

# 7a

## Predicting

### School

UNIT AIMS

**Skill:** predicting

**Vocabulary:** school topic vocabulary

**Exam practice:** EGE Listening Task 1

### Listening skill: predicting

#### Why is predicting important?

*In listening tasks, predicting means thinking about what you are going to hear and trying to make guesses. It is very important to read the answer options first. Your work begins as soon as you can look at the paper – don't wait until you hear the recording. When you read the answer options, think about what people might say and which words and phrases they might use. This will help you when you listen because you will know what you're listening for. Remember that you will not hear exactly what is written, so part of predicting is thinking of the synonyms that you should expect. If you do this with all listening tasks, it soon becomes a habit. Predicting is important in all parts of the EGE Listening section.*

Predicting involves

- A reading and thinking before you listen.
- B starting to read when you start to listen.
- C reading after you listen.

### Get started

Look at the photo and answer the question.

- What are the best things about school? Write down your top three things.

### Develop your vocabulary

#### 1 Complete the sentences with the words in the box.

enthusiastic ■ gloomy ■ hard-working ■ lazy ■ noisy  
positive ■ quiet ■ strict

**The best schools are where ...**

the teachers are **1** \_\_\_\_\_ about their subject.  
the students are **2** \_\_\_\_\_ and polite.  
the lessons are **3** \_\_\_\_\_, calm and interesting.  
the atmosphere is happy and **4** \_\_\_\_\_.

**The worst schools are where ...**

the teachers are bad-tempered and too **5** \_\_\_\_\_.  
the students are **6** \_\_\_\_\_ and rude.  
the lessons are too **7** \_\_\_\_\_ or boring.  
the atmosphere is dark and **8** \_\_\_\_\_.



## Develop your listening skills: predicting

### 1 Match the phrases that mean something similar.

- |                              |  |
|------------------------------|--|
| 1 a tradition                | a a problem                                    |
| 2 a second home              | b a home away from home                        |
| 3 a worry                    | c fewer students                               |
| 4 smaller number of learners | d expensive                                    |
| 5 free-time activities       | e friendships that last a lifetime             |
| 6 long-lasting relationships | f something that has existed for a long time   |
| 7 costly                     | g things to do in the evenings and at weekends |

### 2 Read the answer options in exercise 3. Rewrite each one using phrases from exercise 1.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

### 3 Listen to a man talking about boarding schools in Britain. Are the sentences true (T) or false (F), according to what the man says?

- |  |       |
|--|-------|
| 1 Boarding schools have not existed in Britain for a long time.    | T / F |
| 2 Some children think of boarding school like a second home.       | T / F |
| 3 Some find it a problem when they leave their family behind.      | T / F |
| 4 There are more students in every class at boarding school.       | T / F |
| 5 There are not many things to do in the evenings and at weekends. | T / F |
| 6 Many students form long-lasting relationships.                   | T / F |
| 7 Most boarding schools are not very expensive.                    | T / F |

### 4 You will hear two people talking about their schools. As you listen, choose the best summary for what each speaker says. Pay attention to the underlined words and phrases.

#### Speaker 1

- a All the students in our lessons have a problem with learning.
- b It would be nice to find out why some students are badly behaved.
- c None of our teachers have the experience to find out why there are behaviour problems.

#### Speaker 2

- a There isn't much about my school that needs changing.
- b The teachers are quite strict with us, so we are a bit scared to make a noise.
- c There are a lot of things I'd like to learn at school that we just don't cover.

**5 Look at the answer options below and answer the questions.**

- A Thanks to some professionals, you can get the guidance you need.
- B In certain schools, none of the teachers have much opportunity to teach.
- C The responsibility should be shared between teachers and students.
- D All teachers have little experience or enthusiasm.

- 1 What main subject do you expect the speakers to talk about? \_\_\_\_\_
- 2 Which sentences say something negative? \_\_\_\_\_
- 3 Why should you be careful with words like *all, every, most, many, none of, a few* and *some*?  
\_\_\_\_\_

**6**  **You will hear three different speakers. Match each speaker to an idea. There is one idea you will not use.**

- Speaker 1: \_\_\_\_\_                      Speaker 2: \_\_\_\_\_                      Speaker 3: \_\_\_\_\_
- a Thanks to some professionals, you can get the guidance you need.
  - b In certain schools, none of teachers have much opportunity to teach.
  - c The responsibility should be shared between teachers and students.
  - d All teachers have little experience or enthusiasm.

*Exam focus:*  
**predicting in EGE**

**1 Look at the exam practice section on page 57 and answer the questions.**

- 1 Can you predict what all of the speakers have in common?
- 2 While you are reading the answer options, what should you do?
- 3 What main subject do you expect all the speakers to talk about?
- 4 Which sentences say something negative?
- 5 Which sentences contain the word 'all'?

