_ it too.
- 2) This ring (give) \_\_\_\_\_ to me last year. My parents (buy) \_\_\_\_\_ and (put) \_\_\_\_\_ it under the X-mas tree.
- 3) You (let) \_\_\_\_\_ to join us if Andrew (ask) \_\_\_\_\_ your parents?
- 4) Josh (bring up) \_\_\_\_\_ in real poverty. Probably, that is why he (die) \_\_\_\_\_ at the age of 20.
- 5) It (believe) \_\_\_\_\_ that this town (found) \_\_\_\_\_ in 1221.
- 6) When the Sun (rise) \_\_\_\_\_, all the troops (raise) \_\_\_\_\_.
- 7) The table (lay) \_\_\_\_\_ neatly as we (wait) \_\_\_\_\_ for some guests. An extremely beautiful forget-me-not (lie) \_\_\_\_\_ on the table cloth.
- 8) When I arrived I (tell) \_\_\_\_\_ that the doctor (send) \_\_\_\_\_ for in a couple of minutes.
- 9) Tom hopes he (invite) \_\_\_\_\_ to the party. It's been long time since he (be) \_\_\_\_\_ to a party.
- 10) We're having a picnic tomorrow. Sveta (promise) \_\_\_\_\_ that fruit and vegetables (bring) \_\_\_\_\_ and a house (rent) \_\_\_\_\_.

**To learn more about the Passive Voice and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Unit 64.**
- Raymond Murphy English Grammar in Use, 4th Ed.. Cambridge: CUP, 2012. **Units 42, 39, 41.**

- Raymond Murphy English Grammar in Use Supplementary Exercises. Cambridge: CUP, 2012. P. 63, 65.
- Raymond Murphy Essential Grammar in Use, 3d Ed. Cambridge: CUP, 2012. Unit 21.
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. P. 39-40.

### Writing

You have received a letter from your English-speaking friend Eva.

Write her a letter and answer her 3 questions.

Write 100 – 120 words. Remember the rules of letter writing (*if you need to revise them, go to Chapter 2*).

You have 30 minutes to do this task.

*... that was a real adventure! While we were there I listened to music on my MP3 player. I really can't imagine my life without it. What modern gadgets are the most important for you? Which, do you think, are useless? Don't you think people become lazier because of them?...*

### Let's revise! Exam Practice.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенные номерами **B4–B12**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B4–B12**.

I really didn't know what to get for Olga's birthday. It felt like

|     |  |          |
|-----|--|----------|
| B4  | she had everything a person needed. Her car _____            | BUY      |
| B5  | just as she turned 18. She _____ her flat for three          | OWN      |
| B6  | years to that moment. And then, on _____ thoughts, I         | TWO      |
| B7  | realized she _____ for a job at that very moment. At         | LOOK     |
|     | that time I was a manager in a local bank. The head of the   |          |
|     | bank agreed to invite my friend for an interview after which |          |
| B8  | he said she was the _____ person he had ever met.            | FRIENDLY |
| B9  | She _____ at once and she started working as my as-          | HIRE     |
| B10 | stant. Now she _____ promoted twice already and              | GET      |
| B11 | the other day she said 'I hope you _____ to become           | AGREE    |
| B12 | my assistant, Max?' How do you like that? I wish I _____     | BE       |

as successful as she is.

## Chapter 10

### Grammar

#### Reported Speech

1. Find the examples of Reported Speech on pages 73, 77. What do we need it for? How do we form it?
2. Revise the rules of Reported Speech:

We use reported speech to tell others what somebody (or we ourselves) said. Reported speech is used both in oral and written communication, that is why you should be able to use it in part C of the exam as well as you should be able to hear it and recognise in Listening and Reading tasks. Here are the most important rules you should remember:

