

САНКТ-ПЕТЕРБУРГСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ФАКУЛЬТЕТ ИНОСТРАННЫХ ЯЗЫКОВ

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# УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ К УСТНОМУ ЭКЗАМЕНУ ПО АНГЛИЙСКОМУ ЯЗЫКУ

для бакалавров, магистрантов  
факультета иностранных языков

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В настоящее учебно-методическое пособие включены упражнения и словарь частотных значимых слов, позволяющих наиболее полно раскрыть темы устного экзамена по английскому языку уровней В1-В2. Пособие способствует формированию у обучающихся прочных навыков работы с лексико-грамматическим материалом предложенных тем.

Структура данного пособия позволяет использовать его как на учебном занятии под руководством преподавателя в индивидуальной, парной и групповой работе, так и при самостоятельной работе студентов.

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## GENERAL INFORMATION

Speaking paper consists of two parts C3 and C4. Each part tests a different area of ability to speak in English. A candidate's overall grade is based on the total score gained in both parts and is worth 25 points. The paper lasts for 15 minutes and is taken by each candidate individually. The standard format involves

- a discussion between an examiner as the candidate's interlocutor and the candidate;
- an individual long turn that is a talk given by the candidate.

### **Part 1. Discussion.**

This part contains a discussion related to a certain topic. The task provides the context and the prompts. The candidate has 2 minutes to prepare and 4-6 minutes to discuss the issues given in the paper. The candidate begins the conversation. The examiner will play the part of the candidate's fellow student.

### **The candidates should remember to:**

- discuss all the ideas providing good arguments to back up their opinions
- be polite
- take an active part in the conversation :
  - start the conversation by explaining the situation
  - come up with ideas
  - agree or disagree with their partner and try to develop their partner's ideas
  - find out your partner's attitudes / invite your partner to come up with suggestions
  - try to reach an agreement or finish the conversation with a concluding general statement

### **Skills to be tested**

During the discussion the students is expected to demonstrate their ability to:

- discuss the ideas contained in the task
- provide reasons to back up their views
- maintain the conversation by
  - initiating
  - making suggestions

- agreeing / disagreeing
- linking contributions to those of the partner to develop communication
- finding out their partner's attitudes / inviting their partner to come up with suggestions
- trying to reach an agreement / finishing the conversation with a concluding general statement
- use grammar structures, a range of vocabulary and phonological features appropriate to the context and language level.

## **Part 2. Individual long turn.**

This part lasts approximately 6 or 7 minutes, including 2 minutes for the preparation. The task provides information about the topic and the prompts. The candidate will have to talk up to 2-3 minutes. The examiner will listen to the candidate until he / she has finished and then will ask the candidate some questions.

### **The candidates should remember to:**

- introduce the topic
- provide good arguments to back up their opinions
- provide examples
- generalise or specify where necessary
- avoid using the same expressions as in the task
- sum up their ideas to conclude the talk
- use grammar structures, a range of vocabulary and phonological features appropriate to the context and language level.

### **Skills to be tested**

The student is expected to demonstrate their ability to:

- make an introduction / sum up their ideas to conclude the talk
- develop clear reasoned arguments
- support their arguments with examples
- generalize or specify where necessary
- paraphrase
- use language functions appropriately (agree or disagree, rank, suggest, speculate)
- use grammar structures, a range of vocabulary and phonological features appropriate to the context and language level

In the present reference a student will find examples of both C3 and C4 parts on a particular topic.

Every task in the book is provided with a range of **useful vocabulary** and **grammar structures** which can improve students' results at the speaking part of the examination.

A list of other **expressions on how to make a discussion sound natural and professional** (giving opinion, agreeing, disagreeing, expressing doubt and hesitating, etc.) is introduced in the end of the book.

## COMMUNICATION

**C3.** The local town board is about to launch a project entitled “**A New Place to Make Friends**”. They are collecting different people’s opinions about four possible opinions.

You have 4-6 minutes to discuss the issues below and choose one site out of four which you think might be most attractive:

- *Sport club*
- *Local history museum*
- *Dancing and literary club*
- *Amusement rides*

You begin the conversation. The examiner will play the part of your fellow student.

**C4.** Give a **talk on communication problems**. You must include both issues given below, and provide an introduction and conclusion.

- *Compare men’s and women’s ways of communication*
- *Speculate on things that make an effective communicator*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*be convinced in sth*

*have doubts about sth*

*solve the problem*

*face the problem*

*have strong views on sth.*

*find the solution to sth*

*be inspired about sth*

*feel thrilled about sth*

*feel nervous*

*persuade sb to do sth*

*maintain eye contact*

*be a good listener*

*have sense of humour*

*interrupt sb*

*be sincere*

*be on sb's mind*

*change your mind*

*come to a realisation*

*come to mind*

*compliment (sb on sth)*

*deal (with sth)*

*gain sb's confidence*

*get sidetracked*

*get your head around (sth)*

*have a good head for sth*

### Ways of speaking

*mutter*

*shout*

*whisper*

*yell*

*bang your fist*  
*cross your legs*  
*hold your arms*  
*frown*  
*lean back*  
*raise your eyebrows*

*shake your head*  
*shrug your shoulders*  
*tremble*  
*wink*  
*assume*

***Idioms to do with communication***

*Actions speak louder than words*  
*(can't) get a word in edgeways*  
*Get straight to the point*  
*Have a quick word with*  
*Hear it on the grapevine*  
*Be on the same wavelength*

*Think before you speak*  
*Burst into laughter*  
*Hold centre stage*  
*Run out of things to say*  
*The life of the party*

**Grammar Aspect**

To talk on the appropriate subject it is recommended to use either **Present Simple** or **Present Perfect** tenses.

