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ВЫПУСКНАЯ КВАЛИФИКАЦИОННАЯ РАБОТА

**Организация подготовки учащихся к выполнению заданий
раздела «Аудирование» единого государственного экзамена**

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Введение

Иностранный язык – важное средство коммуникации людей разных национальностей, жителей различных стран, также это важный элемент международной культуры. Обучение общению на иностранном языке – важная и основная задача, которая стоит перед учителями средней школы.

Статус иностранного языка меняется и его значимость и необходимость возрастает с каждым годом. Сейчас он востребован для расширения международных связей, как государством, так обществом и личностью. Именно поэтому иностранный язык становится средством общения, понимания и взаимодействия людей.

Главной целью обучения иностранного языка в средней школе является овладение учениками способностью непосредственного общения с носителями языками в самых распространенных ситуациях общения. Однако, общение – это не только говорение на языке, но и восприятие речи на слух. Ранее обучению аудированию уделялось не так много внимания в школьном процессе, хотя важность данного аспекта вполне очевидна.

Актуальность проблемы обучения аудированию обуславливает роль, которую играют слушание и понимание услышанного в процессе общения и изучения иностранного языка.

И.И. Халеева отмечает, что «аудитивная база – это одно из условий улучшения навыков устной речи, и путь к наполнению сведений о неисчерпаемых возможностях языковой системы и способах ее речевой реализации, и важный канал пополнения знаний о стране изучаемого языка» [30, с.156].

Для оценки сформированности иноязычных умений школьников был введен Единый Государственный Экзамен. Главная его цель – это независимая оценка уровня учебных достижений учеников с использованием стандартизированных заданий.

Также раздел «Аудирование» является обязательной частью международных экзаменов, таких как TOEFL, Cambridge First Certificate in English, IELTS и других. Именно поэтому аудирование занимает существенное место в обучении иностранному языку и считается одним из самых сложных в изучении. Многие недооценивают данный аспект обучения, что имеет влияние на языковую подготовку школьников.

Анализ результатов ЕГЭ 2016 года показал, что в целом, задания раздела «Аудирование» выполнены хорошо, т.е базовые умения у школьников сформированы. Но все же при выполнении они сталкиваются с некоторыми трудностями, например, отделение основной информации от второстепенной, заострение внимания на незнакомых словах, неиспользование языковой догадки.

Причиной могло послужить волнение, психологическое напряжение, а также неумение работать с тестами и недостаточная сформированность навыков по восприятию речи на слух.

Именно это и определило **актуальность** нашей работы.

Объект исследования: подготовка учащихся общеобразовательной школы к сдаче единого государственного экзамена по английскому языку.

Предмет исследования: организация подготовки учащихся к выполнению заданий из раздела «Аудирование» по английскому языку.

Цель данной работы: теоретически обосновать и практически разработать систему упражнений и методические рекомендации для учителей английского языка по подготовке к выполнению заданий из раздела «Аудирование» по английскому языку.

Задачи нашего исследования:

- 1) охарактеризовать аудирование как вид речевой деятельности;
- 2) выявить цели обучения аудированию в средней школе;
- 3) оценить качество и степень контроля сформированности умений аудирования на примере ЕГЭ;

- 4) выявить трудности и типичные ошибки при выполнении заданий ЕГЭ раздела «Аудирование»;
- 5) проанализировать УМК на предмет наличия упражнений, подготавливающих к выполнению заданий ЕГЭ раздела «Аудирование»;
- 6) разработать систему упражнений для подготовки к выполнению заданий ЕГЭ раздела «Аудирование»;
- 7) разработать методические рекомендации для учителей по подготовке школьников к сдаче ЕГЭ по английскому языку.

Теоретико-методологической базой нашего исследования послужили работы И.А.Зимней, Н.Д.Гальсковой, Н.И.Гез, Р.П.Мильруд.

Теоретическая значимость работы заключается в систематизации теоретического материала.

Практическая значимость нашего исследования заключается в том, что разработанные система упражнений и методические рекомендации могут быть использованы учителями общеобразовательной школы при подготовке учащихся к сдаче ЕГЭ по английскому языку.

Методы исследования

Теоретические:

- анализ и систематизация различных подходов к данной проблеме;
- сбор и обобщение практического опыта учителей.

Эмпирические:

- анализ аутентичных аудиотекстов;
- анкетирование;
- моделирование учебного процесса.

Работа состоит из введения, двух глав – теоретической и практической, выводов по каждой главе, заключения, списка использованных источников, приложения.

Результаты исследования были представлены на научно-практической конференции «Актуальные проблемы филологии и методики преподавания иностранных языков» и опубликованы в сборнике научных трудов по материалам очной XV Международной студенческой научно-практической конференции. – М.: Издательство «Перо», 2017. – 164 с.

Глава 1. Теоретические основы формирования умений аудирования в рамках подготовки к сдаче ЕГЭ по английскому языку

1.1 Психо-физиологическая характеристика аудирования как вида речевой деятельности

В современном мире полноценное общение на иностранном языке подразумевает под собой не только грамматически и лексически правильное употребление структур, но и овладение коммуникативными умениями.

В методике преподавания иностранных языков обучению аудированию всегда уделялось особое внимание, так как восприятие речи на слух – один из самых сложных процессов, ведь требует от учащихся большой концентрации внимания. Перед методикой стоит задача в правильной организации учебного процесса, который будет способствовать улучшению уровня сформированности аудитивных навыков учащихся, которые также будут отвечать требованиям современного общества.

Понятие «аудирование» рассматривается отечественными лингвистами как процесс восприятия и понимания иноязычной речи на слух. Гальскова Н.Д и Гез Н.И определили понятие «аудирование» как сложную рецептивную мыслительно-мнемическую деятельность, связанную с восприятием, пониманием и активной переработкой информации, содержащейся в устном речевом сообщении [10; с.95].

Внешне это невыраженный процесс, поэтому в течение длительного времени в истории развития методики аудирование не рассматривали как самостоятельный ВРД, а считали пассивным процессом и «побочным продуктом говорения» [10, с.161].

Однако в дальнейшем учеными было доказано, что аудирование является активным процессом, во время которого происходит напряженная работа всех психических и умственных процессов, происходит восприятие получаемой информации в виде звуковой формы, ее переработка и сличение с эталонами,

хранящимися в долговременной памяти учащихся, узнавание и понимание мысли.

Аудирование – единственный вид речевой деятельности, когда от нас (слушателей) почти ничего не зависит, так как языковая форма и содержание заданы извне говорящим.

И, естественно, в реальной ситуации общения нельзя повторить то, что мы слышим или слушаем. Например, речь лектора, учителя, разговор двух или более собеседников, теле/радиопередача, объявления по громкоговорителю на ж/д станциях/вокзалах и т.д.

Исходя из вышеизложенного, можно сделать вывод о том, что научить аудированию трудно. Как свидетельствуют учителя-практики, труднее, чем другим ВРД, тем более, что работа над аудированием у самих учащихся не вызывает положительных эмоций.

Аудирование обеспечивает возможность общения на иностранном языке. Поскольку речевое общение – процесс двусторонний, то недооценка аудирования может крайне отрицательно сказаться на языковой подготовке школьников. Так как часто именно несформированность навыков аудирования является причиной нарушения общения. Высказывания учащихся о том, что они порой не понимают обращенных вопросов к ним, подтверждает тот факт, что пониманию речи на иностранном языке нужно учить специально. Навыки аудирования формируются только в процессе восприятия речи на слух. При этом есть потребность понимать речь разного темпа, разного интонационного оформления и разного уровня правильности.

Именно поэтому при выборе текста для аудирования учитываются его языковые особенности, содержательные характеристики и композиционные особенности. При оценке психологических особенностей учащихся, в первую очередь, оцениваются их речевой слух, внимание, память, способность к речевой догадке и прогнозированию.

Аудирование как вид речевой деятельности имеет ряд особенностей. К примеру, Зимняя И.А. акцентирует внимание на том, что аудирование - это

внутренний процесс по форме протекания, так как внешне он никак не выражен и основывается только на психических процессах таких как внимание, восприятие информации на слух. Таким образом, предметом аудирования, согласно Зимней И.Я., является «чужая мысль, закодированная в тексте и подлежащая распознаванию» [11, с.47].

В методической литературе аудирование рассматривают как цель и как средство обучения. На уроках иностранного языка эти две функции тесно взаимосвязаны и дополняют одна другую.

В реальном общении нам приходится много слушать, и то, насколько точно и полно мы воспринимаем полученную информацию, может определить наши последующие действия. Научить учащихся понимать звучащую речь — одна из важнейших целей обучения. Давайте вспомним, в каких ситуациях реального общения мы сталкиваемся с аудированием как совершенно самостоятельным видом речевой деятельности? Это происходит, когда мы слушаем: различные объявления; новости радио и телевидения; различные инструкции и поручения; лекции; рассказы собеседников; актёров в пьесах и в кино; телефон и др.

Часто помимо восприятия речи со слуха мы выполняем и другие действия - наблюдаем, говорим, пишем и т.д., но, как правило, для того, чтобы адекватно действовать в конкретной ситуации, необходимо понимать то, что слышишь.

На уроке практически невозможно формировать только речевой или только языковой навык. Работая с аудиотекстами, мы параллельно отрабатываем лексические, грамматические, фонетические навыки. Аудиотексты дают информацию для обсуждения, что, в свою очередь, предполагает дальнейшее развитие навыков говорения или письма. В этом случае аудирование является средством обучения. Провести чёткую грань в данном случае очень непросто. Даже термин "устная речь" изначально предполагает как навыки аудирования, так и навыки говорения.

Таким образом, аудирование - это сложный рецептивный вид речевой деятельности. Этот процесс имеет ряд сложностей, связанных с процессом восприятия речи на слух, ее запоминания, ее темпом, с характером ее изложения.

1.2 Цели и содержание обучения аудированию в средней школе

Аудирование как цель обучения подразумевает под собой формирование определенных навыков, умения общаться, понимать смысл высказывания, выделять главное в услышанном, запоминать речевой материал, а также развитие речевых умений, слуховой памяти и реакции, необходимых психических способностей для осуществления успешной коммуникации.

В программе общеобразовательных учреждений цель обучения аудированию определена следующим образом: «владение умениями понимать на слух иноязычный текст предусматривает понимание несложных текстов с разной глубиной и точностью проникновения в их содержание в зависимости от коммуникативной задачи и функционального типа текста» [29].

Цели обучения аудированию можно определить как следующие:

- воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащих некоторое количество неизученных языковых явлений;
- воспринимать на слух и понимать значимую/нужную/запрашиваемую информацию в аутентичных текстах, содержащих как изученные языковые явления, так и некоторое количество неизученных языковых явлений.
- выделять основную мысль в воспринимаемом на слух тексте;
- отделять в тексте, воспринимаемом на слух, главные факты от второстепенных;
- использовать контекстуальную или языковую догадку при восприятии на слух текстов, содержащих незнакомые слова;

- игнорировать незнакомые языковые явления, несущественные для понимания основного содержания воспринимаемого на слух текста.

Аудирование так же служит и мощным средством обучения иностранному языку. Оно даёт возможность овладевать звуковой стороной изучаемого языка, его фонемным составом и интонацией; ритмом, ударением, мелодикой. Через аудирование идёт усвоение лексического состава языка и его грамматической структуры. В то же самое время аудирование облегчает овладение говорением, чтением и письмом. Если учащийся понимает звучащую речь, ему легче понять и графическую речь, т.е. изменить то, что он видит, на то, как это должно звучать.

При обучении аудированию необходимо учитывать разрыв между «языковой ограниченностью» реципиента и его интеллектуальным уровнем. Этот разрыв можно максимально сузить специальными заданиями, направляющими внимание слушающего на смысловое содержание сообщения. Этому способствуют и сами тексты, которые должны содержать коммуникативно ценную информацию, проблемные ситуации, позволяющие учащемуся принимать собственные решения.

Критерии оценки правильности понимания аудиотекста:

- полнота, точность и глубина понимания смысла текста;
- определение темы (идеи);
- адекватность восприятия основной информации смысловых частей сообщения;
- интерпретация характеристик собеседников (социальных, возрастных, психологических, роли, степень их знакомства и т. д.);
- определение коммуникативных намерений участников общения (согласие, совет, обмен информацией).

Кроме того, аудирование является одним из проверяемых умений во время Единого Государственного Экзамена, где проверяются умения прослушивать тексты с извлечением детальной информации и общего понимания прослушанного.

1.3 Контроль сформированности умений аудирования на примере ЕГЭ

Начиная с 2001 года, на территории Российской Федерации был введен единый государственный экзамен (ЕГЭ) для всех выпускников общеобразовательных учебных учреждений.

Единый государственный экзамен – это экзамен, в рамках которого выпускники выполняют набор стандартизированных заданий – контрольных измерительных материалов (КИМов), которые определяют уровень освоения учащимися федерального государственного образовательного стандарта среднего (полного) общего образования.

В рамках данного экзамена аудирование выступает как цель обучения. ЕГЭ по английскому языку содержит задания на определение уровня сформированности умений данных видов аудирования:

- 1) извлечение необходимой информации (селективное понимание);
- 2) понимание основного содержания с извлечением основной информации (глобальное понимание);
- 3) полное понимание содержания и смысла (детальное понимание).

Главным преимуществом экзамена является его объективность. Данный параметр обеспечивается за счет высокого качества заданий, максимально компьютеризированной системой обработки результатов, научно обоснованной методикой шкалирования, т.е. методикой выставления окончательного тестового балла по результатам выполнения теста.

В таблице 1 представлена информация о том, какие умения проверяются во время выполнения заданий раздела «Аудирование» ЕГЭ, с помощью каких заданий и текстов.

Таблица 1

Распределение заданий по содержанию и видам умений и навыков

За- да- ние	Контролируемые умения	Вид текста	Вид задания	Уровень	Коли- чество баллов
1	Понимание на слух основного содержания несложных звучащих текстов монологического и диалогического характера в рамках изучаемых тем	Краткие высказывания информационно-прагматического характера: прогноз погоды, объявления, программы теле- и радиопередач, интервью, репортажи, фрагменты радиопередач	Установление соответствия	Базовый	6
2	Выборочное понимание на слух необходимой информации	Беседа или высказывание в стандартных ситуациях повседневного общения: объявления, информационная реклама.	Альтернативные ответы	Повышенный	7
3	Полное понимание текстов монологического и диалогического характера в наиболее типичных ситуациях повседневного и элементарного профессионального общения	Интервью, развернутое тематическое высказывание, репортаж	Множественный выбор	Высокий	1
4				Высокий	1
5				Высокий	1
6				Высокий	1
7				Высокий	1
8				Высокий	1
9				Высокий	1
Итого					20

При выполнении первого блока раздела «Аудирование» основной целью ставится извлечение необходимой или интересующей информации, оставляя ненужную часть.

Во втором блоке на понимание основного содержания текст прослушивается с целью определения основной мысли и основного текста сообщения, отделения существенной информации.

Последний блок на полное понимание содержания направлен на полное и точное понимание прослушанного текста.

Таким образом, в рамках *содержательного аспекта* должно происходить развитие и совершенствование различных видов аудирования как комплексного речевого умения. *Технологический аспект* предполагает знакомство со спецификой заполнения бланков ответов ЕГЭ, тренировку в выполнении тестовых заданий различного типа.

1.4 Трудности и типичные ошибки при выполнении заданий ЕГЭ раздела «Аудирование»

Минимальный балл ЕГЭ по английскому языку не меняется уже в течение нескольких лет, и он составляет 22 первичных балла. При этом число учеников, которые не смогли набрать минимальное количество баллов в 2016 году, сократилось вдвое по сравнению с 2015 годом.

Последние несколько лет выпускники показывают достаточно стабильные результаты по выполнению заданий. Наиболее успешно выполненными заданиями являются задания из разделов «Аудирование» и «Чтение». Результаты по выполнению заданий данных заданий в таблице 2.

Таблица 2

Статистика выполнения заданий ЕГЭ

Раздел КИМ ЕГЭ	Средний % выполнения заданий
Аудирование	74,0
Чтение	75,7
Грамматика и лексика	67,3
Письмо	62,9
Устная часть	70,0

Но, тем не менее, не всем выпускникам данные разделы даются легко. В зависимости от уровня подготовки экзаменуемые сталкиваются с различного уровня трудностями.

Рассмотрим наиболее значимые проблемы, возникающие у участников экзамена с разным уровнем иноязычной коммуникативной компетенции. Также необходимо отметить, что повышение уровня владения иностранными языками является актуальной задачей общеобразовательных учреждений в условиях введения ФГОС, у которого в перспективе внедрение ЕГЭ по английскому языку, как обязательного экзамена. Стоит заметить, что современные подходы к обучению иностранным языкам соответствуют духу ФГОС – принципам личностно-ориентированного, деятельностного, практико-ориентированного обучения.

Начнем анализ с задания 1 раздела «Аудирование» базового уровня сложности: выясним, что участники экзамена освоили хорошо и определим, какие проблемы характерны для групп с разной подготовкой.

Данное задание проверяет такие умения аудирования, как: извлечение основной информации из иноязычного, отделение главной информации от второстепенной, соотнесение развернутого текста и его основной мысли в виде утверждения (с помощью ключевых слов, перифраза, синонимов, антонимов, смысла текста). По результатам ЕГЭ 2016 г., большое количество выпускников успешно справляется с этим заданием. Однако, в некоторых случаях наблюдаются сложности.

При анализе результатов было выяснено, что ученики, чей уровень владения иностранным языком находится на более слабом уровне, справляются с данными заданиями успешно в двух случаях: если ключевая мысль высказана в первой или последней фразе короткого текста, если ключевые слова и фразы знакомы им или являются синонимами фраз, данных в основном тексте.

Также сложность в определении правильного соответствия может объясняться тем, что в каких-то случаях испытуемые извлекают информацию только из первого или последнего предложений, так как некоторые фрагмента

могут оказаться для слабых выпускников слишком длинными для восприятия смысла текста со слуха. Порой существуют такие фрагменты, в которых нет подсказок в виде ключевых слов и необходимо понять смысл всего контекста, чтобы правильно выполнить задание. Можно сделать вывод, о том, что ключевые умения у всех экзаменуемых, в основном, сформированы. Однако не все испытуемые из слабой группы могут игнорировать незнакомые слова и пользоваться языковой догадкой. Некоторые испытывают трудности при соотнесении текста и его основной идеи, если для этого необходимо понимание всего контекста, а не использование ключевых слов или фраз. Из этого следует, что при подготовке учеников к выполнению подобных заданий необходимо уделять особое внимание на формирование умений определять основную мысль текста и формулировать ее на основе контекста.

Анализ результатов задания 2 показал, что при выполнении испытуемые столкнулись с некоторыми сложностями.

Экзаменуемые со слабым уровнем владения языком испытали трудности уже при выборе ответа к первому утверждению. Для многих трудным оказалось воспринимать на слух диалогическую речь, которая использовалась в данном задании. Для правильного выполнения данных заданий необходимо уметь извлекать запрашиваемую информацию из услышанного диалога с умением отличить, кто и что именно сказал. Данное условие отличается тем, что в аудиозаписи заданий ЕГЭ всегда звучат женский и мужской голоса.

К сожалению, слабые экзаменуемые, как правило, выхватывают отдельные услышанные фразы или слова, не обращая внимания на детали и контекст.

Задание 2 оказалось более сложным для участников слабой группы, в то время как средняя и сильная группы справились с ним в целом достаточно хорошо. Таким образом, при подготовке к выполнению данного задания следует обратить особое внимание на утверждения, которые требуют ответа «в тексте не сказано», и на понимание отдельных деталей текста. Рассмотрим, с какими трудностями столкнулись экзаменуемые в задании 3 в разделе

«Аудирование». Экзаменуемые в целом хорошо справились с заданиями 3–9 по аудированию, несмотря на то что это задания высокого уровня сложности.

Подводя итог анализу результатов выполнения заданий раздела «Аудирование», отметим, что в целом задания данного раздела были выполнены хорошо, т.е. базовые умения аудирования у экзаменуемых сформированы. Требуют совершенствования умения:

- отделять главную информацию от второстепенной;
- игнорировать незнакомые слова и применять языковую догадку;
- находить правильный ответ по ключевым словам в утверждениях и текстах;
- извлекать информацию из текста, обращая особое внимание на смысл текста и характерные детали, а не стремиться понять значение каждого слова.

Выводы по первой главе

В современном мире абсолютно все претерпевает изменения, российская школа тому не исключение. Из-за изменений требований к образованию и выпускникам довольно актуальным становится вопрос подбора методов и методик преподавания. Особенно остро этот вопрос стоит среди гуманитарных дисциплин. Одним из основных элементов изменения является введение единого государственного экзамена.

Ключевое назначение единого государственного экзамена по иностранным языкам заключается в определении уровня подготовки выпускников школы по английскому и другим языкам с целью их итоговой аттестации и поступления в высшие учебные заведения. В ЕГЭ используются задания стандартизированной формы – контрольные измерительные материалы.

Основной задачей в разделе «Аудирование» является проверка уровня сформированности умений в трех видах аудирования:

- понимание основного содержания;
- понимание запрашиваемой информации;
- полное и точное понимание содержания текста.

Довольно часто обучение аудированию вызывает трудности как со стороны учителя, так и со стороны учащихся, хоть и является одним из основных направлений. Именно поэтому важно, чтобы учитель не только пытался обучить детей аудированию, но и мог учитывать трудности, с которыми может столкнуться в процессе обучения, и пути их преодоления.

Для успешной сдачи ЕГЭ требуется особенная систематизированная подготовка учащихся по английскому языку. Для того, чтобы это могло реализовываться в школах необходимы учебно-методические комплексы, которые содержат в себе задания формата ЕГЭ, которые направлены на проверку тех умений, которые выносятся в рамках экзамена. Также для успешной подготовки учащихся необходимо, чтобы в течение года на уроках уделялось большое количество времени разбору заданий формата ЕГЭ.

В настоящее время обозначенная проблема является актуальной.

Глава 2. Технология подготовки учащихся старших классов средней общеобразовательной школы к успешному выполнению заданий раздела «аудирование» ЕГЭ по английскому языку

2.1. Анализ действующих УМК с целью определения эффективности их использования.

Обучение английскому языку, как и любому другому предмету, ведется с опорой на учебник. В наше время существует большое разнообразие учебно-методических комплексов, которые можно использовать в работе, все зависит от уровня и степени подготовки учащихся.

Ранее больший упор делался на обучение грамматике, чтению и лексике, чем устной речи. Теперь, когда основной целью обучения объявлена коммуникативность, стало достаточно сложно работать со старыми учебниками, которые не имеют материала, направленного на развитие аудитивных навыков и умений. Также для учителей оказалось неожиданным, что перед ними поставлена задача формирования базовых коммуникативных компетенций на уроках иностранного языка и необходимость подготовки учащихся 11 класса к сдаче ЕГЭ.

Поэтому в практической части мы рассмотрим 5 ведущих учебно-методических комплексов, которые чаще других используют в обучении детей. Нами были выбраны следующие учебные пособия:

- 1) Баранова К.М., Дули Дж., Копылова В., Эванс В. «Звездный Английский» (Starlight), 11 класс;
- 2) Афанасьева О. В., Эванс Вирджиния «Английский в фокусе» (Spotlight), 11 класс;
- 3) Гроза О.Л. «New Millenium English», 11 класс;
- 4) Афанасьева О.В, Михеева И.В, Баранова К.М. «Rainbow English», 11 класс;

5) Биболетова М.З, Бабушис Е.Е., Снежко Н.Д «Английский с удовольствием» (Enjoy English), 11 класс.

