

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ**

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LISTENING COMPREHENSION

Аудирование

**Учебно-методические материалы
для студентов I курса факультета английского языка**

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Topic: FAMILY

UNIT I

Here is an interview with Emma.
Complete the interviewer's part.

- Interviewer** Hello, Emma. Thank you for agreeing to do this interview, especially as I believe you're studying for your exams at the moment.
- Emma** Yes, I am. But I'm happy to do the interview.
- Interviewer** Now, the questions. First of all, ?
- Emma** Oxford, in England.
- Interviewer** And ?
- Emma** At home with my mother. You see, parents are divorced.
- Interviewer** Ah! I'm sorry about that. ?
- Emma** Yes, I have. I've got a brother.
- Interviewer** ?
- Emma** No, he's younger. He's twelve.
- Interviewer** And ?
- Emma** Well, he's either playing football or watching TV. That's what he always does after school.
- Interviewer** And ?
- Emma** He lives in Scotland, near Edinburgh.
- Interviewer** ?
- Emma** Well, we see him quite often. We spend every school holiday with him.
- Interviewer** Now a final question, Emma. ?
- Emma** I listen to music, especially pop music.
- Interviewer** That's great, Emma. I've got all the information I need.
Thank you very much.

II. Now listen to the conversation and compare your answers.

III. Listen 2-3 more times and mark the melody. Then read the dialogue together with your partner.

IV. Ask each other questions about Emma and her family.

V. Retell the conversation between the interviewer and Emma. Use reported speech in the present tenses.

VI. Learn the dialogue by heart.

VII. Write a similar dialogue between the interviewer and another person.

UNIT II

BROTHERS AND SISTERS

I. Do a class survey.

Find out who has any brothers and / or sisters. How many? Who has the most? Do they like having lots of brothers and sisters? Does anyone have a twin? How many only children are there in the class? Do they like being an only child?

II. All of the following phrases appear in the text. Translate them before you listen to two people talking about their families.

- There're sixteen years between us.
- Now the roles have rather reversed.
- keep an eye on sb
- very busy looking after the remainder, "the ancient ones"
- She eventually became a nun.
- Shortly after my husband died.
- The whole relationship changed enormously.
- We became tremendous friends.
- We've never looked back.
- enjoy life on a shoestring
- They were stuffed into Eton suits and expected to behave themselves.
- hand-me-down clothes
- The advantages outweighed the disadvantages enormously.
- an annual family party of three generations
- quite unsure how to deal with things
- are my parents unreasonable or not
- You just have to work it out for yourself.
- and sort of explore other relationships
- Does the fact of being an only child have any impact on your life at all?
- a conscious decision

III. 1. First listen to Jillie, and answer the questions.

- How many brothers and sisters does she have?

- Was she happy as a child? Why? Why not?
- How has the family changed over the years?
- What do you learn about the other members of her family and friends?

2. Now listen to Philippa and answer the same questions.

IV. Discuss the following questions.

- How many children would you like to have? Why?
- What size is the perfect family?
- Would you like to have twins? Why? Why not?

UNIT III

MEGAN AND LAURA ARE TALKING ABOUT BEING A TEENAGER

I. Discuss the following problems:

Can the teenage years be difficult for both parents and children?

What sort of problems can there be?

II. All of the following phrases appear in the text. Translate them before you listen to the conversation.

- for a start
- to pay bills
- and all that stuff
- to have responsibilities
- She's always rushing around.
- loads of different things to do in a day
- to work full-time
- to wear make up
- to chew gum
- to break the rules
- to get a detention

III. Listen to Megan and Laura, aged 14 and 15. What are some of the things they like and don't like about being a teenager? You might want to point out that Megan and Laura use *you* to refer to all teenagers in general, not a specific *you*.

Complete the gaps using *can*, *have to*, *be allowed to*.

1. You _____ go out to work.
2. You _____ pay bills.
3. You _____ go out with your friends.

4. I always _____ tell my Mum and Dad where I'm going.
5. We _____ do the housework.
6. You _____ buy what you want.
7. Adults _____ worry about bills.
8. We _____ wear a stupid school uniform.
9. We _____ wear make-up.
10. We _____ chew gum!

Listen again and check. Practise saying the sentences.

IV. Laura's parents are called Malcolm and Barbara. What are some of the things they *have to do*, and some of the things they *don't have to do*?

Examples

Barbara doesn't have to work full-time.

Malcolm has to drive over a thousand miles a week.

Who do you think has an easier life, Barbara or Malcolm?

V. Discuss the following questions.

- What are your duties and responsibilities in the family?
- Is there a division between what the men do and what the women do in your family?
- Do you like being a teenager?

Topic: APPEARANCE. CHARACTER

UNIT I

I. List the words below which describe people's physical appearance under the following headings: *height, build, age, complexion, face, hair, eyes, nose, lips, special features*. Can you think of any other words which can be used under each heading?

Straight, almond-shaped, square, wavy, well-built, dimples, middle-aged, scar, curly, muscular, mole, round, crooked, limp, slanting, teenage, full, tanned, spots, blond, shoulder-length, permed, tattoo, freckled, pale, high cheekbones, skinny, wrinkled, hooked, of medium height, curved.

II. All of the following phrases appear in the text. Translate them before you listen to the text.

- a news-flash
- heavily-armed

- to be at large
- in the area of Riggsham
- Lloyds Bank
- seriously injured
- a suspect
- the scene of the crime
- a witness
- to walk with a limp
- by contrast
- either of these people
- to contact sb

III. Listen to the tape and fill in the missing words:

Features	Suspect I	Suspect II
Height	short	tall
Build	quite muscular	skinny
Age		
Complexion	tanned	
Face		square
Hair	thick,, gray	short,
Eyes		slanting
Nose	crooked	curved
Lips	thin	
Special features	walks with a limp	

IV. Listen to the text for the second time, then read the statements and say whether they are *true* or *false*:

1. They interrupt the programme to bring a newsflash.
2. Two dangerous criminals are believed to be at large.
3. Heavily armed criminals have robbed a store.
4. Police offices were not injured during the incident.
5. The first suspect walks with a limp.
6. The first man is described by witnesses as being tall, quite muscular and in his mid-fifties.
7. He has an oval face and very thin dark hair.
8. The first man has a hooked nose and tanned skin.
9. He was wearing a long clean overcoat and shiny brown shoes.
10. The second suspect is the same age.

11.He has pale skin and a round face with very short blond hair.

12.He has almond-shaped eyes, a turned-up nose and full lips.

13.The second suspect was fashionably dressed.

14.The suspects have not got any special features.

V. Imagine **you had a chance to see a famous American actor or actress**. Describe him/her.

UNIT II

In Britain, some school children go on exchanges to another country. They stay with a family for two weeks, and then the boy or girl of the family comes back to Britain for two weeks. Does this happen in your country?