#### a) The sequence of tenses

- If a verb in the main clause is in a present tense, we leave the tenses in the reported clause unchanged, e.g.:  
*'I will do this myself', Mother says -> Mother says she will do it herself.*
- If a verb in the main clause is in a past tense, we change the tenses in the reported clause for corresponding past tenses as follows:

|   |   |   |
|---|---|---|
| Present Simple<br><i>'It is guaca. When I return, I'm going to take it back to Ichua,' he said.</i> | → | Past Simple<br><i>He said it was guaca and that when he returned he was going to take it back to Ichua.</i> |
| Present Continuous  | → | Past Continuous   |
| Present Perfect<br><i>Rita said 'I've just watered the flower'.</i>                                 | → | Past Perfect<br><i>Rita said that she had just watered the flower.</i>                                      |
| Past Simple<br><i>Harry said 'I once lived in Japan'</i>  | → | Past Simple/ Past Perfect<br><i>Harry said he once lived/ had lived in Japan.</i>                           |
| Will<br><i>'I will help you', Meryl said.</i>   | → | Would<br><i>Meryl said she would help me.</i>   |
| Can<br><i>'Can I help you?' he said.</i>  | → | Could<br><i>He asked me if he could help me.</i>  |
| May<br><i>'He may come late', said the teacher.</i>   | → | Might<br><i>The teacher said he might come late.</i>  |

#### b) Adverbial modifiers of place, time etc. are also changed:

|                                  |   |                                       |
|----------------------------------|---|---------------------------------------|
| yesterday                        | → | the day before, the previous day      |
| today                            | → | that day                              |
| tomorrow                         | → | the next day, the following day       |
| last... (week, month, year etc.) | → | the week before, on the previous week |
| ago                              | → | before                                |
| next... (week, month, year etc.) | → | the next week, on the following week  |
| now                              | → | then                                  |
| this                             | → | that                                  |
| these                            | → | those                                 |
| here                             | → | there                                 |

- *'I saw Tom **last week**', Lena said -> Lena said she had seen Tom **on the previous week**.*

#### c) Different types of sentences are transformed in different ways:

|                   |  |
|-------------------|--|
| General questions | Use if/whether to link two parts of the sentence and direct word order (!):<br><i>'Will you come?' she asked me. -&gt; She asked me <b>if I would come</b></i> |
|-------------------|--|

|                   |  |
|-------------------|--|
| Special questions | Use a question word to link two parts of the sentence and direct word order (!):<br><i>'When is Sarah flying to Tyumen?' asked he. -&gt; He asked <b>when</b> Sarah <u>was flying</u> to Tyumen.</i> |
| Imperatives       | Use <b>ask/ tell smb + to</b> to link two parts of the sentence:<br><i>'Open the door', Eugene said. -&gt; Eugene <b>asked me to open</b> the door.</i>  |

d) Remember the difference in using **say** and **tell**:

- to say **to** smb: *He said to me that he understood me well.*  
or to say smth: *He said that he understood me well.*
- to tell smb: *He told me that he understood me well.*

**Exercise 1.** Report these sentences:

1) 'I am waiting for your answer till this evening', said the manager.

\_\_\_\_\_

2) 'What have you done?' Karina cried.

\_\_\_\_\_

3) 'Put your suitcase into the overhead locker', the flight attendant said.

\_\_\_\_\_

4) 'Does she work as a nurse in the local hospital?' asked Lynnette.

\_\_\_\_\_

5) Father said 'If you come late tonight, you'll be punished'.

\_\_\_\_\_

6) 'Don't put your legs here!' Mom shouted.

\_\_\_\_\_

7) Lucho says 'I will try to remember our mind map'.

\_\_\_\_\_

8) Sandra asked 'Did you see him a minute ago?'

\_\_\_\_\_

9) 'We're leaving for Ufa tomorrow!' Ildar exclaimed.

\_\_\_\_\_

10) Anton asked 'Why did you misbehave last night?'

\_\_\_\_\_

**To learn more about the Passive Voice and have more practice see also:**

- Davis F., Rimmer W. Active Grammar Level 1. Cambridge: CUP, 2011. **Units 67-68.**
- Raymond Murphy English Grammar in Use, 4th Ed.. Cambridge: CUP, 2012. **Units 47-48.**
- Raymond Murphy English Grammar in Use Supplementary Exercises. Cambridge: CUP, 2012. **P. 75-81.**
- Raymond Murphy Essential Grammar in Use, 3d Ed. Cambridge: CUP, 2012. **Unit 50.**
- Raymond Murphy Essential Grammar in Use Supplementary Exercises, 2nd Ed.. Cambridge: CUP, 2010. **P. 73-74.**

## Speaking

C3

**STUDENT CARD****Task 2 (2-3 minutes)**

You play the part of Lucho. You come to your teacher Mr Parra. You got a poor mark for your last test in History. You understand the subject but didn't have enough time to prepare for the test (you decide why).