Исходя из специфики выбранной нами темы, нам представляется целесообразным провести анализ данных УМК с точки зрения эффективности представленных в них аудиотекстов и заданий к ним при подготовке к ЕГЭ для развития аудитивных навыков и умений по следующему плану:

1. Краткое описание самого УМК;
2. описание и анализ материалов для аудирования.

Анализ аудиотекстов, содержащихся в учебных пособиях, проводился нами по следующим критериям:

1) Культурологический аспект – наличие в текстах страноведческой информации, способствующей повышению интереса и мотивации к изучению иностранного языка;

2) аспект национальной ментальности – материалы в учебных пособиях должны учитывать особенности менталитета и жизненных устоев, должны содержать информацию, понятную и доступную для представителей различных культур;

3) ситуативный аспект – является одним из важных компонентов для создания реальной ситуации общения. В аудиоматериалах необходим сопутствующий звуковой ряд, например, шум транспорта, звонки телефона, голоса прохожих и т.д. Это способствует лучшему пониманию предлагаемых ситуаций.

А теперь проанализируем, что представляет собой каждый УМК.

Вначале рассмотрим УМК под названием «Starlight 11». Это совместный проект российского издательства «Просвещение» и британского издательства “Express Publishing”, в котором объединились современные тенденции российской и зарубежных методик обучения иностранному языку.

Данный УМК состоит из следующих компонентов: учебник; рабочая тетрадь; книга для учителя; методические рекомендации; аудиокурс для занятий в классе; контрольные задания; видеоссылки (Video Links).

Сам учебник состоит из 5 модулей, каждый из которых разделен на несколько подразделов. Каждый раздел учебника четко выстроен и имеет идентичную структуру на протяжении всего учебника, что позволяет легко и быстро ориентироваться. Каждый модуль содержит в себе один раздел, посвященный аудированию, в нем 3 задания, которые в точности повторяют задания ЕГЭ.

Данный УМК предназначен для школ с углубленным изучением языка.

Следующее учебное пособие – Spotlight 11. Данный комплекс состоит из следующих компонентов: учебник (Student's Book), рабочую тетрадь (Workbook), языковое портфолио (My Language Portfolio), книгу для чтения (Reader), книгу для учителя (Teacher's Book), аудио курс для работы в классе (Class Audio), аудио курс для индивидуальной работы дома (Student's Audio), аудио курс к книге для чтения (Reader CD), интернет страницы www.prosv.ru/umk/spotlight и www.spotlightrussia.ru

Весь материал учебника разделён на крупные блоки – Modules, каждый из которых обладает определённой тематической общностью. Всего в учебнике 8 модулей. Все они имеют одинаковую структуру.

В каждом модуле есть задания на аудирование, они помечены значком RTE. После каждого модуля есть тест по теме, который помогает определить уровень сформированности знаний по пройденной теме. Данный тест выполнен в формате ЕГЭ.

Все ситуации общения, представленные в УМК максимально приближены к реальным, что позволяет включить учащихся в диалог культур, осуществлять межпредметные связи, способствовать дальнейшему развитию навыков самостоятельной работы и самоконтроля.

Следующий УМК, который мы проанализировали, это New millennium English, который рассчитан для общеобразовательных учреждений. В комплект входит: полный набор учебных материалов (Student's Book), рабочая тетрадь (Workbook), подробные поурочные планы (Teacher's Book), аудиоматериалы на CD MP3, образцы тестовых заданий (Sample Tests) в Teacher's Book.

Учебник состоит из 10 разделов, каждый из которых разделен на 8 уроков. При анализе было замечено, что на протяжении всех уроков присутствуют задания на аудирование, которые соответствуют заданиям, представленным в ЕГЭ. В учебнике нет тестов на повторение пройденного материала. В рамках раздела выделен один урок на повторении грамматики и лексики, заданий на аудирование нет.

Еще одно учебное пособие, которое мы рассмотрели, это Rainbow English, он рассчитан на учеников с базовым уровнем подготовки.

В комплекте идет: полный набор учебных материалов (Student's Book), рабочая тетрадь (Workbook), книга для учителя (Teacher's Book), аудиоматериалы на CD MP3, образцы тестовых заданий (Sample Tests) в Teacher's Book.

В учебнике 4 раздела, который состоит из 10 уроков, последний из которых представляет собой тест для проверки знаний по пройденной теме. В каждом разделе представлено, в среднем, от 6 до 8 упражнений на аудирование. Задания, которые представлены в данном УМК, соответствуют заданиям ЕГЭ. Также было замечено, что рядом с заданиями аналогичными ЕГЭ, есть пометка NEF.

И последний проанализированный учебник – это Enjoy English, который рассчитан для общеобразовательных учреждений. В комплект данного пособия входит: учебник, рабочая тетрадь № 1, рабочая тетрадь № 2 «Контрольные работы», книга для учителя, аудиоматериалы на CD.

В данном УМК 4 раздела, который состоит из 5-7 подразделов. Каждый подраздел содержит от 130 до 140 упражнений, из которых 10 посвящены

аудированию. После каждого раздела представлен тест на проверку знаний по пройденной теме. Задания по аудированию в тесте отличаются от заданий ЕГЭ.

Во всех проанализированных учебных пособиях последовательно реализован коммуникативно-когнитивный подход, используется комбинация современных и традиционных техник. Рассмотрение страноведческого материала с межкультурной позиции позволяет решать задачу воспитания толерантности и уважения к другим народам и традициям.

Как уже было отмечено, все аудиоматериалы прилагаются к комплекту на CD-диске или доступны в онлайн версии на сайте. Данные диски содержат диалогические и монологические высказывания для развития аудитивных навыков и умений. Речь начитана носителями английского языка. При прослушивании записей было отмечено, что используется речь мужчин и женщин, речь людей разного возраста (подростков, молодых людей, людей более зрелого возраста), разные акценты и диалекты. Аудиозаписи из комплектов УМК «New Millenium English», «Spotlight», «Starlight» содержат различные звуковые эффекты, которые помогают создать атмосферу восприятия звучащего текста в реальных ситуациях и условиях. В то время как учебные пособия «Rainbow English» и «Enjoy English» не имеют таких эффектов.

В рамках предоставленных материалов были отмечены такие аутентичные тексты, как радиопрограммы, интервью, спортивные репортажи, пресс-конференции и т.д. Следовательно, мы можем сделать выводы, что данные УМК соответствуют требованиям Федерального государственного образовательного стандарта общего образования.

Полученные данные анализа представлены в таблице 3. В рамках анализа мы выделяли задания, которые полностью повторяют задания, представленные в заданиях ЕГЭ раздела «Аудирование», как формулировка, так и формат заданий, также делался акцент на проверяемых умениях. В таблице 3 представлено количество упражнений, полностью соответствующих формату ЕГЭ, которые встречаются на протяжении всего учебника.

Упражнения формата ЕГЭ в анализируемых УМК

Проверяемые умения УМК	Понимание основного содержания	Понимание запрашиваемой информации	Полное понимание текста
Starlight	+ 6	+ 7	+ 7
Spotlight	+ 4	+ 5	+ 4
New Millenium English	+ 3	-	+ 3
Rainbow English	+ 4	+ 9	+ 7
Enjoy English	+ 3	+ 3	-

Во время сдачи ЕГЭ по английскому языку при выполнении заданий раздела «Аудирование», как уже было отмечено, можно встретить три вида аудирования:

1. Аудирование с пониманием основного содержания. Объектом контроля является умение понимать основное содержание аутентичных текстов. Этот вид аудирования «предполагает обработку смысловой информации звучащего текста с целью отделить новое от известного, существенное от несущественного, закрепить в памяти наиболее важные сведения». (колесникова).

При анализе УМК мы рассматривали как наличие заданий полностью повторяющих задания ЕГЭ, так и наличие подготовительных упражнений. Результаты анализа по аудированию с пониманием основного содержания представлены в таблице 4.

Упражнения, полностью соответствующие формату ЕГЭ

УМК	Задание
Starlight 11	You will hear six different speakers. Match the speakers (1-6) to sentences A-G. use each sentence only once. There is one extra sentence you do not need to use. Write your answers in the table.
Millennium	Listen to eight people talking about a career in science. Put a tick in the

English-11	box opposite the name of the ones who DO NOT talk about themselves.
Spotlight-11	Listen to 1-5 speakers. Which of the comments below might each speaker say? One extra comment.
Enjoy English-11	Listen to 5 speakers talking about their attitude towards politics and decide whether they are interested in it or not. Match the speakers to sentences A-E.
Rainbow English 11	You will hear five people talking about what they are going to do when leave school. Listen and match the speakers (1-5) with their statements (a-f). There is one statement you don't have to use.

Упражнения, способствующие формированию умений аудирования с пониманием основного содержания, представлены в таблице 5.

Таблица 5

Подготовительные упражнения на формирование умений аудирования с пониманием основного содержания

УМК	Задание
Starlight 11	Listen to three people describing a disaster they each experienced. Which disaster is each person talking about: avalanche, earthquake, hurricane?
Millennium English-11	Listen to a radio programme about unusual behaviour in animals. Tick what the 2 pet owners talk about.
Spotlight-11	You will hear five people talking about watching the news on TV. Number the statements below in the order you hear them. There is one extra statement.
Enjoy English-11	Listen to the recording again and decide which of the speakers...
Rainbow English 11	What performances do these people like and dislike? (listening for specific information)

2. Аудирование с выборочным пониманием содержания. Объект контроля – умение извлекать из прослушиваемого текста запрашиваемую информацию или определять в нем ее отсутствие.

Результаты анализа по наличию заданий на аудирование с выборочным пониманием содержания представлены в таблице 6.

Таблица 6

Упражнения, полностью соответствующие формату ЕГЭ

УМК	Задание
Starlight 11	You'll hear a conversation between two friends. For statements 1-7, decide if each statement is True, False or Not stated. Circle the answer you choose. You'll hear the recording twice.

Spotlight-11	Listen and choose A, B or C for statements 1-7. (True/false/not stated).
Enjoy English-11	Listen to the mini-dialogues twice and mark the statements True, False or Not Stated.
Rainbow English 11	You will hear one of the tales about King Arthur's knights. Say which of the facts below (1-9) are true, false or not stated.

3. Аудирование с полным пониманием содержания. В качестве объекта контроля выступает точное (полное) понимание всей содержащейся в тексте информации.

Результаты анализа по наличию заданий на аудирование с полным пониманием содержания представлены в таблице 7.

Таблица 7

Упражнения, полностью соответствующие формату ЕГЭ

УМК	Задание
Starlight 11	You will hear a recording. For statements 1-7, choose A,B, or C to complete each statement correctly.
Millennium English-11	Listen to the recording and choose the right option
Spotlight-11	Listen to the speakers. For questions 1-3, choose A, B or C.
Rainbow English 11	Listen to the dialogue, and choose the appropriate options to complete the statements below.

Таблица 8

Упражнения, подготавливающие к формату данного задания ЕГЭ

УМК	Задание
Millennium English-11	Listen to the interview, take notes and fill in the table below.
Spotlight-11	Listen and fill in the gaps (1-5).
Enjoy English-11	Listen to the recording and complete the notes

В рамках анализа УМК было выявлено, что заданий, полностью соответствующих формату ЕГЭ, крайне мало, а в некоторых пособиях отсутствуют задания на проверку определенных умений. Также было отмечено, что в некоторых УМК присутствуют упражнения, подготавливающие к формату заданий в ЕГЭ, и наоборот, есть задания формата ЕГЭ, но нет подготавливающих упражнений.

Задания, в которых представлен ответ в формате True/False/Not Stated, считаются абсолютно соответствующими формату экзамена, в то время как задания, в которых есть только одна/две позиции (true/false) носят подготовительный характер.

Реже всего во всех УМК встречаются задания на полное понимание содержания.

Таким образом, анализ наиболее используемых действующих УМК по английскому языку на соответствие содержанию и характеру заданий КИМов ЕГЭ позволяет сделать вывод, что все вышеперечисленные УМК нуждаются в дополнительной адаптации под параметры ЕГЭ или при выборе одного из проанализированных УМК необходимо дополнять его методическими пособиями и рекомендациями, поскольку большинство упражнений являются однотипными, встречаются редко. Безусловно, такого количества упражнений и их разнообразия сильно не хватает для качественного развития умений аудирования, а тем более для успешной сдачи экзамена.

2.2 Методические рекомендации для учителей английского языка по подготовке учащихся к выполнению заданий ЕГЭ по аудированию

В системе образования появилось несколько проблем с переходом к формату единого государственного экзамена. Одной из основных оказалась подготовка учителей. В связи с этим нами были подобраны методические рекомендации, которые можно использовать для успешной реализации подготовки к выполнению заданий ЕГЭ раздела «Аудирование» по английскому языку. Ниже представлены рекомендации по работе с заданиями разного уровня сложности и разного формата:

1. При подготовке к выполнению задания базового уровня на понимание основного содержания прослушанного текста (задание на

установление соответствия), учителю необходимо обратить особое внимание на следующие моменты.

В первую очередь, нужно прочитать инструкции к заданию, понять его суть, лишь потом переходить к прослушиванию аудиофрагментов.

Во время чтения формулировок тезисов необходимо выделить ключевые слова, именно с их помощью можно найти различия между высказываниями. Определив отличия, необходимо придумать синонимы к ключевым словам, так как во фрагменте та же мысль будет выражена другими словами, которые будут близкими по смыслу.

Утверждения в задании представляют общее содержание или основную мысль прослушанного фрагмента, но выражены они, в основном, другими фразами, которые аудиофрагмент не содержит.

Для выполнения данного задания учащимся не требуется полное понимание прослушанного текста, поэтому перед учащимися ставится задача – понимание содержания текста по ключевым фразам. Необходимо также обратить внимание учащихся на то, что не нужно делать акцент на незнакомых словах, которые могут встретиться во время прослушивания фрагмента, особенно если от них не зависит общее понимание текста.

После того, как учащиеся прослушали фрагменты в первый раз необходимо, чтобы они отметили наиболее вероятные ответы, сравнивая ключевые слова, услышанные в тексте, и фразы, отмеченные ранее в утверждениях.

Во время второго прослушивания фрагмента основной задачей перед учащимися стоит извлечение информации, которую упустили при первом прослушивании, также необходимо обратить внимание на информацию, которая вызывает сомнения. На данном этапе необходимо проверить правильность выбранных ответов после первого прослушивания. Также важно отметить перед прослушиванием, что одно из представленных утверждения не используется и является лишним.

Для успешного выполнения данного задания учащимся можно предложить выполнить предтекстовые упражнения: вначале учащимся предлагается прослушать аудиозапись, не предоставляя им список утверждений. После прослушивания каждой части предлагается сформулировать основное содержание услышанного в одном предложении. Затем предлагается второе прослушивание фрагмента, после которого учащимся предоставляется список утверждений. Данное упражнение «от обратного» может помочь учащимся лучше ориентироваться в выделении ключевых фраз и подборе соответствий.

2. При выполнении задания повышенного уровня на понимание в прослушанном тексте запрашиваемой информации (задание на выбор ответа из трех вариантов: «верно», «неверно», «в тексте не сказано») следует учитывать следующие рекомендации.

Перед прослушиванием фрагмента необходимо прочитать инструкции к заданию и предложенные утверждения.

Для успешного выполнения данного задания необходимо акцентировать внимание учащихся на том, что не стоит отмечать правильные ответы до прослушивания записи, так как ответ зависит только от содержания текста. В таких ситуациях интуиция может подвести. Но после прочтения задания и утверждений можно сделать догадки о том, чему будет посвящен текст.

Во время выполнения данного задания стоит отметить, что определять правильные ответы стоит только после прослушивания, так как правильный ответ зависит только от содержания текста.

Также необходимо продумать какая информация станет ключевой для точного определения утверждений как верные, неверные или неупомянутые в тексте.

Стоит обратить внимание учащихся на разницу между вариантами «неверно» и «в тексте не сказано». Утверждение, которое является неверным, включает в себя информация, которая полностью противоречит тексту, а

вариант «в тексте не сказано» указывает на то, что такая информация отсутствует в прослушанном тексте.

В подобных заданиях утверждения приводятся в таком порядке, в каком информация идет в аудиозаписи, это дает возможность ознакомления с утверждениями во время прослушивания фрагмента.

Во время прослушивания записи необходимо акцентировать внимание на отрицательных предложениях, так как часто правильный ответ представлен в форме утвердительного предложения, которое содержит противоположное по значению слово тому, что звучит в аудиозаписи.

Последние утверждения данного задания связаны, в основном, с общим содержанием. Для правильного ответа необходимо учитывать содержание всего текста. При втором прослушивании необходимо проверить свои ответы и акцентировать внимание на утверждениях, которые вызывают сомнения.

3. При выполнении задания высокого уровня на полное понимание текста (задание на множественный выбор) следует учитывать следующие рекомендации.

Перед прослушиванием аудиозаписи необходимо прочитать как вопросы в задании, так предложенные варианты ответов. Это поможет учащимся при прослушивании выделить главные и ключевые фразы в тексте. В предложенных вопросах необходимо найти ключевые слова, к которым нужно подобрать синонимы. Как только начинается прослушивание, необходимо сконцентрироваться на понимании фрагмента, даже если не удалось дочитать вопросы до конца.

Также важным моментом является то, что вопросы представлены в том порядке, в каком информация дана в тексте.

При первом прослушивании необходимо отметить ответы, которые являются верными. Во время выбора ответов необходимо учитывать только ту информацию, которая представлена в тексте.

При выборе ответов необходимо учитывать тот факт, что как правильные, так и неправильные варианты могут содержать выражения и слова из текста,

поэтому стоит обращать внимание на контекст, в котором представлены данные утверждения. Варианты ответов, где контекст в аудиозаписи и в вопросе различается, являются неверными.

Стоит обратить особое внимание на варианты ответов, в которых содержатся те же фразы и слова, которые звучат в записи. Чаще всего, эти варианты являются неправильными. Необходимо обратить внимание учащихся на то, что верные ответы должны, в первую очередь, содержать такую же информацию, как и прослушанный фрагмент. И наличие тех же фраз в вариантах ответа, что и в аудиозаписи, не гарантирует, что данный ответ является верным.

Порой вопросы носят общий характер, они могут быть связаны с высказанными мнениями, намерениями автора. При выборе ответов на данные вопросы необходимо делать акцент не только на отдельные фразы, но и на текст в целом.

При втором прослушивании необходимо проверить выбранные ответы и акцентировать внимание на информации, которая была упущена при первом прослушивании.

Если после второго прослушивания остались сомнения по поводу выбранного ответа, не стоит оставлять вопросы без ответа.

2.3 Комплекс упражнений для подготовки учащихся к выполнению заданий ЕГЭ раздела «Аудирование» по английскому языку

Как было отмечено ранее, многие современные УМК по английскому языку имеют в недостаточном количестве упражнения на формирование аудитивных умений и навыков, именно поэтому был разработан комплекс упражнений, которые будут способствовать развитию и совершенствованию аудитивных умений и навыков.

Описание комплекса

Цель – развитие и совершенствование аудитивных навыков и умений учащихся; подготовка к выполнению заданий ЕГЭ раздела «Аудирование» по английскому языку.

Задача – выполнение ряда упражнений для совершенствования знаний, умений и навыков, необходимых для успешной сдачи раздела «Аудирование» на ЕГЭ по английскому языку, корректировка полученных результатов.

Ожидаемым результатом является то, что с помощью данных материалов преподаватель и ученик смогут выявить «пробелы» в знаниях экзаменуемого и составить индивидуальную и эффективную стратегию подготовки к сдаче раздела «Аудирование» ЕГЭ по иностранному языку.

Данный комплекс содержит 3 варианта подготовительных упражнений, далее следует 5 типовых вариантов раздела «Аудирование», которые в точности повторяют задания ЕГЭ. В конце комплекса находятся дополнительные материалы, которые включают ответы, аудиозаписи, тексты для аудирования.

Каждый вариант подготовительных упражнений разделен на 3 блока в соответствии с проверяемыми умениями на экзамене. В каждом блоке представлено 4-5 упражнений, из которых 3-4 являются подготовительными, 1-2 являются тестовыми, которые повторяют формат заданий ЕГЭ раздела «Аудирование». Также структура комплекса представлена в таблице 9.

Таблица 9

Структура комплекса упражнений

Блок	Тип задания	Формируемые навыки и умения
1 Понимание основного содержания - подготовительные упражнения - упражнения, соответствующие формату экзамена	Заполнение пропусков, перекрестный выбор, установление соответствия.	Понимать основное содержание различных аутентичных аудиотекстов.
2 Понимание запрашиваемой информации - подготовительные упражнения - упражнения, соответствующие формату экзамена	Ответ на вопрос, альтернативные ответы.	Извлекать необходимую информацию из аутентичных аудиотекстов, выявлять факты/примеры в

		соответствии с поставленным вопросом.
3 Полное понимание содержания - подготовительные упражнения - упражнения, соответствующие формату экзамена	Ответ на вопрос, множественный выбор.	Отделять главную информацию от второстепенной, выявлять наиболее значимые факты.

С данным комплексом можно ознакомиться в приложении (Приложение 1).

Комплекс упражнений может быть использован учителями как дополнительный материал на уроке для развития и совершенствования аудитивных умений и навыков, также он может использоваться в качестве контрольных заданий для отслеживания результатов учащихся.

Выводы по второй главе

1. Проведенный анализ учебно-методических комплексов показал, что учебники не обладают достаточным количеством упражнений, которые бы подготовили учащихся к выполнению заданий ЕГЭ раздела «Аудирование». И все проанализированные учебные пособия нуждаются в дополнительной адаптации под параметры ЕГЭ или при выборе одного из проанализированных УМК необходимо дополнять его методическими пособиями и рекомендациями, поскольку большинство упражнений являются однотипными.

В результате проведенного исследования было установлено, что

- для учащихся это один из сложных разделов, выполнение заданий этого раздела представляет большую трудность;
- во время прослушивания аудиозаписей многие учащиеся сконцентрированы на понимании каждого слова, боятся встретить незнакомые слова в тексте;

- для многих трудностью является темп высказываний и особенности произношения.

2. Предложенный комплекс упражнений для учащихся и методические рекомендации для учителей представляются эффективными в процессе обучения аудированию и могут использоваться в школах при подготовке к выполнению заданий ЕГЭ раздела «Аудирование».

ЗАКЛЮЧЕНИЕ

Целью нашего исследования была разработка такого комплекса упражнений и методических рекомендаций для учителей, которые будут помогать в подготовке учащихся к успешному выполнению заданий ЕГЭ раздела «Аудирование». Подводя итоги нашего исследования, мы пришли к следующим выводам:

1. В первой части нашего исследования были проанализированы теоретические аспекты аудирования, его целей и роли в обучении иностранным языкам относительно объекта нашего исследования – подготовки учащихся общеобразовательной школы к сдаче единого государственного экзамена по английскому языку.

2. Единый государственный экзамен – это экзамен, в рамках которого выпускники выполняют набор стандартизированных заданий – контрольных измерительных материалов (КИМов), которые определяют уровень освоения учащимися федерального государственного образовательного стандарта среднего (полного) общего образования. Данный экзамен содержит задания на определение уровня сформированности умений следующих видов аудирования: извлечение необходимой информации (селективное понимание); понимание основного содержания с извлечением основной информации (глобальное понимание); полное понимание содержания и смысла (детальное понимание).

3. Аудирование – это восприятие и понимание иностранной речи на слух. Как известно, общение – процесс двусторонний, умение понимать речь других является одним из ключевых. Именно поэтому от того насколько сформированы аудитивные навыки и умения зависит успех овладения языком в целом. Работая с аудиотекстами, мы параллельно отрабатываем лексические, грамматические, фонетические навыки.

