

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Федеральное государственное бюджетное  
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**«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ  
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ**

**им. Н.А. ДОБРОЛЮБОВА»**

**(НГЛУ)**

**Город и достопримечательности,  
театр, кино, живопись, музыка**

**СБОРНИК ТЕСТОВ ДЛЯ СТУДЕНТОВ III КУРСА  
ФАКУЛЬТЕТА АНГЛИЙСКОГО ЯЗЫКА**

**(лексика, грамматика, чтение, аудирование)**

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## Unit 1. City Life

### Reading comprehension tasks

**Text 1. Read this information about some British cities and do the task below.**

**Tip** Read the questions carefully and underline the key words. Scan the texts for the information you need. As you are reading, underline parts of the texts which are related to the questions. When you finish reading, go back to the questions and try to answer them one by one referring to the texts. Keep in mind that some information may be rephrased.

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For questions **1-12**, choose from the cities (**A-H**). Some of the cities may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (**0**).

For questions **13** and **14**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

---

Which city or cities would you recommend for someone who:

likes visiting cathedrals?

enjoys visiting parks and gardens?

is interested in ships?

is interested in the history of trains?

is interested in buying old objects?

likes animals?

likes visiting castles?

wants a holiday by the sea?

is interested in the way the Romans lived?

<b>0</b>	<b>H</b>		
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>		<b>9</b>	
<b>6</b>		<b>10</b>	
<b>7</b>		<b>11</b>	
<b>8</b>		<b>12</b>	

**13** Where has this text come from?

- A** a tour programme
- B** a history book
- C** a tourist leaflet
- D** a newspaper report

14 Why would someone read this text?

- A to help them decide which city to visit
- B to show them the way round a city
- C to tell them about a city they have visited
- D to find out how to get to a city

## Intercity Centres

<b>Nottingham</b>	<b>A</b>
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Visit Nottingham's Tales of Robin Hood exhibition and be transported back to the 13th century. The medieval Castle affords panoramic views over the city, and there are many modern attractions, too - theatres, cinemas, restaurants and exhibitions, plus one of the finest shopping centres and markets in the Midlands where you can buy some beautiful lace.

More information is available by contacting the City of Nottingham Tourist Information Centre on 0115 9470661.

<b>Bath</b>	<b>B</b>
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Aquae Suits as it was once known by the Romans is hidden behind the Georgian facades of this historical city.

Spend some time discovering about life in the Roman days by visiting the original bath spa.

Or wander the more recent Georgian streets, full of antique markets and modern shops.

Discover more about Bath by phoning Tourist Information on 01225 462831.

<b>Great Yarmouth</b>	<b>C</b>
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Travel InterCity to Norwich [nOrɪC] and join a connecting service to Great Yarmouth [jRmɔt]. The sea front is alive with all manner of amusements and entertainments - as one would expect at such a popular resort.

If boats are your thing, you'll see fleets of them at the huge Marina Centre; after all, this is the gateway to the beautiful Norfolk Broads. The Maritime Museum contains imaginative displays of East Anglian coastal history - including a collection of toys and ornaments made by local seamen.

Other places of historical interest are the fourteenth century Tollhouse, with its dungeons, exhibits of local history and a brass-rubbing centre. On South Quay there's the Old Merchant's House, and the Elizabethan House Museum, which actually specialises in displays of nineteenth century domestic life and Lowestoft porcelain.

For more information about Great Yarmouth contact 01493 846345.

**Weston-Super-Mare****D**

Extensive sands, a spacious promenade and lively shopping centre combine to make Weston the premier resort of Avon. It's certainly an ideal holiday centre for exploring this area. Weston-super-Mare offers a balanced mixture of relaxation and entertainment.

Three miles of Atlantic coastline sands and attractive parks contrast with a whirl of entertainment, amusements and sporting activities. There's virtually something for all the family all year round.

Weston's two piers, constructed between 1867 and 1904 are a lasting monument to the town's popularity as a holiday centre. Today they serve to add a touch of Victorian/Edwardian grandeur to this otherwise modern resort.

Further information on Weston-super-Mare can be obtained on 01934 626838.

**Glasgow****E**

Glasgow has been hailed as the European City of Culture for 1990. And there's certainly a wide variety for you to enjoy. Art, theatre, ballet, opera, classical music, rock, jazz - the list is endless.

There's an abundance of natural beauty to be found in over 70 parks and gardens. Loch Lomond and Loch Long are within easy reach of the city by local services. A warm welcome is extended to visitors through a wide range of hotels, restaurants and lively pubs.

Phone the Greater Glasgow Tourist Board for all enquiries and information on 0141 204 4400.

**Chester****F**

The Romans founded Chester, and even today visitors can see evidence of this ancient settlement in the form of archaeological remains and artefacts.

A most interesting way to view the town is to take a stroll along the surrounding fortified walls, overlooking the picturesque River Dee.

Perhaps Chester's most unique attraction is its rows of half timbered, double tiered shops, which date back to Tudor and Elizabethan times.

Children would probably prefer a visit to the nearby Chester Zoo. It's a great day out for everybody!

Find out more about Chester by contacting the Tourist Information Centre, Town Hall, Northgate Street, Chester or phone 01244313126.

**Edinburgh****G**

Scotland's capital is rich in historical heritage and culture. Visit the Castle and view the Scottish Crown Jewels. There are excellent shopping opportunities in world famous Princes Street. Edinburgh Zoo is the home of Scotland's largest animal collection - including many endangered species.

You'll find plenty to see and do amongst the many galleries, exhibitions, shows, and gardens which Edinburgh has to offer.

Find out more by phoning Tourist Information on 0131 557 1700.

<b>York</b>	<b>H</b>
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This city has seen many cultures come and go - from the Romans through to the Vikings. Indeed, visitors to the Jorvik Viking Centre can step back in time and see a superbly reconstructed Viking settlement.

Other sites include the medieval York Dungeon, with its authentic sounds, smells and lighting; and Victorian streets containing remnants of everyday life in York's more recent past.

The National Railway Museum is here in York. Its Great Railway Show celebrates the Railway Age from the 1820s to the present day.

No visit to York is complete without a tour of majestic York Minster, Europe's largest Gothic Cathedral.

If you'd like to know more about this great city, contact the Tourist Information Centre on 01904 62055.

## Text 2. The task as above

- 1 a. Look at the subheadings of the article. In which country are these places situated? What information do you expect to read?
- b. Read the article and answer the questions 1-13. Write *A*, *B*, *C* or 0.

Which place(s):

- is not a hotel?  

0	D
---	---
- are perfect for a luxury break?  

1	
---	--

2	
---	--
- offers the chance to visit a famous person's home?  

3	
---	--
- is situated on a hill?  

4	
---	--
- are not far from shops?  

5	
---	--

6	
---	--
- offers the chance to eat outdoors?  

7	
---	--
- is suitable for fitness fanatics?  

8	
---	--

- is near the sea?

9	
---	--

- is not in the countryside?

10	
----	--

- was built more than 100 years ago?

11		12		13	
----	--	----	--	----	--

- Read the article again and explain the words in bold. Then, give a synonym for the highlighted words. Can you find any words in the text similar to your language?
- Which place would you like to stay at? Why?

## Getting away from it all

### A Radisson SAS Portman Hotel, London

For those who enjoy **the finer things in life**, a break at the Radisson SAS Portman Hotel will be right up your street. This deluxe four-star hotel is just a minute's walk away from Marble Arch and **a stone's throw** from the stylish boutiques of Oxford Street. After spending a day shopping and sightseeing in London's trendiest area, you can relax in your room, watch cable TV and enjoy something from the **extensive** room service menu. At this hotel, you will also be in the ideal place to visit the many sights of London such as Buckingham Palace and the Houses of Parliament. You must also be sure to allow yourself the time to enjoy the leisure facilities of the hotel itself. The hotel has a **fully equipped** gym and two fantastic restaurants where you can sample gourmet cuisine.