I. Read the conversation between Anna and Nina, two schoolgirls. Put one of the questions into each gap.

What does she like doing?

How is she?

What's she like?

What does she look like?

What would she like to do?

Anna My French exchange visitor came yesterday.

Nina What is her name?

Anna Marie-Ange.

Nina What a pretty name! (1) _____?

Anna She's really nice. I'm sure we'll get on really well. We seem to have a lot in common.

Nina Why do you say that? (2) _____?

Anna Well, she likes dancing, and so do I. And we both like tennis and listening to music.

Nina That sounds great. I saw you with someone this morning. Was it Marie-Ange?

(3) _____?

Anna She's quite tall, and she's got long, dark hair.

Nina No, it wasn't her, then. Now, we're all going out tomorrow, aren't we? Shall we go for a pizza, or shall we go to the cinema?

(4) _____?

Anna I'll ask her tonight and tell you tomorrow. By the way, someone told me your mum's not very well. What's the matter?

(5) _____?

Nina Oh, she's OK. She's had a bad sore throat, that's all, but it's getting better now.

Anna Oh, it's not too bad then.

II. Listen and check your answers. In pairs, practise the conversation.

III. Learn this dialogue by heart.

UNIT III

I. You are going to hear three short dialogues. Before you listen, find out the meaning and pronunciation of the following words.

independent, to get to know sth / sb, romantic, to escape, David Starr

II. Listen to the dialogues and answer the following questions.

1. Does the man describe Corsica generally or in detail?
2. Does the man describe the Corsicans' appearance or character?
3. What do you think Paul wants to know about Anna's first boyfriend? About his appearance, his character, or both?
4. Does Anna tell him about her boyfriend's appearance, or character, or both?
5. Does the lady tell the policeman about the man's appearance or character?

III. Listen to the dialogues again and answer the following questions.

1. What have you learned about Corsica and the Corsicans?
2. What have you learned about Anna's first boyfriend?
3. What have you learned about the thief?

IV. All of the following words and phrases appear in the next recording. Translate them before you listen to it.

- to shake off a cough
- her greatest passion
- I can't stand her.
- bossy
- superior
- plain
- prominent cheekbones
- the kind of girl you go for
- sailing
- in that order

V. Now you're going to hear ten short tapes. Each one is the answer to one of the following questions.

- a) What does she like?
- b) What is she like?
- c) What does she look like?
- d) How is she?

Listen to the tapes and decide which is the most appropriate question (a, b, c or d). Write your answer here. Also, write down the key words to answer the question.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

VI. Now listen to these people describing someone.

Who do you think they are describing? A relative? Someone they know professionally? What makes you think so? These words and phrases will help you to understand the text better:

- adorable
- to twist sb around one's finger
- to curse sb
- predictable
- spontaneous
- unadventurous
- stable
- dependable
- to meet sb socially
- after-shave

Description	Relative	Someone they know professionally
1.		
2.		
3.		
4.		

Topic: JOBS. OCCUPATION

UNIT I

Working at Home

I. You can hear all these words in the following listening text. Before you listen, find out the meaning and pronunciation of the following words:

home terminal	advance (n, v)
keyboard	benefit
cable network	telephone link
data-entry clerk	job security
counterpart	flexi-time
bring down the cost	reasonable

II. Listen to the interview with Lynn Dermott, who works for the Low Pay Unit. This is a voluntary organization which monitors the effects of government policy and union action on the worst-paid members of the work force. She talks about possible, future trends in working conditions. Computers and the development of the communications industry could mean that many people will work at home. Listen to it and list the advantages that she sees in this, and then reasons why she is afraid of such a development. Then answer the following questions:

1. What are the particular concerns of Lynn Dermott?
2. Has the communications technology advanced far?
3. Could many people work at home instead of working in offices in the centre of towns?
4. What equipment do the people working at home have?
5. What is the worst time of day to travel?
6. What do people do to avoid rush hours?
7. What does transporting of many people cause?
8. Is a home-worker an employee?
9. Are home-workers deprived of job security?
10. Are people working at home paid a lower wage?
11. Do home-workers have protection against unfair dismissal, sickness benefits and holiday pay in Britain?
12. Is the employer legally obliged to ensure reasonable working conditions?
13. Do companies in the United States employ clerks in other countries? Why?
14. Does the future appear to affect women or men?
15. Whom does working at home particularly suit?
16. Do employers keep their home-working employees beyond the protection of the health and safety laws, beyond any possible contacts with trade unions?

III. Listen to the interview once again and answer the following questions:

1. Why are many people working from home?
2. How do people manage to work at home?
3. What does a home terminal consist of?
4. Why do they need a telephone link?
5. What are the advantages of being able to work from home?
6. Where do the British people want to live nowadays?
7. What are the three advantages of being a home-worker?
8. What do the surveys show?
9. What do people working at home in Britain lack?
10. Which people are working at home now?
11. What is going to happen when cable networks and satellites bring down the cost of installing terminals in houses?
12. What do the surveys in the United States show?
13. Why does the future look very bad for home-workers?
14. Why would many employers like to have their employees out of the way at home?
15. Why does working at home suit mostly women?
16. What question is the Low Pay Unit greatly concerned about?
17. What is the organization in favour of?
18. How do employers manage to exploit home-workers?

IV. What do you think?

1. Would you like to work at home? Or would you miss your colleagues and the social side of work?
2. What in our opinion are the main advantages and disadvantages of working at home?
3. Could you do your job at home if you had the right equipment?
4. People say that soon we will do our shopping by computer from home, and that we will even be able to consult the doctor from home. If telephones had television screens with them, how many jobs could be performed from home? teaching? / selling? / accountancy? / designing?

UNIT II

THOMAS WILSON

- a retired man -

I. Work with your partner and discuss the following questions.

- Is anyone in your family retired? Who?
- What job did they do before retiring?
- How old were they when they retired?

- How long have they been retired?
- What do they do now?

II. All of the following words and phrases appear in the text. Translate them before you do the listening task.

- I'm used to it.
- Courtaulds (the name of the company)
- to get out a lot
- a good excuse for sth
- to take up sth
- I do appreciate company.
- package holidays for senior citizens
- a cruise round the Caribbean
- a suntan
- I'm a bad influence on you.
- to look forward to sth
- Don't wish your time away.

III. Thomas used to be the managing director of a large textile company. He has now retired. Listen to him talking to Philippa. Who do you think is happier, Thomas or Philippa? Why?

Answer the questions.