4. В ходе исследования были проанализированы результаты ЕГЭ по английскому языку 2016 года и были выявлены типичные ошибки, которые совершают учащиеся при выполнении заданий ЕГЭ раздела «Аудирование».

5. Практический опыт обучения иностранному языку, практика перевода и общения на иностранном языке показывают, что аудирование является одним из основных, но в то же время сложных видов речевой деятельности.

6. В современном мире существует масса учебных пособий, которые обещают отличные и быстрые результаты в обучении. Однако, в данный момент выбор средств обучения, т.е. учебников и учебных пособий, которые будут способствовать успешным и высоким результатам, становится острой проблемой в обучении иностранным языкам.

7. Анализ учебных пособий, которые используются на уроках английского языка в школах, показал, что представленные аудиоматериалы соответствуют критериям и параметрам аутентичности. Однако, количество упражнений, которые соответствуют формату ЕГЭ, является недостаточным. Таким образом, анализ используемых УМК по английскому языку позволяет сделать вывод, что проанализированные учебные пособия нуждаются в дополнительной адаптации под параметры ЕГЭ.

8. Разработанный комплекс упражнений может быть использован учителями как дополнительный материал на уроке для развития и совершенствования аудитивных умений и навыков, также он может использоваться в качестве контрольных заданий для отслеживания промежуточных результатов учащихся. Упражнения, представленные в данном комплексе, делают акцент на умениях, проверяемых во время выполнения заданий ЕГЭ.

9. На базе разных учебных пособий, которые используются при подготовке к ЕГЭ по английскому языку, и типичных ошибок при выполнении заданий экзамена нами были подобраны методические рекомендации, целью которых является помощь учителям при подготовке учащихся к выполнению

заданий раздела «Аудирование» ЕГЭ, также данные рекомендации могут быть использованы абитуриентами в качестве дополнительного материала при подготовке к экзамену.

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**Комплекс упражнений для подготовки учащихся к выполнению заданий
раздела «Аудирование» ЕГЭ по английскому языку**

Variant 1

Section 1

Exercise 1

Aim of exercise: to listen for stressed words which carry information; to build up complete sentences from the stressed words.

Before you listen, describe the photo and discuss what a holiday in a small village in the hills is like.



Exercise 2

You will hear Zoe talking about her last family holiday. But you'll only hear the important words in each sentence – the rest has disappeared! Listen and write down the words and phrases you hear for each sentence.

- Sentence 1: rented house small village _____
- Sentence 2: _____
- Sentence 3: _____
- Sentence 4: _____
- Sentence 5: _____
- Sentence 6 : _____
- Sentence 7 : _____

Exercise 3

Look at the words you've written down and guess what Zoe was saying. Remember, she was describing her last family holiday. Build the rest of the sentence around the words.

Sentence 1: We rented a house in a small village in the hills.

Exercise 4

Now listen to the full recording of what Zoe said and check it against what you have written.

Exercise 5

You will hear six people speaking. Match each speaker A-F to the statements 1-7. Use the statements only once. There is an extra statement which you don't need to use.

- 1 it was not what we expected
- 2 a change from the usual holiday
- 3 it was a dream come true
- 4 the beach is best
- 5 it was a very convenient location
- 6 I had a holiday romance
- 7 this holiday was a pleasant surprise

Speaker	A	B	C	D	E	F
Statement						

Section 2

Exercise 1

Aim: to develop the skill of identifying true and false statements for a shorter conversation.

You will hear a conversation between two people who are talking about a newspaper article. Decide whether statements A1-A4 are True or False. Circle the number of the answer you have chosen.

- 1) MR Flowers left 84.000 when he died.

1 True

2 False

- 2) The man does not approve of what Mr Flowers did
1 True 2 False
- 3) Mr Flowers had four children.
1 True 2 False
- 4) The woman is annoyed about this report.
1 True 2 False

Exercise 2

You will hear a conversation about choosing a language school. Decide which school each of the statements 1-7 refers to. Circle the number of the answer you have chosen.

1. The charge for accommodation is not included in the price.
A Goya Academy
B Iberia International
C Martinez School
2. A colleague recommended this school.
A Goya Academy
B Iberia International
C Martinez School
3. The brochure is well illustrated.
A Goya Academy
B Iberia International
C Martinez School
4. This school offers the most intensive programme.
A Goya Academy
B Iberia International
C Martinez School
5. It is near the center of town.
A Goya Academy
B Iberia International

C Martinez School

6. Accommodation is guaranteed close to the school.

A Goya Academy

B Iberia International

C Martinez School

7. It's unsuitable because of the age of the students.

A Goya Academy

B Iberia International

C Martinez School

Exercise 3

Listen to the dialogue and decide which information is true for each speaker.

Who:	Nigel	Selina
1 looks different?		
2 plays music?		
3 has a friend called Mike?		
4 asks about the other person's parents?		
5 is going to France?		
6 speaks bad French?		
7 is meeting a friend?		
8 brings the conversation to an end?		

Exercise 4

Listen again. Decide which of the statements are supported by the text (1 – True), which are not supported (2 – False) and which are not mentioned in the text and cannot be either proved or disproved from the information given (3 – Not stated). Circle the number of the answer you have chosen. Listen to the recording twice. Read the statements before you listen.

1 Selina used to have longer hair.

1 True 2 False 3 Not stated

2 Nigel is a member of a band.

1 True 2 False 3 Not stated

3 Nigel's parents have just built a summer cottage.

1 True 2 False 3 Not stated

4 Nigel is going to the cottage next weekend.

1 True 2 False 3 Not stated

5 Selina speaks French well.

1 True 2 False 3 Not stated

6 Nigel has visited Nice.

1 True 2 False 3 Not stated

7 Selina is waiting for somebody.

1 True 2 False 3 Not stated

Section 3

Exercise 1

Aim: to focus on different kinds of questions

You will hear people talking in five different situations. Listen and answer the questions.

Extract 1

Focus on **When** ...?

You hear this conversation outside the cinema.

1 When did Mark arrive?

2 When does the film start?

3 When did Sarah arrive?

Extract 2

Focus on **What** ...?

You overhear a man talking on his mobile phone.

1 What is the reason for his call?

2 What does he want his wife to do?

3 What does he intend to do in about 50 minutes?

4 What is he wearing?

Extract 3

Focus on **Who** ...?

Listen to this hotel manager talking.

- 1 Who is the manager talking to?
- 2 Who should show the guests to their rooms?
- 3 Who can guests ask about their leisure facilities?

Extract 4

Focus on **Where** ...?

Listen to this woman giving instructions to her babysitter.

- 1 Where can Lisa find a telephone number for emergencies?
- 2 Where is the baby's special drink?
- 3 Where is the drink Lisa prefers?

Extract 5

Focus on **How** ...?

Listen to these two colleagues talking at work.

- 1 How will the company save money?
- 2 How will the necessary decisions be made?
- 3 How do the speakers feel about the future?

Exercise 2

Aim: to understand why a particular answer is right.

You will hear five short recordings. Before each, there is one question about the main point. The correct answer is given. Listen to each extract and say why you think the answer is right.

Extract 1

You overhear two people talking about a report while waiting for the bus. What is the report about?

Answer: *poor standards in reading and maths.*

What did you hear that led to this answer?

Extract 2

You hear a man talking on the phone. What does he want the other person to do?

Answer: *He wants them to sell his spare ticket.*

What did you hear that led to this answer?

Extract 3

You hear someone talking about a shopping expedition. What did she buy?

Answer: *nothing*

What did you hear that led to this answer? (two things)

Extract 4

You hear a woman talking on the phone. What's the woman's job?

Answer: *a police officer*

What did you hear that led to this answer? (two things)

Extract 5

You hear two people discussing a play during the interval. What's the woman's opinion of the play?

Answer: *She finds the story quite depressing.*

What did you hear that led to this answer? (two things)

Exercise 3

You will hear people talking in eight different situations. For questions A-H, choose the best answer, 1, 2, or 3. Before listening, look at the question and the three answers and try to predict what you may hear.

A While visiting a fitness club, you hear this man talking. What is his main reason for joining the club?

1 to get fit

2 the running machine

3 for social reasons

B Listen to these people talking about a book. What kind of book are they discussing?

1 a love story

2 a thriller

3 a science book

C You are listening to a radio phone-in programme. Why has the woman called?

- 1 to criticise the famous
- 2 to put forward a different point of view
- 3 to sympathise with photographers

D You hear part of a radio programme about jeans. What did this man want his mother to do?

- 1 make his jeans narrower
- 2 make his jeans wider
- 3 stop quarrelling with him

E You hear two people discussing the menu in a Chinese restaurant. Which dish are they going to have?

- 1 fish
- 2 duck
- 3 beef

F A woman is talking on the phone to a friend. How does she feel about losing her job?

- 1 pleased
- 2 depressed
- 3 sorry

G A man is talking on the phone about a medical problem. Who is he talking to?

- 1 a friend
- 2 his boss
- 3 a doctor

H You hear a man trying to persuade his friend to come to the cinema. Why isn't she coming to the cinema tonight?

- 1 She is too busy.
- 2 She hasn't got any money.
- 3 She doesn't like the cinema.

Exercise 4

Aim: to practice making a choice when the speaker changes his/her mind in the course of the conversation.

You will hear part of a radio programme in which two people are talking about a competition. For questions A-I, choose the best answer 1,2 or 3 to complete the notes.

A Name of the competition

1 People and Faces

2 People and Places

3 People and Dresses

B The winner had ... correct answer(s).

1 1

2 9

3 10

C The first prize is worth £100

1 in any of 30 shops

2 in one local shop

3 in all 30 shops

D Answers to the questions are given ... of the Evening Chronicle.

1 on the back page

2 on the front page

3 in the usual place

E The correct answer to Question 3 of the competition is:

1 She was a scientist.

2 She was a celebrity.

3 She was a waitress.

F The question about the cathedral was number

1 4

2 5

3 6

G The most difficult question of all was number

1 6

2 7

3 10

H Name of the next competition:

1 Plays and Players

2 Heroes and Villains

3 Past and Present

I Entries should be in

1 by June 30th

2 by 1st July

3 on July 15th

Exercise 5

Вы услышите интервью. В заданиях 1-7 обведите цифру 1,2 или 3, соответствующую выбранному Вами варианту ответа.

1 What is Janice's job?

- 1) She's a famous actress.
- 2) She works in a café.
- 3) She plays small roles in films.

2 What does Janice say about her role as a waitress?

- 1) Being a waitress is not easy.
- 2) Her job is difficult to do well.
- 3) She has a talent for restaurant work.

3 How did Janice start her career?

- 1) She attended acting courses.
- 2) She looked for acting work in Russia.
- 3) She found a useful contract.

4 Which of these is the worst thing about her job?

- 1) It can take up a lot of time.
- 2) Directors can be demanding.

- 3) She has to live on a tight budget.
- 5 Why did Janice do the hockey match scene?
 - 1) She used to play hockey at school.
 - 2) She wanted to work with children.
 - 3) She didn't have much work.
- 6 What happened to Janice in this film?
 - 1) She hit another player.
 - 2) She got injured.
 - 3) Her team won the hockey match.
- 7 Why doesn't Janice want to have a main role?
 - 1) She doesn't like conflict.
 - 2) She doesn't want to be like Julia Roberts.
 - 3) She would prefer to be a teacher.

Variant 2

Section 1

Exercise 1

Aim: to understand the context from which a listening extract is taken – who's talking, to whom, what they're speaking about and why, how they're feeling, etc.

You will hear 12 extracts A-L. Stop the recording after each one and match it to one of the descriptions in the table below. The first extract has been done for you.

Description	Extract
general conversation	
weather forecast	
lecture or talk	
interview	
telephone conversation	
news bulletin	
telephone information line	
extract from film/book/play	
public announcement	A
advertisement	
tour commentary	
speech	

Exercise 2

Now you will hear 6 of the extracts again. Listen carefully and match each extract to one of the statements 1-7. Use each statement once only. There is one extra statement you don't need to use. Write your answers in the table.

1 An international conference on environmental issues has just taken place in the capital of Greece.

2 Anyone longs for them at any moment throughout the day.

3 He attracted everyone's attention while he was making his way to Anna.

4 Her parents allowed her to become what she had always wanted to.

5 Here is an announcement of the next thing coming.

6 Incredible as it may seem, there wasn't anything at the very beginning of the universe.

7 The group can see the famous tall building on their left.

C	F	H	J	K	L

Exercise 3

You will hear an extract entitled "Who would win the insect Olympics?". This tells you about the physical strengths of three insects, and imagines what sports they would do well in if they were Olympic athletes.

Listen and complete the table below

	Rhinoceros beetle	Cockroach	Cat flea
Olympic sport	weightlifting		
What the insect does			
Why it does it			to get to its new "home"

Exercise 4

Aim: to identify who says what and make notes about what you hear

Listen to the extract again. This time, match each insect to one of the statements 1-4. Use each statement only once. There is one extra statement you don't need to use. Write your answers in the table.

1 They are unable to keep the record speed up for a long time.

2 This activity can be dangerous.

3 They all come from the African variety.

4 They are so strong that they can lift hundreds of times their own weight.

Rhinoceros beetle	Cockroach	Cat flea

Exercise 5

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

- 1 This place is indescribable.
- 2 This is an outside museum.
- 3 It is rather disappointing.
- 4 It offers hands-on experience.
- 5 You never have any trouble seeing exhibits.
- 6 The whole family can have fun here.
- 7 This is my favourite museum.

Говорящий	A	B	C	D	E	F
Утверждение						

Section 2

Exercise 1

You will hear part of a dialogue with Barbara Currie, who is talking about her work as a dentist. Decide which of the statements 1-7 correspond to what you have heard (1 – True), which don't correspond (2 – False), and what has not been stated in the text (3 – Not stated). Circle the number of the answer of the answer you have chosen. Listen to the recording twice.

- 1) Barbara was quite young when she developed an interest in dentistry.
 - 1 True 2 False 3 Not stated
- 2) Barbara was happy to get rid of her gold tooth when she was 17.
 - 1 True 2 False 3 Not stated

3) She now wears her gold tooth on a chain to advertise new techniques in dentistry.

1 True 2 False 3 Not stated

4) At school and university, she chose to study sciences.

1 True 2 False 3 Not stated

5) She studied to become a dentist for 15 years.

1 True 2 False 3 Not stated

6) The number of women dentists is increasing these days.

1 True 2 False 3 Not stated

7) The number of women dentists with their own businesses has increased.

1 True 2 False 3 Not stated

Exercise 2

Now you will hear the second part of the dialogue with Barbara Currie.

Decide which of the statements 1-7 correspond to what you have heard (1 – True), which don't correspond (2 – False), and what has not been stated in the text (3 – Not stated). Circle the number of the answer of the answer you have chosen. Listen to the recording twice.

1) Some of Jack's relatives don't like going to the dentist.

1 True 2 False 3 Not stated

2) Some very frightened patients are NOT treated during their first visit.

1 True 2 False 3 Not stated

3) Dentists create a relaxing atmosphere by using music, TV and video games.

1 True 2 False 3 Not stated

4) Dentists do not offer magazines in their surgeries any more.

1 True 2 False 3 Not stated

5) Barbara finds the sound of the drill annoying.

1 True 2 False 3 Not stated

6) Introduction of new technology has decreased the use of the drill.

1 True 2 False 3 Not stated

7) One of Barbara's hopes for the future is to be able to modernise her practice.

1 True

2 False

3 Not stated

Exercise 3

You will hear part of a radio programme in which Frank, a policeman, talks about his forthcoming retirement. For questions 1-7, decide whether the information is stated or not, and write T for True or F for False in the boxes provided.

1 Frank is retiring before he has to.

2 He disapproves of the new technology in the office.

3 Frank is not against DNA testing.

4 Getting respect from the public is now more difficult.

5 He believes that women will soon make up 50% of the force.

6 The first thing Frank wants is a holiday.

7 He thinks Jessie would like him to do night security work.

Exercise 4

Listen again. For each of the seven statements 2-7 decide which are supported by the text (1- true), which are not supported (2- False) and which are not mentioned in the text and cannot either be proved or disproved from the information given (3 – Not stated). Circle the number of the answer you have chosen. Listen to the recording twice.

1) Frank was happy to be given a chance of early retirement.

1 True

2 False

3 Not stated

2) Frank objects to having to master new technologies at work.

1 True

2 False

3 Not stated

3) Frank finds DNA testing and other forensic methods fascinating.

1 True

2 False

3 Not stated

4) Frank tried to study DNA testing methods in criminology.

1 True

2 False

3 Not stated

5) Frank mentions changes for the better and the worse in a policeman's work

1 True

2 False

3 Not stated

6) Frank thinks work in the police is difficult for women.

1 True 2 False 3 Not stated

7) Frank will be happy to find a security job working shifts when he retires.

1 True 2 False 3 Not stated

Exercise 5

You will hear a recording. Decide which of the statements 1-7 correspond to what you have heard (1 – True), which don't correspond (2 – False), and what has not been stated in the text (3 – Not stated). Circle the number of the answer of the answer you have chosen. Listen to the recording twice.

1) Maria's parents are paying for her accommodation.

1 True 2 False 3 Not stated

2) Maria is paying a lot each month for electricity.

1 True 2 False 3 Not stated

3) Maria doesn't eat in cafés and restaurants because they are too far away from where she lives.

1 True 2 False 3 Not stated

4) Maria is sometimes too busy to cook.

1 True 2 False 3 Not stated

5) Maria takes it in turns with her roommate to cook at the hostel.

1 True 2 False 3 Not stated

6) Maria goes to the cinema on average twice a month.

1 True 2 False 3 Not stated

7) Maria buys all her clothes online.

1 True 2 False 3 Not stated

Section 3

Exercise 1

You will hear part of a radio talk about inventions. For questions 1-10, choose appropriate answer and circle number 1,2 or 3.

SOME USEFUL INVENTIONS

The wire coat hanger

- 1) The company was already making wire frames for
1 lights 2 lampshades 3 shades
- 2) Before, the employees had to put their coats.
1 in wardrobes 2 on hangers 3 on the floor
- 3) Albert Parkhouse made Money from the idea.
1 no 2 lots of 3 some

Rubber tyres

- 4) Rubber tyres were first invented by
1 John Dunlop 2 John Dunlop's son 3 A London engineer
- 5) The reason they failed was because of of rubber back then.
1 the quality 2 the cost 3 availability
- 6) John Dunlop addedto his tyres.
1 air 2 rubber 3 soft stuff

An aid for night drivers

- 7) The idea came from seeing while driving at night.
1 fog 2 headlights 3 a cat's eyes
- 8) The lens in his invention has behind it.
1 a mirror 2 a rubber pad 3 an iron case
- 9) It took Percy Shaw a to develop the idea to the level when he could patent it.
1 day 2 year 3 night
- 10) His invention brought him
1 riches and knowledge 2 expenses and publicity 3 wealth and fame

Exercise 2

You will hear four short recorded messages. For questions 1-11, choose the best answer 1,2 or 3.

Extract 1

- 1) Old number: 012 7978. New number is
- 1 0123 7978
 - 2 7 0123 7978
 - 3 0123 77978

Extract 2

- 2) Office open on week days
- 1 from 9 to 5.30
 - 2 from 10 to 5.30
 - 3 from 10 to 12
- 3) Office open On Saturdays.
- 1 from 9 to 5.30
 - 2 from 10 to 5.30
 - 3 from 10 to 12
- 4) For London trains ring
- 1 0208 03964118
 - 2 0207 0396418
 - 3 0207 03964118

Extract 3

- 5) Date of move:
- 1 October 3rd
 - 2 October 13th
 - 3 October 30th
- 6) New telephone number:
- 1 23457
 - 2 32547

3 23547

7) New address:

1 50, Leisure Lane

2 15, Leisure Lane

3 50, Leicester Lane

8) Postcode:

1 AG4 3GY

2 AJ4 3GY

3 AJ4 3JY

Extract 4

9) John Bellino exhibition: of May

1 from 3rd to 13th

2 from 3rd to 30th

3 from 13th to 30th

10) Alexandra Bruton exhibition:

1 from 16th to 26th

2 from 17th to 26th

3 from 16th to 27th

11) Sculpture seminar:

1 at 6.15 on Friday 12th

2 at 6.15 on Friday 20th

3 at 6.50 on Friday 20th

Exercise 3

You are going to hear an interview with a young person who is hitch-hiking. Choose the correct answers.

1) Chris broke a record when he hitchhiked

1 between two cities

2 25,000 kilometres

3 to the Middle East

- 4 around the world
- 2) With regard to safety, Chris says that
- 1 he feels quite safe everywhere
 - 2 reckless drivers are a constant problem
 - 3 a male hitchhiker has less to fear if he's with a girl
 - 4 you have to decide if you trust people enough
- 3) According to Chris, one advantage of hitching at a petrol station is that
- 1 you can spend the night there
 - 2 there's food and shelter
 - 3 you can go to the bathroom
 - 4 you're safer because of the lights
- 4) The thing Chris enjoys most about hitchhiking is that
- 1 unexpected things always happen
 - 2 you encounter unusual people
 - 3 you can get really far
 - 4 it's free
- 5) The Turkish man
- 1 had another fifty miles to drive
 - 2 was looking for an underground station
 - 3 had a sense of moral obligation
 - 4 was keen to get to Paris before nightfall

Exercise 4

- 1) Why did Greg travel without any money?
- 1 It seemed original.
 - 2 He had tried lots of other kinds of travel.
 - 3 He is quite poor.
- 2) How did Greg feel about his plan?
- 1 determined
 - 2 doubtful

- 3 deperate
- 3) What does Greg say about the Internet?
 - 1 It helped him plan his journey.
 - 2 It is always unreliable.
 - 3 The advice it offers is too simple.
 - 4) What does Greg's Laos experience show?
 - 1 Laos is more developed than people think.
 - 2 Poor people can be very generous.
 - 3 Travelling can be dangerous.
 - 5) Which of these jobs did Greg NOT do on the boat?
 - 1 carrying loads of cargo
 - 2 massaging passengers' backs
 - 3 looking after kids
 - 6) How did Greg get free medical care?
 - 1 He had insurance.
 - 2 He made a deal with the doctor.
 - 3 He didn't pay the bill.
 - 7) What does the presenter's last question suggest?
 - 1 The future is quite uncertain for Greg.
 - 2 It would be better for Greg to take it easy for a while.
 - 3 This was the greatest experience of Greg's life.

Variant 3

Section 1

Exercise 1

Read the statements below and underline the key words. Listen to the conversation and match the statements 1-11 to the correct book title. You can use one statement for more than one book! There is one extra statement which you don't need to use. Write your answers in the table below.

- 1) It is easy to find the recipe you need.

- 2) It's not going to be easy to find Thai recipes in it.
- 3) The book doesn't have many illustrations.
- 4) The book gives a lot of interesting reading material.
- 5) The book has probably got some spicy fish recipes.
- 6) The book has only traditional fish recipes.
- 7) The book is organised by the names of fish.
- 8) The book is organised by the traditional cuisine.
- 9) The book is organised by the season when they catch different fish.
- 10) There is a good index in the book.
- 11) With so many colour pictures, you can be sure what the dish you are cooking should look like.

Tasty Fish	Something Fishy	Worldwide Fish

Exercise 2

You will hear five speakers talking about films they have seen. Each speaker expresses an opinion about his or her chosen film. Match the speakers A-E with their opinions 1-5.

- 1 The scenery was wonderful.
- 2 The star was excellent.
- 3 The action was really exciting.
- 4 The story was very moving.
- 5 The acting was very good.

Speaker A	Speaker B	Speaker C	Speaker D	Speaker E

Exercise 3

Listen again and write down the words and phrases you hear which give clues to your answers.

