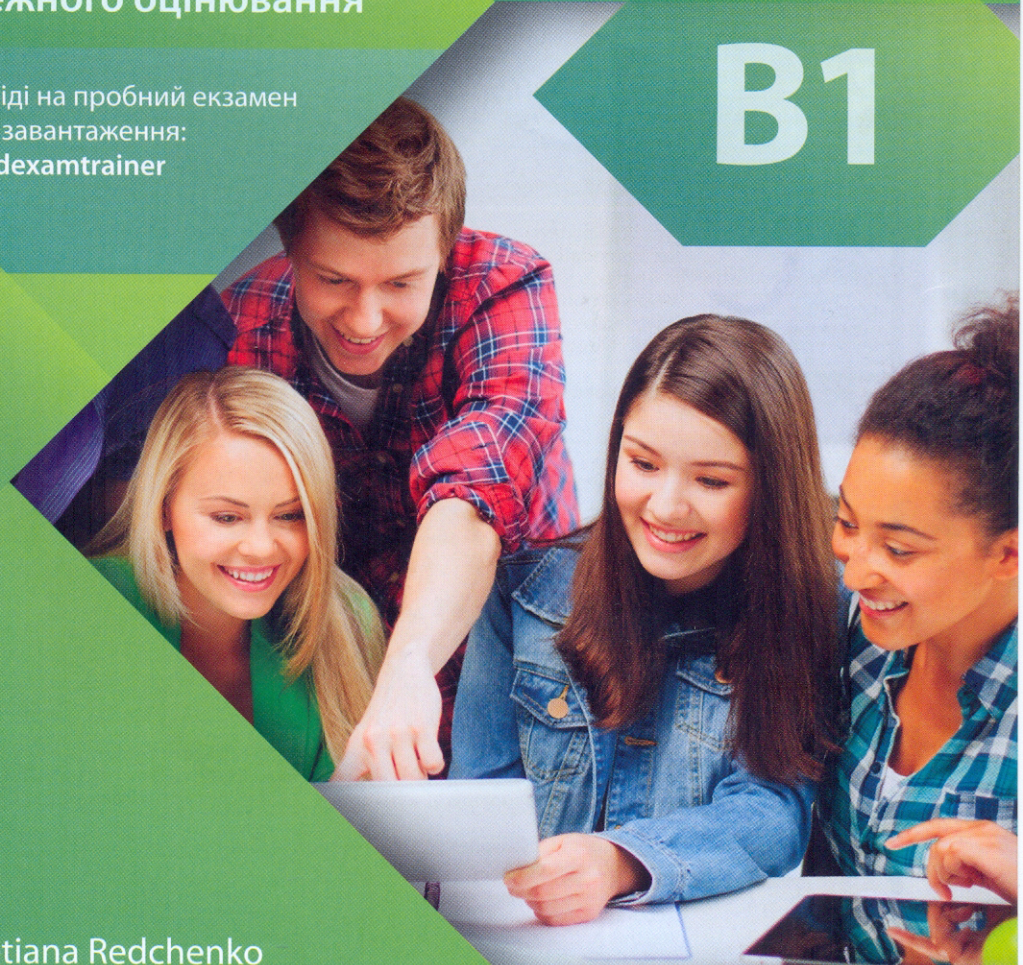


Oxford Exam Trainer

для Зовнішнього незалежного оцінювання

Teachers' Notes та відповіді на пробний екзамен
тимчасово доступні для завантаження:
www.oup.com/elt/oxfordexamtrainer

B1



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	Vocabulary	Reading	Listening
1 Family and relationships page 6	Family Stages of life Family celebrations Relationships Spending time together	Social networks Matching (specific) Expressions with <i>mind</i>	Thanksgiving with family True/false Family histories Multiple-choice (listening for detailed understanding)
2 People and society page 16	Appearance Personality Feelings and emotions Society and politics	Colourful personalities Matching (general) Adjectives ending in <i>-ing</i> or <i>-ed</i>	People and society Multiple-choice (listening for specific information) A foreigner in Britain True/false
3 Home page 26	Rooms, furniture and equipment Describing a home Housework Your neighbourhood Renting a home	Living the high life Gapped text Phrasal verbs with <i>look</i>	Living on a houseboat True/false A new house Multiple-choice (listening for detailed understanding)
4 School page 36	School subjects Parts of the school School life Language learning After-school activities Education system Collocations with <i>do</i> , <i>make</i> and <i>take</i>	Learning at home Multiple-choice Easily confused words	Boarding schools True/false The future of education Multiple-choice (listening for detailed understanding)
5 Work page 46	Jobs Part-time jobs Types of work Looking for a job Professions Employment	Ready for a change? Matching (specific) Phrasal verbs with <i>give</i>	Teenage jobseekers Multiple-choice (listening for detailed understanding) Work issues True/false
6 Money page 56	Family finances Saving and banking Shopping and payment Goods and services Advertising Making a complaint	Tricks of the trade Gapped text Expressions with <i>get</i> ; negative prefixes	Dangers of online finance True/false Living on a budget in the UK Multiple-choice (listening for detailed understanding)
7 Healthy living page 66	Daily routine Nutrition and diet Illnesses and injuries Treatment In hospital Fitness and exercise	Heart to heart Gapped text Phrasal verbs with <i>take</i>	Diets True/false Healthy eating at school Multiple-choice (listening for detailed understanding)
8 Travel and tourism page 76	Types of holidays Accommodation In a hotel Means of transport Travel problems Travel collocations	Cycling challenges and triumphs Multiple-choice Three-part phrasal verbs Expressions with prepositions	Holidays gone wrong Multiple-choice (listening for detailed understanding) Christmas journey True/false
9 Culture and free time page 86	Hobbies and interests Art Literature Cinema Cultural events and festivals The media	Cookery competitions offer 'feel-good' moments Gapped text Phrasal verbs with <i>turn</i>	Underwater photography True/false Books and teenagers Multiple-choice (listening for detailed understanding)
10 Sport page 96	Sports Sports verbs Athletes, venues and equipment Extreme sports Competitions Sports collocations	Should I watch more sport on TV? Multiple-choice Verbs used in sport	Sporting experiences Multiple-choice (listening for specific information) A teenage athlete True/false
11 Science and technology page 106	Everyday technology Instructions Problems with technology ICT Inventions and discoveries Space exploration	Kennedy Space Center Multiple-choice Expressions with <i>take</i> and <i>go</i>	Science education Multiple-choice (listening for detailed understanding) Useless inventions True/false
12 Nature and environment page 116	Geographical features Weather and climate Natural disasters Animals and plants Environmental issues	The future of the world's endangered species Matching (general) Phrasal verbs with <i>go</i>	Renewable energy Multiple-choice (listening for detailed understanding) Extreme weather True/false

Use of English	Writing	Speaking
A visiting relative Grammatical multiple-choice cloze Language review: present and future tenses; verb patterns Social trends for young people Lexical multiple-choice cloze Language review: verbs with prepositions	Spending the holidays with a friend Informal email Talking about your plans	Family and relationships Conversation A friend's birthday Role-play Family relationships Picture description
Fashionable moves Lexical multiple-choice cloze Language review: prepositions of time and place Fashion bloggers Grammatical multiple-choice cloze Language review: articles	School-leaving dilemma Forum post Making a comment	People and society Conversation Raising money for charity Role-play Helping others at work Picture description
Gender roles in the home Grammatical multiple-choice cloze Language review: talking about the past; indefinite pronouns Tiny homes Lexical multiple-choice cloze Language review: countable and uncountable nouns; expressing quantity	Renting a flat Informal email Giving advice	Homes Conversation Flatmates Role-play Living in a city or a village Picture description
Fighting sleep! Lexical multiple-choice cloze Language review: linking words – contrast, reason and result Student exchange Grammatical multiple-choice cloze Language review: <i>there</i> and <i>it</i> as the subject	Exams and homework Forum post Expressing your opinion	School and learning Conversation A language course in Britain Role-play Places in a school Picture description
Cabbies Grammatical multiple-choice cloze Language review: perfect tenses From an outsider to an insider Lexical multiple-choice cloze Language review: <i>both</i> , <i>either</i> and <i>neither</i> ; <i>each</i> and <i>every</i> <i>another</i> and <i>other</i>	Working at a summer camp Formal email Applying for a job	Work Conversation Summer jobs for students Role-play Types of jobs Picture description
The history of taxes Lexical multiple-choice cloze Language review: linking words – time, sequence and addition Online shopping Grammatical multiple-choice cloze Language review: the passive; <i>have something done</i>	Faulty goods Formal email Making a complaint	Money and happiness Conversation Holiday souvenirs Role-play Shopping online or at a shop Picture description
Flu advice Grammatical multiple-choice cloze Language review: zero, first and second conditional Diet and exercise Lexical multiple-choice cloze Language review: possessive forms	Keeping fit Informal email Making suggestions	Habits and health Conversation In a health shop Role-play Healthy holidays Picture description
Getting lost in Rome Lexical multiple-choice cloze Language review: <i>so</i> and <i>such</i> ; <i>in order to/so as to</i> Greek holiday Grammatical multiple-choice cloze Language review: third conditional	Travelling experiences Blog post Discussing a problem	Travel and education Conversation A weekend trip to Scotland Role-play Sightseeing in a city Picture description
Benefits of leisure time Grammatical multiple-choice cloze Language review: modal verbs – ability, obligation and permission Fans don't like to pay Lexical multiple-choice cloze Language review: reflexive pronouns	Entering a talent contest Formal letter Replying to an advertisement	Culture and free time Conversation Going out Role-play Free-time activities Picture description
Spectator sports Lexical multiple-choice cloze Language review: comparatives and superlatives; <i>too</i> and <i>enough</i> Fitness fads Grammatical multiple-choice cloze Language review: reported speech	Fitness and exercise at school Forum post Suggesting solutions to a problem	Sports and education Conversation Joining a gym Role-play Extreme sports Picture description
Dinosaurs Grammatical multiple-choice cloze Language review: relative clauses Connected cocooning Lexical multiple-choice cloze Language review: question tags	A technology course Formal letter Making an inquiry	Science and technology Conversation Problems with technology Role-play Sending a message Picture description
Green living Lexical multiple-choice cloze Language review: modal verbs – speculation and probability Predicting earthquakes Grammatical multiple-choice cloze Language review: indirect questions	A beach cleanup campaign Blog post Expressing your opinion	People and nature Conversation Nature reserves Role-play Animals and people Picture description