1. How long has Thomas been retired?
2. How long did he work for the textile company?
3. What did the company present him with when he retired?
4. Is the man married?
5. How long was he married?
6. Who did he go to Wales with?
7. Why does he like playing golf?
8. Which countries has he visited since he retired?
9. Where did he go two years ago?
10. Why is he brown?
11. Who are the following: Rover, Keith, Miriam, Kylie, and Helen?
12. What relation is Philippa to Keith, Kylie, and Helen?
13. How is Helen related to Thomas?
14. What are the two sad events in Thomas' life?
15. What does Philippa complain about?
16. What does Thomas mean when he says, "You only get one go at it!"?

IV. Discuss the following questions.

- What is the usual retirement age for men and women in your country?
- What kind of things do people like doing when they retire?

- What do you think is the best age to retire?
- When would you like to retire?
- What would you like to do when you retire?

UNIT III

I. You are going to hear two interviews. Before you listen, find out the meaning and pronunciation of the following words:

- | | |
|--|---|
| A. demanding job
to work on
to have an appointment with | to work long hours
to do a lot of research |
| B. to work for / in
the estimating department
to employ sb
to be involved in | a building contractor
to work out
site
a dam |

II. Listen to the interviews and fill in the chart.

Name	Occupation	Details of occupation	Present activity

III. Listen to the first interview again and decide whether the statements are true or false.

1. Mr Williams is an engineer.
2. Mr Williams writes articles for journals.
3. Mr Williams doesn't have the choice of when to work.
4. Mr Williams doesn't feel lonely sitting in front of a typewriter.
5. Mr Williams is working on a book of short stories now.
6. Mr Williams is spending a lot of time with Leonard Benson now.
7. Mr Williams is doing a lot of research now.
8. Mr Williams has an appointment with the jazz musician.

IV. Listen to the second interview again and answer the following questions.

1. What company does Mr Leadbetter work for?
2. What department does Mr Leadbetter work in?
3. What are his responsibilities?
4. What sort of construction is Wimpey involved in?
5. What aren't they involved in?

6. What projects are they involved in at the moment?
7. What projects are they planning?

V. Answer the following questions.

What do you do?

What are you doing at the moment?

UNIT IV

I. Here is one more interview. Before you listen, find out the meaning and pronunciation of the following words and phrases:

- a physical job
- an active type of person
- a milkman
- a pint
- repetitive
- area
- to sort letters
- took the top off my finger
- to shut a gate
- to be terrified of
- to care for
- to deliver
- tax problems
- to go away on holiday

II. Les Mickleby is talking about his job. Listen to him and write down

1. what he likes about his job.

2. what he dislikes about his job.

3. what you think his job is.

III. Listen to the interview again and decide whether the statements are *true* or *false*.

1. Les Mickleby doesn't like getting up early in the morning.
2. Les Mickleby is an active type of person.
3. Les Mickleby has never been an early bird.
4. Les Mickleby finishes his work at midday.
5. Les Mickleby considers his job to be boring.

6. Les Mickleby doesn't know his area very well.
7. People are always nice to him.
8. Les Mickleby adores dogs.
9. Les Mickleby knows the people he is delivering to.

IV. Answer the following questions.

1. Why does Les Mickleby like getting up early?
2. Why don't the early mornings bother him?
3. Why does Les Mickleby like to finish early?
4. Why do some people think his job boring?
5. Why doesn't Les Mickleby think his job boring?
6. Why do some people shout at him?
7. Why doesn't Les Mickleby care for dogs?
8. Why does Les Mickleby find his job interesting?

V. Discuss the following questions with your partner.

1. What would you like to be?
2. What do you find attractive about your future profession?
3. What drawbacks of your future profession do you think you will face?

UNIT V

I. You are going to hear an interview. John Wigmore is being interviewed by Harriet Brown, the Managing Director of a tour company. Mr Wigmore has applied for the post of Sales Director. Before you listen, find out the meaning and pronunciation of the following words:

a sales manager
 a chain of hotels
 to apply for
 to require

to join sth / sb
 a junior manager
 to attend a conference

II. Listen to the interview and answer the following questions.

1. Is Mr Wigmore still area sales manager for the Bus Company?
2. Does Mr Wigmore still work for a chain of hotels?
3. What does the post involve?
4. What does the job require?

III. Listen to the interview again and answer the following questions.

1. Is Ms Brown interested in exactly when Mr Wigmore did all the things?
2. Is Ms Brown asking about his experience, some time in his life?

IV. If Ms Brown wanted to know the details of Mr Wigmore's working life, what would her questions be? Write down these questions.

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT VI

I. You are going to hear an interview with Harold Thomas, who after 40 years of full working life and 30 years as managing director of his own company, is now retired. Before you listen, find out the meaning and pronunciation of the following words.

- to take up
- a good excuse
- to make friends
- Malaya
- to fill the time
- to miss sb
- to keep oneself busy
- inevitable
- to get in touch with
- funeral

II. Listen to the interview and answer the questions.

1. What are some of the things Harold has started doing since his retirement?
2. What does he particularly like about the golf club?
3. Why is he brown?
4. Which countries has he been to?
5. How long has he been retired?
6. How long was he married?
7. When did he begin to get in touch with his relatives?

III. Discuss the following questions with your partner.

1. Do you agree with Harold Thomas that work gives direction and discipline to one's life? If you disagree, say *why*.
2. What do you look forward to doing when you have retired?

Topic: FLAT

UNIT I

THE HOLIDAY THAT WASN'T

I. Work in pairs. Think about the worst holiday you have ever had. Write some notes about it, then swap the information with your partner.

II. Read about Jack and Liza's holiday. Put the words on the right into the correct place in each line, and make any necessary changes to the punctuation.

<p>Just after Christmas two years ago, Jack and Liza decided to go away for New Year. They didn't want to stay in a hotel with crowds of people and they were delighted when they saw an advertisement in the Sunday Times for a holiday flat in a village near Oxford.</p> <p>It was no ordinary flat. It was on the top floor of an old Tudor mansion. They booked it and on New Year's Eve they set off in the car. It was raining and freezing cold, they were happy and excited. They had been driving for three hours when they saw the house in the distance. It looked magnificent with tall chimneys and a long, wide drive. They drove up to the huge front door, went up the steps, and knocked. Nothing happened. They knocked again. The door opened and a small, wild-looking, old lady stood there.</p>	<p>suddenly somewhere</p> <p>so really</p> <p>However, immediately</p> <p>Although heavily</p> <p>nearly finally incredibly</p> <p>loudly more loudly slowly</p>
--	--

III. Before you do the listening part, find out the meaning and pronunciation of the following words and phrases:

- thin and bent
- straggly hair
- torn clothes
- bandages
- the wounds obviously hadn't healed
- a glass of whisky
- to sway from side to side
- to spill sth
- to ask sb in
- to stink of cats
- the size of horses

- to come charging (at sb)
- to knock sb over
- heating
- apart from
- a power point
- a deposit

IV. Listen to Jack and Liza talking about what happened next and complete this part of the story.

The old lady was wearing...