Speaker A:

Speaker B:

Speaker C:

Speaker D:

Speaker E:

Exercise 4

You will hear the same five speakers again. This time, listen for some information that could lead you to make a wrong choice. If some words or phrases you hear relate to one of the other choices, these pieces of distracting information can sometimes lead you to make the wrong choice. The first speaker has been done for you.

Speaker A:

Didn't think much of the story (choice 4 mentions story).

Actors did their best (choice 5 mentions acting).

Speaker B:

Speaker C:

Speaker D:

Speaker E:

Exercise 5

- 1 I have to make a difficult decision.
- 2 Making money is the priority.
- 3 I have very high motivation.
- 4 This would be a logical step.
- 5 I will wait and see.
- 6 I am under pressure from my family.
- 7 I know that it's highly unlikely.

Speaker	A	B	C	D	E	F
Statement						

Section 2

Exercise 1

You will hear a conversation between three people talking about a picture in an exhibition. Look at questions 1-9 in the table below. Listen to the conversation and tick (✓) whether it is Jack, Sarah and/or Maria who expresses each fact or opinion. It may be one, two or all three of them. Listen to the conversation as many times as you need. Pay attention when the speakers use each other's name so that you know who is

who. It may also help if you make your own notes as you're listening, under the name of each speaker.

Who	Jack	Sarah	Maria
1 has seen the picture?			
2 advises their friend to see it?			
3 sympathises with the families' situation?			
4 feels it shouldn't be on display?			
5 didn't think it was very good?			
6 was moved by the picture?			
7 thinks the artist had a selfish motive?			
8 suggests the artist's motive may have been good?			
9 changes their mind about going to see it?			
Your additional notes			

Exercise 2

You will hear a conversation between a shop assistant and two customers, Tom and Carol. Decide whether statements 1-4 are True or False. Circle the number of the answer you have chosen.

1) Who feels embarrassed?

1 shop assistant 2 Tom 3 Carol

2) Who has left the receipt at home?

1 shop assistant 2 Tom 3 Carol

3) Who doesn't accept the refusal?

1 shop assistant 2 Tom 3 Carol

4) Who wants the manager to come?

1 shop assistant 2 Tom 3 Carol

Exercise 3

You will hear a conversation between two people about an electricity bill they've just received. Some of the statements 1-6 below contain information which was given in the recording (shown as True) but others do not (shown as False). What did you hear which led to the True/False answers?

0 The weather has been warm during the last three months.	False
<u>'It's been pretty cold'</u>	
1 They've needed the heating a lot.	True
2 Their electricity bill is bigger than last year's.	True
3 He's going to pay the bill immediately.	False
4 Electricity prices are higher than last year.	True
5 She is surprised at the size of the bill.	False

Exercise 4

You will hear the beginning of a dialogue between two schoolgirls about a disco. Of the three statements 1-3, one corresponds to what they say, one doesn't, and one gives information that isn't given in the recording. Which statement can be marked as True, which as False, and which as Not stated? Circle the number of the answer you have chosen.

1) Both girls went to the club disco last Saturday.

1 True 2 False 3 Not stated

2) The school band sings songs whose words have been written by one of the students.

1 True 2 False 3 Not stated

3) Everyone admired the way Julie danced at the disco.

1 True 2 False 3 Not stated

Exercise 5

1) Everyone calls the trainer Jim.

1 True 2 False 3 Not stated

- 2) Sandy's main motivation is to change her routine.
1 True 2 False 3 Not stated
- 3) It takes a long time to get fit.
1 True 2 False 3 Not stated
- 4) People at the tennis club supported Sandy.
1 True 2 False 3 Not stated
- 5) Jim suggests swimming because it is good for flexibility.
1 True 2 False 3 Not stated
- 6) Weight training is useful for sprinters.
1 True 2 False 3 Not stated
- 7) Jim recommends that Sandy uses her own bike.
1 True 2 False 3 Not stated

Section 3

Exercise 1

You will hear three short recordings of people talking. Listen and answer the questions.

Extract 1

What does the woman want the man to do?

- 1 watch a sports programme
- 2 repair the video
- 3 record a wildlife programme

Extract 2

Where is the conversation taking place?

- 1 at a gym
- 2 in a bank
- 3 on the street

Extract 3

What's the conference about?

- 1 book publishing

2 history

3 unidentified flying objects

Extract 4

Why doesn't the woman want to apologise?

1 She wasn't to blame.

2 She has never liked him.

3 She'll never see him again.

Exercise 2

1) Why did Helen leave the film early?

1 She wasn't enjoying it.

2 She didn't need to see the end.

3 She had to get her bus.

2) What did Spencer like most?

1 the action scenes

2 the Jackie Chan character

3 the special effects

3) What does Nina think about the actor who plays Bond?

1 His performance is satisfactory.

2 He shouldn't have taken the role.

3 He was the only good actor in the film.

4) What does Nina criticise?

1 the space scenes

2 the story

3 how much the film cost

5) How, according to Brendan, does the new film compare to the recent ones?

1 The actor playing Bond is better.

2 There is less action.

3 It is funnier.

6) What is Kate's opinion?

1 This is an average James Bond film.

- 2 This is the worst James Bond film.
- 3 This is the best James Bond film.
- 7) Why does Kari think James Bond films should continue?
 - 1 They encourage people to be ambitious.
 - 2 They allow people to escape their everyday lives.
 - 3 They can be enjoyed at the cinema.

Exercise 3

- 1) When was the main gate built?
 - 1 1017
 - 2 later than 1070
 - 3 earlier than 1070
- 2) What was the main courtyard for?
 - 1 playing football
 - 2 shopping
 - 3 different things
- 3) Why is the Tower called the Tower of Tears?
 - 1 The Lady of the Castle is buried there.
 - 2 The tower is very dangerous.
 - 3 The Lady of the Castle used to cry over her husband's death there.
- 4) Where can you eat bear pie?
 - 1 in the kitchens
 - 2 in the dining room
 - 3 at home
- 5) What happened to the dining room?
 - 1 It was destroyed by a fire.
 - 2 It was bombed in the war.
 - 3 It was rebuilt several times.
- 6) What were the living quarters of the Castle used for?
 - 1 The Lord's guests stayed there.

- 2 The Lord's family lived there.
- 3 All those working in the Castle lived there.
- 7) What can you see in the bedroom?
 - 1 a portrait
 - 2 original furniture
 - 3 central heating

Exercise 4

- 1) Why is Elvis telling his story?
 - 1 He wants people to know the truth.
 - 2 He needs to tell it before he forgets it.
 - 3 He has good memories of those times.
- 2) What would happen when Elvis tried to buy something?
 - 1 The seller wouldn't accept his money.
 - 2 Elvis had to sign his autograph.
 - 3 The seller would overcharge Elvis.
- 3) Why was it easy for Elvis to trick people?
 - 1 No one knew his secret.
 - 2 Everyone knew about his poor health.
 - 3 People would believe anything they heard about Elvis.
- 4) What emotion did Elvis experience the next day?
 - 1 shame
 - 2 happiness
 - 3 nostalgia
- 5) What has Elvis been doing for some of these years?
 - 1 hiding in his old home
 - 2 travelling around the world
 - 3 making movies
- 6) What does Elvis say about his old house?
 - 1 It was where he hid.

- 2 It has improved.
- 3 It looks strange.
- 7) Why has Elvis returned?
 - 1 for personal reasons
 - 2 He misses performing
 - 3 He wants to thank his loyal fans

TEST 1

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

1. I'm afraid of becoming overweight.
2. I want a stable financial position.
3. I might get held at gunpoint.
4. I'm concerned about my parents.
5. I want to stay fit for years to come.
6. I feel upset by my friend's problems.
7. I'm anxious to get a decent job.

Говорящий	А	В	С	D	Е	F
Утверждение						

2) Вы услышите диалог. Определите, какие из приведенных утверждений А-С соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Запишите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A. Joey isn't glad to have come back to England
- B. Joey took only a few photos during his trip.

- C. Kathy likes spending her holidays in Greece.
- D. Joey did some water sports in Australia.
- E. Joey stopped playing tennis because of an injury.
- F. Kathy and Joey are going to have a tennis game tomorrow.
- G. Kathy is still a student.

Утверждение	A	B	C	D	E	F	G
Соответствие							

Вы услышите запись. В заданиях 3-9 обведите цифру 1,2 или 3, соответствующую выбранному Вами варианту ответа.

3) What makes Linda upset with her neighbours?

- 1 their children
- 2 their lifestyle
- 3 their appearance

4) What does the radio presenter suggest to Linda?

- 1 to get to know her neighbours better
- 2 to go round to their house for a cup of tea
- 3 to tell them what she thinks of them

5) What woke Simon up?

- 1 the car losing control
- 2 his alarm clock
- 3 the feeling of falling

6) Why is Vera closing her shop?

- 1 for economic reasons
- 2 to move out of town
- 3 because it's been a hard job

7) What is the radio presenter's response to Vera?

- 1 Vera needs to get more customers
- 2 Vera is not being realistic
- 3 Vera should consider internet sales

8) How does Vera defend small shops?

- 1 They are businesses too
- 2 They have more regular customers
- 3 They provide a unique service

9) What does Chris feel about his relationship with Karen?

- 1 jealousy
- 2 regret
- 3 misunderstanding

TEST 2

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

- 1 The speaker criticizes books on time management.
- 2 The speaker believes our schedule shouldn't ignore personal wishes.
- 3 The speaker recommends balancing our weekly activities.
- 4 The speaker considers physiology in time management.
- 5 The speaker advocates concentration on each task.
- 6 The speaker recommends concentrating on one big aim at a time.
- 7 The speaker advises doing tasks in order of importance.

Говорящий	A	B	C	D	E	F
Утверждение						

2) Вы услышите диалог. Определите, какие из приведенных утверждений А-Г соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Вы услышите запись дважды.

1) Rachel hadn't planned to walk home

- 1 True
- 2 False
- 3 Not stated

2) Rachel also came home late after Sam's birthday party.

1 True 2 False 3 Not stated

3) Rachel's father goes to bed early.

1 True 2 False 3 Not stated

4) Rachel is a fan of the Spice Boys.

1 True 2 False 3 Not stated

5) Rachel's father advises Rachel not to tell her mother.

1 True 2 False 3 Not stated

6) Rachel thinks her dad's attitude is typical of fathers.

1 True 2 False 3 Not stated

7) Rachel's father may let Rachel go to the concert.

1 True 2 False 3 Not stated

Вы услышите запись. В заданиях 3-9 обведите цифру 1,2 или 3, соответствующую выбранному Вами варианту ответа.

3) Why doesn't Charlotte have breakfast when she wakes up?

1 She doesn't have enough time

2 She prefers tea

3 It is too early for her

4) What does Charlotte say about getting up early?

1 It means she can't meet friends

2 It is just part of her routine

3 It's easy to do

5) How many homes does she collect rubbish from?

1 315

2 350

3 318

6) What does the old lady do?

1 She steals bins

2 She always has a lot of extra rubbish

- 3 She has her bin inside
- 7) What did the young woman assume about her ring?
- 1 It was lost forever
- 2 It was in the bin
- 3 It had been stolen
- 8) What evidence does Mr Simpson have?
- 1 none
- 2 all of the cats never came back
- 3 most of the cats were last seen at number 7
- 9) What point is Charlotte making at the end?
- 1 People get pleasure from throwing out rubbish.
- 2 Refuse collectors are very honest.
- 3 People throw out perfectly good items.

TEST 3

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

- 1 I am satisfied parent.
- 2 We are able to have our dinner party.
- 3 I was able to get ready for work as usual thanks to the shop.
- 4 It is just like back home.
- 5 A dangerous situation is avoided.
- 6 I'm always surprised so many people are here.
- 7 That's how I fit shopping into my work schedule.

Говорящий	A	B	C	D	E	F
Утверждение						

2) Вы услышите диалог. Определите, какие из приведенных утверждений А-Г соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False)

и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Вы услышите запись дважды.

1. Two friends are deciding which country to visit.

1 True 2 False 3 Not stated

2) The trip should cost no more than 1600 pounds in total.

1 True 2 False 3 Not stated

3) Camping is not popular in Ljubljana.

1 True 2 False 3 Not stated

4) Lake Bled is quiet in summer.

1 True 2 False 3 Not stated

5) they might do mountain biking on the last day of the holiday.

1 True 2 False 3 Not stated

6) they mention four things they can do if the weather is not good.

1 True 2 False 3 Not stated

7) Rick is going to book the trip online.

1 True 2 False 3 Not stated

Вы услышите запись. В заданиях 3-9 обведите цифру 1,2 или 3, соответствующую выбранному Вами варианту ответа.

3) What type of work is Mr Murphy being interviewed for?

1 work in a garage

2 work in a bank

3 work in a school

4) How are people similar to cars according to Mr Murphy?

1 They are completely hopeless

2 They need care and attention.

3 They are like cars because they like cars.

5) What does the Porsche story say about Mr Murphy?

1 He is an expert in his profession.

2 He is patient.

3 He doesn't like difficult people.

6) How does Mr Murphy imagine his working day?

1 long and difficult

2 long but easy

3 short and easy

7) Who made Mr Murphy leave school?

1 nobody – he left himself

2 his maths teacher

3 the head teacher

8) How does Mr Murphy feel towards his maths teacher now?

1 guilty

2 thankful

3 angry

9) What plans does Mr Murphy have?

1 to get promotion

2 to improve life in the garage

3 to introduce major changes to the bank

TEST 4

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

1 This is a useless activity.

2 There needs to be more respect for us.

3 It isn't the right place.

4 People's inaccuracy can be annoying.

5 What is a cause of conflict in our family.

6 You can't correct bad taste.

7 I don't have enough patience.

Говорящий	A	B	C	D	E	F
Утверждение						

2) Вы услышите диалог. Определите, какие из приведенных утверждений A-G соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Вы услышите запись дважды.

1) The best way to get to know Oldcaster is to read about the town's history.

1 True 2 False 3 Not stated

2) The guide on the open-top bus tour speaks four other languages.

1 True 2 False 3 Not stated

3) Local painters exhibit their art in the Central Art Gallery.

1 True 2 False 3 Not stated

4) You can see an old bottle factory at the City Museum.

1 True 2 False 3 Not stated

5) You can swim at the pool from seven in the morning till eight in the evening.

1 True 2 False 3 Not stated

6) The local football team are playing a game on Saturday afternoon.

1 True 2 False 3 Not stated

7) £10 tickets for the football match have sold out.

1 True 2 False 3 Not stated

Вы услышите запись. В заданиях 3-9 обведите цифру 1,2 или 3, соответствующую выбранному Вами варианту ответа.

3) Why was Mr Blackburn outside so late?

1 He was looking or his dog.

2 He felt excited and needed to calm down.

- 3 This was his usual routine.
- 4) how is Mr Blackburn sure he didn't see a plane?
- 1 It had silver flashing lights.
- 2 It was flying close to the ground.
- 3 It flew in like a ghost.
- 5) What was strange about how the spaceship landed?
- 1 It made no noise.
- 2 It landed very close to Mr Blackburn
- 3 It landed in the canal.
- 6) How did Mr Blackburn know the two figures weren't human?
- 1 They had no faces.
- 2 They walked strangely.
- 3 They had gold-coloured clothes.
- 7) Why shouldn't we trust Mr Blackburn when he describes their language?
- 1 He was too frightened to notice anything.
- 2 He doesn't know any languages well.
- 3 He was more worried about Rex.
- 8) What was the purpose of the alien's question?
- 1 To make Mr Blackburn frightened.
- 2 To show that they understood English.
- 3 it is not clear.
- 9) How does Mr Blackburn feel about what happened to Rex?
- 1 confused
- 2 angry
- 3 worried

TEST 5

- 1) Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A-F и утверждениями, данными в списке 1-7. Используйте каждое утверждение, обозначенное соответствующей цифрой,

только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1 My neighbours are difficult.

2 I am considering moving house.

3 I deserve to be where I am.

4 The way of life here is quite hard.

5 The problem is living in a flat.

6 I am worried about money.

7 I'm satisfied with where I live.

Говорящий	A	B	C	D	E	F
Утверждение						

2) Вы услышите диалог. Определите, какие из приведенных утверждений A-G соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Вы услышите запись дважды.

1) The caller is enquiring about what the theatre has on the following week.

1 True 2 False 3 Not stated

2) The caller can easily get tickets to see a Shakespeare play at the weekend.

1 True 2 False 3 Not stated

3) The assistant says Romeo and Juliet has had good reviews.

1 True 2 False 3 Not stated

4) The caller likes Macbeth better than Romeo and Juliet.

1 True 2 False 3 Not stated

5) Some groups of viewers can have cheaper tickets for the theatre.

1 True 2 False 3 Not stated

6) The caller will be seeing Romeo and Juliet the following Thursday.

1 True

2 False

3 Not stated

7) Lydia isn't expecting the ticket to be so expensive.

1 True

2 False

3 Not stated

Вы услышите запись. В заданиях 3-9 обведите цифру 1,2 или 3, соответствующую выбранному Вами варианту ответа.

3) Being aware of your moods can help you to

1 carry out unpleasant tasks

2 choose the right time to do things

3 perceive other people's emotions

4 make better life choices

4) The young man responded aggressively to the neighbour because

1 he didn't care about other people

2 the neighbour was obviously crazy

3 he left himself under attack

4 he was fed up with constant comments about his age

5) The physiologist praised the young man's

1 driving skills

2 car

3 choice of music

4 attitude to other people

6) At the end of the conversation the young man

1 talked about music

2 gained the psychologist's confidence

3 agreed to do what he was asked to do

4 offered a compromise

7) The story of the young man is used as an example of

1 judging your moods

2 understanding other people's feelings

3 lack of respect

4 the importance of music to some people

Answer Key**Variant 1****Section 1****Exercise 2**

Sentence 1: hills, 30 minutes' drive, coast

Sentence 2: six, house, quite big

Sentence 3: best thing, garden

Sentence 4: huge

Sentence 5: lot, time, evenings, barbecues outside

Sentence 6: kids, go, sea

Sentence 7: every morning, took, there, John, I, took, turns, stay, beach

Exercise 5

A 5 B 7 C 2 D 1 E 3 F 6

Section 2**Exercise 1**

1-2 2-1 3-2 4-2

Exercise 2

1C 2A 3A 4B 5C 6B 7C

Exercise 3

Who:	Nigel	Selina
1 looks different?		✓
2 plays music?	✓	
3 has a friend called Mike?	✓	
4 asks about the other person's parents?		✓
5 is going to France?		✓
6 speaks bad French?	✓	
7 is meeting a friend?		✓
8 brings the conversation to an end?	✓	

Exercise 4

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

Section 3

Exercise 1

Extract 1

1 7.30 2 7.25

Extract 2

1 to tell his wife he's going to be late

2 pick him up at the station

3 ring her again

4 a suit

Extract 3

1 receptionist/staff

2 one of the porters

3 entertainment officer

Extract 4

1 by the phone

2 in the fridge

3 in the right-hand cupboard

Extract 5

1 by getting rid of some people

2 on the basis of assessment tests

3 not very optimistic

Exercise 2

Extract 1

One in six adults can't read or do simple adding up.

Extract 2

I was hoping to return her ticket to you to sell

Extract 3

...they were too tight...

...I'd never have been able to wear them...

Extract 4

...if you could come down to the station to give us a full report...

...makes, serial numbers and so on...

Extract 5

I thought it was meant to be a comedy.

Do you think anyone has such a bad time as that?

Exercise 3

A3 B1 C2 D1 E2 F3 G1 H1

Exercise 4

A2 B2 C1 D2 E3 F2 G3 H3 I1

The questions that were affected by distracting information were questions D, F, G, H and I.

Exercise 5

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

Variant 2

Section 1

Exercise 1

Description	Extract
general conversation	B
weather forecast	G
lecture or talk	J
interview	C
telephone conversation	E
news bulletin	L
telephone information line	D
extract from film/book/play	F
public announcement	A
advertisement	H
tour commentary	K
speech	I

Exercise 2

C4 F3 H2 J6 K7 L1

Exercise 3

	Rhinoceros beetle	Cockroach	Cat flea
Olympic sport	weightlifting	100 metres race	the high jump
What the insect does	supports up to 850 times its own weight	can run 5.4 km an hour (equivalent to a human running 100 metres in just over a second); runs on its back two legs	jumps 130 times its own height
Why it does it	digs out large amounts of earth and big stones to make its nest	to escape from its enemies (rats and spiders)	to get to its new "home"

Exercise 4

Rhinoceros beetle	Cockroach	Cat flea
4	1	2

Exercise 5

A5 B1 C3 D2 E4 F6

Section 2

Exercise 1

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

Exercise 2

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

Exercise 3

1T 2F 3T 4T 5F 6F 7F

Exercise 4

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

Exercise 5

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

Section 3

Exercise 1

1-2 2-3 3-1 4-3 5-2 6-1 7-3 8-1 9-2 10-3

Exercise 2

1-3 2-1 3-3 4-2 5-2 6-3 7-1 8-2 9-1 10-3 11-2

Exercise 3

1A 2D 3B 4B 5C

Exercise 4

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

Variant 3

Section 1

Exercise 1

Tasty Fish	Something Fishy	Worldwide Fish
£15.99 lots of colour pictures no spicy fish recipes traditional recipes	£17.99 has Thai recipes in it a bit muddled organized season by season good index at back	has spicy fish recipes she doesn't like it looks like a reference book not many pictures organized fish by fish he likes it £12

Exercise 2

Speaker A 3

Speaker B 1

Speaker C 4

Speaker D 5

Speaker E 2

Exercise 3

Speaker A: some individual scenes were great ; the car chase... was... breathtaking

Speaker B: the setting was what made the film : it looked marvelous, made me want to go there ; beautiful sandhills and... glorious sunsets over the mountains in the distance

Speaker C: what appealed to me most was the relationships; the scene when... was so sad; she wasn't the only one in tears; hardly a dry eye in the house

Speaker D: it was unknown actors that were the stars; it's amazing what he got out of them; the scenes between ... were really exciting

Speaker E: Rupert Everett's performance was head and shoulders above the rest' if this does turn out to be a big hit, it'll really all be down to him

Exercise 4 Possible distractors

Speaker B: I always like watching Ralph Fiennes (statement 2); I found it very moving (Statement 4)

Speaker C: there was lots of action (statement 3) ; some spectacular camerawork in the mountains (statement 1)

Speaker D: the main actor is a professional (statement 2)

Speaker E: ...and the setting was quite attractive (statement 1) ; I want to be moved or excited (statements 3 and 4)

Exercise 5

A3 B1 C6 D5 E4 F7

Section 2

Exercise 1

Who	Jack	Sarah	Maria
1 has seen the picture?	√	√	
2 advises their friend to see it?		√	
3 sympathises with the families' situation?	√	√	√
4 feels it shouldn't be on display?	√		√
5 didn't think it was very good?	√		
6 was moved by the picture?		√	
7 thinks the artist had a selfish motive?	√		
8 suggests the artist's motive may have been good?			√
9 changes their mind about going to see it?			√
Your additional notes			

Exercise 2

1-3 2-2 3-2 4-1

Exercise 3

1 'we've had the heating on much more than usual'

2 '...last year and the bill was nothing like as big as this one'

3 'I'm going to ring up and ask about it'

4 'don't forget they put up electricity charges last month'

5 'about what I was expecting'

Exercise 4

1-1 2-1 3-3

Exercise 5

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

Section 3

Exercise 1

Extract 1

C is right

Extract 2

B is right

Extract 3

C is right

Extract 4

A is right

Exercise 2

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

Exercise 3

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

Exercise 4

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

TEST 1

Exercise 1

A2 B4 C7 D1 E3 F5

Exercise 2

A2 B2 C3 D1 E1 F3 G1

Exercise 3

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

TEST 2

Exercise 1

A7 B3 C6 D2 E5 F4

Exercise 2

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

Exercise 3

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

TEST 3

Exercise 1

A2 B1 C7 D6 E3 F4

Exercise 2

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

Exercise 3

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

TEST 4

Exercise 1

A7 B2 C5 D1 E4 F3

Exercise 2

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

Exercise 3

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

TEST 5

Exercise 1

A7 4 C3 D1 E6 F2

Exercise 2

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

Exercise 3

1-2 2-3 3-2 4-3 5-2

Audioscripts**Variant 1****Exercise 2**

Sentence 1: rented ... house ... small village ... hills... 30 minutes' drive ... coast

Sentence 2: six ... house ... quite big

Sentence 3: best thing ... garden

Sentence 4: huge

Sentence 5: lot ... time ... evenings ... barbecues

Sentence 6: kids ... go ... sea

Sentence 7: every morning ... took ... there ... john ... I ... took... turns ... stay ... beach

Exercise 4

We rented a house in a small village in the hills about 30 minutes' drive from the coast. There were six of us so the house was quite big. But the best thing about it was the garden. It was huge.