Oxford Exam Trainer та українське зовнішнє незалежне оцінювання (ЗНО)

Oxford Exam Trainer розроблений з метою допомогти учням підготуватися до зовнішнього незалежного оцінювання (ЗНО). З 2018 року ЗНО також включає екзаменаційні завдання з розуміння мови на слух (аудіювання). Це видання Oxford Exam Trainer відповідає рівню B1 згідно з Загальноєвропейськими Рекомендаціями з мовної освіти.

Загальноєвропейські рекомендації для рівня B1

Учень на рівні B1:

- розуміє найбільш важливу інформацію у простих текстах, які стосуються повсякденних ситуацій та тем (наприклад, сім'я, школа, дозвілля, робота, подорож);
- здатний спілкуватися з іноземцями в повсякденних ситуаціях;
- вміє створювати прості, зв'язні тексти на знайомі теми та теми, в яких він зацікавлений;
- вміє розповідати про особистий досвід, події, емоції та прагнення;
- вміє давати коротке пояснення подій, явищ, обґрунтовувати різні точки зору.

Структура екзамену

ЗНО складається з чотирьох екзаменаційних частин:

1. Розуміння мови на слух (Listening): учні виконують три завдання, які містять 16 запитань.
2. (Reading): учні виконують чотири завдання, що містять 22 запитання.
3. Використання мови (Use of English): учні виконують два завдання, які включають 20 запитань.
4. Письмо (Writing): учні виконують одне комунікативне письмове завдання відповідно до запропонованої ситуації, яке оцінюється максимум у 14 балів (6 балів за змістове наповнення, 2 бали за логіку викладення та зв'язність тексту, 2 бали за відповідність висловлювання заданому формату, 2 бали за використання лексики, 2 бали за використання граматики).

Загальна кількість балів: 72.

Відведений час

На виконання усіх екзаменаційних завдань відведено 150 хвилин в цілому.

Розуміння мови на слух (Listening): 30 хвилин.

Читання (Reading): оптимальний час 50 хвилин.

Використання мови (Use of English): оптимальний час 40 хвилин.

Письмо (Writing): оптимальний час 30 хвилин.

Завдання з розуміння мови на слух (аудіювання)

виконуються окремо протягом 30 хвилин. На завдання з читання, використання мови та письма відводиться 120 хвилин, і учні самостійно вирішують, скільки часу приділити кожній частині екзамену. Дуже важливо ефективно розподілити час.

Учні повинні виконати наступні п'ять типів завдань під час екзамену:

- завдання з вибором однієї правильної відповіді;
- завдання на визначення правильності/неправильності твердження;
- завдання на встановлення відповідності;
- завдання на заповнення пропусків у тексті;
- завдання відкритої форми з розгорнутою відповіддю відповідно до запропонованої комунікативної ситуації (лист, електронний лист, примітка, листівка, есе, розповідь або стаття).

Структура екзаменаційної роботи

Розуміння мови на слух (Аудіювання)

Екзаменаційна частина з аудіювання складається з трьох різних завдань з аудіозаписами до них (монологи або діалоги). Тривалість кожного тексту до 2 хвилин. Учні слухають кожний запис двічі. Учні надається 30 хвилин для виконання частини з аудіювання, включаючи 5 хвилин для заповнення бланку відповідей.

Завдання 1. Учні слухають 6 коротких аудіозаписів. Для перших трьох записів пропонується запитання та три картинки (A, B та C). Учні слухають аудіозапис та вибирають картинку, яка є відповіддю на запитання. Для наступних трьох записів надаються 3 запитання та 3 варіанти відповіді (A, B або C). Учні слухають аудіозаписи та вибирають правильну відповідь. Вміння та навички, які оцінюються: розуміння на слух загальної інформації та основної ідеї.

Завдання 2. Учні слухають текст більшої тривалості (монолог чи діалог), до якого пропонується 5 тверджень, і вирішують, правильні вони чи хибні. Вміння та навички, які оцінюються: розуміння детальної інформації на слух.

Завдання 3. Учні слухають аудіо текст більшої тривалості (монолог чи діалог), до якого пропонується 5 запитань. Учні вибирають правильний варіант відповіді (A, B або C) на запитання. Вміння та навички, які оцінюються: розуміння детальної інформації на слух.

Читання

Екзаменаційна частина з читання включає тексти з чотирма різними завданнями. Загальний обсяг текстів – близько 1500 слів.

Завдання 4. Учні читають 5 коротких текстів та 8 варіантів відповіді. Вони співвідносять кожний текст з варіантами відповіді та вибирають правильний. Три варіанти відповіді є зайвими. Кожний текст містить від 50 до 100 слів. Вміння та навички, які оцінюються: читання та розуміння загальної інформації та основної ідеї тексту.

Завдання 5. Учні читають текст більшого обсягу, до

якого пропонуються 5 запитань із множинним вибором відповіді. Вони вибирають правильну відповідь (A, B, C або D) для кожного запитання. Текст містить від 350 до 400 слів. Вміння та навички, які оцінюються: читання та розуміння основної ідеї тексту та детальної інформації.

Завдання 6. Учні читають 6 коротких текстів та 8 варіантів відповіді. Вони шукають відповідність між кожним текстом та правильним варіантом відповіді. Два варіанти відповіді виявляються зайвими. Кожний текст містить від 50 до 100 слів. Вміння та навички, які оцінюються: читання та розуміння детальної інформації.

Завдання 7. Учні читають текст із 6-ма пропусками та 8 фрагментів речень до них. Вони повинні вставити правильний фрагмент речення у кожний пропуск. Два варіанти відповіді є непотрібними. Текст містить близько 200 слів. Вміння та навички, які оцінюються: читання та розуміння загальної інформації, основної ідеї тексту та детальної інформації. Це завдання включається тільки до екзамену для профільного рівня (B2).

Використання мови

Екзаменаційна частина з використання мови складається з двох завдань, які включають 3 тексти (граматичне завдання містить 2 короткі тексти). Ця частина екзамену оцінює, чи вміють учні впізнавати та доповнювати граматичні та лексичні структури, типові для текстів даного рівня.

Завдання 8. Учні читають текст з 10 запитаннями до нього. Вони вибирають правильну відповідь (A, B, C або D) для кожного пропуску. Текст містить від 150 до 200 слів. *Завдання 8* перевіряє знання лексичних структур. Це завдання включається тільки до екзамену для профільного рівня (B2).

Завдання 9. Учні читають 2 короткі тексти з 5 запитаннями до кожного тексту. Вони вибирають правильну відповідь (A, B, C або D) для кожного пропуску. Кожний з двох текстів містить від 90 до 100 слів, загальна кількість – 200 слів. *Завдання 9* перевіряє знання граматичних структур.

Письмо

Учні пишуть листа, електронного листа, примітку, листівку, есе, розповідь або статтю, використовуючи не менше 100 слів. Учням пропонується ситуація, на яку вони мають відреагувати, та три фрагменти з інформацією, які вони мають використати та розвинути у своєму листі.

Теми

Підручник містить 12 розділів. Вони відповідають усім темам ЗНО. Кожний урок розділу вивчає різні аспекти певної теми:

1 Особистісна сфера

Повсякденне життя та проблеми, з якими ми зустрічаємося (розділи 1 та 2), Сім'я та взаємовідносини (розділ 1), Індивідуальність (розділ 2), Повсякденні

справи (розділ 7), Здоровий спосіб життя (розділ 7), Дружба та кохання (розділ 1), Взаємовідносини з друзями та однокласниками (розділ 1), Хобі (розділ 9), Дозвілля (розділи 9 та 10), Особистісні пріоритети (розділи 4 та 5), Плани на майбутнє, Вибір професії (розділ 5).