While using **Present Continuous** pay attention to the use of state verbs such as *believe, agree, hear, understand, want*, etc.

With Present Perfect and **Present Perfect Continuous** we often use *since, for, yet*, and such expressions as *recently, so far*, etc.



## ENVIRONMENT

**C3.** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: “**Environmental Protection: Efforts of Ordinary People and Governmental Efforts**”

You have 4-6 minutes to discuss the issues below and decide if people or state efforts are more important for environmental protection:

- *Waste problem*
- *Pollution*
- *Rare species*

You begin the conversation. The examiner will play the part of your fellow student.

**C4.** Give a **talk on environmental protection**. You must include both issues given below, and provide an introduction and conclusion.

- *Discuss the scientists’ predictions about the future of our planet and the environmental problems ordinary people face nowadays.*
- *Speculate whether people are doing enough to protect our world.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*biodiversity*  
*ecosystem*  
*endemic species*  
*give off (oxygen)*  
*habitat*  
*in the wild*

*polar ice cap*  
*sea level*  
*the ozone layer*  
*vegetation*  
*well-adapted to the environment*  
*wildlife*

### **Natural disasters**

*avalanche*  
*drought*  
*earthquake*  
*famine*  
*flood*

*gale-force wind*  
*landslide*  
*tornado*  
*typhoon*  
*volcanic eruption*

### **Threats to the environment**

*air pollution*  
*acid rains*  
*become extinct*  
*carbon dioxide*  
*climate change*  
*commercial forestry*  
*cut down forests*  
*degradation of habitats*  
*destruction of the rainforests*  
*deforestation*  
*disposable containers*  
*endangered species*  
*experiments on animals*  
*exhaust fumes*  
*extinction*  
*fossil fuels*  
*greenhouse gas emissions*

*global warming*  
*harmful to the environment*  
*have a negative impact*  
*ice fields*  
*irreparable damage*  
*log rainforests*  
*melting of glaciers*  
*oil refinery*  
*oil spill*  
*petrol*  
*soil erosion*  
*satellite image*  
*scientific journal*  
*sustainable transport policy*  
*significant impact on sth*  
*toxic waste*  
*traffic congestion*

### ***Protecting the environment***

*alternative energy sources*  
*conserve trees*  
*cycle path*  
*eco-friendly*  
*ecological activist*  
*energy-saving lighting*  
*green products*  
*locally grown food*  
*organic food*  
*redress the natural balance*

*reduce traffic congestion*  
*renewable energy*  
*wildlife reserve/sanctuary*  
*wind power*  
*plant trees*  
*use public transport*  
*conserve water and energy*  
*environmental sustainability*  
*generate less pollution*  
*lower/reduce CO2 emissions*

## **Grammar Aspect**

In order to clarify the task or to find out the information use **Indirect questions**. Use Indirect questions in formal situations to sound polite or to be tentative. There are a number of introductory phrases used to begin an indirect question such as *I'd like to know...?*, *Could you tell me...?*, *I wonder...?*, *I'm interested in knowing...?*, etc.

To show interest in what your partner is saying we use **Echo questions**. They do not need an answer. For positive statement we use positive echo question, e.g.

*“I’d rather read a book.” – “Would you?”* For negative statement we use negative echo question, e.g. *“But I haven’t seen this film.” – “Haven’t you?”*

## RECYCLING

**C3** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: “**Recycling in Russia: Today and Tomorrow**”

You have 4-6 minutes to discuss the issues below and decide if recycling can become popular in Russia:

- *Availability of recycling facilities*
- *State regulations*
- *Public awareness of the problem*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on the problems of your local environment**. You must include both issues given below, and provide an introduction and conclusion.

- *Enumerate the main issues in your local area.*
- *Speculate on what can be done to improve the situation in your district.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*poisonous wastes*

*abandoned cars*

*apartment block*

*sort out rubbish*

*open spaces*

*vibrant city*

*industrial city*

*inevitable*

*false impression*

*damaging effect*

*disturbing increase*

*wasteful*

*moral judgement*

*significant effect*

*barren plains*

*destruction of the ozone layer*

*greenhouse effect*

*waste disposal*

*battery farming*

*landscape*

*unethical*

*heavily industrialised areas*

*justifiable*

*detached house*

*mindless vandalism*

*overpopulation*

*minimise one's impact on the environment*

*environmentally friendly*

*waste natural resources*

*consume less*

*sort rubbish*

*bring sth under stricter control*

## Grammar Aspect

To make predictions on appropriate subject we use **Future forms** or **Modal verbs of possibility or probability**.

Future Simple, Future Continuous, Future Perfect, *be going to* can be used to talk about predictions.

Such forms as *be about to + infinitive*, *be on the verge of (doing) sth*, *be on the point of (doing) sth* are used to express the nearest future and to show that something is going to happen very soon.

Such forms as *be due to + infinitive*, *be to + infinitive* mean to be expected to do something already arranged or officially ordered.

We can use such modal verbs as *might*, *may*, *could* to express possibility or probability and *must* to express certainty about the future.

## HEALTH

**C3** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: “**Have People Become Healthier?**”

You have 4-6 minutes to discuss the issues below and decide if people are healthier nowadays than they were a hundred years ago:

- *New technologies in healthcare*
- *Lifestyle changes*
- *Environmental problems*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a talk on the healthcare problems nowadays. You must include both issues given below, and provide an introduction.