**Skills tip**

In EGE Listening Task 1, does predicting mean

- a guessing what you might hear?  
**Yes / No**
- b thinking of other ways to express the answer options?  
**Yes / No**

**2 Look again at the exam practice section and rewrite the answer options using different words.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

# Exam practice:

## EGE Listening Task 1

### Skills tip

Грамотно распределите время перед прослушиванием. Прочитайте утверждения, подчеркните в них ключевые слова и подумайте о синонимах. В аудиотексте та же мысль будет выражена близкими по смыслу, но другими словами.

### Раздел 1. Аудирование

1

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

1. School was like a home away from home.
2. Friendships you make at school can last a lifetime.
3. Two professionals gave me excellent guidance.
4. Our lessons are mostly calm and quiet.
5. The teachers were all either too strict or unenthusiastic.
6. Changes in my life have created problems for me in the past.
7. This school prepared us all for further study.

Говорящий	A	B	C	D	E	F
Утверждение						

# 7b

## Using description phrases

### School

UNIT AIMS

**Skill:** using description phrases

**Vocabulary:** school topic vocabulary

**Exam practice:** EGE Speaking Task 3

### Speaking skill: using description phrases

**Why is using description phrases important?**

Remember that in EGE Speaking Task 3 you have to talk about a photo from your album. You can make your talk more interesting by using description phrases. In your talk, you should use adjectives, e.g. He felt bored. / It was a boring day. You can qualify adjectives with adverbs, e.g. He felt a bit bored. / It was an extremely boring day. Don't forget that we use different adverbs with extreme adjectives, e.g. It was really / very / a little cold., but It was absolutely freezing. Also, you can use adverbs with verbs, e.g. They cheered enthusiastically. / We ran fast. You can also use qualifiers with adverbs, e.g. They cheered very enthusiastically. Finally, you can describe things using comparative structures, e.g. We were much happier. / He told the funniest jokes. Knowing how to use description phrases is an important skill in Task 3 of the EGE Speaking section.

When using description phrases, remember that you

- A will need more adverbs than adjectives.
- B should only use adjectives.
- C can use both adjectives and adverbs.

### Get started

Look at the photo and answer the question.

- How do you feel when you are at school? Write three adjectives.

### Develop your vocabulary

#### 1 Match the adjectives to their opposites.

- |                               |  |
|-------------------------------|--|
| 1 boring                      | a awful / terrible                     |
| 2 tired / exhausted           | b ready / prepared                     |
| 3 perfect                     | c exciting / interesting / fascinating |
| 4 worried / anxious / nervous | d fresh / refreshed                    |
| 5 patient                     | e careless                             |
| 6 funny                       | f calm / relaxed                       |
| 7 surprised                   | g impatient                            |
| 8 careful                     | h serious                              |

## Develop your speaking skills: using description phrases

- 1** Complete the sentences using the words in the box with the correct *-ed* or *-ing* endings. There may be more than one correct answer.

bore ■ excite ■ fascinate ■ interest ■ thrill ■ tire

- We were \_\_\_\_\_ and wanted to sleep after staying up all night the night before.
- Going on the hot-air balloon ride was a(n) \_\_\_\_\_ experience – I'll never forget it!
- Everyone was talking a lot because they were \_\_\_\_\_ about going on the school trip.
- My brother was not \_\_\_\_\_ in having his picture taken.
- We weren't very happy because we'd just had a(n) \_\_\_\_\_ lesson.
- I thought the lesson was \_\_\_\_\_ – I learned so much that I hadn't known before!

- 2** Choose the correct answers.

- We were absolutely **tired / exhausted** after that school trip.
- It was such a great day – everything was **very / absolutely** perfect!
- Tom was **a bit / absolutely** more refreshed after his swim.
- I was **really / absolutely** surprised to see him as I thought he was in Moscow.
- I had a small accident, but I was **a lot / totally** more careful after that.
- I did **best / better** than you in the test.
- It was the **funnier / funniest** thing I had ever seen!
- That lesson was a little **much / more** interesting than the previous one.
- We waited **impatient / impatiently** until the end of the lesson.
- We were all much **more / most** relaxed when we got home.

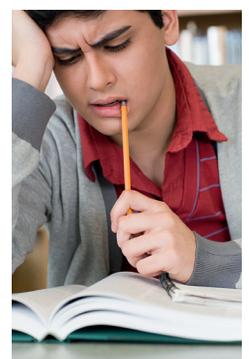
- 3** Look at this photo and answer the questions using words / phrases from exercises 1 and 2.