2 Життя в суспільстві (Публічна сфера)

Навколишнє середовище (розділи 3 та 12), Життя в англomовних країнах (розділ 4), Подорож (розділ 8), Культура та мистецтво в Україні та Великобританії (розділ 9), Спорт в Україні та Великобританії (розділ 10), Література в Україні та Великобританії (розділ 9), Засоби масової інформації (розділ 9), Молодь та сучасний світ (розділи 1 та 2), Люди та навколишнє середовище (розділи 3 та 12), Одяг (розділ 2), Покупки (розділ 6), Їжа та дієта (розділ 7), Науковий та технічний прогрес, видатні діячі науки (розділ 11), Україна в світовій спільноті (розділ 2), Свята в Україні та Великобританії (розділ 8), Традиції та звичаї в Україні та Великобританії (розділ 9), Видатні особистості в історії та культурі України та Великобританії (розділи 9 та 11), Історична та культурна спадщина України та Великобританії (розділи 9 та 11), Музеї та виставки (розділ 9), Кіно та телебачення (розділ 9), Права людини (розділ 2), Міжнародні організації (розділ 2).

3 Освітня сфера

Освіта (розділ 4), Шкільне життя (розділ 4), Шкільні предмети (розділ 4), Система освіти в Україні та Великобританії (розділ 4), Іноземні мови в повсякденному житті (розділ 4).

Кожний розділ починається з презентації та тренування тематичної лексики. В кінці підручника знаходиться двомовний глосарій (список слів), в якому слова згруповані за розділами.

Кожний розділ Oxford Exam Trainer містить як мінімум одне завдання з читання, два завдання для сприйняття на слух, одне завдання з використання мови та одне екзаменаційне завдання з письма.

Українське ЗНО не включає екзаменаційну частину з говоріння. Але в кінці кожного розділу Oxford Exam Trainer є урок з говоріння з повною розмовною практикою за темою розділу, який може використовуватися у класі або для самостійної роботи. Цей матеріал може допомогти підготуватися до шкільних розмовних тестів. Також він забезпечує хорошу практику для учнів, які збираються скласти міжнародні іспити з англійської мови. Розмовний банк у кінці підручника включає найбільш корисні вирази та фрази відповідно до мовного рівня та сфер використання.

Також в кінці Oxford Exam Trainer ви знайдете повний зразок екзамену, який може використовуватися як пробне тестування під час підготовки до ЗНО.

Ми бажаємо вам легкої підготовки до ЗНО та успішного складання іспиту!

Автори та Oxford University Press, квітень 2018.

VOCABULARY



1 Work in pairs. Look at the pictures and discuss the questions.

- 1 What relationships are shown in the photos?
- 2 What role do these different relationships play in your own life?
- 3 How often do you spend time with the people in your life? What do you do together?

Family

2 Complete the sentences (1–9) with names of family members.

- 1 If you have no brothers or sisters, you are an **o**_____ **c**_____.
- 2 If your son gets married, his wife is your **d**_____.
- 3 Your grandmother's mother is your **g**_____ **g**_____.
- 4 Your uncle's children are your **c**_____.
- 5 Your brother's daughter is your **n**_____.
- 6 If your father remarries, his new wife is your **s**_____.
- 7 If you have a male child, he is your **s**_____.
- 8 Your uncle is married to your **a**_____.
- 9 If your sister has the same mother as you but a different father, she is your **h**_____.

Stages of life

3 Match the verbs (1–10) with the words (a–j) to make phrases that describe different stages of life. Then put them in the most typical order.

- | | | | |
|------------|---|---------------------|--------------------------|
| 1 graduate | — | a a job | <input type="checkbox"/> |
| 2 pass | — | b married | <input type="checkbox"/> |
| 3 get | — | c a house | <input type="checkbox"/> |
| 4 get | — | d from work | <input type="checkbox"/> |
| 5 leave | — | e from university | <input type="checkbox"/> |
| 6 retire | — | f born | <input type="checkbox"/> |
| 7 fall | — | g a family | <input type="checkbox"/> |
| 8 start | — | h in love | <input type="checkbox"/> |
| 9 be | — | i home | <input type="checkbox"/> |
| 10 buy | — | j your driving test | <input type="checkbox"/> |

4 Match the expressions (1–6) with the stages of life from exercise 3.

- 1 'Congratulations! It's a girl!' _____
- 2 'I hope you'll both have a long and happy life together.' _____
- 3 'I've bought you a house-warming gift.' _____
- 4 'I've never felt this way before.' _____
- 5 'Have a happy retirement!' _____
- 6 'Good luck in your new career!' _____

Family celebrations

5 Read the descriptions (1–7) and write the names of holidays or family celebrations.

- 1 It's celebrated on the last day of the year.

- 2 It's celebrated on 31st October in the USA, Britain and Canada. Children dress up as ghosts and witches and ask for treats such as sweets. _____
- 3 It's a day when children give their dads presents and cards. _____
- 4 It's celebrated on 24th December. _____
- 5 It's a party given for a woman who is having a baby. Her friends bring presents. _____
- 6 It's an American celebration that takes place in the autumn. People get together with their families and eat a special meal including roast turkey.

- 7 It's a holiday when people in some countries give and receive chocolate eggs. _____

Relationships

6 Match the phrasal verbs in bold (1–7) with their definitions (a–g).

- 1 Do you ever **fall out with** your brothers or sisters? ____
- 2 How often do you **get together with** your whole family? ____
- 3 Who do you **get on with** most in your family? Who do you **get on with** least? ____
- 4 Do you prefer to **make up** quickly after a family argument? ____
- 5 How often do you **get into** an argument about politics with family members? ____
- 6 Who do you **take after** most in your family? ____
- 7 Who do you **look up to** most? Why? ____

- a become friends with somebody again
- b respect and admire
- c meet socially
- d argue and stop being friendly with somebody
- e look or behave like an older member of your family
- f become involved in something
- g have a friendly relationship with somebody

7 Work in pairs. Take turns to ask and answer the questions from exercise 6.

8 Read the relationship advice. Complete the sentences (1–7) with the words and phrases from the box.

date jealous break up go out with fall in love relationship friendship

- 1 It's easier to _____ with somebody if you don't have to look them in the eye, so do it by phone or email.
- 2 To have a happy _____, you should avoid arguments and conflicts with your partner at all times.
- 3 The perfect place for a first _____ is a park or a cinema.
- 4 It isn't a good idea to _____ somebody much younger than you. The age difference may become a problem in the future.
- 5 Try hard not to _____ at first sight – it's romantic, but it isn't very wise.
- 6 If your boyfriend or girlfriend is very _____, it means they really love you.
- 7 To build up a true _____, always try to understand your friend, even when you think they're doing something wrong.

9 Work in pairs. Discuss the questions.

Which pieces of advice about relationships in exercise 8 are, in your opinion, useful? Which ones are not?

Spending time together

10 Complete the expressions (1–10) with words from the box.

play go (x2) hang text visit chat eat rent work

- 1 send _____ messages
- 2 _____ each other at home
- 3 _____ out (e.g. in the gym)
- 4 _____ out at the shopping centre
- 5 _____ into town
- 6 _____ out (e.g. in a café or restaurant)
- 7 _____ online through Skype
- 8 _____ on the games console
- 9 _____ out of town
- 10 _____ a DVD or Blu-ray

11 Work in pairs. Discuss the questions.

- 1 What are your favourite activities to do with your family and your friends? Why?
- 2 Is it good to have a large family? Why?/Why not?
- 3 Speak about a memorable time that you spent with your family or friends.

- 4 Which holidays do you celebrate? How do you celebrate them?
- 5 Which stages of life are enjoyable? Which are not so enjoyable?
- 6 Tell a story you know about a romantic relationship.

Matching (specific)

1 Work in pairs. Look at the pictures (1–2) and discuss the questions.

- 1 How do you think the people are feeling? Why?
- 2 How much time do you spend on social networking sites? What do you post, share or talk about?
- 3 How important is social networking in your life? Why?

2 Read the texts (1–5) about social networking. Answer the questions (1–2).

- 1 What advantages and disadvantages of social media are mentioned in the texts?
- 2 What advice do the texts give about using social media?

EXAM STRATEGY

- У цьому завданні необхідно знайти конкретну інформацію у текстах і встановити відповідність між кожним текстом та запитаннями екзаменаційного завдання (Exam task).
- Прочитайте уважно кожний текст, звертаючи увагу на основний зміст.
- Прочитайте запитання екзаменаційного завдання та знайдіть відповідну інформацію у текстах.
- Пам'ятайте, що запитання повинні повністю відповідати реченню або секції у тексті.

3 Read the exam strategy and the texts again. Make a note of the main points of each text.

4 **EXAM TASK** Read the texts. Match choices (A–G) to texts (1–5). There are two choices you do not need to use.