- *Speak about the most important medical breakthroughs.*
- *Compare the health problems in developing and developed countries.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

#### ***Sickness and Health***

*get a cold / temperature*

*have a sore throat*

*have a stomach ache*

*have a rash / fever / flu*

*feel sick / dizzy*

*feel breathless / shivery / faint*

*be depressed / tired all the time*

*lose one's appetite / voice*

*my nose itches*

*my legs hurts*

*get a health insurance*

*take medication*

*be allergic to sth*

*have an operation*

*be allergic to sth*

*catch a cold*

*come down with the flu*

*contract an infectious disease*

*cure*

*have/undergo surgery*

*heal*

*make a speedy recovery*

*recover (from sth)*

*regain (physical) strength*

*suffer (from)*

*treat / treatment*

#### ***Injuries***

*bruise*

*cut*

*in plaster (BrE)/in a plaster cast (AmE)*

*injure (oneself) / injury*

*plaster (BrE)/Band-Aid (AmE)*  
*pull a muscle*  
*scar*  
*scratch*  
*sling*  
*sprain your wrist*

*stitches*  
*suffer minor injuries*  
*twist an ankle*  
*walk on crutches*  
*wound*  
*wheelchair*

### **Remedies**

*antibiotics*  
*morphine*  
*flu vaccination*  
*have an injection*  
*lozenges*

*natural remedies*  
*ointment*  
*painkillers*  
*prescription drugs*

### **Symptoms and Diseases**

*backache*  
*cramp*  
*earache*  
*sneeze*  
*cough*  
*runny nose*  
*stiff legs*  
*arthritis*

*bronchitis*  
*cancer*  
*chest infection*  
*diabetes*  
*otitis*  
*pneumonia*  
*heart disease*

### **Healthcare Professionals**

*cardiologist*  
*GP (general practitioner)*  
*anaesthetist*  
*midwife*  
*paediatrician*

*pharmacist*  
*physiotherapist*  
*psychiatrist*  
*radiologist*  
*surgeon*

## **Grammar Aspect**

To talk on appropriate subject we can use **Passive** structures. Passive structures are mostly used in writing or formal speech. In sentences in passive more emphasis is given to the thing or event affected by the action and the agent is not necessarily mentioned being unknown or obvious. We form passive using the following pattern: *subject + be + past participle*, e.g.

active voice: *René Laënnec invented stethoscope in 1816.*

passive voice: *Stethoscope was invented by a French doctor René Laënnec in 1816.*

active voice: *Nowadays we should pay more attention to our health.*

passive voice: *More attention should be paid to our health nowadays.*



## EATING

**C3** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: “**Eating Habits Today: National Cuisine or Global Influences?**”

You have 4-6 minutes to discuss the issues below and decide whether you think local or global aspects prevail:

- *Availability of various ingredients*
- *Mass media influence*
- *Technological breakthrough*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on healthy eating at university**. You must include both issues given below, and provide an introduction and conclusion.

- *Compare and contrast having ready meals and making your own meals while studying at university.*
- *Speculate whether it is reasonable for university students to solve the problem of healthy eating by eating out.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*savoury*

*raw*

*spicy*

*sugar-free*

*tempting*

*put on weight*

*main course*

*healthy digestion*

*protein for energy*

*saturated fats*

*queue at the checkout*

*milk is out of date*

*delivery service*

*memorable meal*

*on an empty stomach*

*best-before date*

*cuisine*

*have a snack*

*ready-made / convenience food*

*mouth-watering food*

*home-made food*

*be able to afford sth*

*chain store*

*go on shopping spree*

*treat yourself on sth*

*wide selection*

*reasonable prices*

### Grammar Aspect

To talk about food, meals and ingredients we should use appropriate **Quantifiers** to describe the quantity of something.

With countable nouns we use *many, few (a few), several*.

With uncountable nouns we use *much, little / a little*.

With both countable and uncountable nouns we can use *hardly any, a lot of, some, all*.

Be aware of the difference between *few, little* that are used in negative meaning similar to 'not much/ not many/ almost none' and *a few, a little* that are used in positive meaning 'a small quantity, some'. We use *some* in positive statements and *any* – in questions and negatives.

## SPORT

**C3** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: **“Doing Sports Nowadays”**

You have 4-6 minutes to discuss the issues below and decide if people have enough opportunities to do sports nowadays:

- *Sport facilities*
- *Lack of time*
- *Cost*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on dangerous sports**. You must include both issues given below, and provide an introduction and conclusion.

- *Discuss advantages and disadvantages of dangerous sports.*
- *Speculate whether dangerous sports should be prohibited.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*banned drugs*

*compete*

*overtime*

*physical strength*

*play in teams*

*stamina*

*sporting achievement*

*warm up properly*

*self-confidence*

*self-defense*

*self-control*

*self-development*

*self-discipline*

*self-respect*

*agility*

*calm*

*coordination*

*courtesy*

*flexibility*

*tolerance*

*aggressive*

*disgusted*

*dramatic*

*expert*

*illegal*

*phenomenal*

*professional*

*win / loose by three goals /*

*points*

*break / hold a record*

*beat a team*

*be defeated*

*score a point / goal*

*take up / give up a sport*

### ***Idioms to do with sport***

*a level playing field*

*score an own goal*

*a whole new ball game*

*start the ball rolling*

*be on the ball*

*take your eye off the ball*

*move the goalposts*

### **Grammar Aspect**

To talk about opportunities to do sport we commonly use **Modal verbs** that show physical possibilities, abilities and obligations.

Such structures as *could* or *was/were able to* are used to talk about general ability/ possibility in the past.

When we talk about single action in the past we use *was/were able to*, not *could*.

When we talk about something you did that was difficult use *managed* or *succeeded in*.

When we talk about a lack of obligation in the past we use *didn't have to*.

