

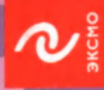
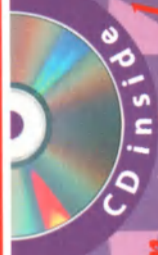
**ENGLISH**



ИНОСТРАННЫЙ ЯЗЫК : ШАГ ЗА ШАГОМ

Е. Б. Карневская, Н. А. Павлович,  
В. В. Лопатько

# Учимся слушать и понимать английскую речь



Foreign Language: Step by Step

**Pre-Listening**

Each lesson has a vocabulary list to be studied before listening. There may also be some other prelistening activities like reading an advertisement or a calling-card, examining a chart or discussing a picture.

**Listening and Comprehension**

This includes different tasks for general and intensive comprehension. The students' main objective at the general comprehension stage is to get the main ideas of the text. At the intensive listening stage students will be asked to look for more detail in the text.

**Language Focus and Auditory Memory Check**

These exercises focus on particular language features, for example, the use of prepositions and phrasal verbs, idioms, etc. Translation exercises are given special attention to in the handbook and are aimed at reinforcing the vocabulary of the recorded material and enriching the students' lexicon as well as developing students' auditory memory and translation skills as such.

**Follow Up Activities**

These are various speaking or writing activities linked to the topic of the Unit. Their purpose is to stimulate the students to use the information and language of the recording in similar speech situations.

Carrying out the tasks of In-Class and Out-Of Class Listening will help the learners improve their listening ability as well as contribute to the development of such general speech skills as notetaking, responding spontaneously to a communicative stimulus, detecting and correcting language mistakes by ear, memorizing and reproducing fragments of spoken language.

## Section I

### People and Their Families

#### Unit 1

#### Personal Details

#### In-Class Listening 1

#### Names. Addresses. Phone Numbers

**I. PRE-LISTENING TASKS**
**1.1. Look at the American Express Cardmembership Application and study the personal details requested in it.**


### American Express® Cardmembership Application

PLEASE PRINT CLEARLY AND PROVIDE ALL INFORMATION REQUESTED. THIS WILL HELP US TO RESPOND QUICKLY TO YOUR APPLICATION

**PLEASE TELL US ABOUT YOURSELF**

First, Middle, Last Name		Title (optional): <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms.		Home Phone (Area Code)		Yrs. There	
Date of Birth		Soc. Sec. Number		City		State	
Mo.	Day	Yr.	Number			Zip Code	
Print in the boxes below how you would like your name to appear on the Card. Spell last name completely. Full name must not exceed 20 spaces.				Nearest Relative or Friends Not Living with you			
Street Address				Street Address			
City				City			
State				State			
Zip Code				Zip Code			
Home Phone (Area Code)		Time There		No. of Other Dependents		Mother's Maiden Name	
Yrs.	Mos.	Yrs.	Mos.	Own Home	Rent	TYPE OF ACCOUNT(S) WANTED	
						Personal <input type="checkbox"/> Corporate Card <input type="checkbox"/>	

**1.2. Here is an example of a visiting-card. What information do we get about the person from the card?**

	<p><b>Charles H. Chamberlaine,</b> Associate Professor of Psychiatry London Health Sciences Centre University Campus</p> <p>Telephone (519) 663-2950 Fax (519) 663-3621 339 Windermere Road — PO Box 5339 London, Ontario, Canada N6A 5A5</p>
---	---

1.3. Study the Customs Declaration a person fills out when he comes to the United States. Pay attention to the information requested.



**WELCOME  
TO THE  
UNITED STATES**



DEPARTMENT OF THE TREASURY  
UNITED STATES CUSTOMS SERVICE

FORM APPROVED  
OMB NO. 1515-0041

**CUSTOMS DECLARATION**

Each arriving traveler or head of family must provide the following information (only ONE written declaration per family is required):

1. Name: .....  
Last First Middle
2. Date of Birth: Day / Month / Year 3. Airline/Flight: .....
4. Number or family members traveling with you .....
5. U.S. Address: .....  
City: .....
6. I am a U.S. Citizen YES NO  
If No, Country:
7. I reside permanently in the U.S. YES NO  
If No, Expected Length of Stay:
8. The purpose of my trip is or was  BUSINESS  PLEASURE
9. I am/we are bringing fruits, plants, meat, food, soil, birds, snails, other live animals, farm products, or I/we have been on a farm or ranch outside the U.S. YES NO
10. I am/we are carrying currency or monetary instruments over \$10,000 U.S. or foreign equivalent. YES NO
11. The total value of all goods I/we purchased or acquired abroad and am/are bringing to the U.S. is (see instructions under Merchandise on reverse side). \$ .....  
Dollars

II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the dialogues and check your comprehension completing the statements below.