We spent a lot of time there and in the evenings we had barbecues outside. The kids wanted to go to the sea, of course. So every morning we took them there and John and I took it in turns to stay with them on the beach.

Exercise 5

Speaker A

So, we really enjoyed it, actually. The weather was marvelous and the view inland to the mountains was great. And having the beach right on your doorstep meant you could spend all day in the sea if you wanted, or you could just wander up and down and look at the people.

Speaker B

It was such a beautiful place, and so unspoilt, and we just loved the views. You could even see the sea in the distance. And I'd come all prepared for it to be cold but actually, it was really warm, even though it was so high. And I just loved all the wildlife, of course.

Speaker C

I didn't miss the usual holiday things at all. I mean, in the past it's always been the seaside in the summer and the mountains to ski in spring, but this was the first time we'd done anything like this and there was just so much to do that I was quite exhausted at the end of the day, not to mention a lot poorer!

Speaker D

The travel agent just lied to us basically. She said that the location was perfect but the hotel overlooked a building site and you could hardly hear yourself think if you didn't keep all the windows closed. The best thing about the hotel was that it was right on the beach but what's the use of that if there's all that building going on?

Speaker E

I'd always wanted to go on a cruise – it seemed so romantic – but I kept putting it off for one reason or another. But this summer I finally booked a place on an ocean voyage and it was absolutely marvellous, what I'd expected and much more. I'd recommend it to anyone and I'd gladly go again.

Speaker F

Every woman dreams about finding a tall handsome man on her holiday but I'm not like that. I didn't even like Anton at first but we spent a lot of time together on the excursions and gradually something happened between us. Now we're together and I plan to visit him in Moscow as soon as I can.

Section 2

Exercise 1

Man: Have you seen this? 'Man leaves fortune to dog. 84-year-old Stanley Flowers, who died last week, has left over £100,000 to Rover, his two-year-old German Shepherd. Rover is now being cared for by a next-door neighbour.' What a waste of money! Why do people do that?

Woman: Why not? Maybe he didn't have any family to leave it to.

Man: Even if he didn't, he could have left it to something a bit more worthwhile, like a charity. Anyway, he has got a family. It says here that he has two sons and four grandchildren.

Woman: Mmm. I wonder how they feel about it. I'd be a bit annoyed if it was me.

Exercise 2

Simon: Hi, Peter. Oh good, you've brought the brochures with you.

Peter: Yes. I think all the schools sound quite interesting. We're definitely going to go, aren't we?

Simon: Sure, it's just a matter of choosing the right one. Which one is the cheapest?

Peter: Well, the Martinez School looks as if it costs about £500 less than the other two, but that's tuition only – the other two include everything, tuition, room, food, excursions etc. so there probably isn't much in it.

Simon: I didn't think the Goya Academy included everything – that was the only thing Mary – you know, my friend at work who did a course last year? – wasn't happy about, though she still thought it was the best place for us to go.

Peter: Maybe they've changed their pricing policy since she was there.

Simon: Could be. Anyway, it looks good, doesn't it? The photographs of the building and the town make the place seem really attractive. Mary said it was an interesting city – very historic but with lots going on.

Peter: What about the courses themselves? I was looking last night and Iberia International and the Goya Academy both seem pretty serious – they both have courses for business people. The only thing is that the Goya doesn't seem to run really short courses, and they only have 25 hours a week. I'd rather go for the Iberia – they seem to pack a lot more into each day.

Simon: How do you feel about location? The Martinez School's the only one that isn't quite long way out of town. Does that matter to you?

Peter: Not really. If we're only at school for ten days and in class for 60 hours of that, I'm not too worried about where the place is as long as it's not too far from my accommodation.

Simon: Good point. So that means ...?

Peter: Well, the only school that actually promises you'll be within walking distance is Iberia International.

Simon: OK, so in terms of location that one looks good. What about classes? What do they say about the number of students in each group?

Peter: Well, they all say they have small classes, but I suppose it depends what you mean by small. Maybe that's one of the things we should check, that and the average age of the students.

Simon: Mmm, I don't think we need to bother asking the Martinez School about that. Look, all their short courses seem to cater for teenagers on holiday courses.

Peter: Not really our scene. Shall we give the other two a ring and ask a few questions?

Simon: Yes, let's.

Exercise 3

Nigel: Selina, is that you! I haven't seen you for ages – must have been last summer.

Selina: Hi, Nigel, yeah, it's been a while.

Nigel: I hardly recognised you with your new hair style. It looks really nice short.

Selina: Yeah, I was sick of all that hair getting in my eyes. Anyway, what about you? What have you been up to, Nigel?

Nigel: The usual stuff at school and believe it or not I've started playing the guitar – me and Mike. The plan is to get a band together. It's going to be a while because we can't play anything yet but we're practising hard.

Selina: Sounds good, let me know when your first concert is. Are your mum and dad still trying to build that summer cottage? I remember your dad talking about it – it must be nearly finished by now. He said it just needed a few things doing to it.

Nigel: Dad was exaggerating as usual. There's a lot of work needs to be done there – I don't know why they even started it. All that work and money. I guess it's like a hobby for them. Actually, Dad asked me to do some work there on Saturday and Sunday, easy stuff like painting and putting up some shelves. I'd like to help him out if I get the chance. These guitar lessons take quite a lot of time.

Selina: I guess so. Did I tell you that I'm going to France in January? It's an exchange programme with a school in Nice and I'm really looking forward to using my French. I'm actually proud of it because after all those private lessons I had last

year I'm pretty fluent now. More practice would be good though and Nice is a lovely place, people say. Have you been there?

Nigel: I've been to France a few times – there was that school trip in year 8, remember that? But although we went to a few towns in the south of France, we didn't go to Nice. It gets really hot there in summer. I think I prefer Paris and the north. My French is terrible, by the way!

Selina: I'll give you some lessons if you teach me the guitar! Only joking, I'd be a terrible teacher. Look, I'd better go, Nigel, I've got a million things to do today and someone's waiting for me.

Nigel: Nice to see you, Selina, have a good one.

Section 3

Exercise 1

Extract 1

Sarah: Hi, Mark. Here I am! Five minutes early. How long have you been here?

Mark: Since 7.00, actually.

Sarah: I thought we said 7.30.

Mark: No, we can't have. The film starts at half past.

Sarah: I'm sure we said 7.30. Don't you remember, I said I was meeting Jane after work and I couldn't get here earlier?

Mark: That's news to me! Anyway, do you want to go to this film, or not? We've probably only missed the first few minutes.

Sarah: OK.

Extract 2

Yes, I know, I'm sorry, darling, but it's not my fault. Anyway, I'm on the way now. I'll be there in another hour or so ... What time are they expecting us? ... Well, it'd be quicker if you could pick me up at the station ... I'll ring you again when we're about ten minutes away ... No, I don't need to, do I? A suit isn't too formal for John and Penny, is it? ... OK, speak to you soon.

Extract 3

Now remember, when guests arrive late at night, their first priority is to get to their rooms and get to bed, so they don't want a lot of fuss from us. They're tired – they've probably been travelling all day. So keep all the paperwork short. Just get them to register, give them their room number, and get one of the porters to take them up. Don't start giving them details of when the swimming pool is open or how to use the fitness room. That's the entertainment officer's job anyway. OK?

Extract 4

Mrs B: Now, you know where everything is, don't you, Lisa? And I've left the number of the restaurant we're going to by the phone in case you need to get hold of us urgently and you can't get through on my mobile.

Lisa: That's fine, Mrs Bentham. You go and enjoy yourself.

Mrs B: If he wakes up, he might just need a drink. His special juice is in the fridge. But if he doesn't go back to sleep after that, you may have to read him a story. His favourite at the moment is 'Animal Wood'. It's on top of the bookcase somewhere.

Lisa: Don't worry, I'll find it.

Mrs B: And help yourself to coffee or whatever. It's on the worktop in the kitchen. Oh, I've just remembered, you'd rather have tea, wouldn't you? That's in the right-hand cupboard.

Extract 5

Man: What did you think about last night's meeting? I really feel we're in for a rough time.

Woman: Yes, the sales forecast for the next 18 months isn't good, is it? They didn't actually say it, but it obviously means they're going to have to make cutbacks and get rid of some people.

Man: Yes, and you know how they're going to do it, don't you?

Woman: No, how?

Man: They'll use the results of those personnel assessment tests we all had to do in February. I remember at the time wondering why they were suddenly introducing new American-style management techniques.

Woman: Well, now we know.

Exercise 2

Extract 1

Man: Have you seen this latest report?

Woman: Yes, makes depressing reading, doesn't it? I really felt like giving up when I read it.

Man: It made me angry. I mean, where do they get all these statistics from? I can't believe that one in six adults can't read or do simple adding up.

Woman: Well, I'm sure they haven't just made it up. Do you think it makes us seem useless or the people we're trying to teach?

Man: Both, probably.

Woman: Oh dear! I think I've chosen the wrong job.

Extract 2

No, I don't want to book, I've already got two tickets. The thing is, the person I was coming with can't come now, so I was hoping to return her ticket to you to sell ... OK, I'll bring it in this lunchtime ... I see, but there's a good chance, you think ... Right, so after the show, to the box office ... Thank you.

Extract 3

They were lovely, dark brown lace-ups with a good thick sole, but they were too tight round the toes. I'd never have been able to wear them in the winter with thick socks. Anyway, just as I was leaving the shop, I bumped into Emily and she'd just bought the most amazing dress for Frank's wedding. It's red with a really low back. It'll look great with her colouring.

Extract 4

So you think it was the video camera, the TV and the stereo that they took. Anything else, do you think – jewellery, watches, ornaments, money? ... No, I appreciate it's difficult to be sure. The best thing to do is stand in each room and look round slowly and try to remember what's normally there. And if you could come down to the station to give us a full report, you know, makes, serial numbers and so on.

Extract 5

Woman: Cor, I thought it was meant to be a comedy.

Man: Well, there are some funny bits.

Woman: Mmm. Not yet there aren't. I couldn't believe it when Jessica started talking about her childhood. I mean, do you think anyone has such a bad time as that?

Man: Yes, I'm sure they do. Anyway, it's supposed to be based on the writer's own life, isn't it?

Woman: Is it? Gosh, poor woman!

Exercise 3

Extract A

It seems a great club – lots of hi-tech equipment. I like the look of that running machine particularly, and I certainly need something to help me get fitter. But you know, I haven't been in Oxford very long, so really I'm just hoping I'll be able to get to know some new people here.

Extract B

Man: I thought it was an awful book. Honestly, just because it's set in the future doesn't mean it has to be so strange. I mean, for a romance, it was pretty weird, don't you think?

Woman: No, not really. I enjoyed all the action around their relationship. I thought it was really exciting.

Man: Yeah, maybe, but it took you away from what should have been the main point of the story – the way they came together.

Extract C

Man: OK, Mary from Glasgow, go ahead, make your point.

Woman: Well, I can't believe what your last caller said. How would she like it if she was on a beach and some photographer stuck his camera in her face. I mean ...

Man: But these people are famous – they must expect it, surely?

Woman: Yes, but not all the time. Not when they're not on duty, so to speak. Everybody on your programme seems to think that these photographers can do

anything, but I just want to set the record straight. I don't. There should be some respect for people's privacy.

Extract D

In the 1980s we were into heavy metal music and the great trend then was to wear jeans so tight they really almost stopped your circulation. Well, my Mum made my jeans at that time and they were deeply unfashionable. I used to insist on her taking them in, and this was a cause of great conflict at home. I refused to go out in jeans that were more than ten centimetres wider than my ankles.

Extract E

Woman: These ones here are really good. You see where it says 'sizzling dishes'?

Man: Mmm.

Woman: They come to the table all bubbling and spitting. I had the beef one last time.

Man: Worth having again, then.

Woman: Well, I'd rather try something different – like fish.

Man: Mmm, I'm not too keen on that, actually ... What about this duck thing, it seems to be a sort of speciality?

Woman: Mmm, 'crispy duck with an aromatic sauce' – yum.

Man: OK, well that's one, then. And I quite like the sound of this rice, it seems to have a bit of everything in it.

Woman: I think the noodles are better actually.

Extract F

Yes, I know, but in the end I didn't really have any choice, did I? The sad thing is I'd only been there three months and I was actually beginning to enjoy it. But making me work for two bosses instead of just the one, well, that wasn't fair. I didn't know whether I was coming or going ... No, I couldn't, I knew it wouldn't have worked. Still, it's a pity.

Extract G

Well, I dunno really. I just got up this morning and I couldn't walk. It feels like hot knives sticking into my right knee ... No, I can't move. Oh I've just thought – you

couldn't ring my boss and tell him what's happened, could you? I really don't feel like talking to him today ... Thanks, that's great. And tonight's off, I'm afraid ... That'd be nice ... And bring some aspirin or something with you when you come.

Extract H

Man: Come on, you'll enjoy it.

Woman: No really I can't. I must get this report finished by tomorrow if I want to get paid this month – and I do as my bank balance is not in a healthy state at the moment!

Man: But you'd be better after a break.

Woman: Oh I know, but in any case, I don't like big Hollywood-type films, you know that.

Man: OK. Well if I can't persuade you ...

Exercise 4

Woman: Well, now it's time for the results of last month's competition, which was called 'People and Places', and the winner was Carol Sutton, who answered all but one of the ten questions correctly. Well done, Carol!

Man: Yes, great stuff. Now you may remember that the competition was sponsored by the local shopkeepers' federation, so as her prize Carol gets gift vouchers to the value of £100, which she can spend at any of about 30 local shops. Happy shopping, Carol.

Woman: We'll just run through a few of the trickier questions, shall we? Of course, the full list of answers is printed in this week's Evening Chronicle – though you won't find them in the usual place on the back page. For some reason this week they've been moved to the front, so you can't miss them. Well, pretty well everyone got the first two questions right, about the most famous person associated with the town and where her father worked, but question three confused a lot of you, who thought she had been a scientist before she became well known.

Man: Yes, waitress was an unlikely answer, wasn't it, but that's what she was, and I'm sure she was very good at it.

Woman: Moving on, number four was straightforward, but the one after it about when the cathedral was built, caused lots of problems – quite a few incorrect answers

there. And then number six, well, a lot of people seem to have misheard this one and thought we were asking about the worst hotel in the town, when in fact we wanted to know the first hotel built here. So although the poor old late-lamented King's Hotel was the most popular choice, what we were after was the Queen's Arms.

Man: Yes, and talking of tricky questions, I myself would have expected number seven to be the most difficult one, but actually that honour went to number ten, which not even our winner, Carol, got. You'll kick yourselves when you see the answer in tonight's Evening Chronicle! And just to keep you in suspense a bit longer, we're not going to tell you until the end of the programme.

Woman: Bit unfair that, but anyway it's time to think about this month's competition, so get your pencils ready. We had lots of suggestions for names, including 'Plays and Players' and 'Heroes and Villains', which we particularly liked, but in the end we settled for 'Past and Present', and the questions will be coming up in a minute. Remember, entries must be in, actually here in the studio, by the 30th of June. The 1st or the 2nd of July won't do – we've got to be firm about that because the results come out on the 15th.

Exercise 5

Presenter: Here on the 'Working lives' programme we have Janice Kersey. You may not have heard of Janice but you have probably seen her on TV and films lots of times. So Janice is well known without being famous. Can you explain, Janice?

Janice: Hello, everyone. Yes, I'm an extra. That means I am an actress who is part of the background action. Extras are there to make the scene more real. I might be someone in a café, in a football crowd or even a battle scene.

Presenter: So you don't actually act then?

Janice: We have directions to follow like the main actors and we have to rehearse just as hard. I've just been in a film set in a hotel and I was one of the waitresses in the restaurant. I spent ages learning how to lay a table properly and serve, just so that it looked authentic. The actual scene took less than a minute but you wouldn't believe the preparation involved. I even spent one day at the Ritz hotel with the head waiter getting the tricks of the trade.

Presenter: How did you become an extra, Janice?

Janice: Unlike most extras, I never went to drama school or anything like that. It happened quite by chance. I was on holiday in St Petersburg, having a coffee on Nevskiy Prospekt, when a guy, Vadim, heard me speaking very bad Russian and asked if I was English. It turned out Vadim was a TV director and he needed an English nanny for a small scene in a Russian soap opera he was making. I had no idea what I was getting myself into but I agreed, it was only about an hour's work and it was fun. Afterwards, Vadim put me in touch with some friends in the business back home in London and then it started.

Presenter: It all sounds very glamorous.

Janice: Not really. To be frank, the money is not that good considering how much time you put in. A lot of things are done on very tight budgets and only the big stars get good money. Extras are right at the bottom of the list. Also, most of the work is extremely routine, just standing about as someone in the crowd – that's what I hate the most. You have to wait ages for the action to start and then the scene might have to be done lots of times because the director is not happy with something. Some directors are really difficult to work with because they won't let you go until everything is absolutely perfect.

Presenter: There must be some funny moments though.

Janice: Sure. I'm a great believer in that old saying 'never work with children or animals'. Two years ago, I was in a film set in a girls' boarding school. I was one of the teachers in a girls vs. teachers hockey match. I should never have agreed as I'm not sporty at all and I haven't played hockey since I was at school myself. I must have been short of work at the time. Anyway, some of the girls in the match were vicious and seemed to think it was a real game. One of them hit me on my ankle with her stick and I couldn't complete the scene – I had to be carried away almost screaming. That bit didn't get on the film, I'll tell you!

Presenter: Have you ever thought about becoming a real actress?

Janice: I'm not now? No, I see what you mean. I wouldn't really fancy being a main character. For a start, it is very difficult to get work, especially for women as they get

older. For every Julia Roberts, there are a thousand ex-actresses who have to become waitresses or teachers in drama school. The competition is very tough and things can get very unpleasant between actresses. You have to be a very hard woman to get to the top and you will make a lot of enemies on the way, that's a fact. That's not for me.

Presenter: Thank you, Janice and good luck in your next project.

Variant 2

Section 1

Exercise 1

Extract A

Could we have your attention please? We have here in our office, a little boy who says his name is Daniel, and he's lost his mum and dad. Could Daniel's mum and dad come to the customer services department on the second floor to collect him?

Extract B

Woman: Well, anyway, I phoned Gary and told him I couldn't make it.

Man: And? What did he say?

Woman: Nothing much. He seemed to accept it. Pass the salt, please.

Man: Didn't he even try to persuade you to change your mind?

Extract C

Man: Do you feel you made the right choice?

Woman: I think I knew from a very early age that music was going to be my life in some way or another.

Man: What was your parents' attitude to your decision?

Woman: They knew me well enough not to try to dissuade me!

Extract D

Thank you for calling the Los Angeles Bus Company hotline today, August 14th. If you are speaking on a touch-tone telephone, please use the buttons. If at any stage you make a mistake, press zero to take you back to the beginning.

Extract E

I'm sorry, she's not in at the moment ... No, she didn't say ... Yes, sure, just let me get a pen ... OK, go ahead.

Extract F

Gino pushed open the door and walked into the restaurant. He fully expected to be met by silence, and he was not disappointed. Fifty heads turned in his direction and all conversation died. His walk from the door to Anna's table was the longest he could remember.

Extract G

So, get the old umbrellas out today, we're in for a soaking, especially in the north and west of the country. And it looks set to stay that way for the next few days, I'm afraid.

Extract H

Poulton's After Dinner Mints. What a ridiculous name! They're not after dinner mints, they're during the morning, after lunch, before going out, while watching TV mints. Whenever you feel like a cool, chocolatey mint, Poulton's are the ones.

Extract I

And so finally, I'd like to thank everyone for coming and for making my parents' silver wedding anniversary a special day. And I'd just like to say thanks, Mum and Dad, you've been great ... so far!

Extract J

Most scientists believe that in the beginning there was nothing. It may seem absurd to believe that something – indeed everything in the universe, including the earth, sun, moon and all the planets and stars – could come from nothing, but astronomers and physicists assert this with increasing confidence.

Extract K

Over on the left, you'll see the famous Sears Tower, which was, until recently, the world's tallest building. Does anyone know which building has taken over the record? ... Yes, that's right. Anyway, the Sears Tower is the biggest on our continent.

Extract L

At the International Environment Conference in Athens today, delegates were told that unless drastic measures were taken, the quality of life in our cities would become unbearable. Over to our correspondent in Athens, Milton Davies, for more detail.

Milton ...

Exercise 2

Extract C

Man: Do you feel you made the right choice?

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Milton ...

Exercise 3-4

Who'd win the insect Olympics? The gold medal for weightlifting would go to the rhinoceros beetle, which can support up to 850 times its own weight. There are many different kinds of rhinoceros beetle from small to large, but the strongest and largest are the African variety. They have to be strong enough to dig out large amounts of earth and big stones in order to make their nests. The insect champion of the 100 metres would be the cockroach. One particular kind of cockroach has been timed at 5.4 kilometres per hour, which is like a human running the 100 metres in just over a second. At this speed, the cockroach actually runs just on its back two legs. They have developed this style of running in order to escape as quickly as possible from things that eat them – rats and spiders. But they can only keep it up for a short time. The high jump master is the cat flea, which can jump 130 times its own height – the equivalent of a human jumping over a 50-storey building. This jumping talent enables a flea to jump from one animal that it lives on to another. But jumping this high can be dangerous because of the pressure the flea experiences on its body. So nature designed a kind of outer shell for it, which acts as a pressure suit, so it can hop about happily.

Exercise 5

Speaker A

One good thing about the bread museum is that not many people know about it so you have the exhibitions almost all to yourself. It's really quiet. You can wander around and take your time without crowds of people following you and having to fight to see everything. It feels like the museum is there just for you, which is really nice. There's also a great café which serves delicious cakes and tea cakes.

Speaker B

Well, what can you say about the Hermitage? It's just amazing and I can't possibly tell you about it in only a few words, I wouldn't know where to start. People say you can spend a whole week there wandering about and still not see half of it. It's absolutely enormous. The trouble is that there is so much material to see that your head feels like exploding after a few hours and you need a break.

Speaker C

Considering all the hype and the ticket price – 25 pounds for adults and 20 for children! – I really expected a lot more. We were promised some kind of private tour, at an even higher price of course, but we were just part of a big group and the guide wasn't even that good. He spoke too fast and couldn't answer some of our questions. My advice is to save your time and money.

Speaker D

I'm not someone who generally goes to museums but I would recommend Woodford Aviation Museum. Actually, I wouldn't describe it as a museum, it's more like an open air show of anything and everything to do with planes and flying. The grounds are really big so there's plenty of space for everything and you can have a good walk around and see what you like. It's a very interesting place even for those who are not particularly into planes.