Such structure as *will be able to* is used to talk about abilities in the future.

When we talk about future possibility we use *may*, *might* or *could*.

When we describe a negative possibility in the future we use *may not*, *might not*.

We use *will have to* or *will need to* to describe future obligation and *will not have to*, *will not need to* – to describe a lack of obligation in the future.

## TRAVELLING

**C3** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: “**Holiday Travelling Today: Exploring your Country or Going Abroad?**”

You have 4-6 minutes to discuss the issues below and decide whether it is better today to spend your holidays abroad or to travel within your country:

- *Financial aspects*
- *Cultural aspects*
- *Linguistic aspects*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on travelling**. You must include both issues given below, and provide an introduction and conclusion.

- *Compare and contrast package holidays and travelling on your own.*
- *Speculate whether travelling may have a negative impact on the environment.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

#### *Journeys and Trips*

*arrival*

*business trip*

*cruise*

*day-trip*

*departure*

*expedition*

*sightseeing tour*

*voyage*

*excursion*

*lane closure*

*platform alteration*

*puncture*

*rent a car*

*plane takes off / lands*

*plane is delayed*

*trains run on time*

*be seasick*

*departure time*

*destination*

*self-catering flat*

*fogbound runway*

*low tide*

*rough weather*

*signaling problems*

*tailback turbulence*

*hitchhike*

*sleeping car*  
*hand luggage*  
*board the plane*  
*connecting flight*

*customs officer*  
*departure lounge*  
*go through customs / security*

### **Holidays**

*breath-taking views / scenery*  
*stunning views / scenery*  
*legendary hospitality*  
*luxurious accommodation*  
*picturesque streets*  
*unspoilt charm / village*  
*time-share apartment*  
*is worth a visit*  
*do a bit of sightseeing*  
*have a look around*  
*get lost*  
*talk at cross-purposes*  
*get the wrong end of the stick*  
*misunderstand*

*ancient / historic monument*  
*book a room (online)*  
*find / know your way*  
*get around the town / the city*  
*go backpacking*  
*leave your luggage unattended*  
*lost luggage office*  
*make a reservation*  
*off the beaten track*  
*package holidays*  
*put up a tent*  
*admire the sights*  
*touristy place*  
*travel broadens the mind*

### **Grammar Aspect**

To talk about travelling we often describe sights or feelings. For this **gradable and non-gradable adjectives** are used. Gradable adjectives are used to describe variations of the qualities of an object (e.g. *hot, cold*).

Non-gradable adjectives are those that describe the limits (the maximum or minimum level) of the qualities of an object (e.g. *boiling, freezing*).

We can modify gradable adjectives with adverbs such as *very, extremely, rather, a bit, a little, fairly, slightly* to say that something has more or less of a quality (e.g. *slightly scared, extremely tired*).

We can use such intensifying adverbs as *absolutely, completely, entirely, totally, utterly* to modify non-gradable adjectives (e.g. *totally impossible, absolutely fascinating*).

We use *really* for both gradable and non-gradable adjectives (e.g. *really surprised, really amazed*).

## GLOBALIZATION

**C3** You and your fellow student have been given an assignment to discuss **which few issues of Russian life deserve public attention.**

You have 4-6 minutes to choose the problems that have already been solved and the issues that still need to be addressed.

- *Ecology*
- *Education*
- *Employment*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on globalization.** You must include both issues given below, and provide an introduction and conclusion.

- *Compare and contrast the advantages and disadvantages of globalization.*
- *Discuss the impact of globalization on your life.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

**C4** Give a **talk on cultural differences.** You must include both issues given below, and provide an introduction and conclusion.

- *Analyze the influence of globalization on cultural differences.*
- *Discuss the importance of cultural difference.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*child labour*

*consumer choice*

*corporate greed*

*fair trade*

*free market*

*human rights*

*multinational companies*

*natural resources*

*collaboration*

*creativity*

*hierarchy*

*networking*

*historical events*

*customs*

*life rituals*

*rules of behavior*

*hostile*

*inadequate*

*intriguing*

*isolated*

*stimulated*

*discriminate against smb*

*discrimination*  
*homelessness*  
*poverty*  
*social inequality*

*immigration*  
*human rights*  
*foreign trade*

### ***Foreign Affairs***

*aid*  
*bring an end to violence*  
*ceasefire*  
*developing countries*  
*independence*  
*justified use of force*  
*Middle East peace talks*

*outline a plan*  
*peace talks / process*  
*reach a long-lasting agreement*  
*surrender to sb*  
*weapons of mass destruction*  
*(WMD)*

### **Grammar Aspect**

To talk about real or imaginary events, situations or possibilities in regards of the role of globalization use **Conditionals**.

Conditional sentences consist of the conditional clause, which begins with *if*, and the main clause and follow basic patterns. Instead of *if* such words and phrases as *when*, *in case*, *provided / providing that*, *as long as*, *on condition that*, *unless* can be used in conditional clause.

Remember to use Zero conditional to talk about things that are always or generally true as a result of an action.

We use the First conditional to talk about possible actions or events in the future.

We use the Second conditional to talk about unlikely or imaginary events or situations in the present or future.

The Third conditional is used to talk about events that were possible in the past but did not happen.

We can combine the clauses from the second and third conditionals to talk about the present or past results of unreal situations which is Mixed conditional.



## ART

**C3** You are going to make a presentation “**Contemporary Art of Russia**” at an international student conference.

You have 4-6 minutes to discuss which one aspect of Russian art of the 20<sup>th</sup> – 21<sup>st</sup> century will be the most interesting topic to speak about.

- *Art of advertising*
- *Modern Russian music*
- *Dancing*

You begin the conversation. The examiner will play the part of your fellow student.