### B Langley Castle Hotel, Northumberland

For a touch of medieval magic why not take the time to visit Langley Castle Hotel. Set in its own ten-acre **woodland** this fabulous castle hotel **dates back to** 1350. All guest rooms have got private facilities and are luxurious. Some have special features such as four-poster beds, **stained glass** windows and window seats. The hotel is the perfect base from which to explore Hadrian's Wall and the Northumberland countryside, as well as the Scottish Borders and the Lake District. At night, relax in the hotel lounge in front of the **roaring** log fire or dine in style in the **award-winning** restaurant. During your stay, you can go hot-air ballooning or try your hand at archery. You can even have a picnic especially prepared for you by the hotel's chefs. However you choose to spend your time, you will never forget your stay.

### C The Metropole Hotel, Cornwall

This Victorian Hotel, situated in one of the most **scenic** areas of the British Isles, stands on a hilltop with an amazing view out over Padstow Harbour. Walk along the **waterfront** or one of the area's many unspoiled beaches. Try some fabulous seafood - the local speciality. Wander through Padstow's narrow streets and buy some **handmade** souvenirs from one of the many colourful shops. This is an area with a fascinating history. Take a short trip to Tintagel where you can visit the ruins, claimed to be those of the legendary King Arthur's castle. You can end the day with a swim in the hotel's heated outdoor pool. The Metropole Hotel is ideal for those who want to experience the mystery of Cornwall.

### D Old Oxenhope Hall Cottage, West Yorkshire

Fans of English Literature should not miss the opportunity to spend a few days at Old Oxenhope Hall Cottage. This attractive 17th century building is just five minutes from the village of Haworth, where the famous Bronte sisters lived. Their house, Haworth Parsonage, is **open to the public** and is well worth a visit. The **moors**, where they would wander for hours, are perfect for those who enjoy walking. The cottage itself is fully **self-contained** and has been **restored** to a high standard of comfort. It is furnished with all the **modern conveniences**, and will certainly appeal to history lovers and **aspiring** writers alike.

### Follow-up

- 2 a. Read the article again, choose one hotel and make notes under the headings below. Then, use your notes to talk about it.
  - name • location • description • facilities • things to see/do
- b. Make notes under the same headings for a place you have stayed on holiday. Then use your notes to write a short article about it. You can use the article in Ex. 3 as a model.

**Text 3. Read the text and choose the answer (A, B, C or D), which fits best according to the text.**

### Room to let

You might think that sharing a flat with other young people is a good idea. But there is one major problem: how to choose the right people? I've had at least 25 flatmates, so I should know. It seemed the sensible thing to do when I moved to London. Missing my old friends and worried about feeling lonely, I moved in  
5 with 13 other people so that I would always have someone to talk to. I did - my bed was on the landing.



[Eventually I was promoted to a room with a door - the airing cupboard. It was just big enough for a single mattress and I had to leave the door open so I could breathe.] Then there was the bathroom rota. Accommodating 14 people  
 10 before breakfast needed a military-style operation. We started taking turns at 5.30 and the last person to join the household got the first turn. The only advantage was that he or she also got all the hot water.

Sadly, the owners threw us out and I had to find a new home fast, which is why I ended up with Gina the circus performer. When I first met her, she was  
 15 hanging upside-down above the stairs. She seemed nice though, and the elegant old building was ideal. While we were sipping herbal tea and she was questioning me about my diet and political beliefs, I noticed she had lots of great books I wanted to read. However, things went sour the day I moved in when Gina refused to let me get rid of an army of ants that had moved into my room.  
 20 She said that killing was against her religion. So was cleaning the bath. As if that wasn't enough, she left a note on the fridge, where we usually left messages about phone calls and milk, stating her intention to murder me with poison. I moved out in the middle of the night.

[After that I ended up with some student doctors and was happy enough  
 25 until we all caught a mysterious illness.] It was at this point I broke my self-made rule. After sharing a student house with two friends in Oxford - a period that ended in a fist-fight over fruit juice - I had decided I would never again put a friendship to the phone-bill test. But of course I couldn't afford a one-bedroom flat in central London so I agreed to get a place with a very neat and tidy friend  
 30 from school.

The house we found had three bedrooms, a washing-machine and a nice little garden. We moved in at once. I got the smallest bedroom because I wasn't going out with anyone, but my new flatmates promised we would swap round within six months. That was 18 months ago. I'm still in the small room and my  
 35 belongings are still in boxes on the landing, though one of the original girls has been replaced by a banker.

What we had advertised for was a female non-smoking professional, but anyone who looked even slightly interesting had always found a better place by the time we decided that they wouldn't steal our boyfriends. The banker got in  
 40 by promising that being male hadn't made him incapable of washing dishes and cleaning. He lied, of course.

[There are, though, advantages to the flat-sharing life. If you can forgive them for drinking the last of your milk, you get captive shoulders to cry on.] If you can forget about the ring around the bath, your CD collection instantly gets  
 45 three times bigger - though you won't want to listen to most of it. You get three minds to remember to put out the rubbish. Three ways to split the rent. And, unlike a partner, your flatmates won't care if you wear those old clothes all weekend.

In fact, on a good day I wouldn't be without mine. Unless I could afford a  
 50 place of my own.

- 1** Why did the writer share a flat when she moved to London?
  - A She went there with friends.
  - B She wanted to have company.
  - C There were twenty-five people to talk to.
  - D She had a big room all to herself.
- 2** The newest person in the flat had to
  - A get up very early.
  - B wash with cold water.
  - C go without breakfast.
  - D wash after breakfast.
- 3** She moved in with Gina because
  - A she wanted to live in a modern flat.
  - B she was in a hurry to find somewhere to live.
  - C Gina worked in a circus.
  - D Gina did not ask her any personal questions.
- 4** She moved out because Gina
  - A refused to pay the telephone bill.
  - B was cruel to animals.
  - C was always cleaning the bath.
  - D threatened to kill her.
- 5** Why did she move in with her friend?
  - A Living alone would be too expensive.
  - B The one-bedroom flat was big enough for two.
  - C They had already shared a flat in Oxford.
  - D She had decided only to live with friends.
- 6** Why is she still in the smallest bedroom?
  - A Her flatmates broke their promise,
  - B It is part of the agreement she made.
  - C She now has a boyfriend.
  - D It is big enough for her and her things.
- 7** Why did they let the banker move in?
  - A He was the kind of person they had advertised for.
  - B He was the writer's boyfriend.
  - C He had a lot of money.
  - D He said he would do housework.
- 8** One reason she likes flat sharing is that
  - A it is better than owning a flat.
  - B someone else will clean the bath.
  - C it is much cheaper than living alone.
  - D flatmates encourage each other to dress well.

## Vocabulary Multiple Choice

Read the text and decide which word A, B, C or D best fits each space.

### At the seaside

Clacton and Frinton are holiday (1)\_\_\_\_\_ situated ten kilometres from each other on the east (2)\_\_\_\_\_ of England. Despite their proximity, they couldn't be more different in character from each other.

Clacton is a typical (3)\_\_\_\_\_ town with cheap fish and chip cafes, ice-cream stalls (4)\_\_\_\_\_ the seafront, bright amusement arcades and, of course, a traditional pier jutting out (5)\_\_\_\_\_ the sea. For a few weeks in the summer its (6)\_\_\_\_\_ are packed with young families; parents relax with a newspaper and a cup of tea, while their children play in the water or build sand castles.

Frinton, by contrast, is much more refined. Tasteful apartment (7)\_\_\_\_\_ overlook the undeveloped beach. It's ideal for elderly holiday-makers who enjoy a little stroll (8)\_\_\_\_\_ the seafront. It is quiet, some would say dead, compared to Clacton with its noise and bustle.