Which of the opinions on social media talks about _____?

- A the danger of social media use becoming a habit _____
- B reporting online abuse _____
- C the importance of quality over quantity _____
- D the positive aspects of social media _____
- E the importance of face-to-face contact _____
- F negative feelings associated with social media _____
- G meeting your online friends for a coffee _____

5 Work in pairs. Discuss the questions.

- 1 What advice would you give on using social media safely?
- 2 Do you agree that a face-to-face meeting can be more useful than using social media? Why?



Social networks

1 Social networking websites are growing and changing all the time. Although younger users might not stay with one site for long, they still enjoy the concept, and a lot of their daily communication with friends takes place on social media sites. They post photos, exchange news, post where they are having coffee with their friends, and share their favourite music and videos. It's enjoyable, and it makes people feel good.

Words in context

6 Find the words (1–7) in the texts and match them with their definitions (a–g).

- 1 concept _____
- 2 envy _____
- 3 embarrassment _____
- 4 side effects _____
- 5 addiction _____
- 6 interaction _____
- 7 acquaintances _____

- a people that you know but not very well
- b unexpected things that happen together with what was intended
- c idea, basic principle
- d what you feel when somebody else has something you want
- e being unable to stop doing something harmful
- f feeling uncomfortable or shy in an awkward situation
- g doing activities together with others

2 Hanna Krasnova, an author of a study on social networking from Berlin's Humboldt University says, 'We were surprised by how many people have a negative experience from social networking, with envy leaving them feeling lonely, frustrated or angry. If you spend too much time looking at friends' posts and pictures – with their happy graduations, wonderful holidays abroad and perfect parties – you may start to wonder what's wrong with you.'

3 Envy of others' perfect lives isn't the only negative aspect. Bullying, other people sharing your deepest secrets, and general embarrassment at seeing the worst photo ever of yourself posted for all the world to see, can all be negative side effects of using social media. There is also the issue of online addiction, which leaves many people unable to switch off their devices for more than a few minutes without suffering from intense anxiety.

4 What can you do to make sure social media remains a positive experience? Probably the most important thing is not to spend too much time on your digital life. 'At the end of the day, nothing can replace face-to-face conversation and interactions,' says one writer. 'It's better to get together with friends, go out for a meal, or sit and chat in person. When you're with a real person, it's much easier to understand what's going on and what your friendship really means.'

5 Another point to keep in mind is that your friends on social media should be real friends, not just acquaintances. You should only 'friend' people you respect and get on well with. In the end, just like in real life, the number of friends you have doesn't matter. It's the quality of the people close to you – even on social media – that is really important.

7 Complete the sentences (1–7) with words from exercise 6.

- Kelly is very popular in the community and has many _____, but I'm not sure she has any close friends.
- 'I almost died of _____ when I tripped and fell on stage as I was getting my diploma!'
- The _____ of this medication are headaches and feeling sick.
- I didn't feel any _____ when I saw her huge, beautiful house. I just thought what a lot of work it must be.
- A(n) _____ to playing computer games is a serious problem for some young people.
- To make a new restaurant successful, you need an interesting _____. If people don't see that it's new and different, they simply won't come.
- A job interview is one of the most stressful types of _____ because one person has so much power over the other.

Expressions with *mind*

8 Find the expression *keep in mind* in the text. What does it mean?

9 Match the expressions with *mind* (1–5) with their definitions (a–e).

- keep (something) in mind _____
- to my mind _____
- never mind _____
- change (somebody's) mind _____
- come to (somebody's) mind _____

- it doesn't matter
- consider; not forget
- form a different opinion
- in my opinion
- have a new thought

10 Complete the sentences (1–5) with the correct form of the expressions from exercise 9. Use each expression only once.

- When crossing the road in the UK, you should _____ that people drive on the left.
- 'I'm afraid I forgot to ring James about the party.' '_____, I'll do it.'
- I thought I wanted to study abroad, but now I have _____.
- _____, spending a lot of time on social media isn't a good thing.
- What _____ when I say the word 'friendship'?

LISTENING

True/false

1 Work in pairs. Discuss the questions.

- 1 How often do you get together with your whole family?
- 2 What is the occasion? What do you do?
- 3 Do you enjoy spending time with your family?

2 1.02 Listen to Elaine and Luke talking about their plans. Who do you think they are?

- a sister and brother
- b teacher and student
- c friends

EXAM STRATEGY

- У цьому завданні ви повинні вирішити, вірними чи хибними є твердження, що пропонуються в екзаменаційному завданні, відповідно до аудіозапису.
- Речення в екзаменаційному завданні подані у тому ж порядку, що й інформація в аудіозаписі.
- Уважно прочитайте речення перед прослуховуванням для того, щоб зрозуміти, яку саме інформацію ви маєте почути.
- Прослухайте аудіозапис двічі. Під час першого прослуховування спробуйте визначити частини аудіозапису, які містять відповідну інформацію.
- Під час другого прослуховування приділіть більше уваги деталям та визначте, вірними чи хибними є твердження.

3 Read the exam strategy. Then read statements 1–5 in exercise 4. What information do you need to listen for to decide if each statement is true or false?

4 **EXAM TASK** 1.02 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false.

	T	F
1 Luke informed the university about his plans.	—	—
2 Luke is a little nervous about taking such a long trip.	—	—
3 Elaine has some problems when she spends time with her family.	—	—
4 Luke gets on well with his sisters.	—	—
5 Elaine advises Luke to apply for a job where she works.	—	—



5 1.03 Complete the sentences (1–6) with words from the box that the speakers used in exercise 4. Then listen to check your answers.

argue busy family pretty sound time

- 1 I'm going towards the end of November – just in _____ for Thanksgiving.
- 2 ... it's a _____ important time.
- 3 It doesn't _____ like fun.
- 4 Thanksgiving's a _____ event in the USA.
- 5 I usually _____ with my brother.
- 6 I'm just too _____ to do my college work.

6 Work in pairs. Discuss the questions.



- 1 Look at the photo above. What celebration does it show?
- 2 How do you think the people are feeling?
- 3 What traditional dishes do people in Ukraine eat at a similar event?

- 4 Are there any special customs associated with this kind of celebration? What are they?
- 5 What would make the celebration perfect for you?
- 6 What other celebrations bring the whole family together?

LANGUAGE REVIEW

present and future tenses • verb patterns

1 Choose the correct verb forms to complete the sentences (1–8).

- I can't really help you now, I **'m doing/do** my maths homework.
- What **are you doing/do you do** on Thursdays after school? We **need/are needing** your help.
- This term we **are reading/read** crime novels in our after-school book club.
- I can't go out with you tonight. My parents **will celebrate/are celebrating** their wedding anniversary and all the family **is/will be** there.
- Look at those dark clouds. It looks like we **are having/are going to have** a storm soon.
- We must hurry. The lecture **will start/starts** at seven o'clock.
- Look, there's Thai chicken curry on the menu. I think I **have/'ll have** that.
- I **'m going to/will** study medicine at university. I've always wanted to be a doctor.

2 Complete the sentences (1–5) with the verbs in brackets in the correct forms.

- I managed _____ (finish) the project despite _____ (have) problems with my computer.
- I've arranged _____ (meet) Tony in a restaurant but it seems _____ (be) closed.
- You don't have _____ (come) so early for the show, but you must _____ (book) the ticket online.
- Mike stopped _____ (do) some shopping on his way back home.
- My injury was so bad that I decided to give up _____ (play) football.

Grammar reference pages 126–129

Grammatical multiple-choice cloze

3 Read the exam strategy. Choose the correct answer (A–D) to complete each sentence (1–5). The words in bold will help you.

- After _____ my homework I went out for a run.
A finished B finishing C to finish D finish
- That was _____ **best** party I have ever been to!
A one B a C an D the
- Sally is fond of her cousins, but **she doesn't see** _____ very often.
A they B their C them D they're
- You don't **need** _____ everyone you know to the party.
A inviting B invited C invite D to invite
- Train tickets are cheaper late at night, so I **think** I _____ at 11 p.m. instead of 9 p.m.
A leaves B will leave C am leaving D left

EXAM STRATEGY

- Уважно погляньте на слова, розташовані перед пропусками і після них, та визначте, яке слово потрібне для заповнення кожного пропуску.
- Порівняйте свої міркування з запропонованими варіантами та виберіть правильну відповідь.

4 EXAM TASK Read the text below. For questions (1–10) choose the correct answer (A, B, C or D).

A visiting relative


Mum has just announced that Aunt Caroline ¹ to stay with us for a few days at the end of the month. Aunt Caroline is my mum's younger sister, and they have always been quite close, despite ² some differences in tastes and lifestyle. I'm not entirely sure how I feel about her visit. She can be great fun, but she's sometimes difficult to get on with, especially now that I ³ older. When I was ⁴ child, I used to stay with her in her country house during the summer holidays. That was always a perfect time, and I look back on ⁵ visits with great pleasure. Aunt Caroline ⁶ me climb the trees in her garden and explore the woods on my own. We also shared a love of edible treats of all kinds, including extravagant pastries and cakes. But she doesn't seem ⁷ that I'm not a child any more, and she goes on treating me like the schoolgirl I once was. I suspect she ⁸ me sweets again – which I no longer enjoy – and I'll have ⁹ that I'm thrilled in order to avoid looking ungrateful. Mum says I must meet Aunt Caroline at the station on Saturday morning. Perhaps once she ¹⁰ my newly-acquired driving skills she'll realize that I'm all grown up now, and hopefully she will behave accordingly.