She was carrying...

The house was...

When she was leading them upstairs...

When they saw the rooms they couldn't believe their eyes...

V. Listen again and check up the answers.

VI. Retell the part of the story that you have listened to.

VII. What do you think happened next?

Read the end of the story and complete it as before. Do any of your suggestions prove to be true?

<p>When they got outside again the rain had turned to snow. They ran to the car, laughing. They felt that they had been released from a prison and now they wanted to be with lots of people. They drove to the next village and as midnight was just striking, they found a hotel with a room for the night. 'Happy New Year!' cried Jack, as he kissed the surprised receptionist on both cheeks. 'You have no idea how beautiful your hotel is!'</p>	<p>hysterically</p> <p>desperately</p> <p>fortunately</p> <p>warmly</p>
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VIII. Write the story of your worst holiday in about 200-250 words.

- When was it?
- Where was it?
- Who were you with?
- Why was it bad?

UNIT II

I. You will hear a dialogue between a married couple, Linda and Jeremy, who are talking about a house that they have just seen and that they are thinking of

buying. They don't always agree. Before you listen, find out the meaning and pronunciation of the following words and phrases.

- modernized
- the low ceilings
- The gas bills would really go down.
- tiny
- to knock down the wall
- a converted loft
- a lane
- to fix sth
- The roof is leaking.
- I bet the courtyard catches the sun.
- a mature apple tree

II. Listen to the tape and fill in the chart.

	Linda's opinion	Jeremy's opinion
Location		
Lounge		
Kitchen		
Bedrooms		

III. Listen to the tape again and say what Linda's general impression of the house is. What is Jeremy's?

IV. Describe the house that they are talking about. Give the facts, not their opinions.

Topic: CLOTHES

UNIT I

I. You will hear the following words and phrases in the text. Before you listen, learn to pronounce them and find out their meaning:

- a catwalk
- gorgeous models
- a polo-neck
- the cow-girl style

- classic-cut
- a buckle
- casual
- complement the outfit
- to add taste
- knee-high

II. Listen to the fashion show for the first time, then go through **the extracts of the presenter's commentary** and underline the correct item.

1. You will see our day- / night-wear collection.
2. First on the catwalk is Steve wearing a casual / classic-cut, two-piece woollen / cotton suit.
3. Steve wears it with a plain white shirt / shirt with a floral pattern.
4. The braces / gold-buckled leather belt make(s) it more interesting.
5. Helen is wearing a pair of loose-fitting trousers / jeans.
6. The polo-neck jumper / round-necked T-shirt adds taste to Helen's outfit.
7. Slip-on shoes / knee-high boots complete the look.
8. Chris is wearing sling-back shoes / trainers.
9. Narrow velvet cuffs / a checked shirt complete(s) the outfit.
10. Kate's skirt is short / with a slit.
11. Her jacket has a tie / button fastening.

III. Listen to the fashion show for the second time and answer the following questions:

1. What do they present?
2. Who will the collection be shown by?
3. What is Steve's outfit on the catwalk?
4. Which accessories brighten up his suit?
5. What collection does Helen introduce?
6. What is Helen's style? Give your grounds.
7. What has she tied round her waist? Why?
8. What is Chris wearing?
9. What has Chris chosen to combine his bright red jeans and black leather jacket with? Why?
10. What is everything this season?
11. What is the presenter's comment on his look?
12. How is Kate dressed? Is she casually or formally dressed?
13. What kind of suit is she wearing?
14. What kind of footwear goes well with her suit and complements it?

IV. Describe each model's clothes.

V. Fill in the blanks with one word:

The Clothes We Wear

Without realizing it, the clothes we choose to wear tell other people a lot about 1) We often judge people by 2) they are wearing. example, people dressed 4) expensive clothes are thought to 5) wealthy. Our shoes, accessories and jewellery, all tend to create an impression of our social class and personality. Similarly, our choice of clothes also depends 6) our age and who we are influenced 7) On the other 8) , we do not always 9) the chance to choose our clothes. If we work as a nurse, police officer or fire-fighter we have to wear a standard uniform. Lastly, our ideas of beauty 10) revealed by our style of dress. Dressing 11) a particular outfit might be a way of saying, “This is what I think 12) nice, and I believe it 13) me look more attractive.” In conclusion, more 14) being just a way to keep warm, clothes reveal a 15) about a person’s life, character and status.

Topic: DAY AND TIME. HOLIDAYS

UNIT I

Harry’s Weekend

I. You can hear all these words in the following listening text. Before you listen, find out the meaning and pronunciation of the following words:

- to tend to be busy
- to let loose
- the ‘happy hour’
- half price
- a sound engineer
- enormous
- to overlook sth
- It’s not “in” to go to all night parties.
- to do the laundry
- a pile
- to quiet down

II. Listen to the dialogue for the first time and answer the following questions:

1. What is Harry’s job?
2. Is Harry English or American?
3. Where does he live?

4. Are Harry's weekends busy or not?
5. When does the weekend begin?
6. Where do Americans go on Friday evening?
7. Do they go to bed early or late on Friday evening?
8. What is Saturday morning for?
9. What is Saturday afternoon for?
10. What do Americans begin their Sunday morning with?
11. When and where do they read their newspapers?
12. What does the word "brunch" mean?
13. Where do Americans have brunch?
14. When do American people quiet down a bit?

III. Listen to the dialogue for the second time and answer the following questions:

1. What is important for American people?
2. Do Americans manage to let loose during the week? Why?
3. When are drinks half-price in America?
4. When do Americans get up on Saturday morning? Why?
5. How do Americans get physical on Saturday afternoon?
6. Where do they usually go on Saturday evening?
7. Is it "in" to go to all-night parties in America nowadays?
8. What is a typical American Sunday morning like?
9. What is the most important meal of the week? Why?
10. What do they have for brunch?
11. How much do they usually pay for brunch?
12. The price for brunch is attractive. What else does Harry find attractive in brunch?
13. Why do Americans quiet down a bit on Sunday evening?
14. What do they usually do in the evening?
15. Why is it easy to find something you like on TV?

IV. Speak about *your* weekend.

UNIT II

A DISASTROUS HOLIDAY

I. You can hear all these words in the following listening text. Before you listen, find out the meaning and pronunciation of the following words:

disastrous
pasta
to be booked up
to bang

to have a row
a charter flight
It dawned on me.
to get a lift

chaos
a maniac

a vineyard
flash (adj.)