- |   |          |           |           |             |
|---|----------|-----------|-----------|-------------|
| 1 | A ports  | B resorts | C places  | D districts |
| 2 | A sea    | B beach   | C shore   | D coast     |
| 3 | A sea    | B coast   | C seaside | D resort    |
| 4 | A to     | B on      | C over    | D in        |
| 5 | A into   | B on      | C to      | D at        |
| 6 | A seas   | B coasts  | C beaches | D shores    |
| 7 | A houses | B blocks  | C flats   | D castles   |
| 8 | A among  | B from    | C in      | D along     |

### Supply the correct prepositions in this passage:

I know \_\_\_(1)\_\_\_ a good route \_\_\_(2)\_\_\_ the National Theatre \_\_\_(3)\_\_\_ Marble Arch. It will take you \_\_\_(4)\_\_\_ some of the sights of London, and if you compare it \_\_\_(5)\_\_\_ other routes you will find it quicker and more convenient. Marble Arch is \_\_\_(6)\_\_\_ the junction \_\_\_(7)\_\_\_ Oxford Street and Park Lane, and Park Lane is the street you should go \_\_\_(8)\_\_\_ . When you get \_\_\_(9)\_\_\_ the big roundabout \_\_\_(10)\_\_\_ the end \_\_\_(11)\_\_\_ Park Lane, take the second exit and drive \_\_\_(12)\_\_\_ the wall of Buckingham Palace. There's another roundabout \_\_\_(13)\_\_\_ front \_\_\_(14)\_\_\_ the Palace. Take the second exit, and then immediately turn left \_\_\_(15)\_\_\_ Birdcage Walk. Drive \_\_\_(16)\_\_\_ there, \_\_\_(17)\_\_\_ far \_\_\_(18)\_\_\_ Parliament Square. Go \_\_\_(19)\_\_\_ the square, admiring Westminster Abbey and the Houses of Parliament \_\_\_(20)\_\_\_ your right, and go \_\_\_(21)\_\_\_ Westminster Bridge. When you've crossed the bridge turn left and look out \_\_\_(22)\_\_\_ the signs \_\_\_(23)\_\_\_ the theatre. Don't mistake the Festival Hall \_\_\_(24)\_\_\_ the National

Theatre. You have to go \_\_\_(25)\_\_\_ that, and then you will find the theatre next \_\_\_(26)\_\_\_ the National Film Theatre, right \_\_\_(27)\_\_\_ the river. If it's rush-hour allow \_\_\_(28)\_\_\_ heavy traffic \_\_\_(29)\_\_\_ Park Lane and be prepared \_\_\_(30)\_\_\_ hold-ups \_\_\_(31)\_\_\_ Parliament Square.

## Word Formation

**Read the text below quickly. Then read again and fill in the gaps with the word given in capitals at the end of each line to form a word that fits in the space in the same line. The first line is done for you.**

### An Important English Town

The site of the town of Winchester was a (0) *natural* place for a (1) ... , at the point where a river cut through the chalk of the (2) ... hillsides. A simple camp at St Catherine's Hill was the (3) ... known use of the site. This was followed by an Iron Age hill-fort, but this was left (4) ... by 100 BC. It was the Romans who finally established the town and (5) ... it with a defensive wall for the protection of their people and trade.

**NATURE  
SETTLE  
SOUTH  
EARLY  
INHABIT  
ROUND**

With the (6) ... of its first cathedral in the seventh century, the town became an important (7) ... centre. Later, King Alfred, who had (8) ... pushed back the invading Danes, moved his palace to Winchester. The town then experienced rapid (9) ... , and its (10) ... role in English history was underlined in 1066 when the conquering Normans, like Alfred, made Winchester their capital.

**BUILD  
RELIGION  
SUCCESS  
DEVELOP  
CENTRE**

**The instruction as above**

### The Future Of Tall Buildings

Architects responsible for the (0) ... of many skyscrapers believe that a tall building must always have a certain minimum (1) ... but that there is no limit to its absolute (2) ... . This means that the skyscrapers of the future are likely to be even, taller.

**CONSTRUCT  
WIDE  
HIGH**

Engineers agree with this, but there is (3) ... over the best shape for very tall, slim buildings. The effects of wind (4) ... mean that cylindrical designs have enjoyed some (5) ... in recent years, and these are quite, pleasing to the eye. (6) ... however, the ideal shape is an ugly square with heavily rounded corners.

**AGREE  
PRESS  
POPULAR  
FORTUNATE**

Would these tall buildings of the future offer more than a (7) ... view? Some believe tall towers could contain all the (8) ... for modern living. The (9) ... of these vertical villages would travel up and down between their home and work zones and would (10) ... need to journey to ground level.

**WONDER  
REQUIRE  
INHABIT  
RARE**

## Error Correction

Skim the text below and then look carefully at each line. Some of the lines are correct and some have a word that shouldn't be there if the line is correct, put a tick next to it, if it is not write the word that shouldn't be there. The first two lines are done for you.

### A Place Worth Visiting

0	The Welsh National Folk Museum in Cardiff is one of the	✓
00	most interesting of places I've ever visited and it's situated in	of
1	a very pretty countryside. The museum has collected various	
2	buildings from all over the country and brought them together	
3	in the grounds of a historic manor house, near where they have	
4	been carefully rebuilt one brick by brick to look just like they	
5	did in their original position. Then the interiors they have	
6	been furnished in period style, and many interesting old tools	
7	and other everyday household objects are on the display	
8	in this realistic setting. It's fascinating to walk away from	
9	building to building, imagining about the way people used to	
10	live since years ago. Large families often lived in the tiniest	
11	of cottages, sometimes even sharing in the space with the	
12	domestic animals which were of such an importance to them.	
13	You can go around the manor house as well, but in my opinion	
14	there is no little to distinguish this from many other historic	
15	houses elsewhere. It does have a much comfortable tea-room,	
16	however, which is very welcome after all that walking.	

The instruction as above

### Living in London

0	'When a man is tired of London, he is tired of the life.'	the
00	From my own experience, this saying of the 18th	✓
1	century writer, Dr Johnson, is definitely right: London	
2	has a lot to offer. When I was first arrived in London	
3	for to study English, I thought fit that I would spend most	
4	of my spare time in studying. But very soon I was going	
5	out on every evening, either to the theatre or to jazz	
6	clubs (because that London has many famous clubs).	
7	My weekends were also full: I would go to sports	
8	events, to exhibitions, or just wander around. I used to	
9	joke that I was renting a room that I wasn't spending	
10	any time in it! Luckily, I also realised that I was not	
11	studying enough and started staying at home more, and	

- |    |   |  |
|----|---|--|
| 12 | studying much more harder. I learnt that you should   |  |
| 13 | never feel that you must to do everything that is     |  |
| 14 | available. Still, I am sure that if you ever visit in |  |
| 15 | London, you will agree with what Dr Johnson had said. |  |

## Unit 2. Theatre life

### Reading comprehension

**Text 1. You are going to read an extract from a book about becoming an actor. Choose from the list A-I the sentence which best summarises each part (1-7) of the extract. There is one extra sentence which you do not need to use. There is an example at the beginning (0).**

### So you want to be an actor

0	I
---	---

If you tell someone that you want to make a career as an actor, you can be sure that within two minutes the word 'risky' will come up. And, of course, acting is a very risky career - let there be no mistake about that. The supply of actors is far greater than the demand for them.

1	
---	--

Once you choose to become an actor, many people who you thought were your closest friends will tell you you're crazy, though some may react quite differently. No two people will give you the same advice. But it is a very personal choice you are making, and only you can take responsibility for yourself and for realising your ambition.

2	
---	--

There are no easy ways of getting there – no written examinations to pass, and no absolute guarantee that when you have successfully completed your training you will automatically make your way in the profession. It's all a matter of luck plus talent. Yet there is a demand for new faces and new talent, and there is always the prospect of excitement, glamour and the occasional rich reward.

3	
---	--

I have frequently been asked to define this magical thing called talent, which everyone is looking out for. I believe it is best described as natural skill plus imagination - the latter being the most difficult quality to assess. And it has a lot to do with the person's courage and their belief in what they are doing and the way they are putting it across.

4	
---	--

Where does the desire to act come from? It is often very difficult to put into words your own reasons for wanting to act. Certainly, in the theatre the

significant thing is that moment of contact between the actor on the stage and a particular audience. And making this brief contact is central to all acting, wherever it takes place - it is what drives all actors to act.

5	
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If you ask actors how they have done well in the profession, the response will most likely be a shrug. They will not know. They will know certain things about themselves and aspects of their own technique and the techniques of others. But they will take nothing for granted, because they know that they are only as good as their current job, and that their fame may not continue.

6	
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Disappointment is the greatest enemy of the actor. Last month you may have been out of work, selling clothes or waitressing. Suddenly you are asked to audition for a part, but however much you want the job, the truth is that it may be denied you. So actors tend not to talk about their chances. They come up with ways of protecting themselves against the stress of competing for a part and the possibility of rejection.

7	
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Nobody likes being rejected. And remember that the possibility is there from the very first moment you start going in for parts professionally. You are saying that you are available, willing and hopefully, talented enough for the job. And, in many ways, it's up to you, for if you don't care enough, no-one will care for you.