- | | | |
|-----------------|-----------------|---------------|
| 1 A will come | B comes | C is coming |
| D came | | |
| 2 A have | B they have | C having |
| D they had | | |
| 3 A am | B am being | C have been |
| D was | | |
| 4 A an | B a | C the |
| D one | | |
| 5 A those | B some | C this |
| D each | | |
| 6 A would let | B was letting | C had let |
| D did let | | |
| 7 A understand | B to understand | |
| C understanding | D understood | |
| 8 A will bring | B is bringing | C has brought |
| D brings | | |
| 9 A pretend | B pretending | C pretended |
| D to pretend | | |
| 10 A is seeing | B has seen | C will see |
| D see | | |

Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 What do you know about your family's own history? How far back does it go?
- 2 Would you like to learn more about your ancestors?

2 EXAM TASK  1.04 Listen to the text. For questions (1–5) choose the correct answer (A, B or C).

- 1 What does the speaker say about her great-grandfather?
 - A He had no interest in his family history.
 - B He refused to talk about his family history.
 - C He had little information about his family history.
- 2 When did the speaker's ancestors probably first move to London?
 - A during World War II
 - B in the 19th century
 - C after her great-grandfather was born
- 3 What is true about the speaker?
 - A She has only one sibling.
 - B She has no siblings.
 - C She has several siblings.
- 4 Where did the speaker find some of her newly discovered relatives?
 - A in Australia
 - B in London
 - C in the English countryside
- 5 What does the speaker plan to do after her wedding?
 - A continue her research with her husband
 - B move to the UK
 - C visit her husband's family

3 Complete the questions (1–5) with words the speakers used in exercise 2. Then ask and answer them in pairs.

- 1 When did your family first s_____ in the area where you live today?
- 2 How many first c_____ do you have? Are they the children of your father's or your mother's side?
- 3 Have any members of your family m_____ to another country? Where did they go?
- 4 Where would you go for the h_____ of your dreams after your wedding? Why?
- 5 Do you have brothers and sisters or are you an o_____ child? Which do you think is better?

LANGUAGE REVIEW

verbs with prepositions

1 Complete the sentences (1–5) with the correct prepositions.

- 1 He applied ___ a job in a record store.
- 2 I often dream ___ becoming a rock star.
- 3 She complained ___ the room service at the hotel.
- 4 Jan was suffering ___ a headache when I saw him.
- 5 Could you please fill ___ the application form?

Grammar reference page 130

Lexical multiple-choice cloze

2 EXAM TASK Read the text below. For questions (1–10) choose the correct answer (A, B, C or D).

 Social trends for young people

At what age do you hope to leave home? Most young people ¹___ of independence and living on their own, but a 2014 report from Eurofound suggests that more and more young people in Europe are living with their parents ²___ they are at university, and sometimes into their late twenties.

Slovenia leads the way, with 85% of 18–29 year olds still living in their parents' home, but the country that saw the ³___ dramatic change was Hungary. In 2007, 40% of young people lived with their parents, and that figure went ⁴___ to 76% in 2011.

There are many reasons for this. The global financial crisis of 2008 hit young people the hardest and the ⁵___ can still be seen today. Many young people complain ⁶___ having difficulties in finding well-paid jobs. Further education is now more expensive ⁷___ scholarships and other forms of financial help are less generous than they were. The real estate market is also suffering ⁸___ the impact of the crisis because people have less money to buy property. All of this means young people simply can't afford to ⁹___ out of the family home. However, although the situation is far from perfect, many young people said living at home helps them ¹⁰___ up money to buy their own place in the future.

- | | | | |
|--------------|-----------|-----------|------------|
| 1 A dream | B approve | C hope | D know |
| 2 A while | B along | C from | D during |
| 3 A best | B most | C more | D ultimate |
| 4 A above | B on | C over | D up |
| 5 A effects | B efforts | C impacts | D products |
| 6 A in | B from | C about | D for |
| 7 A although | B because | C however | D that |
| 8 A from | B out | C off | D of |
| 9 A move | B go | C leave | D hang |
| 10 A collect | B save | C make | D gather |

Informal email: talking about your plans

- 1 Work in pairs. How much do you know about celebrating holidays in English-speaking countries? Complete the quiz.

Holiday Quiz

- 1 How many reindeer has Santa got?
a 5 b 7 c 9
- 2 In the UK, children believe that if they are good, the Easter Bunny will leave ____ for them.
a toys b sweets c eggs
- 3 It is traditional to exchange kisses under _____.
a the Christmas tree. b mistletoe. c a candle.
- 4 Maundy Thursday is the Thursday before _____.
a Christmas. b Easter. c Thanksgiving.

Check the quiz answers on page 167.

- 2 Work in pairs. Read the exam task below and the email written by Anna, an exam candidate. Discuss the questions (1–2).

- 1 Does Anna's email include all the information needed?
- 2 Which points are discussed in detail? Underline the relevant parts in the email.

EXAM TASK You are spending Christmas at your cousin's house in the USA. Write an email to your friend in England, in which you describe:

- ▶ the place where you are staying,
- ▶ the preparations for Christmas,
- ▶ what presents you are planning to give.

Write an email of at least 100 words. Start your email in an appropriate way.

● ● ●
✉

Dear Sara,

How are you? Are you looking forward to Christmas? Guess what? I'm at my cousin Kate's house in the south of the USA now. There are only four days left before Christmas so everybody is busy. Kate's family have already decorated the Christmas tree. Her father is in the kitchen with her brothers now and they're making gingerbread cookies.

I've got a special present for Kate – a beautiful leather handbag. I hope she'll like it. I'm also going to get something for her parents and brothers.

What are your plans for Christmas?
Write soon!

Take care,
Anna

- 3 Work in pairs. Write more details about the point that Anna has only briefly mentioned in the email.

- 4 Find the errors with prepositions in the sentences (1–8) and correct them.

- 1 I'm planning to leave in Friday morning. on
- 2 The dinner starts for two hours. _____
- 3 We are having a party in home. _____
- 4 They have invited me on the Easter holidays.

- 5 Were you at the party on last night? _____
- 6 I'm going in the mountains in summer. _____
- 7 Are you coming in next Monday? _____
- 8 Her house is in the corner of my street. _____

EXAM STRATEGY

- При написанні електронного листа недостатньо лише зазначити всі пункти екзаменаційного завдання – необхідно додати більше інформації щодо кожного пункту.

- 5 Read the exam strategy and the points in the exam task in exercise 6. Think about what you could write for each of the points and make notes.

- 6 **EXAM TASK** Do the exam task.

Your British friend invited you to her house for Easter. Write an email to her, in which you:

- ▶ explain why you can't accept the invitation,
- ▶ describe how you and your family spend Easter,
- ▶ invite her to spend Easter at your home.

Write an email of at least 100 words. Start your email in an appropriate way.

Writing bank page 169

- 7 Check your work.

- Have you written about all three points in the exam task?
- Have you used the correct tenses, verb patterns and prepositions?
- Have you written at least 100 words?
- Have you checked your work for grammar, vocabulary and spelling mistakes?

Conversation

1 Work in pairs. Ask and answer the questions about family and relationships.

- 1 What makes a good relationship? Describe a good relationship you have.
- 2 Is it better to have a lot of friends or a few? Why?
- 3 Have you ever made friends with someone through a social networking website? How?
- 4 'Family is not an important thing. It's everything.' (Michael J Fox) Do you agree? Why?/Why not?
- 5 How can parents have good relationships with their teenage children?
- 6 'With my friends, I want to enjoy myself, not talk about my problems.' Do you agree? Why?/Why not?

Role-play

2 Work in pairs. Read the information about the three party celebrations (1–3) and do the role-play task.

The situation

You and your group of friends are planning to celebrate a friend's birthday in a week's time.

The task

Look at the options 1, 2 and 3 and decide which type of celebration is the best. Discuss each option and consider:

- ▶ the cost,
- ▶ the location,
- ▶ how you would get there and back.