**C4.** Give a **talk on the role of art in the 21<sup>st</sup> century**. You must include both issues given below, provide an introduction and conclusion of the talk.

- *Compare and contrast contemporary art and art of the 19<sup>th</sup> century.*
- *Speculate why some people say that modern and contemporary art is not real art.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*abstract*  
*applied art*  
*artist*

*art lover*  
*collector*

*contemporary*  
*controversial*

*critic*  
*groundbreaking*

*fine art*

*masterpiece*

*modern*

*painter*

*preview*

*realism*

*realist*

*retrospective*

*sculptor*

*thought-provoking*

*completely different*

*completely wrong*

*deeply moving*

*entirely unexpected*

*heavily criticised*

*highly praised*

*highly qualified*

*painfully shy*

*totally different*

*totally unbelievable*

*totally unjustified*

*utterly impossible*

*utterly useless*

### ***People's reactions to art***

*bored out of one's mind*

*feel a thrill*

*feel uplifted*

*get sb down*

*impressed by sth*

*inspired by sth*

*make you think*

*move to tears*

*outraged*

### **Grammar Aspect**

To prove your point of view we need to use expressive means and appropriate grammar structures. **Cleft sentences** are often used to focus attention on the key message of a sentence.

The most popular type of Cleft sentences is *It + to be + Key idea*

*It was that painting that made him worldwide popular.*

The second type of Cleft sentences uses a *What clause* at the beginning:

*What amazes me the most is the colours.*

## LITERATURE

**C3** You are going to make a presentation “**Books in the 21<sup>st</sup> Century: Print or Digital?**” at an international student conference.

You have 4-6 minutes to discuss the factors of the transition from printed books to digital versions and decide whether printed books will disappear in the next twenty years.

- *Convenience*
- *Price*
- *Health*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on the role of books in the 21<sup>st</sup> century**. You must include both issues given below, and provide an introduction and

- *Compare and contrast the role of books nowadays and thirty years ago.*
- *Speculate why evil characters remain popular among readers' audience.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*fiction*

*non-fiction*

*autobiographies*

*biographies*

*crime stories*

*diaries*

*essays*

*history*

*memoirs*

*novels*

*plays*

*poetry*

*romances*

*fairy tale*

*science fiction*

*collection of short stories*

*thrillers*

*travel writing*

*bestseller*

*chapter*

*author*

*biographer*

*critic*

*dramatist*

*ghostwriter*

*judge*

*novelist*

*poet / poetry*

*volume*

*Nobel Prize*

*gripping / boring plot*

*enjoy the plot*

*predictable*

*completely bizarre*

*incomprehensible plot*  
*unconvincing*  
*believable / life-like characters*  
*the plot is set in*  
*the novel tells the story of*

*each chapter focuses on*  
*based on a book*  
*based on a true story*  
*it has been made into film*  
*it's worth reading*

### **Grammar Aspect**

To compare and contrast any objects (e.g. roles of books nowadays and thirty years ago) we use **Comparative** structures.

To say that two things, places, people, etc. are the same or equal in some way or different from each other, we use such structures as *as ... as / not as ... as, much the same ... as, anything like as ... as, nothing like as ... as, nowhere near as ...*. In the negative we can use *so ... as, such + adjective + as*.

We use double comparison with *the* to say that one thing results in another, e.g. *The longer I carried the box, the heavier it became.*

We use *as* to give description to say what job, duty, use or appearance somebody or something has, e.g. *As your teacher, I advise you to work harder.*

We use *like* to make a comparison to say that things, people, places, etc. are similar, e.g. *He runs like the wind.*

We use *as if* and *as though* (*exactly / almost / just + as if / as though*) to say what seems to be true or happening, e.g. *He looks as if / as though he knows what's going to happen.*

## LEISURE

**C3.** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: “**Leisure Activities and the Internet**”

You have 4-6 minutes to discuss the issues below and decide how the Internet has influenced leisure activities:

- *New forms of activities*
- *Less time for other activities*
- *Decline of book reading*

You begin the conversation. The examiner will play the part of your fellow student.

**C4.** Give a **talk on leisure activities**. You must include both issues given below, and provide an introduction and conclusion.

- *Compare and contrast popular leisure activities today and fifty years ago.*
- *Speculate whether it is necessary to spend money in order to relax and have a good time.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*have a good time*  
*enjoy oneself*  
*entertain*  
*go bowling / clubbing / dancing*  
*go out for a meal*  
*go for a walk*  
*go to a concert / a disco / a party*  
*meet friends*  
*play cards / chess / board games*  
*play the guitar / the piano*  
*read books and magazines*  
*spend time outdoors*  
*respect sb's privacy*  
*take sth for granted*  
*take advantage of sth*  
*take part in*  
*take care of*  
*ask sb out*

*eat out*  
*stay up late*  
*take up a hobby/a sport*  
*do household chores*  
*juggle work and home life*  
*leave the children to their own devices*  
*technological*  
*easy to use*  
*durable*  
*cutting edge*  
*environmentally friendly*  
*out-of-date*  
*handy*  
*inaccurate*  
*inappropriate*  
*inefficient*

*unable*  
*unnecessary*  
*appliance*

*device*  
*gadget*

### **Grammar Aspect**

To describe leisure activities fifty years ago use the structure **used to + infinitive**. We use it to talk about states that existed in the past, but no longer exist and for actions that were repeated in the past but don't happen now.

Note the spelling changes for statements, questions and negatives.

We can also use **would + infinitive** to talk about things that happened regularly in the past, but we never use it to describe states in the past.