- A There is one main reason why every actor likes acting.
- B It is important to have a realistic attitude to being an actor.
- C There are certain qualities which anyone needs to succeed as an actor.
- D Many actors realise after a while that the profession does not suit them.
- E You should not pay too much attention to comments about your decision to become an actor.
- F Successful actors don't claim to understand what it takes to be a successful actor.
- G It is difficult but not impossible to succeed as an actor.
- H Actors learn to deal with the unpleasant aspects of the profession.
- I If you decide to become an actor, your chances of succeeding are not good.

### Multiple lexical choice

Choose the appropriate word that best fits each space.

### The Misanthropist

The latest production at the Playhouse is a modern version of Moliere's great play of 1666, *Le Misanthrope*. As in many of his other comedies, Moliere takes an aspect of human nature and (1)\_\_\_\_\_ it, so creating a rich variety of comic

scenes and situations. In the past, many directors have (2)\_\_\_\_\_ to stress the serious (3)\_\_\_\_\_ of the play, but here, (4)\_\_\_\_\_ Jack Long has kept the tone light and (5)\_\_\_\_\_.

Peter Fowler plays the central character, Alceste. He is a man who has no (6)\_\_\_\_\_ of people's emotions. He refuses to (7)\_\_\_\_\_ any of the small (8)\_\_\_\_\_ lies that are necessary in normal society; he doesn't mind (9)\_\_\_\_\_ people and ends up hurting the (10)\_\_\_\_\_ of almost everyone he meets. It would be easy to feel some sympathy for Alceste - after all, his only fault is that he is too (11)\_\_\_\_\_ - but Peter Fowler (12)\_\_\_\_\_ to make him look a rather ridiculous figure.

There are some excellent performances from other (13)\_\_\_\_\_. The long-suffering Philinte (Sam Kirby) comes across as a very sympathetic character. The romantic interest is provided by Celimene (Amanda Carter), although in the end she (14)\_\_\_\_\_ to persuade him to change his ways.

*The Misanthropist* is on every night for the next three weeks (15)\_\_\_\_\_ Sundays.

- |    |   |               |   |             |
|----|---|---------------|---|-------------|
| 1  | A | increases     | C | expands     |
|    | B | grows         | D | exaggerates |
| 2  | A | used          | C | tended      |
|    | B | selected      | D | leaned      |
| 3  | A | side          | C | view        |
|    | B | angle         | D | edge        |
| 4  | A | direct        | C | direction   |
|    | B | directive     | D | director    |
| 5  | A | fun           | C | comic       |
|    | B | pleasant      | D | amused      |
| 6  | A | knowledge     | C | conscience  |
|    | B | understanding | D | thought     |
| 7  | A | speak         | C | tell        |
|    | B | say           | D | talk        |
| 8  | A | green         | C | grey        |
|    | B | red           | D | white       |
| 9  | A | upsetting     | C | wounding    |
|    | B | injuring      | D | damaging    |
| 10 | A | sensations    | C | spirits     |
|    | B | emotions      | D | feelings    |
| 11 | A | honest        | C | right       |
|    | B | true          | D | accurate    |
| 12 | A | succeeds      | C | achieves    |
|    | B | can           | D | manages     |
| 13 | A | casts         | C | players     |
|    | B | actors        | D | roles       |



- |    |   |         |   |          |
|----|---|---------|---|----------|
| 14 | A | fails   | C | mistakes |
|    | B | misses  | D | drops    |
| 15 | A | apart   | C | unless   |
|    | B | without | D | except   |

### Correction

Read the text below and look carefully at each line. Some lines are correct and some have a word that shouldn't be there. Write them next to the line.

### Stagefright

- |    |   |     |
|----|---|-----|
| 0  | Even the most experienced performers suffer from                  | ✓   |
| 00 | <u>the</u> stagefright. Sometimes this can be so extreme          | the |
| 1  | that it almost completely paralyses the person concerned.         |     |
| 2  | They stand in the wings, their heart beating at a rate of         |     |
| 3  | 130 or 135 a minute and often seriously think of about            |     |
| 4  | not going on. Some of find they cannot remember                   |     |
| 5  | the performance at all after it is over. Others genuinely believe |     |
| 6  | they have forgotten all their lines or one of in                  |     |
| 7  | particular. Most have feel ill. They sweat and shiver and their   |     |
| 8  | stomachs are make strange noises. Considering the                 |     |
| 9  | agonies that even such as well-known actors as Dustin             |     |
| 10 | Hoffman or Robert de Niro go through, it is surprising            |     |
| 11 | that less experienced performers ever have the courage to walk    |     |
| 12 | onto a stage at all. So next time you are feel nervous before a   |     |
| 13 | job interview or an oral examination, remember you are in         |     |
| 14 | good company. The world's top performers know exactly how do      |     |
| 15 | you feel. They should. They often feel a lot worse.               |     |

Read this text and decide which of the four alternatives best fits each gap.

### King Lear

Adrian Noble's modern production of William Shakespeare's 'King Lear' opened last week at the Barbican Theatre in London to enthusiastic (1)\_\_\_\_\_ Robert Stephens, heading an impressive supporting cast, gives a moving and powerful (2)\_\_\_\_\_ as Lear, and David Bradley, who (3)\_\_\_\_\_ the Earl of Gloucester, is so convincing in the (4)\_\_\_\_\_ that several members of the (5)\_\_\_\_\_ who were sitting in the front (6)\_\_\_\_\_ are reported to have fainted during one particularly realistic (7)\_\_\_\_\_.

(8)\_\_\_\_\_ its length - the play runs for three and three quarter hours with two half-hour (9)\_\_\_\_\_ Noble's production is anything but tedious. 'King Lear' will run at the Barbican until March and (10)\_\_\_\_\_ booking is recommended.

- |           |              |                  |              |                 |
|-----------|--------------|------------------|--------------|-----------------|
| <b>1</b>  | A reports    | B statements     | C reviews    | D commentaries  |
| <b>2</b>  | A act        | B demonstration  | C show       | D performance   |
| <b>3</b>  | A represents | B plays          | C interprets | D acts          |
| <b>4</b>  | A character  | B representation | C part       | D impersonation |
| <b>5</b>  | A audience   | B observers      | C spectators | D crowd         |
| <b>6</b>  | A files      | B lines          | C chairs     | D rows          |
| <b>7</b>  | A scene      | B episode        | C section    | D place         |
| <b>8</b>  | A However    | B Although       | C Despite    | D While         |
| <b>9</b>  | A gaps       | B intervals      | C pauses     | D rests         |
| <b>10</b> | A ahead      | B previous       | C forward    | D advance       |

### Word formation

Read the text and fill in the gaps with the word given in capitals at the end of each line to form a word that fits in the space in the same line.

### Puppet Shows

Puppets are dolls representing (0).....or modern characters in stories.

They are a popular form of (1).....for both children and adults.

Some puppets seen in Europe today were (2)..... created in Italy in the 1500s. A puppet show was an (3).....way to enjoy yourself so people could go to see the same (4).....again and again.

So what is the continuing (5)..... of the puppet show? Used (6).....by artists, puppets have a living magic. However beautiful, funny or (7).....to look at, they are really simple tools used by artists to express their ideas, (8).....and character. Of course they must have great technical (9)....., but the fun and charm come from the way the artists establish (10).....with the audience.

**TRADITION**

**ENTERTAIN  
ORIGIN  
EXPENSIVE  
PERFORM**

**ATTRACT  
CLEVER  
FASCINATE  
PERSON  
ABLE  
COMMUNICATE**

### Gap filling

Fill in the gaps in the following sentences with an appropriate word. You have been given the first part of each word and the number of letters.

1. He is a great dir - - - - and really inspires his act - - -.
2. My aud - - - - went very well. They gave me the p - - -. Reh - - - - - start on Monday.
3. The first per - - - - - is in eight week's time.
4. Some of the cri - - - - from the top news papers were there. I hope the rev - - - - will be good.

## The most difficult role

They say Hamlet is the most difficult role for an actor to play and one of the most difficult (1) p..... to direct. Lawrence Olivier gave one of the best (2) p..... of his career as Hamlet. There are always several performances of Hamlet being (3) p..... on all over the world at any one time. The irony is that although we know more about Hamlet than almost any other (4) c..... in literature, we hardly know anything about the (5) a..... of the play, William Shakespeare.