II. There are five disasters listed in the story. After you listen to them for the first time, say whether the statements are *true or false*:

1. The holiday was disastrous because John and Susan argued all the time.
2. Italy was their second choice for a holiday.
3. They missed the flight because they arrived late at the airport.
4. They had checked the time of departure.
5. Their friend Peter helped them after they missed the flight.
6. They tried to book another flight.
7. They were determined to catch the midnight boat across the Channel.
8. They started hitching in the early morning.
9. It took a long time to get a lift.
10. On September the first the whole population in France went on holiday.
11. They were happy after meeting a man who owned a vineyard.
12. Susan was sick in someone's car.
13. The worst thing was that tremendous drop from feeling so good to thinking that they were going to get killed.

III. Listen to the tape for the second time and answer the following questions:

1. Did John travel alone?
2. What was the first thing that went wrong?
3. Why did they decide to go to Italy?
4. Did anybody see them off at the airport?
5. Did they feel sorry for their friend Peter? Why?
6. What did John discover when he went down to see if the flight had been called?
7. Why did they get a train to the South Coast?
8. Why did they have to hitchhike in France?
9. What did they see when they got to the start of the motorway?
10. Why did everything look like chaos?
11. Why were they glad to meet a chap who owned a vineyard?
12. How did John and Susan understand that the other man was a complete maniac if he had seemed nice enough at first sight?
13. Why did John feel helpless?
14. When did the maniac eventually stop his car? Why?
15. What did the young people feel after they got back to England? Why?

IV. Talk about a disastrous holiday of your own.

UNIT III

I. You can hear all these words in the following listening text. Before you listen, find out the meaning and pronunciation of the following words:

- | | |
|------------------------------------|-----------------|
| to start a family | to make changes |
| to imagine doing | a yacht |
| complete | exciting |
| at the top of the best seller list | |

II. Read the sentences, then listen to an author talking about how his life will be different in ten years' time and mark these statements as true or false:

1. I'll still be writing novels.	
2. I'll have written two books.	
3. I'll be travelling all round the world.	
4. I won't have started a family.	
5. I'll be living in the same house.	
6. I'll have bought a yacht.	

III. Answer the following questions:

1. Has the guest's latest novel been a success?
2. What will Robert D Ellis be doing in 10 years' time? Why?
3. How many books will he have written in 10 years? Why so?
4. In what way do most successful writers spend a lot of time?
5. Will he be doing it?
6. When did he get married?
7. Is Robert D. Ellis planning to start a family soon?
8. Will he have moved house in 10 years? Why so?
9. Are there any changes Robert would like to have made in 10 years' time?
10. Does he have an exciting and successful 10 years ahead of him?

IV. Retell the dialogue.

V. Now think of yourself in a) five years' time, b) ten years' time, c) twenty years' time. What will you be doing / will you have done? Think about education, home, work, travel and family.

- e.g. I'll have finished university in 5 years' time.
 I'll be looking for a job in

UNIT IV

I. Miss Appleby is in the textile business. Here is her diary for today, with her secretary's notes down the side

Friday 15

9.00 – 10.00 Visit factory

10.30 ? 11.00? Back in office *Traffic is sometimes bad*

12.15 Lunch with designer *Very important*

2.00 – 2.30 See customer in office

Rest of p.m. In office *Certain*

II. Listen to the telephone call between a businessman and Miss Appleby's secretary. It is 9.30 in the morning. Sometimes the tape stops. Listen carefully and write in the "Your ideas" column what you think the secretary says.

Your ideas

1. She _____ a factory.
2. Well, she _____ late because of the traffic.
3. No, she _____ with a designer.
4. She _____ here in her office.
5. Definitely. She _____ be in her office for the rest of the afternoon.

III. Now listen to the tape again. This time you will hear all the secretary's words. Compare what you wrote under "Your ideas" with the information from the tape.

Topic: COLLEGE LIFE

UNIT I

I. You can hear all these words in the following listening text. Before you listen, find out the meaning and pronunciation of the following words:

- to be worried about sth
- to prepare for
- to revise sth
- to sit a subject
- put your notes away
- to rush
- to be anxious
- to read through the whole book

- to do sth at the last minute
- to get a good night's sleep
- to be able to concentrate
- to set an alarm-clock
- to be at your best
- to relax
- cereal
- to avoid doing sth

II. Read the table, then listen to a teacher giving advice about the best way to prepare for an exam and fill in the missing words. Then, looking at the notes, say what you should or shouldn't do:

The night before the exam

- revise the most important
- don't spend the whole night
- listen to some to help you relax
- get a good night's
- don't go to bed
- don't forget to set your alarm

The morning of the exam

- get
- have a good
- don't at all
- get to the exam centre at least.....before the exam starts
- avoid talking topeople

III. Listen to the text for the second time and answer the following questions:

1. Is it a good idea to try and revise everything the night before the exam?
2. When should students revise the most important points of the subject?
3. What shouldn't students do at the last minute?
4. Why should you listen to music before a good night's sleep?
5. Does Mr. McCormick suggest anything for the night before?
6. What makes you more anxious in the morning?
7. Why shouldn't you have anything heavy for breakfast?
8. Why does Mr. McCormick advise to have some cereal or fruit for breakfast?
9. What is sure to give you energy for the day ahead?
10. Is it a good idea to study the notes just before the exams?
11. Why is it advisable to avoid talking to nervous people before you go into the examination room?
12. What do *you* do to be at *your* best on the day of your exam? Do you do the same?

UNIT II

BERT ATKINS TALKS ABOUT HIS SCHOOL DAYS

I. Check these words in your dictionary:

to knit

a cloth

a slate

punishment

II. You will hear Bert Atkins talking about his school days. What does he say about the following?

knitting

exams

paper and pencils

walking to school

writing lines

chalk and a slate

a bike

homework

the 'Big Boys School'

leaving school

talking in class

III. Listen again and answer the following questions.

1. When was Bert born?
2. How old was Bert when he started school?
3. How many pupils were there?
4. What does he remember most about *The Little School*?
5. Where did the pupils go when they were ten?
6. How far was *The Big Boys' School*?
7. Why didn't Bert ride to school on his bike?
8. At what age did children leave school?
9. Why were the pupils terrified of Tom Bevan?
10. What was the worst punishment Tom got?
11. Why was he punished?
12. What does Bert think about his own education?
13. The schooldays were the happiest days of his life, weren't they?

IV. Work with your partner. Talk about **your** school rules.

- What weren't you allowed to do?
- What did you have to do?
- What punishments were there if you did something wrong?
- Were your schooldays the happiest days of your life?

UNIT III

LIFE IN A JAPANESE SCHOOL

You are going to listen to a radio interview with Graham Grant, an English teacher who recently spent two years teaching in Japan.