- When do you think the photo was taken?  
\_\_\_\_\_
- What or who is in the photo?  
\_\_\_\_\_
- What is happening?  
\_\_\_\_\_
- Why do you think the photo was taken?  
\_\_\_\_\_
- Why would someone show this photo to others?  
\_\_\_\_\_



- 4**  Listen to someone describing this photo. Fill in the missing information.

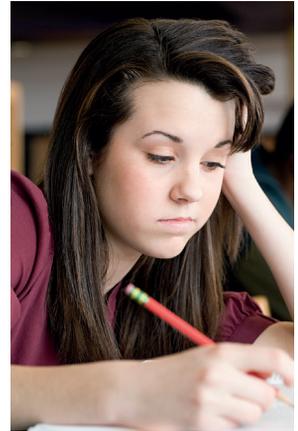
- When did the speaker take the photo? \_\_\_\_\_
- What or who is in the photo? \_\_\_\_\_
- What is happening? \_\_\_\_\_
- Why did the speaker take the photo? \_\_\_\_\_
- Why did the speaker show it to their friend? \_\_\_\_\_



## Using description phrases

### 5 Look at this photo. Imagine you took it. Build a story around it. Start by making notes below.

- 1 Who is in the photo? When did you take it?  
\_\_\_\_\_
- 2 What had happened before the photo was taken?  
\_\_\_\_\_
- 3 What is happening in the photo? How are people feeling? Why?  
\_\_\_\_\_
- 4 Why did you take the photo?  
\_\_\_\_\_
- 5 Why do you keep this photo in your album?  
\_\_\_\_\_



### Pronunciation: word spelling: o

#### 1 Practise saying these words. Then listen and check.

- |        |         |         |        |
|--------|---------|---------|--------|
| 1 does | 3 go    | 5 goes  | 7 done |
| 2 do   | 4 going | 6 doing | 8 gone |

#### 2 Read these sentences aloud, paying attention to the underlined words. Then listen and check. Repeat any that you get wrong.

- |  |  |
|--|--|
| 1 He still <u>does</u> the same silly things.                | 5 I know she still <u>goes</u> to the same school. |
| 2 Where <u>do</u> you live?                                  | 6 That's Tony, who has just <u>done</u> an exam.   |
| 3 We were <u>going</u> to a show that day.                   | 7 We always <u>do</u> that!                        |
| 4 He's <u>doing</u> his homework here, so he's working hard. | 8 That library's <u>gone</u> now.                  |

## Exam focus:

# using description phrases in EGE

### 1 Look at the exam practice section on page 61 and decide if the sentences are true (T) or false (F).

- |   |       |
|---|-------|
| 1 You should describe each photo.                           | T / F |
| 2 You should imagine you are talking to a friend.           | T / F |
| 3 You should think of description phrases before you start. | T / F |
| 4 You can use adjectives and adverbs in your description.   | T / F |
| 5 You shouldn't use comparatives and superlatives.          | T / F |

#### Skills tip

- In EGE Speaking Task 3, should you
- a use adjectives?  
Yes / No
  - b use adverbs?  
Yes / No

### 2 Look at the photos on page 61 again. Choose one of them. What kind of description phrases can you think of to describe the following in the photo?

- |                              |  |
|------------------------------|--|
| 1 the people _____           | 4 what happened after _____                  |
| 2 what they are doing _____  | 5 why you took the photo _____               |
| 3 what happened before _____ | 6 why you keep the photo in your album _____ |

# *Exam practice:* EGE Speaking Task 3

## Skills tip

При подготовке к заданию 3 устной части ЕГЭ продумайте и выберите прилагательные и наречия, которые подходят для описания выбранной вами фотографии. Они пригодятся для раскрытия всех пунктов плана задания. Помните, что для описания одного существительного / глагола вполне достаточно одного-двух прилагательных / наречий.

## Устная часть

3

**Task 3. Imagine that these are photos from your photo album. Choose one photo to present to your friend.**

Photo 1



Photo 2

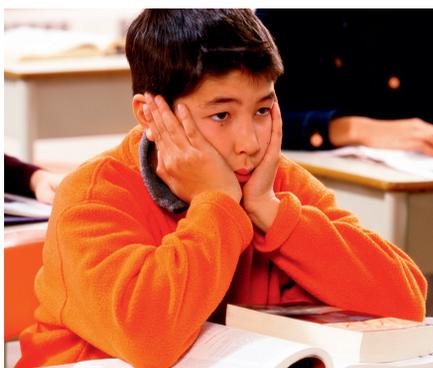


Photo 3



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

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

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