**Complete these words used to describe the quality of performances . The first six show approval and the rest disapproval.**

- |                       |                          |
|-----------------------|--------------------------|
| 1. daz - - ng         | 6. se - nt - - - at - ng |
| 2. e - ectr - fy - ng | 7. med - - cre           |
| 3. st - nn - ng       | 8. di - - pp - - nt - ng |
| 4. r - vet - ng       | 9. r - d - cu - o - s    |
| 5. de - - ghtfu -     | 10. ph - ny              |

## Unit 3. The magic world of the cinema

### Reading comprehension and vocabulary

#### Lucas and Spielberg

- 1 The great white shark silently approaches the suspecting swimmer. The audience of *Jaws* screams in fear of the moment when those huge teeth will snap shut and pull the victim under the waves. On the screen a few years later, the forces of good and evil fight against each other in a faraway galaxy in *Star Wars*. Space people come to earth in *Close Encounters of the Third Kind*. Later, Indiana Jones has wild adventures in *Raiders of the Lost Ark*. From outer space to the ocean's depths to imaginary treasure hunts, the movies of George Lucas and Steven Spielberg have entertained audiences for over 20 years. Moreover, these movies changed the direction of American film forever.
- 2 Lucas and Spielberg both achieved fame as the brightest young talents in Hollywood in the late 1970s and early 1980s. Two of their greatest films, *Star Wars* and *Close Encounters of the Third Kind*, appeared in the same year, 1977. Both men were named for an Academy Award. The two science fiction films used special effects that had never been seen before. Special computerized cameras were invented and miniature models of spaceships and cities were designed. The effects on-screen kept audiences breathless.

When Lucas and Spielberg worked together on the action-adventure films *Raiders of the Lost Ark* and its sequel *Indiana Jones and the Temple of Doom*, they once again captured the imaginations of the audience and made them feel as if they were a part of the action. This is what made their films so successful.

- 3 In a way, you can say that Steven Spielberg was a born filmmaker. He was born and grew up in Cincinnati, Ohio, and had all the interests of American boys his age. But he also had an extraordinary desire to make films. Steven was not a good student. He spent more time watching and making movies with his father's camera than he did studying. His grades were so poor that he couldn't get into film school, so he went to study English at a state college in Los Angeles. Once again, he spent all his time going to movies. He sneaked onto movie sets in Hollywood to watch directors at work, and made his own small films. One film, called *Amblin'*, was noticed by film executives and gave Steven his big break. He was signed to a seven-year contract to direct television movies.
- 4 George Lucas, on the other hand, never gave a thought to making movies. Born in Modesto, California, he dreamed of being a race car driver. But three days before his high school graduation, he was in an accident that nearly killed him. He had to give up his car racing dreams. He went to Modesto Junior College, where he became interested in film work. A friend encouraged him and helped him get admitted to the film department of the University of Southern California. There he made a short science fiction film that won him first prize in a film festival. It got him started in the film business when it was later developed into a full-length film, *THX 1138*.
- 5 They were two very different boys with very different dreams. Lucas and Spielberg are friends today and are still among the brightest and most talented directors in Hollywood. Both have made great contributions to the art of filmmaking. Already legends in their time, they are sure to continue their fine work for many years to come.

## VOCABULARY

**Complete each definition with one of the following words or phrases. Guess your answers, then check with a dictionary.**

unsuspecting	forces	talents	sequel
galaxy	special effects	break	
legend	sneaked	captured the imagination	

1. If a person is not aware that something is going to happen, he or she is \_\_\_\_\_.
2. Any large group of stars in the universe is a \_\_\_\_\_.

3. People who have a special natural ability or skill in a particular field or area are \_\_\_\_\_.
4. Something that follows something else as a continuation of it is a \_\_\_\_\_.
5. When someone gives you a \_\_\_\_\_, you get a chance or an opportunity.
6. Visual or sound effects that are put into a motion picture are \_\_\_\_\_.
7. A person who is very famous in a particular area becomes a \_\_\_\_\_.
8. Powers that may produce change are \_\_\_\_\_.
9. \_\_\_\_\_ is when a person went somewhere quietly and secretly.
10. If a movie held your interest as if it were real, it \_\_\_\_\_.

## COMPREHENSION

### A. Skimming for Main Ideas

#### **Circle the letter of the best answer.**

1. Paragraph 1 is mainly about
  - a. how the movies of Lucas and Spielberg entertained audiences.
  - b. how outer space adventures make popular movies with people.
  - c. the importance of good and evil in movies.
2. The main topic of Paragraph 2 is
  - a. how Lucas and Spielberg achieved success.
  - b. the two science fiction films that Lucas and Spielberg created.
  - c. why special effects are important in movies.
3. The main topic of Paragraph 3 is that
  - a. Steven Spielberg was a poor student.
  - b. Steven Spielberg was a born filmmaker.
  - c. Steven Spielberg began to direct television movies.
4. Paragraph 4 is mainly about how
  - a. Lucas' dream was to become a race car driver.
  - b. Lucas began his career with a science fiction film.
  - c. Lucas became a filmmaker by chance.

## B. Scanning for Details

**Find the details as quickly as possible and circle the letter of the correct answer. It is not necessary to read the whole passage again.**

1. When George Lucas was a boy, he dreamed of becoming
  - a. a race car driver.
  - b. a movie producer.
  - c. a scientist.
2. Steven Spielberg was born and grew up in
  - a. Hollywood, California.
  - b. Cincinnati, Ohio.
  - c. Modesto, California.
3. George Lucas first became interested in film work
  - a. in Hollywood.
  - b. at Modesto Junior College.
  - c. at the University of Southern California.
4. The forces of good and evil fight against each other in
  - a. *Jaws*.
  - b. *Raiders of the Lost Ark*.
  - c. *Star Wars*.
5. *Star Wars* and *Close Encounters of the Third Kind* were both what kind of film?
  - a. science fiction
  - b. comedy
  - c. action-adventure
6. One of the things that made the films of Lucas and Spielberg so successful was
  - a. good actors.
  - b. special effects.
  - c. interesting movie locations.
7. Steven Spielberg wasn't a good student because he spent most of his time
  - a. racing cars.
  - b. playing sports.
  - c. making movies.
8. Lucas and Spielberg both achieved fame in the
  - a. late '70s.
  - b. late '80s.
  - c. early '90s.

9. One of the ways in which Lucas and Spielberg created special effects was by using
- real sharks.
  - pictures of outer space,
  - computerized cameras.
10. Before Spielberg became famous for his movies, he worked as
- a television director.
  - an English professor.
  - a model maker.

### C. Order of Events

**Number the sentences to show the correct order.**

- \_\_\_\_\_ Lucas and Spielberg worked together on *Indiana Jones and the Temple of Doom*.
- \_\_\_\_\_ George Lucas was admitted to the University of Southern California.
- \_\_\_\_\_ *Raiders of the Lost Ark* was produced.
- \_\_\_\_\_ The movie *Star Wars* was made.
- \_\_\_\_\_ George Lucas made the film *THX1138*.
- \_\_\_\_\_ Lucas and Spielberg were named for Academy Awards.

### D. Making Inferences and Drawing Conclusions

**The answers to these questions are not directly stated in the passage. Circle the letter of the best answer.**

- From the passage, it can be concluded that
  - Lucas and Spielberg both showed promise as filmmakers in their youth.
  - Spielberg became a filmmaker because he did too poorly at school to do anything else.
  - Lucas and Spielberg have had a major influence on the films we see today.

### Vocabulary Multiple Choice

**Read the text below and think of the word which best fits each space. Use only one word in each space.**

#### **Action Scenes in Films**

Modern cinema audiences **(0)** ... to see plenty of thrilling scenes in action films. These scenes, which are **(1)** ... as stunts, are usually **(2)** ... by stuntmen who are specially trained to do dangerous things safely. **(3)** ... can crash a car, but if you're shooting a film, you have to be extremely **(4)** ... sometimes stopping **(5)** ... in front of the camera and film crew. At an early **(6)** ... in the

production, an expert stuntman is (7) ... in to work out the action scenes and form a team. He is the only person who can go (8) ... the wishes of the director, (9) ... he will usually only do this in the (10) ... of safety.