To express our regret about something we cannot achieve in present or dissatisfaction with present situations (e.g. lack of real-life communication) we can use the structure **wish + past simple**, e.g. *I wish I had more free time to meet friends*.

**If only** can be used in the same way as *wish*. It is usually more emphatic.

We can use *wish + would* to express our annoyance about something that we would like to be different, e.g. *I wish the young would read more*.

## LIFESTYLE

**C3** You and your friend have to discuss ideas for an essay “**Modern Lifestyle: To Stay Optimistic in Stressful Environment**”.

Decide what can be done in order to stay optimistic and resist everyday stressful situations:

- *healthy/unhealthy lifestyle*
- *hobbies*
- *friends*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on modern lifestyle**. You must include both issues given below, and provide an introduction and conclusion.

- *Compare and contrast two types of working: working in an office and working from home.*
- *Speculate whether it is possible nowadays to find enough time for friends and hobbies.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*sedentary lifestyle*

*healthy way of life*

*do a sport on a regular basis*

*go in for sport*

*go to the gym*

*keep fit*

*be in good shape*

*do aerobics or yoga*

*give up unhealthy habits*

*healthy diet*

*homemade food*

*junk food*

*high-fat food*

*spare time*

*recreation centre*

*ballroom dancing*

*hang out*

*skilled*

*amateur*

*express my standpoint*

*choose the right track*

*views*

*tend to do sth*

*wise*

*false opinion*

*fail to do sth*

*socialize with*

*do one's best*

*cope with*

*keep promises*

*treat like adults*

*be under pressure*

*keep up-to-date with*  
*confidence*  
*be responsible for*  
*chores*  
*prevent from*  
*majority of the population*  
*minority of the population*  
*support*

*attract attention*  
*develop*  
*devote*  
*be in high spirits*  
*contribute*  
*daily activities*  
*get skills and habits*

## **Grammar Aspect**

When we talk about lifestyle we tend to talk about our preferences, habits, and hobbies. We should remember the rules of using either **infinitive or –ing form after verbs**.

Such verbs as *avoid, enjoy, dislike, fancy, practice, miss, risk, mind, imagine*, etc. are followed by -ing form. E.g. *I avoid going to night clubs.*

We always use –ing form after verbs that are followed by prepositions (e.g. *insist on, apologise for, succeed in*), phrasal verbs (e.g. *keep on, look forward to*), some verb phrases (e.g. *good at, keen on*)

Such verbs as *choose, decide, fail, hope, intend, wish, plan, manage, fail, afford*, etc. are followed by infinitive. E.g. *I can't afford to go to the gym on a regular basis.*

We use bare infinitive after *make, let, would rather, would sooner* and *had better*. E.g. *I'd rather give up eating chocolate.*

Some verbs like *can't bear, can't stand, hate, like, prefer, begin* can be followed either by an –ing form or infinitive without a change in meaning.

Verbs like *remember, forget, try, stop, go on, regret, mean* can be followed either by an –ing form or infinitive with a change in meaning.



## EDUCATION

**C3** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: “**Education Today and 30 Years Ago**”

You have 4-6 minutes to discuss the issues below and decide how approaches to education have changed:

- *Information Overload*
- *Online Courses*
- *Studying Abroad*

You begin the conversation. The examiner will play the part of your fellow student.

**C3** You and your fellow student have been given an assignment to brainstorm and discuss ideas for an essay: “**The Role of Parents in Child’s Education**”

You have 4-6 minutes to discuss the issues below and decide how much parents influence the education of their children:

- *Early education*
- *Help with homework at school*
- *Career choice*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on university studying**. You must include both issues given below, and provide an introduction and conclusion.

- *Compare and contrast studying in university in your hometown and going to study in university in another town/country.*
- *Speculate whether online studying will replace traditional university studying.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

#### *Types of school*

*boarding school*

*independent school*

*nursery school / kindergarten*

*primary school*

*secondary school / high school*

(AmE)

*state school (BrE) / public*

*school (AmE)*

*vocational school*

### ***The education system***

*compulsory*

*deputy head (BrE)*

*enroll on a course*

*extra-curricular activities*

*follow the curriculum*

*form teacher*

*headmaster / principal (AmE)*

*optional*

*school fees*

*state education*

*syllabus/curriculum*

*term*

### ***Assessment and examinations***

*A-levels (BrE)*

*announce exam results*

*certificate*

*entrance exam*

*exam paper*

*exam results*

*external / internal exam*

*GCSEs*

*average grade*

*mark*

*mock exam*

*pass with flying colours*

*pass / fail a test/an exam*

*resit / retake an exam*

*school-leaving exam*

*score / get 100 points*

*sit / take an exam / a test*

*attendance*

### ***At university***

*academic journal*

*academic year*

*apply to a university*

*attend lectures*

*BA (Bachelor of Arts)*

*BSc (Bachelor of Science)*

*campus*

*dean*

*degree*

*dissertation*

*dorm / halls*

*get a scholarship / grant*

*undergraduate / graduate*

*MA (Master of Arts) / MSc*

*(Master of Science)*

*MA / BA / PhD thesis*

*postgraduate course*

*research paper*

*sabbatical (leave)*

*seminar*

*term paper*

*tuition / university fees*

*tutorial*

*workshop*

## **Problems and solutions**

*abilities/skills*

*ADHD (Attention-Deficit*

*Hyperactivity Disorder)*

*be off school*

*build sb's confidence*

*challenge the established rules*

*crib notes / cheat notes*

*do well / badly at school/in*

*exams*

*dyslexia / dyslexic*

*expel sb from school*

*fail to achieve sth*

*have a hard time*

*helpless at (Math)*

*illegible*

*illiterate*

*individual approach*

*learning difficulties*

*illiteracy*

*overcome problems*

*poorly educated society*

*skip lessons / classes / school*

*special educational needs*

*think through problems*

*weaker areas*

## **Learning**

*academic results / standards*

*all-round development*

*bookworm*

*brainstorm*

*creativity*

*develop artistically*

*distinguished*

*gifted*

*give feedback*

*know sth inside out*

*know-it-all*

*make progress*

*memorise*

*outstanding grades*

*run / carry out experiments*

*set targets*

*teacher's pet*

*teamwork*

## **Grammar Aspect**

To add emphasis to the talk we sometimes use **Inversion**. As a result of inversion the sentence sounds more dramatic. Inversion is mainly used in formal English.