Picture description

3 Work in pairs. Look at the pictures (A–B) which show people in two different families. Take turns to compare and contrast the pictures. Include these points:

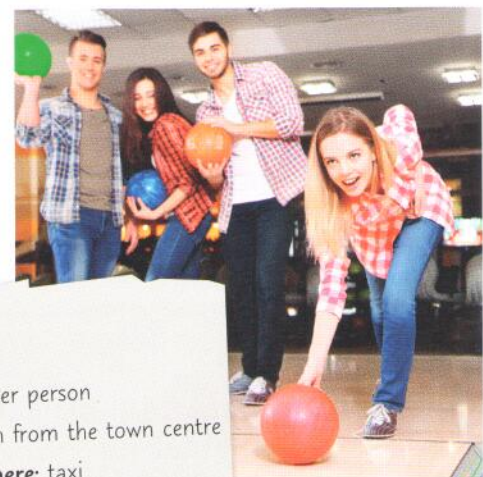
- ▶ the relationships between the people,
- ▶ what each person can enjoy in the relationship,
- ▶ how the relationships between these people might change in the future,
- ▶ your personal experience of these relationships, either in your own family or in other families.



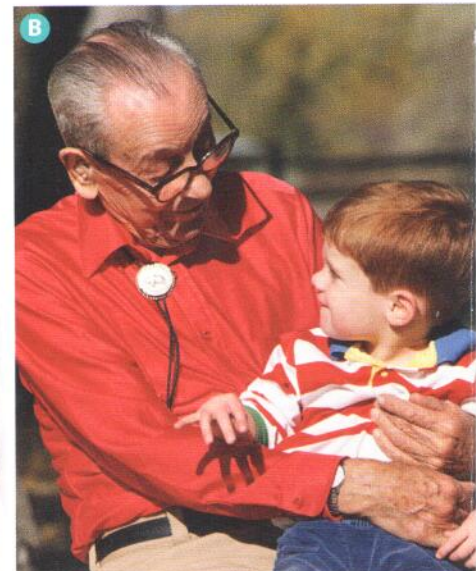
- 1**
Party at a club
Cost: €14.50 per person
Location: in the town centre
How to get there: bus or on foot



- 2**
Meal at a pizza restaurant
Cost: €10.60 per person
Location: near the town centre
How to get there: bus or taxi



- 3**
Bowling
Cost: €8.50 per person
Location: 3 km from the town centre
How to get there: taxi



1 Complete the gaps (1–7) with words from the box. There are two extra words you do not need.

aunts babies cousins nieces parents relatives sisters stepdaughters uncles

My family is not very big so I don't have many close ¹ _____. My mother has two younger ² _____ – Polly and Jane. Both my ³ _____ live in London. Polly has no children of her own, only ⁴ _____ from her husband's first marriage. Jane is much younger than my mother. She has a husband and two ⁵ _____. It's quite funny to think that these little girls are my ⁶ _____ and my mother's ⁷ _____.

2 Complete the sentences (1–9) with the missing words. Use the correct word form.

- Restaurant meals are expensive, so I don't often e_____ o_____ with my family.
- Alison has a lot of a_____, but only a few really close friends.
- Jason is terribly j_____. His girlfriend can't even look at anybody else.
- Chris invited his girlfriend on a d_____ to an expensive restaurant.
- Every Christmas we g_____ t_____ with the whole family at my parents' home.
- The atmosphere was ruined when my father and Uncle George g_____ i_____ a big argument about politics.
- Melissa c_____ her 18th birthday with a huge party.
- Many people prefer c_____ to friends online to going out with them.
- Julia doesn't love her boyfriend Mark any more. They're going to b_____ u_____.

3 Find and correct the errors in each of the sentences (1–8).

- Oh, look! My favourite film is on Channel 5 tonight. I think I watch it. _____
- Do you often fall off with your friend? _____
- We have a party next week to celebrate the end of the school year. _____
- Let's hurry up. The film is starting at seven o'clock. _____
- There are many unpleasant side effects this therapy. _____
- Matt is such a nice boy that he always gets well with everyone. _____
- The last day of school! What will you do this time next week? _____
- Go and help your brother with that box; it's too heavy and he will drop it any second. _____

4 Complete the sentences in the mini dialogues (1–6) with one word in each gap.

- X _____ I borrow your Beyoncé CD?
Y All _____, I'll bring it tomorrow.
- X Mr Jackson is busy _____ the moment. He can see you in 15 minutes.
Y That's OK. I don't _____ waiting.
- X Have you _____? Anna and Chris have broken up.
Y I'm not _____. They never got on too well.
- X We've been married _____ ten years.
Y _____ anniversary!
- X We've just _____ married.
Y _____!
- X I'm _____ to say this, but they had an accident.
Y How _____! Are they in hospital?

5 Read the text about our relationships through life. Some words are missing from the text. Choose the best word (a–k) for each gap (1–9). There are two extra words you do not need.

The relationships that are really central to our lives constantly change ¹ _____ we grow older. First, the entire world consists of ² _____ parents, and maybe an older sibling or two. When parents set ³ _____ a play date with another toddler, we don't actually play together, just side ⁴ _____ side. The extended family and relatives also appear in our reality. We realize that we are connected to them – but we don't quite understand ⁵ _____ what way. Then we begin discovering friendships in the playground or in kindergarten. Our parents begin ⁶ _____ worry that friends are now more important to us than them. Some kids in kindergarten may even talk ⁷ _____ their friends as their boyfriend or girlfriend – or as husband or wife. They are copying older generations, using terms for relationships they can't really tell apart ⁸ _____ their own friendships yet. Romantic relationships don't really start ⁹ _____ adolescence – or later. Teenagers also begin to wonder about their roles in society. The school years end, and we enter adult life. We move out of the parental home. We establish our own independent lives. We get married, have children – and we watch the same process again from the outside.

- | | |
|---------|---------|
| a by | g us |
| b after | h as |
| c our | i about |
| d from | j up |
| e until | k in |
| f to | |

UNIT 1 FAMILY AND RELATIONSHIPS

Present and future tenses

Present simple

Affirmative and negative

I We You They	work don't (= do not) work	in a city.
He/She/It	works doesn't (= does not) work	

Questions and short answers

Do	I we you they	work in a city?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

We use the present simple when we:

- ▶ speak about routine or repeated actions.
I usually start school at 8 a.m.
- ▶ speak about regular, permanent situations.
My teacher lives in the suburbs.
- ▶ speak about known truths or facts.
The Earth goes around the sun.
- ▶ speak about events which take place according to a schedule, plan or timetable.
Our plane leaves at 7 p.m.
- ▶ express feelings (*love, like, hate*), states of mind (*know, hope, seem, believe, remember, want*) and things we experience through our senses (*feel, hear, see*).
I hope our timetable isn't as bad as last year.

With the present simple we often use these adverbs of frequency: *always, every day, often, regularly, usually, sometimes, hardly ever, never.*

Present continuous

Affirmative and negative

I	'm (= am) 'm not (= am not)	watching TV.
He/She/It	's (= is) isn't (= is not)	
We You They	're (= are) aren't (= are not)	

Questions and short answers

Am	I	watching TV?	Yes, I am. No, I'm not.
Is	he she it		Yes, he is. No, he isn't.
Are	we you they		Yes, we are. No, we aren't.

We use the present continuous when we:

- ▶ speak about actions which take place at this moment or during this period of time.
My sister is studying in her room at the moment.
I'm doing extra Spanish classes this year.
- ▶ describe ongoing changes.
The number of students in primary school is going down these days.
- ▶ speak about planned activities.
We're going on holiday to Italy next Monday.

In sentences with present continuous verbs we often use these time expressions: *right now, at the moment, nowadays, today, this week, this year.*

We don't usually use state verbs such as: *believe, hate, know, like, love, need, want, think* and *understand* in the present continuous tense.

Be going to

We use *be going to* when we:

- ▶ speak about arranged plans for the future.
My parents are going to open a shop next year.
- ▶ expect something to happen, especially when we make a prediction about something we see.
Look at that driver. He's going to crash!

Will

We use *will* when we:

- ▶ make a decision while we speak.
I'm bored. I think I'll go shopping.
- ▶ predict something, especially when the prediction concerns our thoughts or convictions.
One day there won't be any shops. People will only buy things on the Internet.
- ▶ promise something or assure someone about something.
I promise I'll drive more carefully.

Future continuous

Affirmative and negative

I You He/She/It We You They	will be won't be	helping people.
--	---------------------	-----------------

Questions and short answers

Will	I you he/she/it we you they	be helping people?	Yes, I will. No, I won't.
------	--	--------------------	------------------------------

We use the future continuous when we speak about activities which at a specific moment in the future will have already lasted for some time.

This time next month I will be sitting on a beach.

We also use the future continuous when we want to ask something politely.

Will you be going anywhere near a chemist's this morning?

General conversation

Starting a conversation

Excuse me, can I tell/ask you something?
Excuse me, can I talk to you for a moment?
Can we have a word?

Asking for directions/information

Excuse me. How do I get to ...?
Is there a (post office) near here?
Could you tell me the way to ...?
I'd like to know (when the course starts), please.
Do you know (where the bus stop is)?
And there is one more thing I'd like to know.
And you wouldn't know (the price), would you?

Giving directions

Go straight ahead.
Turn left/right.
Take the first/second turning on your right/left.

Go past (the school).
Keep going until you get to ...
Go along (Green Street) as far as the traffic lights.
Then ...
You need to go (this way).