Many famous actors like to do the dangerous parts themselves, which produces better shots, since stuntmen don't have to (11) ... in for the actors. Actors like to become (12) ... in all the important aspects of the character they are playing, but without the recent progress in safety equipment, insurance companies would never (13) ... them take the risk. To do their own stunts, actors need to be good athletes, but they must also be sensible and know their (14) ... . If they were to be hurt, the film would (15) ... to a sudden halt.

- |    |             |            |             |             |
|----|-------------|------------|-------------|-------------|
| 1  | A remarked  | B known    | C referred  | D named     |
| 2  | A performed | B given    | C fulfilled | D displayed |
| 3  | A Everyone  | B Someone  | C Anyone    | D No-one    |
| 4  | A detailed  | B plain    | C straight  | D precise   |
| 5  | A right     | B exact    | C direct    | D strict    |
| 6  | A period    | B minute   | C part      | D stage     |
| 7  | A led       | B taken    | C drawn     | D called    |
| 8  | A over      | B against  | C through   | D across    |
| 9  | A despite   | B so       | C although  | D otherwise |
| 10 | A interests | B needs    | C purposes  | D regards   |
| 11 | A work      | B get      | C put       | D stand     |
| 12 | A connected | B arranged | C involved  | D affected  |
| 13 | A allow     | B let      | C permit    | D admit     |
| 14 | A limits    | B ends     | C frontiers | D borders   |
| 15 | A come      | B fall     | C pull      | D go        |

The instruction as above.

### The Pathe Film Company

In 1885, a Frenchman, Charles Pathé, created what later became France's most successful film studios. By 1907, the company had (0) ..... enormously and had studios in France, Britain, Germany, Italy, Spain and the USA. What seems surprising now that Hollywood dominates the film (1) ..... is that a French company (2) ..... itself so well in the USA. Pathé was one of the main film companies there at that (3) ..... hiring out its studios to other film-making companies (4) ..... distributing its own films.



However, (5) ..... Pathé was big in the USA, it was a giant in Europe. In 1913, the year before the First World War (6) .....Pathé made no fewer than three hundred films. But the war affected the company (7) .....Shortages of staff and equipment led to big (8) ..... in production, and by 1918 output had (9) ..... to sixty-three films. From then on, Pathé (10) ..... on making fewer films of (11) ..... length and better quality.

Pathé was the first company to put out regular news films, which it started doing in 1903. Each film lasted fifteen minutes and (12) ..... of six news items. From (13) ..... on, Pathé's news department had branches all over Europe and later all over the world. By the 1970s, TV news had completely (14) ..... the role of cinema news films and so the company stopped making them. Today, Pathé is chiefly (15) ..... in TV, cinema and new video technology.

- |    |               |               |              |                |
|----|---------------|---------------|--------------|----------------|
| 1  | A life        | B world       | C area       | D channel      |
| 2  | A established | B set         | C founded    | D placed       |
| 3  | A date        | B phase       | C age        | D time         |
| 4  | A in addition | B together    | C as well as | D also         |
| 5  | A so          | B whether     | C despite    | D if           |
| 6  | A burst out   | B broke out   | C set off    | D went off     |
| 7  | A badly       | B extremely   | C largely    | D highly       |
| 8  | A chops       | B slips       | C cuts       | D dips         |
| 9  | A descended   | B shortened   | C fallen     | D subtracted   |
| 10 | A thought     | B engaged     | C occupied   | D concentrated |
| 11 | A further     | B greater     | C higher     | D bigger       |
| 12 | A consisted   | B featured    | C included   | D composed     |
| 13 | A soon        | B firstly     | C early      | D initially    |
| 14 | A brought off | B turned into | C caught on  | D taken over   |
| 15 | A involved    | B connected   | C linked     | D tied         |

### Word formation

Use the word given in capital letters below the text to form a word that fits in the space on the same line.

I saw a film last week that was not very (0) interesting. It was a comedy but it was not very (1) \_\_\_\_\_. But perhaps the real problem was not that the film was bad but that I was (2) \_\_\_\_\_. The weather was very (3) \_\_\_\_\_ that day too. To add to my problems, I was (4) \_\_\_\_\_ because I had just had some very (5) \_\_\_\_\_ news. I had been hoping to get a very (6) \_\_\_\_\_ job that someone else got instead. In fact, I was very (7) \_\_\_\_\_ I didn't get it because I was

- (8) \_\_\_\_\_ that I had all the right qualifications. However,  
 (9) \_\_\_\_\_ things like this happen all the time, don't they? So why was I  
 (10) \_\_\_\_\_ ?

0	<b>INTEREST</b>	6	<b>INTEREST</b>
1	<b>AMUSE</b>	7	<b>SHOCK</b>
2	<b>DEPRESS</b>	8	<b>CONVINCE</b>
3	<b>DEPRESS</b>	9	<b>DISAPPOINT</b>
4	<b>DISAPPOINT</b>	10	<b>SURPRISE</b>
5	<b>SURPRISE</b>		

### Listening Comprehension

**You are going to hear eight short recordings which are all connected in some way with the cinema. Before you listen, read the questions and the possible answers carefully. As you listen, choose the best alternative, A, B or C.**

- You are going to hear part of an interview. Why does the speaker think the actor is so popular?
  - Because he is very attractive.
  - Because he is a very good actor.
  - Because of the parts he plays.
- Listen to this woman speaking to a friend. What does she want him to do?
  - get her a part in a film
  - arrange a meeting with the director
  - introduce her to an actor
- You will hear someone talking about a new film. What was his opinion of it?
  - He thought it was too long.
  - He thought it was excellent.
  - He thought parts of it were good.
- Listen to this man phoning a box-office. What does he want the woman in the box-office to do?
  - change his tickets
  - change his seats
  - refund his money
- Some people are discussing plans for an old cinema. What does the speaker want to do?
  - knock it down and build a new one
  - make alterations and modernize it
  - turn it into a conference hall

- 6 You are going to hear part of a telephone conversation. What has the man's son done?
- A forgotten to buy some tickets
  - B lost some tickets
  - C bought the wrong tickets
- 7 Listen to this conversation. What are the film director and his producer talking about?
- A changing an actor
  - B filming a scene again
  - C cutting a scene
- 8 Listen to the woman on TV talking about someone famous. How does the woman know her?
- A They went to the same secondary school.
  - B They went to the same university.
  - C They went to the same drama school.

## Unit 4. What sort of music do you like?

### Reading Comprehension and vocabulary

#### The Sound of Country Music

- 1 Put together a guitar, singer, simple music, and sentimental words and you've got country music. The sound is uniquely American. But like in this land of immigrants, it's a combination of the past and the presents borrowed and invented. Its deepest roots are in faraway places, in the music brought here by people seeking a new life. The people changed over time and so did country music. But it has never lost its special sound. Like jazz and early rock and roll, country music is the music of America. It reflects the hearts and minds and soul of its people.
- 2 The history of country music is hundreds of years old. It is older than America itself. It begins with the immigrants from Scotland and Ireland who brought their traditional songs and instruments to the New World. Many went to a southeastern mountain area called Appalachia. These settlers played their bagpipes (a wind instrument) and lutes (pear-shaped stringed instruments). They sang the songs and ballads of their homelands. Eventually, however, the lyrics changed. There were new stories to tell, new troubles and heartaches to mourn. There were also new loves to sing about. New instruments started to be used too. They were stringed instruments such as zithers, fiddles, guitars, and banjos.

- 3 As the settlers spread to the south and west, the music of Appalachia went with them. It changed form slightly with the new environments and new influences. It gave birth to what became known as country music. This was the real folk music of rural America. It was a basic, simple music with songs about love and grief, heartache and dying. It was sung at family gatherings and on back porches. But eventually it was recorded and heard on radios in the South.
- 4 People continued to migrate west to California from Oklahoma and Texas. They also went north to cities like Detroit, Chicago, Cleveland, and Baltimore. Again, they took their music with them. Then there were new songs about life in the city and about the railroads that brought them there and connected them with their lives “back home.” These songs had titles like “Dallas,” “Streets of Baltimore,” “Saginaw, Michigan,” and “New York City Blues. Time went by and cities and towns spread out across America. New influences continued to change country music. It was recorded, performed, and heard in more and more places.
- 5 Today, the sound of country music can be heard throughout the land. It has incorporated many styles of music like jazz, rock and roll, even Mexican and Hawaiian music. Songs have a much broader range of subjects. However, love and heartache, as in most popular music, are sung about the most. Some people don’t like these changes. They think country music isn’t “pure” anymore, that it’s gone too far from its original sound. But music of all kinds has always been a reflection of society. Since its mountain beginnings, country music has shown the changing face of America, the transitions from one generation to another. Times have changed and so has country music. If anything, it’s more popular than ever, yet it remains a truly American sound.