In case of inversion we change the order of the subject and (auxiliary) verb, e.g. *I never skip lessons in my school years – Never did I skip lessons in my school years.*

The structure is common with such expressions as *Not only..., Not until..., Never..., No sooner... then....* E.g. *Not until you start to attend lectures will you understand the subject matter of Sociology.*

Such expressions as *Only when...*, *Only then...*, *Hardly / Scarcely...when / before...*, *Rarely...*, *Only after...*, *Under no circumstances*. E.g. *Only after we can challenge the established rules will we achieve relevant results.*

## JOB and CAREER CHOICE

### **C3** You and your friend have to discuss ideas for an essay “**Choosing a Job for Young People: Financial Benefits or Job Satisfaction**”

Decide whether job satisfaction or financial benefits are more important for young people who are looking for a job nowadays:

- *necessary experience*
- *financial independence*
- *personal development*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on choosing a career**. You must include both issues given below, and provide an introduction and conclusion.

- *Compare and contrast two factors that may influence career choice: your interests and promotion opportunities.*
- *Speculate whether it is reasonable for school graduates to take a gap year before going to university.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### **Recommended Vocabulary**

#### ***Adjectives to describe jobs***

*badly-paid*

*blue-collar*

*bureaucratic*

*fulfilling*

*full-time*

*high-powered*

*industrial / manufacturing*

*lucrative*

*office*

*part-time*

*permanent*

*temporary*

*well-paid*

*white-collar*

#### ***Work and money***

*bonus*

*child benefit*

*commission*

*cut costs*

*earn a good salary*

*get a pay rise*

*interest*

*income*

*pension*  
*profit*  
*savings*  
*shares*

*source of income*  
*(starting) salary*  
*unemployment benefit*  
*wage*

### ***Employment and the job market***

*apply for the position of*  
*be in charge*  
*be made redundant*  
*be out of work*  
*be promoted*  
*be self-employed*  
*be your own boss*  
*career in*  
*career prospects*  
*carry out duties*  
*cheap labour*  
*choice of career*  
*cope with*  
*(do) freelance work*  
*do odd jobs*  
*employee*  
*employer*  
*employment*  
*employment agency*  
*flexible working hours*  
*fringe benefits / perks*  
*go bankrupt / out of business*  
*(go on) leave*  
*go on strike*  
*holiday pay*  
*job satisfaction*

*job security*  
*labour market*  
*maternity / paternity leave*  
*nine-to-five job*  
*on equal terms*  
*overwork*  
*promotion prospects of*  
*promotion*  
*quit / resign*  
*requirements*  
*retire*  
*run your own business*  
*sack sb / fire sb*  
*set up a company*  
*sick pay*  
*take a day off*  
*take on (employees)*  
*take over from sb*  
*the unemployed*  
*vacancy*  
*work from home*  
*work for (a company)*  
*work in a team/on your own*  
*work to deadlines*  
*work / do overtime*

### **Grammar Aspect**

We use **Linking words and expressions** to make our speech coherent.

We use these expressions to add information: *As well as, anyway, besides, furthermore, in addition, likewise, moreover*

*Firstly, secondly and finally* are used to order points in an argument.

*Therefore, consequently, so, thus and as a result* introduce the result of a situation or action.

We use *because of, due to, on account of and owing to* to introduce the reason for something.

We can use *due to, on account of and owing to + the fact that* with a clause.

*Although* can be used at the beginning or in the middle of two contrasting ideas. We use a comma between the two clauses.

We can use *in spite of or despite + noun/-ing* at the beginning or in the middle of two contrasting ideas.

We can use *in spite of or despite + the fact that* with a clause.

## LEADERSHIP and SKILLS

**C3** You and your friend have to discuss ideas for an essay “**Modern Labour Market: Skills are More Important than Theoretical Knowledge**”.

Decide whether practical skills or theoretical knowledge is more important for employers in different spheres of labour market nowadays:

- *unskilled labour*
- *office work*
- *health care*

You begin the conversation. The examiner will play the part of your fellow student.

**C4** Give a **talk on skills necessary for leadership**. You must include both issues given below, and provide an introduction and conclusion

- *Compare and contrast two skills: leadership and management.*
- *Speculate whether it is possible to acquire skills necessary for leadership.*

You will have to talk up to 2-3 minutes. The examiner will listen to you until you have finished and then will ask you some questions.

### Recommended Vocabulary

*communication skills*  
*experience in a related field*  
*meet deadlines*  
*take risk*  
*refuse to compromise*  
*take advantage of*  
*tend to avoid conflict*

*change one's mind*  
*work under pressure*  
*advertising campaign*  
*deal with*  
*hire/dismiss employees*  
*keep the books*

### Adjectives describing a person

*ambitious*  
*active*  
*demanding*  
*(un)fair*  
*gifted*  
*hard-working*  
*imaginative*  
*lazy*

*professional*  
*punctual*  
*strict*  
*committed*  
*goal-oriented*  
*highly motivated*  
*highly skilled*  
*(in)competent*



(in)efficient

well-trained

### **Adjectives describing a job**

rewarding

caring

challenging

creative

repetitive

dead end

rewarding

repetitive

motivating

responsible

tedious

rewarding

### **Grammar Aspect**

When we are not familiar with the subject or we have no proper experience in the mentioned sphere of knowledge we can **distance** ourselves from the information by using appropriate structures and expressions.