I. The following words and phrases are in the interview. Check the meaning and the pronunciation in your dictionary.

- attitude
- retire
- competitive
- discipline
- a row /rou/ e.g. to sit in the front row
- strict
- to bow /bau/ e.g. to bow to the Queen
- politeness
- respect
- rude
- a job for life
- to do more than one job
- primary school
- junior high school
- to question a teacher
- to do well at school

II. Listen to the interview and answer the questions.

1. Why is education so important in Japan?
2. "Children must do well at school." Why?
3. At what age do they start to work hard?
4. What do they do in class?
5. What do they do in the evening?
6. Do they have a long holiday?
7. How do they spend their weekends and holidays?

III. Listen to the interview again and write the suitable questions to the answers below.

1) _____ ?

He's teaching Japanese in England.

2) _____ ?

They usually stay from the time they leave school or university until they retire.

3) _____ ?

About forty.

4) _____ ?
Because it is rude to question the teacher.

5) _____ ?
Six.

6) _____ ?
Three or four hours every night.

7) _____ ?
Yes, they do, because they are never bored.

8) _____ ?
She is probably watching TV.

IV. Discuss the following problems.

1. Are Japanese schools like schools in your country?
2. What are the advantages and disadvantages of strict schools?

Topic: MEALS. SHOPPING

UNIT I

I. Fill in the table using the following words which describe taste: *hot, bitter, creamy, sweet, greasy, salty, sour*.

1.	Crisps, nuts, bacon	
2.	Pastries, cakes, chocolate, honey	
3.	Curry, chilli, Tabasco, chilli peppers	
4.	Dark chocolate, olives, black coffee	
5.	Chips, fried bacon, fried chicken	
6.	Bad milk, lemons, pickled onions	
7.	Whipped cream, yoghurt, milk	

Fill in the blanks with the correct word: *spicy, overcooked, crunchy, stale, sugary*.

1. Indian food is often very hot and
2. I'm sorry for being so noisy, but this apple is really
3. Haven't we got any fresh bread? This loaf is
4. The meat was because she forgot to take it out of the oven on time.
5. Fizzy drinks are very and can be bad for your teeth.

III. You will hear the following words in the dialogue. Before you listen, learn to pronounce them and find out their meaning:

a platter	spicy
bouillabaisse	a bistro
Where do you fancy going?	to sound good
to book a table	Marseilles

IV. You are going to hear a conversation between two friends about where they are planning to go for dinner. Listen to the dialogue (for the first time) and decide whether the statements are true or false.

1. They're going out on Friday night.
2. They don't choose the Chinese restaurant because the food is greasy and very spicy.
3. Steve has been to the Ethiopian restaurant before.
4. The main dish at the Ethiopian restaurant consists of various kinds of food.
5. Bouillabaisse is made with fish and vegetables.
6. The French bistro closed down last Monday.
7. Steve is going to make the reservation.

V. Listen to the dialogue for the second time and answer the following questions.

1. Where do Steven and Kate fancy going on Saturday night?
2. Does the idea of going to the Chinese restaurant sound good to Kate? Why so?
3. What is the food like in the Ethiopian restaurant?
4. Why doesn't Steven want to go to the Ethiopian restaurant?
5. What attracts Steven in the little French bistro?
6. What is its specialty like?
7. Why do they make up their minds to go to the Italian restaurant in the long run?

VI. Now you will listen to people expressing their opinions about different restaurants. You will hear the following words in the dialogue. Before you listen, learn to pronounce them and find out their meaning:

to gasp	efficient
to serve food	a fast food joint
to fault sb on sth	overpriced

Listen to people's opinions and fill in the table below.

	Mexican	Fast Food	Italian
Quality of food	.....quality, .....and spicy	..... not greasy or too	Only the freshest
Service	Efficient, .....	.....	..... , unhurried
Atmosphere	.....	.....	Relaxed,
Price	.....	Overpriced	..... value for money

Now describe these restaurants, commenting on quality of food, service, atmosphere and price.

VIII. Describe any restaurant you / your parents / your friends have been to making use of the vocabulary of the unit.

UNIT II

I. Fill in the correct word. What other types of food or drink can be put in these containers: *box, jar, carton, bottle, packet, bowl*?

- | | |
|--------------------------|-----------------------|
| 1. a of chocolates | 4. a of soup |
| 2. a of crisps | 5. a of milk |
| 3. a of jam | 6. a of ketchup |

II. Fill in the correct word from the list below: *rasher, pint, loaf, clove, lump, slice, bar, pinch*.

- | | |
|-------------------------|---------------------|
| 1. a of salt | 5. a of beer |
| 2. a of garlic | 6. a of sugar |
| 3. a of bread | 7. a of ham |
| 4. a of chocolate | 8. a of bacon |

III. You will hear the following words in the dialogue. Before you listen, learn to pronounce them and find out their meaning:

shopping list run out of
spaghetti tub of margarine

IV. Listen to the dialogue and answer the following questions:

1. What are Paul and Jane going to make?
2. What do they need?
3. Do they need any vegetables?
4. Do they have to buy any oil?

5. What have Paul and Jane run out of?
6. How many eggs do they need?
7. What **types of drink** will they have to buy? What else ?
8. What don't they need to buy? Why?
9. Will they have to buy any fruit? What then?
10. Who has not got any food left?

V. Now, in pairs, act out a similar dialogue making your own shopping list. Make use of the active words denoting food and its containers listed in exercises I and II.

UNIT III

Complete the table by giving two more examples for each category.

	Types of food
Fruit	oranges,
Vegetables	carrots,
Pulses	lima beans,
Cereals	oats,
Dairy products	milk,
Meat	beef,
Poultry	chicken,
Fish	salmon,
Shellfish	lobster,

II. The following words go together but in a particular order. For example, we say *bread and butter* but we never say *butter and bread*. Try to match the rest of the words.

- | | | |
|--------------|-----|--------------|
| 1. bread | and | butter |
| 2. cream | | strawberries |
| 3. biscuits | | tea |
| 4. eggs | | bacon |
| 5. apple pie | | ice-cream |
| 6. ham | | cheese |
| 7. chips | | fish |
| 8. milk | | sugar |
| 9. salt | | pepper |
| 10. fruit | | vegetables |
| 11. potatoes | | meat |
| 12. oil | | vinegar |

III. You will hear the following words in the dialogue. Before you listen, learn to pronounce them and find out their meaning:

starters	rare
medium rare	well done
order	main course
go without	care for sth
steamed (vegetables)	

IV. Listen to the following dialogue between a customer and a waiter and answer the comprehension questions:

1. Where was the customer?
2. What did he order for starters?
3. What would he like for the main course?
4. How would he like his steak?
5. Would he like anything to drink?
6. Would he care for dessert afterwards?
7. What did they have for dessert?
8. Did the customer order anything for dessert?