### VOCABULARY

**Complete the definition with one of the following words. Guess your answers, then check with a dictionary.**

sentimental	reflects	porches	rural
lyrics	to mourn	grief	
environments	incorporated	transitions	

1. \_\_\_\_\_ means relating to the country or country life.
2. \_\_\_\_\_ is the feeling of sadness or suffering at the death of a person.
3. Things that are \_\_\_\_\_ show a lot of emotion and tenderness based on feeling and not on reason.
4. Something that expresses or gives an idea \_\_\_\_\_.

5. \_\_\_\_\_ are covered entrances to houses, with floors and roofs but no outside walls.
6. \_\_\_\_\_ is to feel or show grief or sadness, especially over the death of someone.
7. Movements from one state or form to another are \_\_\_\_\_.
8. The words of a song are the \_\_\_\_\_.
9. The natural or social conditions in which people live are their \_\_\_\_\_.
10. When things have been made part of a group or included, they are \_\_\_\_\_.

## COMPREHENSION

### A. Skimming for Main Ideas

**Circle the letter of the best answer.**

1. Paragraph 2 is mainly about
  - a. the instruments used in country music.
  - b. the beginning of country music by settlers in Appalachia.
  - c. the history of the songs that were sung in Scotland and Ireland.
2. The main topic of Paragraph 3 is that
  - a. the music of the mountains changed to become country music.
  - b. country music was mainly about love.
  - c. country music was sung at home.
3. The main topic of Paragraph 4 is
  - a. city life had little influence on country music.
  - b. the titles of songs became more varied in country music.
  - c. country music changed as people moved to cities.
4. The last paragraph is mainly about
  - a. how country music has changed today.
  - b. why people do not like the country music of today.
  - c. how today's country music is influenced by rock and roll.

### B. Scanning for Details

**Scan the paragraphs for details. It is not necessary to read the whole passage again. Some of the following sentences have incorrect facts. Cross out the incorrect fact and write the correct answer above it.**

1. Country music originated with immigrants from France and Spain.
2. Country music changed as people migrated to new places.
3. Country music began as the folk music of urban America.

4. Modern country music is a combination of many styles, including jazz and rock and roll.
5. The area in which country music was born is a southwestern mountain area called the Rockies.
6. The immigrants brought bagpipes and lutes with them to America.
7. Eventually both the song lyrics and the instruments changed.
8. Country music changed as America changed.
9. The most popular subjects in country music have always been dreams and happiness.
10. Some people think country music hasn't changed enough over the years.

### C. Order of Events

**Number the sentences to show the correct order.**

- \_\_\_\_\_ Immigrants played songs and ballads from their homelands.
- \_\_\_\_\_ Songs began to be recorded and broadcast on the radio.
- \_\_\_\_\_ Country music used a mixture of styles and became popular throughout the United States.
- \_\_\_\_\_ Settlers began to use new types of instruments such as fiddles and banjos.
- \_\_\_\_\_ Settlers moved to the south and west and took their music with them.
- \_\_\_\_\_ People moved into cities and new influences continued to change country music.

### D. Making Inferences and Drawing Conclusions

**The answers to these questions are not directly stated in the passage. Circle the letter of the best answer.**

1. From the passage, it can be concluded that
  - a. the origins of country music are with ordinary people in a home setting.
  - b. country music was created by professional immigrant musicians looking for a new sound.
  - c. if it weren't for jazz and rock and roll, America may never have had country music.
2. It can be inferred from the passage that
  - a. country music was a complicated music form that only a few people could compose and play.
  - b. early country music songs had no relationship to the songs and instruments brought to the New World by immigrants.
  - c. as country music developed in America, it increased its range of subjects and sounds.

3. The passage implies that
- country music today still uses a limited number of basic, simple instruments.
  - some people think country music shouldn't be combined with other music styles.
  - country music was instantly popular throughout America after it was introduced by immigrants.

## Multiple Grammar Choice

### What is 'Pop' Music?

It has always been a problem to decide whether 'popular music' is music meant .....(1)..... or is simply music that .....(2)..... . The same problem of definition exists with jazz. So many different types of music have been called jazz .....(3)..... that it is hard to say .....(4)..... . Jazz has always been considered .....(5)..... black music but when I first .....(6)..... it twenty years ago, I used to hear white bands playing music that was like Louis Armstrong's in the 1920s. I found out afterwards that they learnt to do this by playing his records .....(7)..... until their style was .....(8)..... his for them to imitate him.

Since then white singers .....(9)..... Bob Dylan have rediscovered their own folk tradition, instead of .....(10)..... black roots. But the main changes since 1960 have been social and technical. One is that young people have more money .....(11)..... records at an earlier age than they .....(12)....., so Tin Pan Alley, the 'pop' music industry, aims .....(13)..... teenage audience .....(14)..... that electronic equipment has developed .....(15)..... extent that technicians are now .....(16)..... sound to produce recordings that are quite different from a live performance.

But the real problem with 'pop' music is that Tin Pan Alley has always worked against .....(17)..... genuine music of the people. It takes everything original and natural out of it and .....(18)..... cheap commercial imitations .....(19)..... the American folk singer. Woody Guthrie, said: 'They've always .....(20) ..... the second-rate songs. They've never wanted to play the good ones.'

- |                                 |                       |
|---------------------------------|-----------------------|
| 1. A for hearing by the people  | 11. A for spending in |
| B for being heard by the people | B for spending on     |
| C to be heard by the people     | C to spend in         |
| D that the people hear it       | D spend on            |
| 2. A like the people.           | 12. A Used            |
| B the people like.              | B used to             |
| C likes the people.             | C usually had         |
| D the people likes.             | D were having         |

3. A at one or another time  
B in one or another time  
C at one time or another  
D in one time or another
4. A exactly what is it.  
B exactly what it is.  
C what exactly is it.  
D what exactly it is.
5. A being  
B as being  
C to be  
D that it is
6. A gave an interest in  
B gave an interest to  
C took an interest in  
D took an interest to
7. A once and again  
B over and over again  
C more and more times  
D the most times possible
8. A close enough at  
B close enough to  
C enough close at  
D enough close to
9. A as  
B like  
C for example  
D for instance
10. A borrowing from  
B to borrow from  
C borrowing of  
D to borrow of
13. A At  
B To  
C at the  
D to the
14. A Another is  
B One other is  
C Another it's  
D One other it's
15. A in so great  
B to so great  
C in such an  
D to such an
16. A can mix  
B able of mixing  
C capable to mix  
D capable of mixing
17. A its being  
B it to be  
C being it  
D that it was
18. A replaces it for  
B substitutes it for  
C replaces it with  
D substitutes it with
19. A As  
B Like  
C How  
D Such as
20. A liked better  
B better liked  
C preferred  
D rather bad

## Listening Comprehension

### Basket of Fir-Cones

1. Where is the scene laid?
- a. in England near Dover  
b. in Norway near Bergen  
c. in France near Paris  
d. in Germany near Bonn