Speaker E

The Chemistry Museum is a bit different because you can actually carry out experiments, which is always fun for people whether they're seriously into science or not. An example is a machine where you can measure the ratio between gas and water in various substances. However, it is a fairly academic place and I wouldn't recommend it to children under say 13. I think they'd probably get bored.

Speaker F

A Literature Museum sounds a bit boring, doesn't it, but they've tried their best to make it a good afternoon out. The kids really liked the train which takes you on a history of books tour while my husband and I took part in a literature quiz. We thought we were quite knowledgeable about literature but our team came last and we

each won a library ticket for being such bad readers! It was rather embarrassing actually!

Section 2

Exercise 1

Jack: Anyway, Barbara. I always wanted to know what you did when we left school. I heard you became a dentist, is that right?

Barbara: Yes, it is, Jack. And you work in a bank, right?

Jack: I do indeed, no surprises there. But Barbara, when did you become interested in dentistry?

Barbara: Well, I suppose it started when I was eight, really. My older brother tripped me up and I smashed my front tooth. The dentist put in a gold one, which I thought was wonderful. I had it until I was 17. Well, in fact I've still got it, but not in my mouth. I wear it on this chain here, see.

Jack: Oh yes, how unusual! But in a way it's a good advertisement for your job.

Barbara: True. Anyway, after that early fascination with my gold tooth, I suppose I kind of followed the normal course – you know, science subjects at school, university and so on.

Jack: And you've been practising now for ... what ... 15 years or so?

Barbara: 20 now.

Jack: I see. My daughter is actually thinking of studying dentistry. Would you say that dentistry is still a man's world? I mean, I can't remember ever having a woman dentist in my life and I don't really want her to go into a totally male dominated profession.

Barbara: Well it used to be a totally male profession. It's getting better, but you still find only a few women who own their own practices. Most of them are junior partners or employees in a man's business. But that's great if your daughter chooses dentistry as her career. How old is she?

Jack: She's 18 and doing her A-levels next year.

Exercise 2

Jack: I reckon that I'm a pretty good patient for the dentist, but others in my family are awful. What do you think, Barbara, is it common for people to be frightened of the dentist?

Barbara: Well, not really the dentist him or herself, but more the whole experience, and yes, some really frightened people only make it as far as the front door by themselves. I have to go through a long process of getting them to come in, walk around, sit down and then leave.

Jack: You mean you don't actually do any work on their teeth?

Barbara: No, that's right. Sometimes, as I say, if people are really scared, the first visit is simply helping them to feel a bit more comfortable with the place, the furniture, the smell etc. Then, hopefully, when they come back next time, we move on to the next stage, walking them round my room with all the instruments, and explaining what everything is and what it does. It's a very time-consuming process. We've come a long way in recent years in helping people to cope with this experience. Music – great for relaxing – is common nowadays. In fact, you see a whole range of things in dentists' surgeries, from video games to TV – anything to stop the patient worrying about what's happening in their mouth.

Jack: But that's certainly progress from the days of out-of-date magazines in the waiting room.

Barbara: Yeah, well, even our magazines are quite new.

Jack: So, would you say you enjoy your work?

Barbara: Oh yes, I think so, on the whole. I mean there are some pretty awful bits. I'm still not used to some of the horrors I see when people open their mouths, and bad breath is not pleasant to deal with. And another thing which actually I find difficult – and I know this sounds surprising from a dentist – it's the noise of the drill. But laser treatment is now doing a lot of the work we had to use the drill for, so now it's not so much of a problem. But really I enjoy the technical side of the job and also the people side. I think I'm quite good at making a potentially unpleasant experience pleasant.

Jack: It sounds it. And the future, Barbara, what do you want for that?

Barbara: More of the same, I think. And perhaps a bit more money to help develop the practice more, and to make sure we can afford the latest technology.

Jack: I'm so glad we met up at last, Barbara, I could ask you questions all day.

Exercise 3-4

Interviewer: So Frank, how do you feel about retiring?

Frank: I can't tell you how much I'm looking forward to the end of the month when I stop. I'll be 55. I know that's early to stop working for many people, but we had the chance to take early retirement and I jumped at it. It's hard work in the police force, I can tell you, and not just physically either. Nowadays you've got to keep up with all the changes in technology that are part and parcel of any office job. When I started as a boy of 17, paper and pencil were about all the office equipment we needed but now, well... We were all encouraged to go on training courses for the computer, of course. It was very interesting actually and there's no doubt that it saves us a lot of work. But sometimes I long for the old days when a PC meant a police constable, not a personal computer.

Interviewer: What other changes have you seen?

Frank: Well, you wouldn't recognise the forensic side of the job nowadays. One fantastic example of that – well it's fantastic to me, though I think the younger ones just accept it without question – is this DNA testing. If they can find a tiny piece of tissue, for instance, at the scene of the crime, they can build up the DNA profile and match it, or not, to a suspect's. Wonderful – even if I don't really understand it. Well, anyway, you can see why I'm happy to be retiring. I'm lucky too – we've got a good pension scheme in the police force and to be honest the pay is pretty good for everyone too, at least it is these days. When I first joined, very few, except those right at the top, got much money; but still we were respected in the community. Now we get much more but our position is worse in many ways. The public are more suspicious of us. I don't know, maybe I'm just falling into the trap of looking back and thinking everything was better.

Interviewer: That's true for a lot of us, I think.

Frank: Mmm. I suppose you notice I've been talking about policemen – and that's another thing. Women are in the force today. Now do I approve of that change? Well, it makes sense, doesn't it? If we're supposed to reflect the composition of society, we ought to have 50% women. We're not there yet, but maybe we'll get there. I'm not too hopeful though. The police are a conservative lot. Anyway, as I was saying, money shouldn't be too much of a problem. But Jessie, my wife, she's more worried than I am about my retirement. Thinks I'll be hanging around the house all day getting bored. Getting in her way is probably what she's thinking. It's true though, it'll be very strange not having the daily discipline of a job – maybe not at first, that'll probably feel like a holiday, but after a few weeks. Still, if I get fed up, I can always try and find a little part-time work. Some mates of mine who left the force recently told me that ex-policemen can get security work – you know in a supermarket, or guarding a building at night. Don't think Jessie'd be too keen on that though, me working nights. Not sure I would, come to that – I've had enough of shift work over the last 30 years or so. It'll be nice to keep normal hours again.

Interviewer: Thank you, Frank, and good luck.

Exercise 5

Vicky: I'm thinking of applying for university in London, like you did. But I want to make sure I can afford to live there. How expensive is life in London, Maria?

Maria: Actually, Vicky, it's really expensive – accommodation, food, clothes ...

Vicky: What do you spend most of your money on? Everyday things, I mean.

Maria: Well, food and transport. Mum and Dad are paying for the hostel I'm staying in, so I'm not spending anything on accommodation, though I do pay for electricity. If I had to pay for accommodation, I'd be spending a huge sum of money each month!

Vicky: And how much is food in comparison with other expenses?

Maria: Well, if you eat at home, it's much cheaper than eating in the canteen. In any case, most of the cafés and restaurants in town are out of my price range. But the timetable is sometimes so tight that I don't have time to cook for myself. And I can't study properly when I'm hungry, so I go to the canteen or – as it closes quite early –

eat out in one of the cheaper cafés. The fridge in the hostel is too small for everyone to fit their food in, so I can't cook stuff in advance. So I have to set aside some money for eating out, and for going out with friends as well. But I've brought DVDs from home so I can have some entertainment at the hostel.

Vicky: What's your social life like?

Maria: Well, as you know, I'm very sociable. I love making new friends. So I go out with friends about once a week. And I go to the cinema a couple of times a month too. Luckily, I don't drink and I don't smoke, and I eat before going out, so the only expenses are entry money for a club or the cost of a ticket to the cinema or theatre.

Vicky: Do you shop for clothes in London? You always dress fashionably, and it can't be cheap.

Maria: I can't afford clothing in London, but Mum buys me things here and then alters them for me. She's really good at it! In London, I only buy what I don't have from home, and then I buy things online – it's much cheaper, and you can try things on and then choose not to buy them.

Vicky: You're lucky!

Section 3

Exercise 1

Have you ever dreamt of inventing something so beautifully simple, yet essential, that the world marvels and says 'Now why didn't I think of that?' Tom Shanks has been the world of inventions and the highs and lows for their makers. It's true, a flash of inspiration doesn't necessarily bring a happy future, and a wonderful example of this is what happened to the creator of the world's first wire coat hanger. At the beginning of the twentieth century, a man called Albert Parkhouse was working for a company in Michigan, in the States. They manufactured wire lampshade frames. The firm was too mean to provide enough hooks for its employees to hang up their coats, so, one day, rather than throw his coat on the floor as usual, Parkhouse twisted a piece of wire into the now familiar shape of a hanger. His employer noticed what he'd done, realised it was a good idea and registered it with the patent office. Parkhouse just went on working on the shop floor of the factory and

never received any money for his clever invention. And there are many stories like this.

Another invention which people cannot imagine life without is the pneumatic rubber tyre. Most people think that John Dunlop invented that, but in fact he re-invented it. It was first invented in 1845 by a London engineer for use on the wheels of carriages, but it didn't succeed because rubber was so expensive at the time. So it wasn't until about 40 years later that Dunlop came up with the same idea, and this time it was an immediate success. He'd noticed how the solid rubber tyres on his son's bicycle bumped over the rough streets. So he changed them for tyres filled with air and patented his invention. He should have been a millionaire from this but he sold his interest in the business and got nothing from the invention that made his name famous throughout the world.

But in terms of having a simple and successful idea, you have to admire Percy Shaw. One dark, foggy night in 1933, he saw a cat's eyes shining brightly in the light of his headlights. This everyday experience gave him the idea for a revolutionary form of road-marking for night driving – a convex lens backed by a mirror. These were put into a rubber pad, which was protected by an iron case, and set into the middle of the road. The lens and mirror are positioned so that they will reflect the light from a car's headlights back to the driver. This simple device made life so much easier for drivers at night. He started working on his idea the following day and a year after he first had the idea, Shaw was ready to patent his invention. He opened a factory to manufacture his 'catseyes' and became rich and famous. So a success story for Percy Shaw.

Exercise 2

Extract 1

This is a telephone company recording. The code and number you have dialled have been changed. Please dial again, using the new code 0123 and putting a seven before the telephone number. If you require assistance, please hold. You have not been charged for this call.

Extract 2

Thank you for calling the Southwest Railway Company. Office hours are from 9.00 until 5.30 Monday to Friday, and from 10.00 until 12.00 at weekends. Timetables showing details of train times can be obtained from all Southwest ticket offices during opening hours. For direct trains to London, please ring 0207 0396418 for a recorded message.

Extract 3

Hello, this is a message from Dick and Celia. Sorry we can't take your call right now. Please note that we're moving house on October the 13th, and from that date our new number will be 23547. If you'd like to visit us, our new address is 50, Leisure Lane, that's L-E-I-S-U-R-E, and the postcode is AJ4 3GY. Thanks for calling.

Extract 4

Thanks for calling the Arts Centre hotline. There are two special exhibitions during May. From the 3rd to the 13th, we shall be celebrating the life and work of the painter John Bellino, and then from the 16th to the 27th, Alexandra Bruton's sculptures will be shown and she herself will be talking about her work at a special evening seminar at 6.15 on Friday the 20th. Admission is free, but space is limited so do come early.

Exercise 3

Presenter: Welcome to Travel Stories. My guest today is Chris, who finds hitchhiking a great way of travelling long distances. He's hitchhiked 25,000 kilometres around Europe and the Middle East. Last month he broke his own record by hitching 2,500 kilometres from Warsaw to Barcelona in thirty-four hours.

Chris: It's no big deal really, some people have hitchhiked around the world...

Presenter: Chris, I think one question many people would like to ask is –isn't it dangerous?

Chris: Well... If you choose to hitchhike, you make a decision to rely on other people's goodwill. So far, the worst that's happened to me was hitchhiking a lift with a reckless driver. I feel quite safe hitchhiking in Europe and the Middle East. I probably wouldn't do it in the USA, but perhaps that's only because of all the bad

things that happen to hitchhikers in American films... And I suppose a male hitchhiker has less to fear than a girl.

Presenter: What's the best place to hitch a lift?

Chris: You should stand somewhere where the driver can see you from a long way off and where they can stop safely. On motorways hitchhiking isn't allowed, but standing at the exit of a petrol station is a good idea. If you don't get a lift, then at least you've got somewhere to rest, to have a bite to eat, to hide from the rain; and with a bit of luck, you can be picked up even at night, because the light from the filling station allows drivers to take a good look at you and decide you're not a criminal.

Presenter: What do you like about hitchhiking?

Chris: It's a great way to travel, because you never know what's going to happen, and even a short trip can turn into an adventure. Also, if you're broke, it's nice to be able to get really far on no money at all. But the best thing for me is meeting incredible people, people I'd never have met otherwise. A musician from Mozambique. An Albanian construction worker who talked to me about Albanian novelists. A French Foreign Legion soldier. Some Gypsies who bought me a coffee and drove me through Serbian countryside in a decrepit pickup at thirty kilometers an hour.

Presenter: Are people generally kind?

Chris: I've received so much disinterested help I could write an uplifting book about human kindness. I remember how in Hungary a man with a little boy bought me dinner in a restaurant, even though we could only communicate using gestures and the names of footballers. Once, just outside Paris, which incidentally is not a good place for hitchhikers, a Turkish guy drove fifty kilometers out of his way to get me to the first Metro station, because, he said, it was against his religion to leave me by the road at nightfall. Truck drivers have called their colleagues on the radio to ask if any of them are going my way... I could go on forever... Oh, and I really like this one: I've got this lift with a big truck and the driver offers me the peach he has on the

dashboard. I say, 'But what about you, it's the last one', and he says, 'Eat up, son, there's twenty more tons in the black'.

Presenter: Chris, thank you very much.

Exercise 4

Presenter: My guest today, Greg Harman, has just completed a very unusual journey. Can you tell us about it, Greg?

Greg: Hi, everyone. I travelled around the world with no money at all, not a single penny. I started off in London and was back nine months and 30,000 miles later just as penniless as when I left.

Presenter: Where did the idea come from?

Greg: I'd been thinking about travelling round the world for a while. In fact, it's quite common these days: by car, by bike, on foot, on roller skates, you name it, someone has done it. I was looking for something unusual. It struck me that everyone complained about how much it cost. So I wondered how cheap I could do it. That led to the idea of trying to do it with no money.

Presenter: People must have thought you were crazy.

Greg: Maybe, they're right! To be honest with you, I wasn't sure it would work. I had this horrible feeling that I would get about three days into my journey and have to give up because I was starving to death and desperate to get back home. Everyone was determined to talk me out of it and that got to me a bit.

Presenter: So how did you manage it?

Greg: It wasn't easy but I did quite a lot of research before hitting the road. I found as many free sources as I could, I mean ways of doing something for nothing. There's loads of advice on the Internet about travelling for free. Some of it is misleading, out of date or just wrong, but there were some really good tips too. For example, a simple one – go into any fast food restaurant, choose a large table which people have just left and basically you've got a meal off the leftovers.

Presenter: But what about the travelling?

Greg: I mainly used to hitchhike as that is a widely accepted way to travel for free. It's easier in some places than others though. Funnily enough, the poorer the country

and the fewer cars, the less I had to wait for a lift. I remember once being by the side of a dusty farm road in Laos, not exactly the most developed country in Asia, thinking I would be there for ages. A few minutes later a farmer came by in a buffalo and cart and gave me a ride all the way to the train station, where the driver let me get on the next train for free! There were tough times too, even dangerous ones. I was in a car crash in Malaysia when the driver fell asleep at the wheel. It wasn't serious, thankfully.

Presenter: You had to cross seas and oceans though.

Greg: Right and I'm not that good a swimmer. Twice I worked my passage, that is to say I did some work on the boat so that I could travel for free. The first time I had to carry loads of cargo around the ship. That was hard work and I definitely earned my ticket. I really felt my back for a couple of days afterwards. The second time, from Greece to Italy, I helped out in the kids' play room making sure that no one did anything silly, like throw toys at each other. That was even harder!

Presenter: But there must have been times when you really needed money?

Greg: I got ill once, really bad food poisoning in India, and I needed a doctor. Of course, I didn't have medical insurance and anything to pay for the medicine. That was the closest I came to admitting defeat and contacting my family for money. I had to go to a very primitive hospital, the nearest one I could find, and I was expecting a bill at the end of my stay. But then the doctor said he needed some English lessons and he agreed to forget the bill if I stayed with him for a week and taught him and his oldest daughter.

Presenter: I'm wondering what you could do next to beat all this?

Greg: It won't be easy, I know. Maybe I'll just be lazy and book a package holiday somewhere!

Variant 3

Section 1

Exercise 1

Woman: Heavens above! I didn't realise there were so many fish cookbooks. Which one do you think Kate would like?

Man: No idea. How about this one, 'Tasty Fish'? £15.99. It's got loads of colour pictures in it so at least you know what you should be aiming at.

Woman: So has this one, 'Something Fishy'. Has your one got any recipes for spicy fish – you know – Thai or Indonesian cooking? Kate's really into that at the moment.

Man: No, I don't think so. Seems to be mainly fairly traditional stuff. But this one must have: 'Worldwide Fish' – that's bound to have some Asian recipes in it.

Woman: Sounds interesting – let's have a look ... Oh I don't like it very much. It looks more like a reference book rather than a cookbook – a lot of reading and not many pictures.

Man: It's interesting though, isn't it, the way it's organised fish by fish. Who would have thought there were so many things you could do with a piece of salmon? I'd like this one – it'd be easy to find what you wanted.

Woman: True. How much is it?

Man: £12 – not very expensive.

Woman: And the one I picked up first – where did I put it ... ?

Man: Which one?

Woman: 'Something Fishy' ... oh here it is. That's £17.99. What do you think?

Man: It's got some Thai recipes in, which is what you want – but they're a bit buried in all the others. You'd have to search through to find them.

Woman: Mmm. It's a bit of a muddle, isn't it? I'm not sure it's very useful being organised season by season. Still, it's got a good index at the back. Well, we can't spend all day doing this. I'm going to get it. She can always change it if she doesn't like it.

Exercise 2-4

Speaker A

To be honest, I didn't think much of the story – just not very believable really, and I don't think the actors believed it either, though they did their best. But some individual scenes were great – the car chase through San Francisco was, I don't know – breathtaking, and the bit where he tried to escape by jumping off the bridge – ooh – I could hardly bear to look at one point. Pity about the story though.

Speaker B

I always like watching Ralph Fiennes, although this wasn't perhaps him at his very best. But for me the setting was what made the film, rather than the love interest, which I can't say I found very moving. Anyway, it was shot in North Africa somewhere, and it looked marvellous, made me want to go there. All the action took place in the desert against a background of beautiful sandhills and impossibly glorious sunsets over the mountains in the distance. Wonderful!

Speaker C

There was lots of action of course and some spectacular camerawork in the mountains, but the thing that appealed to me most was the relationship between the two climbers. The scene when she got down to base camp and discovered that Geoff hadn't returned was so sad. She wasn't the only one in tears, I can tell you. There was hardly a dry eye in the house.

Speaker D

He's an interesting director because he tends to use lots of non-professional actors in all his films, and his latest one's the same. In fact, the main actor is a professional, but to be honest it was the unknown actors that were the stars. It's amazing what he got out of them. The scenes between Clare and her daughter, Lucy, were really exciting, I thought.

Speaker E

It was certainly good to look at, and the setting was quite attractive, but for me it's not enough for a film to be just good visually. I want to be moved or excited when I go to the cinema, and I'm afraid this film didn't really do all that much for me. But I

have to admit that Rupert Everett's performance was head and shoulders above the rest. And if this does turn out to be a big hit, it'll really all be down to him – apart from anything else, he's hardly off the screen all night.

Exercise 5

Speaker A

I've been thinking about this for quite some time and I've decided to go to medical school. I know it's going to be really hard. The entrance exams will be very difficult and there's a high failure rate, but I'm determined to get in and become a doctor like my mum. There have been doctors in my family for three generations as my grandfather and great grandfather were both doctors. I'm taking extra courses in maths and biology now so I'm doing all I can.

Speaker B

I'm in two minds really. On the one hand, I could just leave and get a job and start earning some money. It would be great to have some money to spend and to be able to go out more. I'm sick of having to rely on handouts from my parents. On the other hand, it might be better to go to university and get a degree of some sort. I don't really fancy spending three years at university but if it means a better job in the end, why not?

Speaker C

I'm going to start an accountancy course at Sheffield University. I should get the right grades so I'm not too worried about getting onto the course. Accountancy is my mum's idea, to be honest, she keeps saying what a good career it is, what a lot of money I'll make, the opportunities I'll have, and all that. I would much rather have studied languages – French and Italian to be exact. Maybe she should do the course!

Speaker D

I have absolutely no idea! I'm not the kind of person who plans ahead for anything, I don't see the point. I'm a firm believer of living the moment. Of course, I've got to do something – and I'll have to make a decision sooner or later. I know I can't rely on my parents to help me out forever. But I'm sure something will come up at the right time – it's just that I'm not ready to make any tough decisions yet.

Speaker E

It would probably make sense for me to join the family business. My dad owns quite a successful flower shop in town and it's been in the family for over 50 years – my granddad started it back in the 60s. My mum works there too several days a week. Dad hasn't asked me and I know that he'll support me in anything I want to do but I think it would be good for all of us to keep the business in the family.

Speaker F

My dream job? Well, don't laugh, but it would be an astronaut – I've always been fascinated by outer space since I was a young lad. How I would have loved to be Neil Armstrong! I even applied to the Space Agency last year. I'm not stupid though and I know the chances of that working out are next to zero so I'm waiting to start an IT course at the local college. Still, who knows, the Space Agency may phone back.

Section 2

Exercise 1

Jack: Look, Sarah, here's another article about that picture in the summer exhibition.

Sarah: Do you mean the 'Portrait of a Murderer'?

Jack: Yes.

Maria: Have you been to see it, Sarah?

Sarah: Yes, and it's pretty powerful. It's just his head and shoulders, but it's sort of made up of bits of paper with writing on.

Maria: Well that doesn't sound anything special.

Jack: It's what's on the bits of paper that everyone is talking about, Maria. The words are taken from letters he wrote to his intended victims. This reporter says it shouldn't be on public display, that it's unfair to the victims' families, and I must say I think I agree with him. And I guess you do too, don't you, Maria?

Maria: Yes, but I don't imagine any of the families will go to see it.

Sarah: So, neither of you has actually seen it, right?

Jack: Yes, I have, actually.

Maria: No and I don't think I want to either, Sarah.

Sarah: I think you should. And I bet that reporter hasn't seen it either. What strikes me as unfair is the way people keep expressing opinions about it without having seen it.

Maria: True. What did you think of it, Jack?

Jack: I thought, as a piece of art, it was nothing special. I mean, people have been making pictures out of torn up paper for ages. It was the subject matter that was shocking, and I just thought the artist did it to get all this free publicity – and he's succeeded, hasn't he? We're all talking about it, aren't we, Sarah?

Sarah: Mmm, but I had a different reaction. I can understand that the families might be upset by it, but it's an amazing experience looking at it. People were getting up close so they could read what was written. And quite a few people were obviously very moved by it – including me.

Maria: I suppose one thing is that those horrible murders will never just fade into the background – if that was the artist's intention – you know, to make people remember for always that particular crime. Maybe I should go and see it.

Exercise 2

Tom: Come on, Carol. I'm just going into this department to ask for a refund on the sweater I bought last week.

Carol: Oh, you can't do that. You wore it on Saturday at the disco. Look, I'm leaving you to it. I'm already getting all hot and bothered just thinking about it.

Tom: Too late now, here's the assistant. Um, excuse me, I'd like to return this sweater. It's got a hole in it, look here, just under the arm.