- Ask your teacher if you can retake your test. Explain the reason why you failed.
- Answer your teacher's question about how you usually spend your evenings.
- Answer your teacher's question about the most/ least difficult subjects at school.
- Reject the invitation to join History Club. Give an excuse.

**You begin** the conversation. The examiner will play the part of Mr Parra.

Remember to:

- mention all the aspects of the task
- be active and polite

If you need to revise how to fulfil this type of exam task, go to Chapter 3.

**Let's revise! Exam Practice.**

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенные номерами **B13–B18**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B13–B18**.

- |            |  |          |
|------------|--|----------|
| <b>B13</b> | Once there was a very famous _____. He became famous mainly because of his manager, who was very sly, greedy and _____.  | FOOTBALL |
| <b>B14</b> | One morning the football player managed to _____ as he had forgotten to set his alarm clock on the previous night. He shook his head in _____ and rushed to the shopping centre where his photo session was planned. | PATIENCE |
| <b>B15</b> | The manager shouted at him as he never had done and the next day he cancelled their agreement. Our football player's situation was absolutely _____, he fell into _____ and nobody has heard of him since then.      | SLEEP    |
| <b>B16</b> |  | BELIEVE  |
| <b>B17</b> |  | HOPE     |
| <b>B18</b> |  | DEPRESS  |

**C3. INTERLOCUTOR CARD****Task 2 (2-3 minutes)**

You play the part of Mr Parra, Lucho's teacher of History. You are sitting in your classroom filling in the register book when Lucho comes to you.

- Agree to let him retake the test. If he doesn't mention it, ask the reason for failing the previous one.
- Say that probably he should spend a little more time on his homework. Ask him what he usually does in the evening.
- Say that if he wants to improve the situation he should work harder. Ask what subjects are the easiest for him/ The most difficult?
- Invite Lucho to join History Club that you hold every Wednesday after classes.

**Skills to be tested**

The student is expected to demonstrate his/her ability to:

- make a request/an invitation
- provide the information required
- accept/reject an invitation
- maintain and conclude the conversation
- be active and polite

**SAMPLE CONVERSATION**

**Student:** Good afternoon, Mr Parra.

Interlocutor: Good afternoon, Lucho. What's the matter?

**S:** I'm afraid I've got a bit of a problem. You know, I failed our last test...

I: Yes, sure, I remember that.

**S:** You see, I understand this subject really well. And I like your classes...

I: OK

**S:** But, unfortunately, I didn't have enough time to prepare for the test.

I: What happened?

**S:** As you probably know I play in our school basketball team. The evening before our test we had a very important training. You see, we may become champions this year. I thought I would be able to prepare for the test, but I was wrong.

I: Oh, now I see.

**S:** Yes, and I thought that probably I could write the test once again?

I: Well, if you say that it was a very important training and you may become a champion, then I don't mind if you retake your test.

**S:** Thank you very much, Mr Parra!

I: But next time you'd better tell me about such things in advance, before you take your test.

**S:** I will.

I: And probably you should spend your free time more carefully. What do you usually do in the evening?

**S:** Well, after I return home, I do my homework. Then I clean my house. After that I cook some food for my Mom. When she returns from work, we usually watch TV or go for a walk.

I: I see. I suppose, if you want to do better at school, you should work a little harder. Maybe, you should spend some time in the evening on homework, and not only on leisure.

**S:** Yes, absolutely.

I: By the way, are there any subjects that are very easy (difficult) for you?

**S:** emm... Let me think. I think, this is English. My teacher always asks me if nobody knows the answer. I spend very little time on English, but I'm one of the best in my class. I like it!

I: Oh, I see. Well, if you want to be better at History, you may come to my History Club which takes place every Wednesday after classes.

**S:** Oh, really? That sounds great! But, unfortunately, I've got some extra classes in Maths every Monday, Wednesday and Friday. You know, I'm going to take an exam in Maths.

I: Ok, I see. But if you change your mind, you can join us whenever you want. So, come to me on Tuesday after your classes and you will write your test again. Get prepared this time!

**S:** Thank you very much, Mr Parra! See you on Tuesday.

I: See you, Lucho.