V. Listen to the dialogue again, then in pairs, act out a similar dialogue using the menu below.

M e n u

Starters

Chefs salad	\$ 2.50
Ham and cheese crepes	\$ 2.45
French onion soup	\$ 2.00

Dessert

Strawberries and cream	\$ 2.50
Apple pie and custard	\$ 2.00

Main Course

Fish and chips	\$ 3.60
Vegetable curry	\$ 3.00
Spaghetti Bolognese	\$ 3.00
Steak with roast potatoes	\$ 4.50

Cold Beverages

Beer	\$ 2.00
Wine	\$ 1.50
Soda water	\$ 0.50
Mineral water	\$ 1.00

UNIT IV

I. Match the methods of cooking with their definitions:

- | | |
|----------|-------------------------------|
| 1. bake | a. cook in very hot oil |
| 2. boil | b. cook over hot water |
| 3. fry | c. cook under / over a flame |
| 4. grill | d. cook meat etc. in an oven |
| 5. roast | e. cook in hot water |
| 6. steam | f. cook bread etc. in an oven |

II. Match the adjectives with the nouns. Some adjectives can go with more than one noun.

- | | |
|------------|-----------|
| 1. light | a. cake |
| 2. weak | b. soup |
| 3. plain | c. cheese |
| 4. crunchy | d. fish |
| 5. stale | e. snack |
| 6. watery | f. bread |
| 7. bony | g. cream |
| 8. hard | h. coffee |
| 9. tough | i. apple |
| 10. thick | j. steak |

III. Match the ways of preparing food with the items on the right. Some may have more than one answer. What other foods can be prepared in these ways?

- | | |
|-------------|----------------|
| 1. chop | a. eggs |
| 2. stir | b. carrots |
| 3. scramble | c. apples |
| 4. slice | d. onions |
| 5. grate | e. sauce |
| 6. peel | f. cooked meat |

IV. You are going to listen to a chef describing how to make a traditional Mediterranean dish. You will hear the following words in the dialogue. Before you listen, learn to pronounce them and find out their meaning:

- | | | |
|-------------|-----------------|-----------------|
| parsley | flesh | clove of garlic |
| baking tray | breadcrumbs | sprinkle |
| mixing bowl | damage | chop |
| toss into | a pinch of salt | |

V. Listen to the description for the first time and answer the following questions:

1. What will the resident chef be showing on *Happy Housewife*?
2. Is the recipe economical from the chefs point of view?
3. How many people will the recipe serve?
4. What does Pierre Poivre do before he washes the tomatoes?
5. Where does he put the tomato flesh?
6. Which vegetables does he chop?
7. What does he sprinkle the mixture with?
8. How do the tomatoes look?
9. How long is the dish to be cooked?
10. How does it smell?

VI. Listen to the description for the second time and answer the following questions:

1. What are the ingredients of the dish?
2. What is the necessary temperature for electric and gas ovens? Which temperature should electric and gas ovens be set at?
3. Which oven does the chef use?
4. What spoon should you use to take out tomato flesh?
5. What do we stuff the tomatoes with? How is the mixture prepared?
6. What spoon does Pierre Poivre use to mix the ingredients?
7. What is it necessary to do for the final touch?
8. When do we put the tomatoes into the pre-heated oven?
9. How will the chef serve the stuffed tomatoes?

VII. Write a recipe of your favourite food. When writing instructions or describing processes, you should give detailed, accurate information in the right chronological order. Write short, simple and clear sentences using the imperative. You can link pieces of information using sequence words such as: *first, next, then, after that, as soon as, until, etc.*

UNIT V

I. Do you know what your eating habits are? Answer the following Yes / No questions concerning eating habits. Then check your score to find out what kind of diet you have:

1. Do you eat at a fast food restaurant more than once a week?
2. Do you often eat fresh fruit?
3. Do you eat red meat more than twice a week?
4. Do you usually eat a large meal before you go to bed?
5. Do you eat salted snacks (crisps, nuts, etc.) at least once a day?
6. Do you have fresh vegetables with your meals less than three times a week?
7. Do you drink fizzy beverages more than once a week?
8. Would you rather eat out instead of at home?
9. Do you always add salt to your food at the table?
10. Do you prefer butter to olive oil?

Score:

- | | | |
|------|-----|----------------------------------|
| 8-10 | yes | very unhealthy diet – be careful |
| 5-7 | yes | fairly healthy diet |
| 3-4 | yes | quite healthy diet |
| 1-2 | yes | very healthy diet |

II. You will hear the following words in the text. Before you listen, learn to pronounce them and find out their meaning:

let alone	improve
increase	junk food
be high / low in	saturated fat
lack of time	

III. Listen to the text for the first time and answer the following questions:

1. What do people have less and less time for in today's fast-moving world?
2. Why has junk food become so popular?
3. What has one hotel group announced?
4. What is junk food high or low in?
5. Is eating junk food risky? Why?
6. Why have our eating habits changed?
7. What is another alarming thing about people's lifestyles today?
8. What will the new generation be more likely to suffer from?
9. What will happen if people improve their eating habits?

IV. Fill in the correct word(s) from the list below. Use the words only once: *room, eating, gourmet, fast-moving, vast, couch-potato, balanced, the pressures, chocolate, to do, heart, high, junk, to keep, saturated, side.*

1. A(n) world
2. bars
3. a(n) lifestyle
4. the body fit
5. in calories
6. food
7. habits
8. disease
9. of modern life
10. fat
11. service
12. no harm
13. a(n) diet
14. dishes
15. the..... majority
16. effects

V. Fill in the correct preposition, then listen to the text for the second time and make sentences with these word-combinations covering the content of the text:

1. To be popular sb;
2. To be high calories;

3. To be associated sb / sth;
4. To be aware sth;
5. To suffer sth;
6. To deal sb / sth;
7. To be lacking sth;
8. The loss sb / sth;
9. To miss out sth;
10. To prefer sb / sth sb / sth else.

VI. What do you think?

1. What is junk food? Why do people eat so much junk food nowadays? How does junk food affect our health? What are the dangers of eating junk food? What are positive effects of eating healthy food? What can bring significant health benefits?

2. Are these statements true or false?

- Junk food is less satisfying and lower in vital nutrients than healthier food.
- Recent research has shown that young people, who prefer burgers and chips to rich gourmet dishes, tend to become overweight.
- But some hamburgers are very high in nutrients and low in fat.
- Doctors say that twenty minutes' exercise three times a week is all that is necessary to gain visible benefits.
- Young people turn down traditional food and go for fast food instead.