Apologizing

(I'm) sorry for (the delay/being late).
I'm really sorry.
I'm awfully sorry.
I apologize.

Making a request

Can/Could you ... ?
Would you mind (doing sth)?
Do you think you could (possibly)...?
Will/Would you (please) ...?

Agreeing to a request

OK./All right.
Yes, sure.
Certainly.

Refusing a request

Sorry, but ...
(No), I can't really ...
(No), I'm afraid I can't ...

Making a suggestion/making arrangements

Are you doing anything (on Saturday evening)?
Would you like to (go out)?
Do you fancy (a walk/going for a walk)?
Why don't we (do sth)?
Let's go (to the cinema).
How/What about (cooking sth)?
I was wondering if you'd like to (play sth).
It would be great if we (had dinner somewhere).
Shall we (watch a film)?
I think we could (do sth).
From my point of view, ...

Вибачте, можна вам щось сказати / про щось запитати?
Вибачте, можна вас на хвилинку?
Можна з вами поговорити?

Вибачте, як мені дістатися до...?
Чи є тут (пошта) поблизу?
Скажіть, будь ласка, як пройти до...?
Будь ласка, я хотів би дізнатися (коли починається курс).
Ви знаєте, (де зупинка автобуса)?
І ще одне, про що я хотів би дізнатися.
Ви випадково не знаєте (вартість)?

Йдіть прямо.
Поверніть ліворуч / праворуч.
Поверніть на першому / другому повороті праворуч / ліворуч.
Йдіть повз (школу).
Продовжуйте йти, поки не дійдете до...
Йдіть вздовж (вулиці Зеленої) до світлофору.
Потім...
Вам треба йти (в цьому напрямку).

Вибачте за (затримку / запізнення).
Мені справді шкода.
Мені дуже жаль.
Прошу пробачення.

Чи не могли б ви...?
Ви не проти (зробити щось)?
Чи не могли б ви...?
Чи не могли б ви (будь ласка)...?

Так. / Добре.
Так, звісно.
Звичайно.

Вибачте, але...
(Ні), я справді не можу...
(Ні), боюсь я не можу...

Ви зайняті чимось (в суботу ввечері)?
Ви б хотіли (кудись піти)?
Ви хочете (прогулятися)?
Чому б нам не (зробити щось)?
Давайте підемо (в кіно).
Як щодо того, щоб (приготувати щось)?
Я хотів запитати, чи ви бажаєте (пограти у щось).
Було б чудово, якби ми (пообідали десь).
Може нам (подивитися фільм)?
Думаю, ми б могли (зробити щось).
З моєї точки зору, ...

Informal letter/email: talking about your plans, giving advice, making suggestions

Beginning an informal letter/email

Hey!
Hi Susan,
Dear Steven,
How are you?
Great to hear from you!
Hope you're well!
Thanks for your letter/email.
Sorry I haven't written for ages.

Asking for news

What have you been up to?
How are things?
Anyway, what's going on with you?
What are your plans (for the summer)?

Giving information

I'm writing to let you know ...
I'm just writing to tell you that .../my news.
Guess what?
Here are the details: ...
You won't believe this!
I'm going to ...
The plan is to ...
We're planning to ...

Asking for opinion/advice

Please tell me what you think I should do.
What do you think about ... ?
Do you think that ... ?

Empathizing and advising

I'm sorry that ...
I suggest that you (talk) ...
My first suggestion is that you (talk) ...
I'd (particularly) recommend (talking) ...
Something else I'd recommend is (talking) ...
Try (talking) ...
You could (talk) ...
Why not (talk) ... ?

You can/could ...
I think you should ...
It would be better to ...
How about (talking) ... ?
You may need to (talk) ...

Making a request

Could you do me a favour?
Could you ..., please?
Do you think you could ... ?
Do you have any recommendations for ...

Giving an invitation

We're holding/organizing/having a party to celebrate ...
I/We would like to invite you to ...
The party/barbecue/dinner will take place/start at ...
To get there, take the bus/go to ...
Please bring a traditional dish/some dessert.
Hope to see you there!
Please let me/us know if you can come!
Would you like to come to ... ?

Finishing an informal letter/email

Bye for now.
Well, that's all for now.
Write soon.
Looking forward to hearing from you.
Keep in touch.
Say 'hi' to everybody!
Do drop me a line.
Please write to me and tell me your news.
See you soon!
All the best
Lots of love
Take care

►► **Phonetic transcription at**
www.oxfordlearnersdictionaries.com

UNIT 1 FAMILY AND RELATIONSHIPS

Family

ancestor	предок
aunt	тітка
brother	брат
child, children	дитина, діти
cousin	двоюрідний брат чи сестра
daughter	дочка
family history	сімейна історія
family member	член сім'ї
father/dad	батько
granddaughter	онука
grandson	онук
grandfather/grandpa	дідуся
grandmother/grandma	бабуся
great-grandfather	прадід
great-grandmother	прабабуся
husband	чоловік
mother/mum	мама
mother-in-law	теща, свекруха
nephew	племінник
niece	племінниця
only child	єдина дитина
parents	батьки
relative	родич
sibling	рідний брат або сестра
sister	сестра
son	син
son-in-law	зять
stepbrother	зведений брат
stepsister	зведена сестра
stepfather/stepdad	вітчим
stepmother/stepmum	мачуха
stepdaughter	пасербиця
stepson	пасинок
uncle	дядько
wife	дружина

Stages of life

adult	дорослий
baby	немовля
be born	народитися
be pregnant/be having a baby	бути вагітною/чекати на дитину
buy a house	купити будинок
childhood	дитинство
die	померати
fall in love	закохатися
generation	покоління
get a job	отримати роботу
get married (to sb)/marry sb	одружитись
graduate from university/school	закінчити університет/школу
grow old	постаріти
grow up	вирости

house-warming party/gift

leave home
 pass your driving test

retire (from work)
 retirement
 stage of life
 start a family
 teenager/teenaged

Family celebrations

anniversary
 baby shower
 birthday
 card
 celebrate sth
 celebration
 Christmas
 Christmas Eve
 decorate the Christmas tree

dress up (as a ghost)
 Easter/Easter Sunday
 family event
 Father's Day
 Halloween
 invitation
 invite sb to sth
 Maundy Thursday
 New Year's Eve
 party

have/give a ~
 present
 give a ~
 receive a ~
 Thanksgiving (Day)
 wedding

Relationships

acquaintance
 argument/row
 have an ~/a ~ with sb
 get into an ~
 boyfriend/girlfriend

break up/split up (with sb)
 close friend/relative
 co-worker
 date
 first ~
 play ~

fall in love (with sb)
 ~ at first sight

fall out with sb
 friend
 friendship
 get on with sb

святкування новосілля/
 новосільний подарунок
 покидати батьківський дім
 здавати екзамен на
 водіння автомобіля
 вийти на пенсію
 пенсія
 період життя
 створити сім'ю
 підліток/підліткового віку

річниця
 вечірка для майбутньої
 мами
 день народження
 листівка
 святкувати щось
 святкування
 Різдво
 переддень Різдва
 прикрашати різдвяну
 ялинку
 наряджитися (привидом)
 Пасха/Пасхальна неділя
 сімейна подія
 день батька
 Хеллоуін (День усіх святих)
 запрошення
 запрошувати когось
 Чистий четвер
 переддень Нового року
 вечірка
 мати/проводити вечірку
 подарунок
 дарувати подарунок
 отримувати подарунок
 день Подяки
 весілля

знайомство
 сварка/ суперечка
 посваритися з кимось
 втягнутися у сварку
 коханий (друг)/кохана
 (подруга)
 розійтись з кимось
 близький друг/родич
 співробітник
 побачення
 перше побачення
 дитяче свято, зустріч;
 "побачення в пісочниці"
 закохатися в когось
 закохатися з першого
 погляду
 посваритися з кимось
 друг
 дружба
 ладнати з кимось

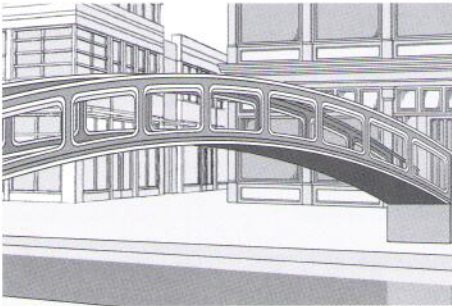
Listening



2.10 Task 1

Listen to the speakers. For questions (1–6) choose the correct answer (A, B or C).
You will listen to each recording twice.

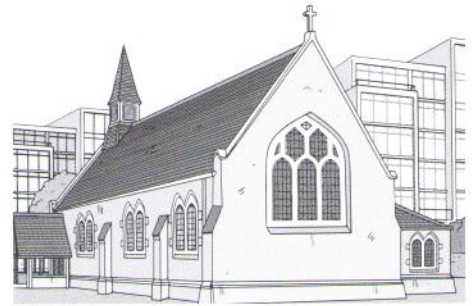
1 What does the speaker want to take photographs of?