2. Who is the main character of the story?
  - a. a painter
  - b. a musician
  - c. a traveller
  - d. a farmer
3. Whom did Grieg meet when walking in the forest?
  - a. an old acquaintance of his
  - b. an old woman
  - c. a little girl
  - d. a painter
4. What did Grieg promise her?
  - a. to read an interesting book
  - b. to present her with a doll
  - c. to make an interesting gift
  - d. to show her the world
5. What did Grieg think about while working at the piece of music for Dagny?
  - a. of the time he would see the girl
  - b. of the concert where his music would be performed
  - c. of happiness and the wonderful delights of girlhood
  - d. of his own future
6. Why did Dagny's father send her to her aunt?
  - a. to see the world
  - b. to meet the composer
  - c. to study
  - d. to buy clothes
7. Where did Magda and Niels work?
  - a. on a farm.
  - b. at the theatre
  - c. at the concert hall.
  - d. in a shop
8. What was Dagny's attitude to the theatre?
  - a. it left her indifferent
  - b. she didn't believe what she saw there
  - c. she believed everything she saw on the stage
  - d. she didn't like the theatre
9. How did Dagny feel when listening to symphony music for the first time?
  - a. she was bored
  - b. it was like a dream to her
  - c. it left her untouched
  - d. she fell asleep
10. What did the young man in an evening clothes do?
  - a. spoke of the theory of music
  - b. mentioned Dagny's name

- c. said that the concert was over  
d. said that the composer would conduct his piece of music himself
11. What did Dagny feel and think of when listening to the music Grieg had written for her?
- a. she couldn't understand it  
b. was grateful to Grieg for having not forgotten her  
c. sad and upset  
d. it didn't arouse any feeling in her
12. What did Dagny do when the concert was over?
- a. hurried home together with Magda and Niels  
b. ran to the young man to thank him.  
c. remained sitting  
d. made her way to the exit
13. What did Dagny think about walking around the town?
- a. her unhappy life  
b. her parents  
c. her future  
d. Grieg and the beauty of the world

### Word Formation

**Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.**

#### Talent

My ..... (0) composer is Chopin and I am fortunate enough to have a friend who is also a very gifted .....(1).  
As a..... (2) musician, she believes strongly that ..... (3) ability is mostly something you learn, not a.....(4) that you are born with. She thinks that ..... (5) students can improve their ability enormously. I feel really.....(6) when I hear my friend perform and the ecstatic..... (7) that she gets from her audiences at the end of a.....(8). Both the public and.....(9) agree that she is one of the country's most talented.....(10). The huge amount of money she earns gives her the..... (11) to do almost anything that she likes, which I, as a humble ..... (12), cannot compete with.

**FAVOUR  
PIANO  
PROFESSION  
MUSIC  
CHARACTER  
INDUSTRY  
ENVY  
RESPOND  
PERFORM  
CRITICISE  
ART  
FREE  
POEM**

**Instruction as above.**

## Genius

We all know stories about people with (0).....memories who have the (1) ..... To remember hundreds of number after them only once. Now experts are saying that such feats can be taught.	EXCEPTION ABLE
For example, most people can (2) ..... about nine numbers if they are read out one a second. In one experiment, ten hours' training (3) ..... only a small (4) ....., but the result after practicing for a thousand hours were (5) .....: some people remembered 80 or even 100 numbers. Similarly, most adults can (6) ..... only about five out of a set of 21 colours that are only (7) ..... different. But after 80 training hours one person could recognize 18 of them. Studies of 76 major (8) ..... show that it took at least ten years of (9) ..... training before any of them wrote a major work.	REPETITION  PRODUCT IMPROVE AMAZE IDENTITY SLIGHT
Psychologists are therefore raising the (10) ..... that genius is the product of teaching.	COMPOSE MUSIC POSSIBLE

**Instruction as above**

## What Spoils the Opera for Me!

As far as I am (0) <u>concerned</u> . nothing spoils a visit to the opera more than the (1) ..... noise made by some members of the audience to express their (2) ..... of a production. There was a time when applause, and shouts of 'bravo', were (3) ..... to be sufficient.	<b>CONCERN</b> <b>DISGUST</b> <b>APPROVE</b> <b>THINK</b>
More (4) .....however, the practice, which I first met in the United States, of screaming 'Yo!' or something similar, has spread to (5) ..... audiences. It's a stupid sound, quite (6) ..... for the expression of your appreciation of fine (7) ..... like the Spaniard, Placido Domingo.	<b>RECENT</b>  <b>EUROPE</b> <b>SUIT</b> <b>SING</b>
I'm not too keen, either, on musicians clapping (8) ..... at the end of a (9) .....They are hardly likely to be fair in their (10) ..... at that moment. However, I don't imagine either of these fashions is likely to disappear in the near future.	<b>SELF</b> <b>PERFORM</b> <b>JUDGE</b>

## Gap filling

**Fill in the gaps in the following sentences with an appropriate word. You have been given the first part of each word and the number of letters.**

1. We went to a wonderful con- - - - last night. It was a new sym- - - - - by that Russian com- - - - - . He actually con- - - - - the or- - - - - himself.
2. They are my favourite pop gr- - - . I've got their last al- - - on cas- - - - - . I really like the lead si- - - - and the b- ss guit- - - - - in particular.

## Unit 5. Painting

### Reading Comprehension

You are going to read a newspaper article about an artist. Seven paragraphs have been removed from the article. Choose from the paragraphs (A-H) the one which fits each gap (1-6). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

### The Life of Georgia O'Keeffe

Georgia O'Keeffe was born in 1887 and grew up in Sun Prairie, Wisconsin, a farming town settled only 40 years earlier.

<b>0</b>	<b>H</b>
----------	----------

When she was 16, her family moved to Virginia, and O'Keeffe studied art at the Art Institute of Chicago. At 23, she had a crisis of confidence and spoke of giving up painting, but over the next two years she taught art in Texas and in South Carolina, and eventually regained her desire to paint.

<b>1</b>	
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O'Keeffe lived and studied in New York on and off for three years, taking time off to teach in Virginia, South Carolina and again in Texas. Always independent-minded, in Texas she became known for her strange clothes.

<b>2</b>	
----------	--

A friend showed O'Keeffe's drawings to Alfred Stieglitz, the greatest photographer in America and owner of the forward-looking 291 Gallery in New York. When he unwrapped O'Keeffe's charcoal drawings, he was amazed. 'I realised that I had never seen anything like it before.'

<b>3</b>	
----------	--

A year later, O'Keeffe gave up her teaching and started painting full-time in Manhattan, Maine and at the Stieglitz family home in Lake George, New York. She also joined Stieglitz's circle of friends, which included some of the most important writers, painters and photographers in America.

<b>4</b>	
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While her work grew in confidence, her life with Stieglitz was full of difficulties. He encouraged her work but wanted her to be an obedient wife. In his role as her dealer he sought dictatorial control over the sale and exhibition of her work. O'Keeffe felt imprisoned by her marriage, genuinely loving though it was.

<b>5</b>	
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And it gave rise to some of her greatest paintings: landscapes, studies of architecture, and still-lives. In still-life she became obsessed with the animal skeletons she had collected in the desert.

6	
---	--

When Georgia O’Keeffe died, she was a year short of her century. Relatives gave some of O’Keeffe’s work to American museums. They show the courage and persistence of one of the most remarkable of all women painters.

- A** During this period, O’Keeffe made a series of charcoal studies which she called her ‘Special’ drawings. These were the first work of her artistic maturity. And they were to lead to her first romantic involvement.
- B** After Stieglitz died, O’Keeffe rarely visited the East Coast, and the life she led in New Mexico was increasingly solitary. She continued to work, though with decreasing energy (she was now 60 years old). Her work grew steadily in value and she became a very rich woman.
- C** Stieglitz exhibited the drawings without O’Keeffe’s knowledge. Though initially outraged, she knew that 291 was the best possible venue for her work – and Stieglitz himself the best possible dealer. With time, he became equally passionate about O’Keeffe herself. She was 30 and Stieglitz was 53. In 1924 they married.
- D** She found her escape in New Mexico. She had long preferred the empty landscapes of the American West to the greenery of the East Coast. Even though she remained devoted to the ageing Stieglitz and spent winters with him in New York, New Mexico was her home for the rest of her life.
- E** The role did not entirely suit her. Solitary by nature and the only woman artist in a group of opinionated men, she was very aware of the oppression of women. Some of the men resented her, feeling threatened by a woman of such exceptional talent.
- F** O’Keeffe denied the connection and late in life she abruptly finished an interview when asked about it. She also painted New York’s cityscape as well as rural architecture.
- G** O’Keeffe did not feel that her future lay in teaching, but then as now there were few other ways for an artist to earn a living. So she decided to take a teaching degree in New York, and her life was changed forever.
- H** O’Keeffe was drawn towards art from an early age. She was brilliant at drawing and, at 13, told a friend, ‘I’m going to be an artist’.

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