3. What is your favourite dish? Why? Is it healthy or unhealthy?

4. Have you ever tasted ethnic food (e.g. Chinese, Indian, etc.) Did you enjoy it?

UNIT VI

I. Discuss the following questions.

Do you ever invite your friends to your home for a meal?

Do you enjoy receiving guests?

Have you ever been a guest in someone's house in a foreign country?

When? Why? What happened?

II. Check these words in your dictionary:

To tidy a host a hostess modest to serve informal anchovies
 mussels casually starter buffet-style entertaining

These are some names of the meals you will hear:

sushi tempura sukiyaki spaghetti Jahugo

III. You will hear three people describe how they entertain guests in their country. Sumie is from Japan, Rosa is from Spain, and Leslie is from the United States.

Listen and take notes under the following headings:

- the kind of invitation, formal or informal
- the time of day
- the preparations that the host or hostess makes
- the presents that people take
- the food and drink served

Work in small groups. Compare the information. What similarities and differences are there?

IV. Listen again and check up your answers.

V. Discuss the following questions.

What happens in your country?

Is it usual to invite people to your home for a meal?

What are such occasions like in your home?

Topic: WEATHER. SEASONS

UNIT I

I. Look at the map of the British Isles. Find the following areas and places.

In England:

The North West the North East the South West the South East;
Wales the Midlands East Anglia Scotland Northern Ireland
the Atlantic

II. Before listening, check whether you understand the meaning of these words and phrases:

the weather forecast, morning mists, thunder, lightning, heavy rain, the highest spots, the cold front;

to wrap up, to drop, to move in, to freeze;

dry, sunny, chilly, low, cloudy

III. Listen to the weather forecast for the British Isles. Take notes about tomorrow's weather in the areas and places from exercise I.

IV. Listen again and check your notes.

V. Work in pairs. Using the map tell your partner what the weather will be like tomorrow on the British Isles.

VI. Write a weather forecast for where *you* are. Read it to the rest of the class.

PRACTICE TESTS

TEST 1. WORKING DOGS

Now you are going to hear a fragment of a radio programme in which the reporter, Kevin Thornhill, is speaking about dogs. You'll hear the recording twice, at an interval of 5 minutes. After the second listening, you'll have 2 minutes to complete the task.

1. Which of the information is *true*, *false* or *not stated*, according to what the speaker says?

- a) The people of the town built a statue of a sheep dog.
- b) Some effective dogs and their trainers are available through the international database.
- c) The speaker often makes donations to the Guide Dog Association.
- d) Nowadays the International Treaty bans huskies from Antarctica.
- e) The subject of the report is dogs in medicine.

2. Which of the dogs (1–5), according to the text, does the information (a–e) refer to?

- 1) *sheep dogs* 2) *guide dogs* 3) *guard dogs and search and rescue dogs*
4) *detector dogs* 5) *transport dogs*

- a) They are usually Labradors.
- b) They are believed to be able to count.
- c) They are happy working in a team.
- d) In Sidney they catch about 80 people a month.
- e) They can assist people in disaster relief operations.

3. Find the matching parts to give the true information about what you have just heard. Each of the phrases can be used only once. Two variants from 1 to 7 are extra.

	1) to sniff out food in people's bags.
a) Dogs have earned themselves	2) no assistance from the government.
b) Huskies are well adapted	3) in unison with their master.
c) The Guide Dog Associations receive	4) a reputation for being extremely loyal.
d) Some dogs are trained	5) to the early expeditions.
e) German shepherds make	6) excellent guard dogs.
	7) to harsh conditions.

4. Restore the order in which the topics (a–e) are discussed in the report .

- a) Collie sheep dogs work on farms.
- b) Some dogs help after earthquakes and avalanches.
- c) Huskies originally are from Siberia.
- d) The dog died waiting for its master.
- e) People try to bring illegal goods into the country.

5. All of the words from 1) to 10) appear in the text. Match 5 of them with the definitions (a–e) on the left.

	1) courageous
	2) valuable
a) doing what you are told to; willing to obey	3) loyal
b) feeling sure about your own ability	4) gentle
c) calm and kind, doing things in a quiet and careful way	5) vital
d) strong enough to deal successfully with difficult conditions or situations	6) confident
e) brave, able to do sth dangerous, without showing fear	7) obedient
	8) appropriate
	9) enormous
	10) tough

TEST 2. THE CITY OF BATH

Now you are going to hear a fragment of a radio programme for travelers about the sights of Bath. You'll hear the recording twice, at an interval of 5 minutes. After the second listening, you have 2 minutes to complete the task.

1. Which of the information is *true* and which is *false*, according to what the speaker says?

- a) The early 19th century official Bath guide claimed that Bath provided the best places for visitors to stay in Europe.
- b) The temperatures of Bath natural spring waters vary from 50 to 100 degrees centigrade.
- c) The façade of the Abbey Church represents a dream of Angels ascending Heaven headfirst.
- d) The mayor decided that all buildings had to be made with only Bath stone.
- e) Nowadays one can still taste spa water in the Pump Room.

2. Which of the statements (a–e) about Jane Austen are *true*, *false* or *not stated*, according to what you hear?

- a) Jane Austen spent in Bath all her life.
- b) Two of her novels are mostly set in Bath.
- c) Jane Austin came to Bath to take the waters for her health.
- d) She described the Pump Room in the novel *Northanger Abbey*.
- e) In the Pump Room she often joined other ladies and gentlemen to talk about politics.

3. Find the matching parts to give the true information about what you hear in the text. Each of the phrases can be used only once. Two variants from 1) to 7) are extra.

1) The Celts	a) visited Bath in 1702.
2) The Romans	b) created some Bath's most beautiful buildings.
3) Queen Anne	c) discovered the hot springs.
4) Beau Nash	d) was a personage of Jane Austen's novel
5) John Wood	e) created a series of baths
6) Ralph Allen	
7) Mr. Allen	

4. Choose one word in each group a) to e) that does not refer to the contents of the text.

- a) 1) visitors 2) ladies 3) merchants 4) strangers 5) gentlemen
- b) 1) superior 2) grotesque 3) elegant 4) unique 5) sophisticated
- c) 1) dedicated 2) flourished 3) restored 4) decorated 5) explored
- d) 1) springs 2) buildings 3) ceremonies 4) castles 5) colonnades
- e) 1) cuisine 2) goddess 3) architect 4) hospitality 5) monastery

5. All of the following phrases appear in the recording. Choose the correct preposition from 1) to 7) to complete them. Two variants are extra.

- 1) of 2) for 3) at 4) to 5) – 6) on 7) in

- a) at a constant rate of a quarter of a million litres _____ a day
- b) the baths fell _____ disrepair
- c) took charge _____ the social scene
- d) were responsible _____ the creation
- e) stand with your back _____ the Abbey

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