A



B

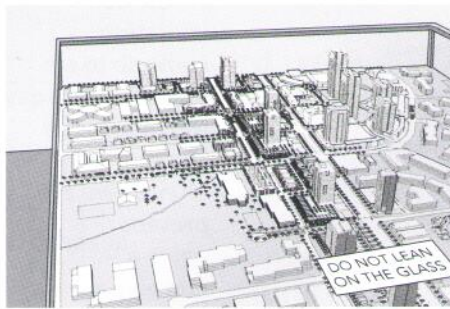


C

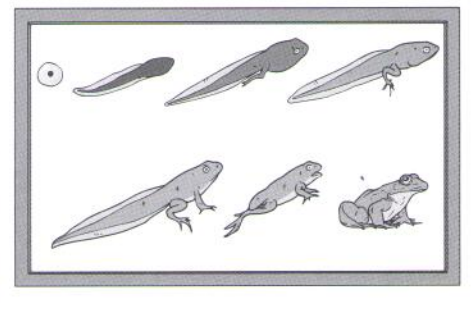
2 What did the speaker enjoy most during her visit to the museum?



A



B



C

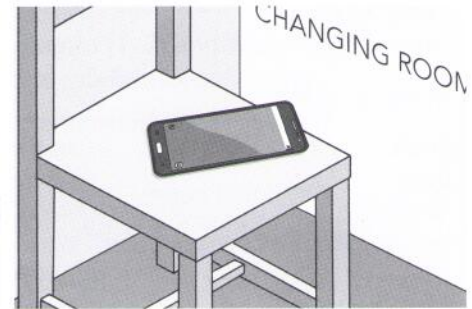
3 Where is the speaker's mobile?



A



B



C

- 4 The gallery is situated _____.
- A in an old factory
B next to the library
C near the post office
- 5 The woman usually travels around her city _____.
- A by public transport
B by bike
C by car
- 6 The man would really like to work _____.
- A in a bank
B in a library
C in a school

Reading



Task 2

Read the texts below. Match choices (A–H) to (27–32).
There are two choices you do not need to use.

Thinking About Your Future Career?

27 Nurses

Hospital nurses have many tasks, including giving out medication, discussing patients' needs with doctors, and encouraging individual patients to look after their health. They must keep up-to-date with new tools and technology, so they can help provide the best care and support for both patients and doctors. Nurses are attracted to the job because they want to help other people, but they must also be able to look after themselves, because nursing can be very stressful.

28 Concert musicians

If you play a musical instrument very well, you may be thinking about becoming a concert musician. It's very hard work, because every performance must be of a very high standard. This means practising daily, for hours at a time. Being a professional musician requires talent, of course, but it also requires the ability to concentrate for long periods of time without getting distracted.

29 City tour guides

City tour guides meet a lot of people, and they have to stay calm and friendly all the time. They need to know a lot about their city and be able to communicate with people from around the world. They also have to remember plenty of facts, figures and amusing stories. The job is quite active as most tour guides walk a lot, so they have to be fit. Although being a tour guide is seasonal work, in peak season it can be well-paid, and many tourists leave good tips.

30 Hairdressers

A good hairdresser with the right attitude can go a long way. Hairdressing is an interesting option for people with a lot of energy. While most hairdressers still work in salons, a surprising number of professionals fly around the world to provide services to wealthy clients. In addition to excellent technical skills, the best hairdressers also need to be great communicators so that they can discuss different styles and options with their customers.

31 Reporters

Reporters need to be able to speak and write well, so that they can find out information and present it in well-written news stories, articles or documentaries. They may work directly for a news organization, such as a TV company, but many work freelance. This means they are their own boss, and write stories for whoever pays them. General reporters cover all sorts of news stories, but some journalists specialize in particular areas, such as sport, politics or education.

32 Librarians

Librarians work in university libraries or public libraries, but public libraries probably provide the most varied work. Librarians give advice on suitable reading materials for children and adults, and show customers how to use the library facilities. They may also help people with their reading skills, for example, by running classes for adults who have difficulty reading. Many librarians also lead story-telling activities for young children.

Which job description mentions _____?

- A the possibility of working for yourself
- B giving lessons to groups of people
- C working on the same task over several months
- D visiting different parts of the world
- E receiving extra payments
- F having long working days
- G finding out about the latest equipment
- H working in a team that travels around

Use of English

Task 3

Extract

Read the text below. For questions (39–48) choose the correct answer (A, B, C or D).

How Important is the Weather?

We discuss the weather a lot, particularly in countries where it changes from day to day, or even during the same day. After all, the weather has a big (39) _____ on our lives. There's a difference between waking up on a dark, wet morning to waking up when the sun is shining – many people are much more cheerful in this (40) _____. We even use words about the weather to (41) _____ the way people feel. For instance, if someone suddenly looks sad, we might say that their face 'clouds over'.

We do different things (42) _____ on what the weather is like. Most people aren't (43) _____ on having a barbecue on a rainy day, and of course we (44) _____ what the weather is like when we're choosing what clothes to (45) _____ on in the morning.

Our homes, too, are quite different in different climates. They may be designed to (46) _____ the heat out, or to (47) _____ us from getting cold.

Cafés that sell ice cream need to order more if the weather is going to be warm, while shops that sell umbrellas rely on rain and bad weather. So businesses also need to (48) _____ attention to changes in the weather.

39	A	result	B	effect	C	action	D	effort
40	A	position	B	place	C	condition	D	case
41	A	describe	B	discuss	C	inform	D	tell
42	A	depending	B	following	C	touching	D	relying
43	A	happy	B	positive	C	keen	D	willing
44	A	think	B	look	C	confirm	D	check
45	A	get	B	put	C	take	D	set
46	A	hold	B	stay	C	keep	D	stop
47	A	prevent	B	miss	C	avoid	D	turn
48	A	make	B	give	C	offer	D	pay

Writing

Task 4

Extract

59 You have received a letter from your English pen-friend in which he/she describes visiting a historical site in his/her area. Write a letter to your pen-friend in which you tell him/her:

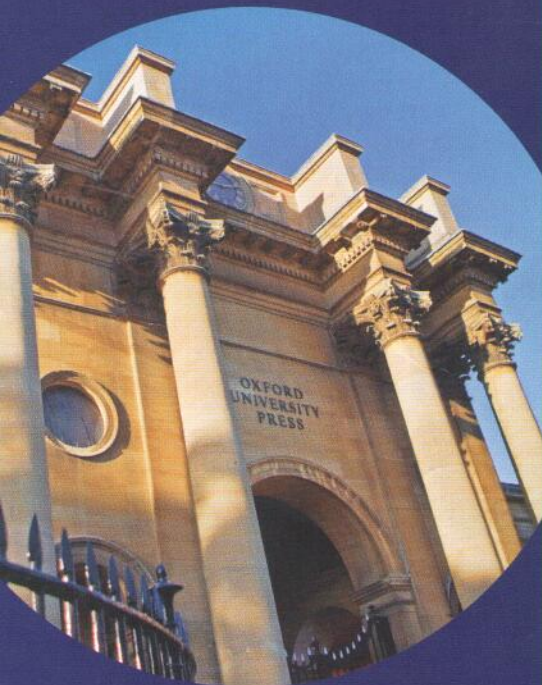
- whether you enjoy visiting historical sites, and give your reasons
- when you last visited a historical site, and how you felt about it
- what historical site is most important in your region, and why.

Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way.

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Створений спеціально для України та відповідно до вимог зовнішнього незалежного оцінювання (ЗНО), *Oxford Exam Trainer* пропонує ґрунтовну підготовку та практику екзаменаційних завдань для учнів середніх навчальних закладів, які готуються до тестування з англійської мови.

Успіх у зовнішньому незалежному оцінюванні

- Усі три сфери спілкування: особистісна, публічна та освітня, вивчаються у 12 тематичних розділах.
- Лексика за темою надається на початку кожного розділу.
- Систематична практика *Reading, Listening, Writing, Speaking* та *Use of English* забезпечується на кожному уроці.
- Широкий спектр видів завдань знайомить учнів з форматом ЗНО.
- Екзаменаційні стратегії та поради допомагають учням розвинути впевненість у своїх силах.

Надійна підтримка під час відпрацювання тестових завдань

- *Speaking Bank*: корисні фрази з перекладом на українську мову для комунікативних завдань.
- *Writing Bank*: зразки, корисні лексичні структури та методичні поради щодо ефективного виконання розділу «Писемне мовлення».
- *Wordlist*: ключова лексика з перекладом на українську мову до всіх екзаменаційних сфер спілкування організована за темами.
- Зразок пробного ЗНО з англійської мови: повний тест у форматі ЗНО, щоб надати учням справжню екзаменаційну практику.
- *Student's website*: два пробних тестування онлайн та усі аудіофайли для *Student's Book* за посиланням www.oup.com/elt
- *Teacher's Guide with Audio CDs*: відповіді з методичними коментарями та повним поясненням, чому той чи інший варіант є хибним або вірним.

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