Shop assistant: I see. And have you got the receipt?

Tom: Didn't I give it to you, Carol?

Carol: No, you left it on the table in the kitchen.

Shop assistant: Well, I'm sorry, we can't take anything back unless we have a receipt.

Carol: That's fair enough. Come on, Tom, we'll have to go home and get the receipt.

Tom: No, look, you can see I bought it here because of the label. I mean it's obvious, isn't it?

Shop assistant: I know it's one of ours, but as I said, it's policy to ask for the receipt. In any case, I'm fairly new here so I'm going to get the manager to come down and sort this out.

Exercise 3

Man: I can't believe it! There must be something wrong. 200 pounds is ridiculous!

Woman: Is that the electricity bill or the gas?

Man: Electricity, but we can't have used 200 pounds' worth in three months, can we?

Woman: Well, it's been pretty cold so we've had the heating on much more than usual.

Man: Yeah, but not all day and every day. In any case, it was colder this time last year and the bill was nothing like as big as this one. I'm going to ring up and ask about it.

Woman: Don't forget they put up electricity charges last month, so 200 pounds is about what I was expecting.

Exercise 4

Rita: Hi, Julie, did you hear the band at the school disco last night?

Julie: Yes, they were great, weren't they! I thought people didn't want to dance to the music though, but just stand around and listen to it instead. What do you think of the band, Rita?

Rita: I don't know what I like more – their love songs or their songs about people at school we all know. I really believe our classmate Anton's a gifted poet – the lyrics are the strongest feature in the band's songs.

Julie: I think I like the tunes and the rhythm more – they come into my head even when I can't remember the words. As for me, I kept dancing last night all the way through to the last song they sang.

Rita: I saw you dancing; you were very good, Julie. I envy the way you can feel the music – did you have dance classes in our first few years at school?

Julie: Yes, we had a very good teacher here at school – you remember, she left school to start her own dance courses three years ago.

Rita: Oh yes. I wanted to go to dance school, but all my family thought I would have to study much harder in the new maths stream so I decided not to take up dancing. I still regret not giving it a try. I might have become a different person if I'd learnt to dance well.

Exercise 5

Jim: Is this your first time at the gym, Sandy? I'm one of the trainers.

Sandy: Hello, that's right, Mr...?

Jim: My name's James, but you can call me Jim, all my friends and people at the gym do. We need to work out a programme for you, Sandy. What do you want to join our gym for?

Sandy: Oh, like most people, I wouldn't mind being a bit slimmer and looking in better shape. But really, I think I've got into bad habits recently, sitting in front of the TV and eating junk food, and that needs to go. Who knows, all this exercise might even make me look younger.

Jim: Be patient at first. There's a guy here, Sam, who's been coming here every evening for a year and to be honest he still struggles to climb the back stairs. It might be different for you though, there are lots of different factors involved. There are lots of people here in your shoes so don't worry.

Sandy: That's good to know. I was afraid that I'd walk in and everyone would be laughing at me, thinking, 'What is she doing here?' A couple of months ago I joined a tennis club, it was my husband's idea, but I stopped going because I couldn't even hit a ball and it was just too embarrassing. Everyone was very kind and encouraging and all that but I just couldn't face going there anymore.

Jim: Fair enough. Well, let's start off with the pool. That would suit you because it uses all the main muscle groups and increases your range of movement. Swimming does help your stamina too, but that's not so important at this stage, Sandy.

Sandy: That sounds alright, I can cope with that. I see there are a lot of people here doing weights. Would that be useful or is it just for people who want to look big and strong?

Jim: There are different kinds of weight training and like everything it depends on what you want to do it for. Take that guy over there for example, he is actually a marathon runner – he can run a marathon under three hours, which is pretty fast – and he just does leg exercises to make his legs stronger. I'm not sure weights would help you.

Sandy: The exercise bike looks good and I like cycling round with the kids.

Jim: If you've got a bike at home, great, but it's safer in the gym, I can tell you. A friend of mine cycles every day and while I'm sure it's great exercise, I think the traffic round here is just too heavy. Better doing it indoors. Anyway, as I said, you need to build things up step by step. Right, let's ...

Section 3

Exercise 1

Extract 1

Man: Oh good, 8.30, 'Animals of the Andes', BBC 1.

Woman: Same time as the football.

Man: We can record that.

Woman: No, it's much better live. Record your animal programme instead.

Man: We can't do either until we get some new batteries for the remote control.

Woman: Course we can. You can programme it to record on the freeview box.

Extract 2

Man: Can I have a current account statement, please?

Man & Woman: (recognising each other) Oh, hello!

Man: Didn't I see you at the gym last night?

Woman: Yes, ... training for next month's marathon.

Man: How long have you been at it, then?

Woman: Oh, every day for about six weeks now, I guess. Seems longer though.

Man: I bet.

Woman: The mornings are the worst, pounding the streets for miles. Still, they're very good here. They don't seem to mind if I arrive a bit late sometimes. In fact, my boss is going to sponsor me. Perhaps you'd like to, too?

Man: Sure. You can take it straight out of my account!

Extract 3

Our final speaker is someone I'm sure you all know from his books – 12 of them to date, and he's working on the next. He is the voice when it comes to trying to explain the mysterious things we see. His ideas are based on records of thousands of unexplained sightings over the past years. Ladies and gentlemen, I can think of no better person to wrap up this final session of our conference.

Extract 4

I couldn't believe it. I mean, I know he's under pressure –we all are. But that's no reason to be so rude. It's so unlike him. Apparently, I've got to apologise then he'll forget all about it. Well, I don't see why I should. It wasn't me who forgot to make the stupid reservation. Honestly, I really don't feel like facing him again.

Exercise 2

Presenter: You must have heard of the new James Bond film Always Say Always. Well, we're outside the Palace Odeon now to speak to people who have just seen the film and get their opinions. Here's someone now just leaving. Hi, can we ask you about the film? What's your name?

Helen: Helen, but I'm not the best person to ask. I thought it was OK but it was so predictable I left five minutes before the finish because it was so obvious what was going to happen. Sorry, I've got a bus to catch, I must be off.

Presenter: Well, Helen didn't like it. How about you, Sir?

Spencer: I'm Spencer and I quite enjoyed it. Some bits were quite ordinary, like the opening with the pirates hijacking a ship, and the fight scenes could have been better. They were supposed to make Bond look tough but he looked more like Jackie Chan, just not as funny. Still, the part where Bond was on a space station and robots were trying to catch him was really good, the computer graphics made it so real. I'd definitely see it again just for that.

Presenter: Thanks, Spencer. What about you? Tell us your name and if you liked the new Bond.

Nina: I'm Nina. I'm not sure. The acting was generally alright and I think Wayne Rooney makes a decent James Bond. It was a brave decision to leave football and go into acting but it seems to have worked out. The problem is that the plot is silly, it doesn't make any sense. How can Bond be supposed to find a magic key in space that will save the world? It was a strange mixture of science fiction, fantasy and action film that just didn't work. The film must have had a really big budget but that didn't save it.

Presenter: Mixed feelings from Nina, then. Do we have any real Bond fans here?

Brendan: Me – Brendan Short. I've seen every Bond film, most of them loads of times, and this one is right up there as one of the best! Some of the last films have been a bit dark, too much violence and quite serious themes, but this one had more humour, just like the early films with Sean Connery, and so you really warm to the characters. Wayne Rooney in particular does a good job. I loved that bit in the market where Bond nearly gets arrested for stealing a cucumber and he has to hide under an old lady's skirt. Classic!

Presenter: Brendan will be seeing it again then. Now, Mrs...?

Kate: Just call me Kate. Unlike Brendan, I've never really been into James Bond and I only came tonight because my mate, Karl, invited me. If you like James Bond, you'll like this as it seems much the same as the other ones. To be honest, I'm not sure why they keep making them as there must be more interesting things to base films on. I probably sound really boring but as I said, this is just not my kind of thing. Karl would disagree with me of course, wouldn't you?

Karl: Hi, there. Kate's being pretty hard on the film. The truth is she doesn't like anything I like. Only joking, Kate! James Bond films are a tradition so they should go on making them, bringing in great new stars like Wayne Rooney and changing the plots to make them more contemporary. Yes, James Bond is a kind of escapism. Everyone would love to have that kind of adventurous and glamorous lifestyle, one which you know is impossible in everyday life. That's the great thing, you can experience that James Bond life in the safety of your cinema seat. True, Kate?

Kate: Let's get home, Karl, before you really get going.

Presenter: We'll let you go then, Kate and Karl. Details of the new Bond film Always Say Always can be found ...

Exercise 3

Welcome to Trafford Castle! As you go round and enjoy the castle, this audio tour will give you lots of information about what you see. Remember that you can pause or replay the recording at any time. If you have any technical problems with the headphones and player, just ask one of the guides to help you. Let's begin then.

You should be standing in front of the main gate ready to go in. Trafford Castle was built in 1070 but this gate wasn't completed until ten years later. This was because it was actually made in France by a famous designer of that time and brought here by ship. It took a lot longer to make than anyone thought. Luckily, the castle wasn't attacked in that time!

Going through the gate – watch your head! – you are in the main courtyard. The area is about half the size of a modern football pitch. It is empty now apart from the souvenir shop on your right but a thousand years ago it would have been full of life. Soldiers used to parade here, there were servants fetching water and provisions, merchants would do business with each other, children would use it as a playground. It would have been quite a dirty and smelly place too with all that going on. Pause the tape now until you come to the Tower of Tears.

(pause)

You can see the Tower. It is called the Tower of Tears and there are many romantic legends about it. For example, some people say that a beautiful Lady of the Castle, Elizabeth George, used to come here to watch out for the return of her husband who was away fighting in the

Hundred Years War against the French. Her husband never came back but she continued coming to the tower every day and shedding tears over the loss of her husband. When she died, the story goes, she asked to be buried underneath the tower. Again, we don't know if that is true. There is a fine view from the top of the tower but we can't go up it today because there is restoration work and it's actually quite dangerous.

Leaving the Tower of Tears, we come to the castle kitchens. The Lord of the Castle was an important man and he used to have a lot of visitors so these kitchens would have been very busy. You can actually buy a Castle cook book in the souvenir shop full of recipes used in those times. Some of the dishes are very strange to our taste but if you fancy bear pie and wild grass soup, get the book and make them yourself. The kitchens have been rebuilt several times because fires were very common. Being a chef in those days was quite a dangerous job. The dining room is right next to the kitchen so that food could be served warm and saved from getting cold. There isn't much left of the dining room unfortunately because it was hit by a bomb in the war in 1942. Pause the tape again as we go to the living quarters.

(pause)

The living quarters are where the Lord and Lady of the Castle used to live with their family. They weren't the only people who lived in the castle but they were the only ones who lived in any luxury. Space was a big problem in the castle and normal people had to live in very basic and crowded conditions outside the castle walls. There were even some who came in from nearby villages to work. Anyway, you can see that the bedrooms are nicely decorated but rather small by our standards. This is because small places keep warmer. This was a major consideration in winter when you didn't have central heating. The furniture is all modern of course but notice the painting above the bed. This shows the tenth Lord of the Castle, Charles Darcy, with his third wife, Mary Boleyn. Now, let's climb the stairs to...

Exercise 4

Presenter: Tonight, we have a very, very special guest. A man who is a symbol of rock and roll. A man who is a legend. A man who we thought was dead. Ladies and gentleman – Elvis Presley!

Elvis: Hello to you all. It's great to be back.

Presenter: Elvis, sorry if this sounds rude but didn't you die in 1977?

Elvis: Am I a ghost then? Seriously, it's time for me to come clean about what happened in 1977 and why I decided to fake my own death. I might be an old man but I remember those rock and roll years so clearly, too well maybe.

Presenter: So what happened? You were the most famous rock and roll star ever.

Elvis: I was sick and tired of it, the Elvis thing. The fame, the money, it had become a burden to me and I couldn't cope anymore. Everywhere I went there were thousands of people asking for autographs and pictures. I never had to pay for anything because people were always glad to give something to Elvis for free, however expensive. Holidays were impossible because the press would always find me. It was too much and I wanted out.

Presenter: So you pretended to die?

Elvis: In a word, yes. I planned it for months. The difficult part was keeping it secret because a lot of people were involved, from my daughter to my doctor. Actually, although people were shocked they weren't too surprised if you see what I mean because it was well known I'd been having health problems for years, all related to my lifestyle. That made people believe Elvis was dead.

Presenter: And what happened next?

Elvis: It was odd at first. I remember reading a newspaper headline 'The King is Dead' the day after in a small roadside café and I thought, 'That's about me!' I was dressed completely differently, I'd changed my hairstyle and was wearing big glasses, so no one recognised me. Suddenly, it hit me that I was free. People in that café were in tears, everyone was talking about poor Elvis and what a shame it was, but I was laughing inside. Then I started a new life.

Presenter: So in a way Elvis really did die?

Elvis: You're right in that my life completely changed. For the first time since I was a kid I could have a normal life and do what everyone else does, like go to a movie or have a burger. There again, it was still the same me inside and I tried to keep the good things, like my love of music. Often I used to play in bars and small concerts, not Elvis songs of course, but something new, because I couldn't forget the music, where it all started for me.

Presenter: So what have you been doing all these years? People from all over the world say they've seen you, and we thought they were just crazy!

Elvis: It just shows that you can run but you can't hide. Yes, I did some travelling but a lot of the time I was right at home – not in the same house of course; my family turned that into a museum. I visited there once and it felt weird, a bit like going to your own funeral. Well, it does look better now than when I lived there, tidier for a start.

Presenter: Elvis, the big question: why come back now? As you said, you're an old man now and for many people Elvis is in the golden past.

Elvis: If you're asking if I'm going to make a comeback, release another song or maybe an album, you're dead wrong. Even if I was younger, I wouldn't return to that kind of life and I don't envy those who have it now. I know I've still got millions of fans and I'm very grateful to them for their support over the years but I'm doing this just for me. There is no need for me to pretend anymore. I have accepted who I am and I am proud to be Elvis again.

Presenter: And we're very pleased to have you back. Now, Elvis, could we just ask you to sing one song ...

TEST 1

Exercise 1

Speaker A

What is something that really troubles me? Well, like everyone else these days I worry about earning enough to pay my monthly bills, my rent and all the other current living expenses. I want to be secure for the future and make sure I will have everything I need and maybe start saving some money. I am so afraid of losing everything I own.

Speaker B

What do I worry about? Oh, about a lot of different things – money, politics, the weather. But my greatest concern is my mum and dad. I have a good job with a foreign firm and I am living overseas at the moment. I am so worried about them. I'm afraid they won't be able to deal with all their problems. If anything happens to them when I'm away, I won't be able to come back home quickly enough to help.

Speaker C

I think my biggest worry today is my career. I'm 26 now and I've spent the last few years travelling. Most of my university friends have settled down. They work hard and have made a good start to their careers. So I began to worry that when I go back home I will be too old for companies to want me. What shall I do then? That's a tough question. I do not want to be unemployed.

Speaker D

Every time I look in the mirror I feel nervous. I am afraid of getting fat as I love pizza and hamburgers. I like shopping a lot and always buy sweets. I know I shouldn't, but I can't help it. Like any other woman in her thirties, I am really afraid of gaining extra kilograms. But I just can't say "no" to cakes and sweets. Who can?!

Speaker E

What am I afraid of? Well, recently I visited a friend of mine in Shanghai and she made a comment that I thought was very interesting. She said I look as though I have plenty of money. I don't, but compared to ordinary people in the street I look of money and trying to rob me, especially if they have a gun. I have a little bit of paranoia about guns and robbers.

Speaker F

I guess I worry about the usual things, like getting in shape for the summer or being healthy and fit. I think being healthy is the most important thing. So I exercise regularly and watch what I eat. You know it's all about getting the right amount of vitamins, minerals, and fibre. I need this body to last at least another fifty years.

Exercise 2

Kathy: hi, Joey! It's good to see you after your gap year. You look fantastic! I'd love to have a tan like yours, but it's difficult to get here in misty England.

Joey: Thanks, Kathy. I'm really happy to finally be back home. I've missed everybody here so much – including you, of course. Drop by my place some day; I'll show you my photos. There are a lot of them and they're amazing. And Mum will be delighted to see you. She'll treat you to her specialty cake.

Kathy: So where have you been? Tell me! I can't wait!

Joey: Here, there, everywhere.

Kathy: Stop right there, Joey” I’m already green with envy! You are so lucky to have traveled so much. As for me, I’m a stay-at-home girl. I haven’t been anywhere but Greece. And Greece doesn’t count. It’s just a typical summer vacation with my parents. I hope I can have a gap year, too, after high school is over.

Joey: Oh, don’t be envious. To be honest, I mainly stayed in Australia. Which is, of course, a great place, take it from me! I did a lot of wildlife watching.

Kathy: And I guess you did a lot of sports there too. You look really fit.

Joey: Not really. I didn’t have any time for sports – except for surfing, of course. If you go to Australia, you have to take up surfing – it’s the best place in the world for water sports.

Kathy: But you’ve always been into sports, haven’t you?

Joey: You know, I used to be an obsessive tennis player, but I gave it up when I broke my ankle last year.

Kathy: Oh, I really love tennis. My coach says I’m a natural. How about a game sometime?

Joey: Well, I’m really rusty. I’ll have to practice first.

Kathy: Don’t be silly. I’m only a novice. We’ll just have a friendly game, that’s all.

Joey: Okay. Let’s say Monday. Does that suit you?

Kathy: Monday afternoon is perfect. In the morning I’m working at my dad’s shop.

Joey: Good, it’s a date. See you then. And maybe we can get a cup of tea after the game?

Kathy: Why not? There’s a good juice bar in the club as well. We can have healthy drinks instead.

Joey: Okay. And then we can have a proper chat. There’s still a lot to tell you about my time away.

Kathy: Absolutely, I’ll be free the rest of the day. I must be off now, though. My class starts in half an hour.

Joey: Have a nice day!

Kathy: Thanks, same to you. Bye!

Exercise 3

Presenter: So, we're back after the break and it's time to take some more callers. Remember that you can talk about absolutely anything on this show. Our next caller is Linda from Telford.

Linda: Hello! I want to talk about my new neighbours. I think they're criminals and I'm going to contact the police straight after I speak to you.

Presenter: Whoa, Linda, that sounds a bit extreme! What have they done to you?

Linda: They have wild parties until two or three in the morning with lots of strange people wearing ridiculous clothes. Looking at my neighbours you would think they are quite respectable people. They have two kids, a boy and a girl, who don't seem too bad. But this late night thing is killing me and goodness knows what is going on in that house after dark.

Presenter: That doesn't exactly make them criminals though, Linda, love. If I were you, I wouldn't assume the worst so quickly. I bet you hardly know them. Why don't you ask them round for a cup of tea and explain how you feel? Linda? Oh, she's gone. Well, our next caller is ...

Simon: Simon. I want to tell you about this strange dream I had last night and I was wondering if you or any of the listeners could explain it.

Presenter: Er, go on then, Simon.

Simon: I was driving fast down a long road next to the sea. Someone was following me in a car and I was trying to get away but every time I tried to speed up, the car behind got closer. In the end, the car was just behind me and then we were both going off the road, into the sea. I felt like I was falling and the shock woke me up, just before the alarm clock rang. What could it mean?

Presenter: I don't know. Maybe you need to go to bed earlier, Simon. Next on the line we have Vera. Hello, Vera.

Vera: Good evening, everyone. I've been a shop keeper in Oxton town centre for 20 years, and a hard job it's been, but next week I'm going to have to close my shop. And do you know why? I just can't compete anymore with these shopping centres out

of town. They're bigger and they offer lower prices so all my customers go there. I'm not the only one either. Half the shops around me are closing, it's a crying shame.

Presenter: I feel sorry for you, Vera, but at the end of the day the customers decide. Shopping is changing and you have to move with the times. Look at internet shopping – that is really popular nowadays. I bet in the future there will be no physical shops, everyone will be buying stuff online. Small shops like yours have no chance. I'm not saying that is a good thing, it's just the way things are.

Vera: Look, I think you're missing the point. Shops are not just about making loads of money. Of course, we are businesses and we have to make a profit to survive, but we are much more than that. We offer an important service to the community and we are very proud of that. I know my regular customers, the ones still left, personally and I try to give them the best I can in terms of goods and services. A lot of people like that personal touch, it makes their day when you ask about their grandson at college or plans for Christmas. You don't get this in shopping centres; they are purely commercial. Yes, they're cheaper and bigger but they're destroying a whole way of life by taking away trade in city centres.

Presenter: I see what you mean, Vera, but we have to move on. Chris?

Chris: Hi, there. My best mate has started seeing my ex-girlfriend, Karen, and I really don't know what to do about it.

Presenter: What can you do about it?

Chris: I just don't think it's right. I knew he liked Karen before, when we were seeing each other. He was jealous, I could tell. If you ask me, he's the reason why we split up. I reckon that he wanted to take Karen from me, and he did. Karen and I should never have broken up. I understand now that it was a terrible mistake. We would still be together if it wasn't for him. It makes me sick when I see those two together now.

Presenter: Chris, son, you need to ...

TEST 2

Exercise 1

Speaker A

Perhaps the greatest problem that people have today is lack of free time. Whether they work or study, people always seem to have too much to do and too little time to manage it all. The harder they work the more they still have to do. Most people simply react to what is happening around them instead of prioritizing. It's important to decide which task you should do first, and which can wait and come next. This is a key to good time management.

Speaker B

What is important in time management is finding harmony. In your weekly schedule there must be some time for studies, communicating with relatives and friends, sport, hobbies and so on. Calculate how much time you've spent on each sphere of your life weekly. Buying a diary may be of great help in dividing your time more efficiently.

Speaker C

Time is the most valuable thing you have. What's interesting – it can't be saved – all work demands time. So managing time is a core skill upon which everything else in life depends. During different periods of your life, set different big goals and priorities. Right now the top one is education. Later there will be other important ones. But each time choose and concentrate on one particular thing that is crucial at the moment!

Speaker D

In your daily life there are so many demands on your time from other people that very little of your time can be used as you choose. Preparing for a test, meeting a deadline with a project can distract you from your personal goals. Have you watched that film you have been interested in for weeks? Have you had a long chat with your granny over the phone? In other words do you find time for doing what you want to do? If not, you should probably reconsider your time management.

Speaker E

I have read in a book on time management that hard time always pushes out soft time. This means that if you didn't do something because you didn't use your time well, you take the necessary time from another activity important for you and this may irritate you. So concentrate on any work you are doing and do not waste minutes. When you work – work hard but play hard too.

Speaker F

Many people believe time is not a resource as it only exists in our mind. But I consider time an important resource. It's a pity it's wasted because we do not think about our biological rhythm. Why should we all go to school at 8 a.m? there are so many people who can really take in information only after lunch! The same activity can take you two hours in the morning and just about half an hour in the evening or vice versa! I always try to use this important concept.

Exercise 2

Dad: What time do you call this, Rachel? It's almost midnight and your mother and I have been worried sick.

Rachel: Sorry, Dad, Sam and I didn't realise how late it was and so we missed the last bus and had to walk all the way home. I would have called you but my mobile was out of battery and Sam had left his at home.

Dad: I thought I'd told you not to see Sam? That boy is trouble. Every time you see him there's some kind of problem. Do you remember his birthday party when you were all making so much noise the neighbours called the police and I had to come and collect you from the police station at three in the morning!?

Rachel: Don't remind me. I'm trying to forget it and so is Sam. But we weren't making that much noise and you really shouldn't think so badly of Sam. He's really nice.

Dad: You'd better get to bed straight away, Rachel, there's school tomorrow, although I don't know how you're going to study properly after getting in so late. When I was your age, I was in bed at nine every night. Quite right, too.