1. the structure *It seems / appears + that + clause*. E.g. *It appears that only experienced workers are required to all kinds of work.*
2. the passive with verbs of saying and reporting in such structures as
  - *It + passive verb (agree, announce, believe, expect, hope, etc.) + that + clause*. E.g. *It is believed that office work is monotonous and tedious.*
  - *subject + passive verb + to + infinitive*. E.g. *She is expected to resign next month.*
  - *There + passive verb + to + infinitive*. E.g. *There are suggested to be even more advantages to apply for this work.*
3. such expressions as *apparently, according to, may, might* are used to say that something is a possibility, but not necessarily true. E.g. *The duties of the head of the company may include hiring and dismissing employees.*

## USEFUL EXPRESSIONS FOR DISCUSSION

### Asking for opinions

What's your opinion?

What do you think about ...?

Do you agree?

What are your views on...?

Don't you agree?

Don't you think so?

Do you object?

### Agreement

You're absolutely right, because ...

That's very true, because...

I'd go along with you there, because

...

I'm of the same opinion.

I totally agree that...

I couldn't agree more...

That's just what I think, too.

No doubt it's a good idea and...

That's a good point.

I think so.

### Doubt

I doubt it.

I'm not at all sure that...

I'm not quite certain that...

### Disagreement

*Please, notice that you need to be very polite when disagreeing with someone in English.*

That's a good idea, but...

Yes, that's quite true, but...

I'm afraid I can't agree with you on that.

I'm not sure I quite agree...

Well, you have a point there, but...

Perhaps, but don't you think that...

That's one way of looking at it, but

...

You have a point, but don't you think

...

I see what you mean, but...

I see your point, but...

I agree up to a point, but...

### Hesitating

*It's quite difficult to express an opinion immediately. Most people hesitate a lot during a conversation. The worst way to hesitate is with silence. There are some ways to express hesitation.*

The thing is...

The fact is...

How shall I put it?

Let's see now...

It's like this, you see...

...sort of...

...kind of...

You see...

You know...

In fact...

Well...

Actually...

### Interrupting

Sorry to interrupt, but...

I'd just like to say that...

That reminds me...

By the way... (*to change the subject*)

Excuse my interrupting you... (*to sound more formal*)

**EXTRA INFORMATION**  
**to improve your communication skills**

**Outlining problems and offering solutions**

**Outlining problems**

The problem is, ...

The trouble with that is, ...

It's a very tricky situation.

It's a vicious circle.

It's a rather difficult situation.

**Offering solutions**

I think the best solution is ...

I agree we should ...

We can sort it out.

The best way to deal with this is ...

**Reacting to suggestions**

That might well solve the problem.

That seems to be the way forward.

**Emphasis and comparison**

**Emphasising adjectives**

an amazing achievement

an incredible achievement

tremendous determination

**Emphasising adverbs**

extremely hot

really impressive

truly remarkable

definitely the greatest

particularly impressed

incredibly hard

totally exhausted

undoubtedly the greatest

**Emphasising expressions**

But, most of all, ...

But above all, ...

There is no doubt about that,

What's extraordinarily, also, about

him is...

**Persuading, recommending action**

**Persuading**

I really think...

Surely you must agree that ...?

I think it's essential to ...

Don't you think that ...?

There is no doubt in my mind that ...

I'm sure you can see ...

... you can't argue that ...

**Recommending action**

The best solution would be to ...

It's the way forward for us.

... the answer is to...

... that's the best way to...

We need action now to ...

**Talking about requirements**

... it's vital we have ...

It's absolutely essential to offer ...

We've got to offer them ...

We certainly need ...

...we should offer them something

...

It' might be a good idea to have ...

... we'd have to find out...

But we need to think this through ...

## **Clarification**

### **Asking for clarification**

What do you mean by ...?

Sorry, I don't know what you mean.

Could you explain this in more detail, please?

Could you be more specific?

Could you give me a specific example?

### **Clarifying (making your meaning clearer)**

Basically what I'm saying is ...

What I really want to say is ...

Or to put it another way ...

Let me rephrase that.

To be more precise ...we really appeal to

### **Giving advice**

I'd advise you to ...

I think you need to ...

Why don't you ...?

You could also ...

It might be a good idea to ...

You might consider ...

If I were you, I'd ...

It's vital that you ...

It's essential that ...

## **Sequencing information, moving to a new point**

### **Ordering information in a talk**

Firstly, I'll (give you a few basic facts).

Finally, I'll (describe what she's like as a person).

### **Signalling the end of one topic**

Right, I've told you a bit about (her).

Ok, that's all I have to say about (her style).

Ok, that's it for (the critics).

Right, now you know a bit about (the kind of person she is)

### **Changing to a new topic**

So moving on now to (her style of painting) ...

Let's go on to (her personality and reputation) now.

## **Reassuring and encouraging**

I promise you, it won't go any further.

Look, I understand how you feel.

But I can assure you, we're going to put things right.

Mmm, that doesn't sound very fair to me, I must say.

Anyway, don't worry ...

And I guarantee we'll sort out the problems.

You won't be out of a job, you have my word for that.

I can see how you feel.

Things will get better, I guarantee that.

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