Rachel: I wanted to ask you about next Saturday, Dad.

Dad: What about it?

Rachel: Sam has invited me to a Spice Boys concert. I've never heard of them but Sam says it's going to be really good. It's a bit out of town but Sam says he can take me on his motorbike so you don't need to worry about me getting back or having to come and pick me up.

Dad: No way! You must be joking! I'm not letting Sam take you anywhere on his motorbike. Don't even mention it to your mum, she would go mad. You had really better go to bed. I'll be having nightmares about this tonight.

Rachel: It's not fair, Dad. Other girls my age can go out and their dads don't always ask what they are doing every minute of the day. I've got to have some freedom to do what I want sometimes.

Dad: Look, Rachel, I'm not talking about this now at midnight when you've got school in the morning. Get some sleep and let's see tomorrow. We could come to some compromise. I'm not promising anything, mind. OK?

Rachel: Fair enough, Dad. Good night.

Exercise 3

Presenter: This is a radio Wexford podcast. In the next part of our series 'Working lives' we have Charlotte Robinson who is a refuse collector – that's a dustbin woman to you and me – in south Wexford.

Charlotte: My name's Charlotte Robinson and I've worked on the bins for six years. A typical day looks like this. I get up at half past four and sort myself out for the day. I don't have breakfast then, just a cup of tea, because I don't really fancy anything so early. This is the hardest part of the job for many people, the getting up early, but you have to do it because all the work needs to be done in the morning. It means going to bed at nine o'clock at the latest, so you don't have much of a social life during the week but I don't mind that. I'm used to it now, I guess, after six years but it's not easy at first. We have to be at work at half past five and that's when the vans start their collection. There are four of us in my team and we have 315 houses to cover plus a couple of schools and a hospital. All this needs to be done before ten o'clock so as you can imagine we don't hang around. It's easier these days because everyone

has these plastic bins on rollers which they leave outside the house so we can just drive up, empty the bin on the van and drive to the next place. Of course, you always get people who leave their bins in silly places where we have to try and find them – one old lady keeps her bin in the kitchen ‘in case it gets stolen’ – and some people have a lot of extra rubbish, maybe they’ve had a party or something, which we need to tidy up. Most of the work is pretty straightforward though, which is just as well as there isn’t much time to mess about. It’s not all hard work and we have a real laugh on the job. Lots of things happen as you’re driving about. Last Tuesday I was taking a bin out when a young woman stopped me and started frantically looking through all the rubbish. I told her we were in a rush but she started crying and said she’d lost her wedding ring and must have thrown it away. Then we emptied the bin and we were all looking for it, even a couple of neighbours joined in, while the woman went inside to calm down a bit. Half an hour later, there was a lot of rubbish, we’d found nothing when suddenly the woman came out all smiles – she’d left the ring on top of the fridge. Also, most people are really friendly to us and love to have a chat about all sorts of things. You find out all the gossip going on in the neighbourhood! Take Mr Simpson, he is convinced that the woman at number 7 Silver Street is stealing the local cats. Several cats have gone missing recently, some of which have come back again, and Mr Simpson has a theory that there is a cat thief. He watches number 7 closely and claims all of the cats were last seen in the garden. ‘Maybe they have a lot of mice at number 7?’, I said to him. I don’t know why he’s telling us. I get the feeling that the police have heard all his stories a few times and are not too impressed. One thing that always amazes me is what people throw out. My mate Mike found a working smart phone in the rubbish just the other day. He’s an honest man and took the phone to the house and asked if they’d thrown it away by mistake. The woman said she’d got rid of it because she didn’t like the colour and wanted a new one. Now Mike’s got a smart phone! A bit of a wash and it was as good as new. I’ve not been as lucky as that but it doesn’t surprise me because people don’t seem to keep hold of anything for long these days. As soon as people buy something, they think about replacing it. This keeps us in a job at any rate.

TEST 3

Exercise 1

Speaker A

We've just invited friends round for dinner. Then we discovered we had nothing in the fridge except for some cheese and milk. But there was no need to panic. We know about this place and it's so convenient to be able to pop out and buy just about anything at any time of the day or night. We've just bought all the ingredients for spaghetti bolognese.

Speaker B

I was on my way home after having dinner with a friend, when my babysitter rang me on my mobile phone. She'd changed my baby daughter's nappy and used the last one in the packet. I don't know what I'd have done if the supermarket hadn't been open. I normally have a really good stock of nappies, so I haven't got a clue how I managed to run out. I felt a bit embarrassed buying nappies at midnight, but no one gave me a second look.

Speaker C

I regularly work nights at the ambulance station and never have time to prepare a meal to take with me. I normally cook something in the staff kitchen at four in the morning. I've just got some steak and salad today. The 24-hour supermarket is next door to where I work. Since it started staying open all the time, I do most of my shopping here in the early hours. It's so much better – it's really quiet and there are no queues at the check out.

Speaker D

I work at the hospital nearby, and we've just run out of coffee so I volunteered to come and get some more. This place is so handy – it's just down the road. I'm constantly amazed at the number of people who are shopping in the middle of the night instead of being at home in bed. I even came at four o'clock in the morning once, and there was a woman doing her big weekly shop! What on earth she'd come at that time for I don't know!

Speaker E

I usually get up at 5 o'clock to go to work. This morning I went into the bathroom and turned on the light and the bulb blew. I spent 20 minutes trying to find a spare but ofcourse, I didn't have one. Luckily I live nearby, so I ran here to get a replacement. I couldn't have shaved in the dark!

Speaker F

I'm just coming home from a club. I've been out all night dancing and had a great time. I stopped here to buy a carton of fruit juice and some bread. I come from Australia and lots of big stores are open 24 hours there. It's perfectly normal and loads of people take advantage of them. It's actually a bit surprising that more people don't come and do big shops during the night – you avoid all the crowds.

Exercise 2

Chris: Hi, Rick. Have you made any progress with the itinerary?

Rick: Well, Chris, I've spent hours on the Internet trying to find the best places to go to. I think there's just too much to choose from.

Chris: Yeah, I know what you mean. It's surprising how much there is to do for such a small country.

Rick: We don't want to overdo it. We need some time just to chill out too.

Chris: What do you think about adrenaline sports? I'd really like to have a go at white-water rafting. And there's climbing and paragliding too.

Rick: Let's not get carried away. We said we'd stick to £800 each for the week, including flights.

Chris: Camping and cooking our own food's going to save us loads of money.

Rick: Yeah, but when we're in Ljubljana we'll want to stay in a hostel. It's not much fun going out for the evening and then going back to a tent. I'm sure we'll want to spend some time in clubs and cafés.

Chris: Hey, there's a list of the best bars and clubs here. I'll print it out.

Rick: I'd like to go swimming but it's a long trek down to the coast, isn't it?

Chris: That's true but there are some really cool-looking swimming pools in Ljubljana, or we could head up to Lake Bled – it looks like there's a lot going on there June through August.

Rick: I'd like to do some mountain-biking. I saw somewhere that you can go down a ski slope (there's no snow of course in the summer) and learn lots of jumps. That would be awesome.

Chris: We could try that if we've got any cash left. Probably best to do on the last day so if you break your bones it won't ruin the holiday!

Rick: What if the weather's awful?

Chris: Well, there are always the cafés and the films at the cinema are in original language. There are some great caves to visit too – it doesn't make much difference if it's pouring down if you're a hundred metres underground.

Rick: Or white-water rafting – you're going to get wet anyway!

Chris: How about we both write a wish list and then get back together in a couple of days?

Rick: Good thinking. I'll come round on Thursday, which will give me time to check out some more websites.

Chris: Cool, let's do that.

Exercise 3

Interviewer: First, Mr Murphy, can you tell us why you want to work for us?

Mr Murphy: I like money. It's as simple as that. I was thinking of a job where there would be lots of money around, and the answer came to me – a bank. It's strange I hadn't thought of this before – all those years I worked in the garage, but I told my wife – she works as a teacher – and she agreed it would suit me perfectly.

Interviewer: It seems quite a change, going from working in a garage to a bank.

Mr Murphy: Not really, there are a lot of similarities. Cars are just like customers. You have to look after them, make them feel good, even when they are completely hopeless cases. Every car is important and you shouldn't forget that. I also talk to my cars, we all do.

Interviewer: Do they talk back?

Mr Murphy: No, what I mean is that the garage has given me lots of skills I can use in your bank.

Interviewer: Could you give me an example of that, Mr Murphy?

Mr Murphy: Certainly. One day an old man came in with a beautiful Porsche, a really expensive one, and said, 'It doesn't work properly.' I was surprised because it was a brand new car and looked in perfect condition. Anyway, I got in the car and it was all fine. I asked him what was wrong and he told me that he couldn't see anything when it was dark. I showed him where the light switch was and he drove away happy. You just have to be calm and understanding with people like that.

Interviewer: How do you imagine a typical working day in a bank?

Mr Murphy: I'd get in about nine, ask my secretary to make me a nice cup of coffee – I'm not really a morning person – and then sign a few papers until the morning break. I'd probably have tea this time, too much coffee is bad for you, and that would keep me going until lunch. I'm not sure there's much to do after lunch, maybe a few customers to see and emails to write, so I wouldn't finish particularly late.

Interviewer: Does it worry you that you don't have any qualifications? In fact, you didn't even finish school.

Mr Murphy: Oh, I can explain that. It's quite a funny story actually. I used to hate maths lessons – I've never been good with numbers – and me and a friend did everything we could to get out of them. The maths teacher, Mr Massey, got really mad with us and us with him. Anyway, one day we went to his car in the school car park and filled the engine with cooking oil which we'd stolen from the canteen. After school that afternoon, Mr Massey got about 500 metres down the road when the engine basically blew up. It was so funny! Unfortunately, the head teacher didn't think so and we had to leave school.

Interviewer: I hope nothing bad happened to Mr Massey?

Mr Murphy: No, but he got even madder than usual. I don't know why as it wasn't much of a car and he was better off without it. I still felt a bit guilty about it so I did put a new engine in his car. That was what started my garage work, I guess, so I'm grateful to old Mr Massey in fact.

Interviewer: A final question. Where do you see yourself in five years' time?

Mr Murphy: I want to get to the top of this bank, to be a big boss like. I'm sick of lying under cars, getting dirty, running around after people and having to be nice to them all the time. When I'm number one here, things are going to change. We can start with these chairs, they're so uncomfortable. How can you expect people to sit on them all day?

Interviewer: Thank you, Mr Murphy. I will be in touch.

TEST 4

Exercise 1

Speaker A

I hate waiting for people, it drives me mad – it always has done. The worst thing is in a shop or supermarket when I'm in a rush and trying to get somewhere while someone in front of me is taking their time and holding me up. I should be more understanding and calmer but it's just my character, runs in the family I guess.

Speaker B

I go jogging a lot and what I don't like is all the dogs in the park. They chase after me and some of them, especially the small ones, are quite aggressive and look as if they might bite me. Their owners don't care, they think they own the park and joggers are just a nuisance – they're worse than their dogs. I'm not against dogs but they shouldn't be allowed to run about in public places.

Speaker C

My sister and I share a bedroom and she's always borrowing my clothes without asking me. Last Saturday, for example, she took my best skirt and I only found out when I saw it in the wardrobe with a big stain on it. She could have washed it at least before she brought it back! I know she's my sister but there are limits and she should respect them.

Speaker D

When we're on holiday or just visiting somewhere, my dad takes photos of just about everything. He seems to spend more time messing about with the camera than actually looking round him. I don't say anything to him, because it's his hobby kind

of, but I wonder what the point is of taking hundreds of pictures which he hardly looks at when he gets back.

Speaker E

It sounds silly and I know it's no big deal but it annoys me when people spell my family name, Aksyonov, wrong. My family were originally from Russia, they left during the revolution, and so Aksyonov is quite a difficult name for British people both to say and write. I've lost count of the number of times I've had to correct my name on forms and documents.

Speaker F

I can't understand people who have really loud and very personal mobile phone conversations on the bus or train. It's their business of course and there's nothing you can do to stop it but I just find it embarrassing. Let them talk about it together face-to-face somewhere private where no one can overhear. Do they really want the whole world to know their gossip?

Exercise 2

Kevin: Hi, Sue, how are you? So this is Oldcaster. I'm here at last!

Sue: Hi, Kevin. I'm fine thanks. It's great to see you. Did you have a good journey?

Kevin: Not bad. Sorry, I'm a bit late, it was the train. There was a problem on the line and the train sat in York station for half an hour. So, what do we see first?

Sue: Well, to begin with, as you don't know Oldcaster at all, I reckon the best way to start is with one of the open-top bus tours. There's a great view of the top sights, like the castle and the old royal palace, and at the same time you'll hear all about the town's history from a guide.

Kevin: Sounds good and it's ages since I've done something like that. I guess you get a lot of people doing this?

Sue: Yeah and quite a few foreigners too. If their English isn't very good, they can listen to a recorded commentary in a choice of four other languages.

Kevin: Wow, I didn't realise Oldcaster was so cosmopolitan. You wouldn't get anything like that where I live. What else is going on?

Sue: Well, if you're interested in art, there's an interesting exhibition this week at the Central Library of work by local painters, and there's a really good reconstruction of a 19th-century bottle factory. That's not at the library – it's at the City Museum. It's not too far away, we can walk there.

Kevin: A bottle factory! That's a new one for me. That's the cultural stuff but what about sport, Sue, is there anything to do or see? You know I like my sport.

Sue: Sure; there's the swimming pool, which is open from 8 o'clock every day until 7.00. I know you love swimming. Or, if you're feeling too lazy to do that, Oldcaster Rovers, our football team, are playing this Saturday, kick-off 3 o'clock, and you can still get seats for £10. Rovers are not exactly Manchester United but they're not bad. I've seen them a couple of times.

Kevin: Hmm. I'll think about that. Alright, shall we get going then? There's obviously a lot to fit in before I go back on Sunday. Now what about ...

Exercise 3

Police Officer: Now, calm down, Mr Blackburn. Can you just start from the beginning?

Mr Blackburn: And then the spaceship just disappeared, just like that!

Police Officer: I said from the beginning.

Mr Blackburn: I'm sorry, Officer, I'm a bit overexcited. It's difficult for a man my age, you know. I'm not as young as I used to be. Why, when I was your age I...

Police Officer: Mr Blackburn, you said you were walking your dog.

Mr Blackburn: Yes, Officer, I walk, sorry walked, Rex, my dog, every evening about ten o'clock. We were just going down the canal path when Rex seemed to sense something. He stopped and started barking for no reason. I thought he'd seen a cat or something but there was nothing around. I tried to pull him, poor dog, but Rex wouldn't move. Then I saw it in the sky, at first very far away and distant but then coming closer until I could see the lights, then ...

Police Officer: This is important, you need to describe it carefully. After all, maybe it was just a plane.

Mr Blackburn: No way! For a start, planes don't fly so low. It was flying horizontally, almost touching the surface of the canal and for a minute I thought it was going to land in the water. It looked a bit like a disk, silver with flashing lights, like something from one of those science-fiction films.

Police Officer: Do you watch a lot of science-fiction, Mr Blackburn?

Mr Blackburn: Hold on, I wasn't imagining this – just because I'm not as young as I used to be. My eyesight is still very good and I saw everything, believe me. I don't believe in ghosts or any of that nonsense but what I saw last night, Officer, was incredible. The spaceship, because that is what it must have been, landed about 50 metres in front of me. It fell to earth absolutely silently – there wasn't a sound. I was terrified, I have to admit that.

Police Officer: Go on, Mr Blackburn.

Mr Blackburn: So Rex and I were standing there, not knowing whether to run or stay. When you see these things in films it's one thing, but when it happens to you in real life... it seemed like we were there for ages but it can only have been a few minutes before a door opened in the middle of the spaceship, and they came out.

Police Officer: They?

Mr Blackburn: Two figures, about two metres tall, dressed in some kind of gold costume. I knew at once they weren't human, just by the way they walked. Then one of them spoke to me. It was strange as I couldn't see their faces.

Police Officer: What did these, er, gentlemen say?

Mr Blackburn: I didn't understand anything. I'm not great at languages – I gave up Latin after a year – but even I know it wasn't any language humans speak. Anyway, they came straight up to us. I was shaking like a leaf by now and Rex was just frozen. I was expecting anything to happen. Well, they stopped right in front and walked around us, like they were inspecting us. Then one of them spoke, in English this time. He had a very quiet whispery voice, strange but not unpleasant. 'Are you the one?' he asked.

Police Officer: The one what?

Mr Blackburn: I didn't know what he meant either. 'Pardon?' I said but he just repeated his question. Then we were looking at each other and I don't know who was more confused. It would have been funny if I hadn't been so scared.

Police Officer: And then he stole Rex?

Mr Blackburn: Yes, well, I don't know if stole is the word because Rex followed them back to the spaceship. They said something or made a special signal and Rex went. The old dog didn't even look round to say goodbye. The three of them walked to the door, it opened, they went inside and that was that. What did they want a dog for, especially an old stupid one like my Rex?

Police Officer: Stealing a dog is a serious crime, Mr Blackburn. Can you describe Rex?

TEST 5

Exercise 1

Speaker A

I've lived here my whole life so I've nothing really to compare it with. Okay, there are some things I don't like – the kitchen for example is a bit on the small side and the back bedroom gets really cold in winter – but basically I'm happy here and I wouldn't want to move. My neighbours are lovely people and I've got a beautiful garden. And I've got the bus stop just outside so I can jump on a bus any time and go down town.

Speaker B

Living in the country isn't as idyllic as people in cities tend to think. Everything is miles away – the basic things like school and the supermarket, so you have to drive all over the place and really plan your time. We spend a fortune on petrol and I seem to spend half my life in the car. What's more, the services are just not the same as in the town so you need to get used to waiting ages for repairs and all that.

Speaker C

I'll be the first to admit that I'm really lucky. It's wonderful to wake up and be right next to the sea. We often go for walks on the beach in the morning before breakfast and in the summer we sometimes have a barbecue on the beach. Still, I've worked

really hard all my life to have a nice place like this to retire to. We lived in a small flat for years while I worked and saved up. It was all worth it though.

Speaker D

As a student with no money, I don't exactly have a lot of choice about accommodation. It's not a bad flat – it's quite nicely furnished, and the location is fine so I can't complain about that. The problem is that the people upstairs stay up all hours playing loud music and singing. How am I supposed to study with all that going on? I've got exams soon and I don't know how I'm going to manage. I guess I'll have to go and study in the library.

Speaker E

Actually, I'm just about to move. We need something bigger now that the baby is due and the other two are getting bigger and we've found this lovely place in a nice neighbourhood not too far away from the kids' school. So they'll also be very near their friends. It is going to be more expensive than where we have been living so I hope we can manage financially. We'll have to cut back on some of our other expenses, I guess.

Speaker F

My neighbour was saying to me just the other day that we should sell up and buy something in the south of France where the weather is nicer and you can get the same house for half the price. That's what she and her husband are going to do when they retire. She's definitely got a point but I need to think it over first. The grass is always greener on the other side, so they say, and it's not that I'm unhappy here.

Exercise 2

Theatre: Swanage Theatre. Can I help you?

Caller: Oh, hello. Could you tell me what's on this week?

Theatre: Well, the Shakespeare Festival is on at the moment. Macbeth is playing from Monday to Wednesday and then the programme changes.

Caller: What's on after that?

Theatre: Let me see. Romeo and Juliet runs until Sunday. There are two performances on Saturday, a matinee and an evening performance.

Caller: What about availability?

Theatre: We're pretty booked up at the weekend but there are more seats available earlier in the week. Which play were you thinking of?

Caller: Well, I think I'd rather see Macbeth. I studied it at school and know the plot inside out. What kind of interpretation is it?

Theatre: It's quite modern. The sets are very minimal and the props are basic. The idea is that the audience focuses more on what is being said.

Caller: OK. I'm not a hundred percent sure about it but we'll give it a go. Would you recommend it?

Theatre: It's had very good reviews apparently.

Caller: What about prices?

Theatre: Full prices are up to £30, depending on where you sit; children are £18 and concessions £15.

Caller: What kind of concessions do you mean?

Theatre: Well, the unemployed, pensioners and students. You'd have to bring some kind of proof with you though.

Caller: And up to what age does one count as a child?

Theatre: 14 inclusive.

Caller: And how do the prices vary for adults?

Theatre: They're £30 in the front rows and the balcony. The ones at the back are only £25. We've still got both available. For children and concessions the prices don't change according to where you sit.

Caller: Right then, I'd like two adults at £25, one student and one child for Thursday.

Theatre: So you've decided not to risk Macbeth and go for Romeo and Juliet after all?

Caller: Whoops! I meant Wednesday then.

Theatre: Row H seats four to eight?

Caller: That sounds perfect.

Theatre: How will you pay?

Caller: Credit card please. We'll collect the tickets on the night.

Theatre: Can you give me your name please? Have you bought tickets from us before?

Caller: Yes, I have. My name's Lydia Weston.

Theatre: Yes, you're on the system. Great, that will be £83. Shall I process it?

Caller: Wow, that's a lot! It's not easy keeping up with culture nowadays. Yes, put it through please.

Theatre: Fine, that's been done. I hope you enjoy it.

Caller: Thanks a lot for your help. Goodbye.

Theatre: Bye.

Exercise 3

Dana: ... and that's why I wrote the book.

Alex: so, what is emotional intelligence, Dana?

Dana: It's the ability to understand your own feelings and the emotions of other people and to use this understanding to change the way you behave and how you deal with others.

Alex: And how can that help us?

Dana: Well, if you're good at judging your moods, more aware of when you're elated or apprehensive or depressed, you can make better choices about what to do and when to do it, so you're more likely to choose the right moment to do that unpleasant task you've been putting off, like mowing the lawn or tidying your room or doing your homework.

Alex: Is there a right moment for chores like those?

Dana: Well, there certainly times when they don't seem so bad. For example, if you've been sitting in front of your computer for hours, you might well be in the mood to mow the lawn. And emotional intelligence allows you to recognize that.

Alex: Right.

Dana: Emotional intelligence also allows you to perceive other people's emotions more easily. It makes it a lot easier to decide how to react to them in order to get what you want and not to rub them up the wrong way: because if you do that, if you annoy people, it can just make things worse.

Alex: Can you give us an example?

Dana: Well, there's one story that comes to mind. Last summer there was a young man who used to drive past my building late at night blasting out loud techno music. And one evening my downstairs neighbor lost his head and ran outside to confront him. He was absolutely furious, and he started shouting at the driver, saying he should be ashamed of himself, that he was an egotistical maniac who didn't care about other people, that it wasn't proper music he was listening to, just noise. That people like him should be banned from driving. And that young people today just don't have respect for anyone!

Alex: And how did he react?

Dana: he was totally bewildered: didn't know what was going on. Then he realized that this madman was attracting two things he really cared about, his taste in music and his driving; and criticizing another thing he couldn't do anything about, his age.

Alex: So, did he turn down the volume?

Dana: No, he reacted aggressively and turned it up!

Alex: Oh!

Dana: Anyway, about a week later, I was coming home when the guy parked his car opposite my building. The music was blaring out. Boom, boom, boom. So, I smiled at him and said 'that's some sound system you've got there!' Now, it was obvious he was really proud of his car, so I complimented him on the way he'd done it up, and asked him lots of questions about it. Then we started talking about music and he explained why he thought techno was the best music for driving. And then, once I'd gained his confidence, I mentioned that my elderly neighbor is very ill and that she gets quite distraught whenever she hears loud music, especially in the summer, when the windows are open. And I explained that I've got a little baby who goes to bed at eight and that sometimes his music wakes her up and makes her cry. And he looked embarrassed and said he hadn't realized and he offered to turn down the music and close his car windows so as not to disturb us.

Alex: Is emotional intelligence...?