1. In all the dialogues the information requested is...
  - a) the same;
  - b) quite different;
  - c) very similar.
2. The bank clerk is asking his customers for
  - a) financial information;
  - b) personal information.
3. The customers are
  - a) women;
  - b) men;
  - c) men and women.
4. The clerk asks the customers to spell
  - a) the name of the town;
  - b) the name of the street;
  - c) their first names.

2.2. Arrange the pieces of information given by the customers in the right order:

- number of the house/block/building
- city
- avenue/road/street

2.3. Listen to the recording and complete the forms for each customer.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_  
Tel.no. \_\_\_\_\_

Karen Norman  
Philip Wood  
Sally Ann Bailey  
Paul Crocker

## III. LANGUAGE FOCUS

## Abbreviations in Names and Addresses

3.1. When writing a letter the English often use abbreviations with names and addresses on the envelopes. Find the abbreviations on the envelopes given below and write their full forms.

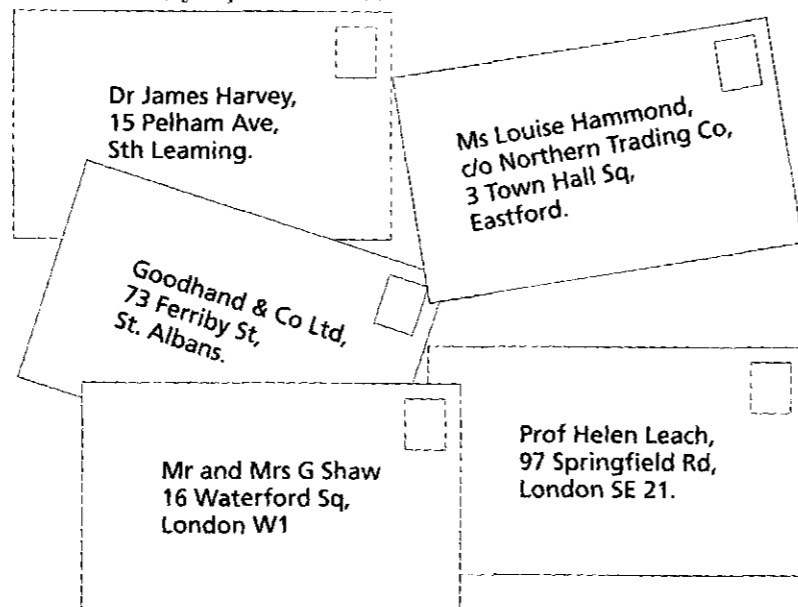
3.2. Here are some more abbreviations frequently used in addresses:

N S E NE NW SW Nth

3.3. Listen to the recording and remember the way the speaker pronounces them.

3.4. Translate from Russian into English.

1. Какой у вас адрес? 2. Я могу узнать ваш адрес и телефон?
3. Как правильно пишется ваша улица? 4. 01 — это код Лондона. 5. 495 — это код Москвы. 6. Письмо для Мисс Браун адресовано на компанию "Голден Стар". 7. Позвоните мне из Вашингтона — 011-7-495-38-47-562. 7 — код России; 011 — международный код.



## IV. FOLLOW UP ACTIVITIES

- Find out the addresses and phone numbers of your groupmates and fill in their visiting-cards.
- Fill in your visiting-card to give it to a friend.

In-Class Listening 2  
Phone Call

## I. PRE-LISTENING TASKS

1.1. Practise the pronunciation of these proper and geographical names so as to recognize them easily while listening to the recording.

Parkhill School — ['pɑ:khi:l 'sku:l]

Maria Leitao — [mə'ri:ə lei'tauə]

Rio de Janeiro — [ri:u də dʒə'ni:əru]

1.2. Learn the meaning of these words to avoid difficulties of understanding.

accommodation — жилье

hire — брать напрокат

rent — плата за квартиру

landlady — владелица дома

half board — полупансион

express post — срочное почтовое отправление

Go ahead — (зд.) Говорите. Диктуйте.

## II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to a student talking to a school official about her accommodation. Check your understanding of the gist by marking the following statements as True or False.

1. Maria is calling from the USA.
2. Maria received all the information by express post three months ago.
3. The school official gives Maria some new information.
4. Maria will start school in England in a fortnight.
5. Maria will find out more about the rent when she comes to England.

**2.2. Listen to the recording again and complete the chart with the details of Maria's accommodation in London as described by the school official.**

Landlady's name	
Her address	
Her telephone	
The look of the house	
The rent	

**2.3. As you listen to the recording another time and write down the official's and Maria's questions to the given replies.**

1. Off. \_\_\_\_\_  
M. Yes. Go ahead.
2. M. \_\_\_\_\_  
Off. Oh, yes. You just have to share the bathroom.
3. M. \_\_\_\_\_  
Off. About 10 minutes by bus.
4. M. \_\_\_\_\_  
Off. It's \$60 a week for half-board.

### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

**3.1. Insert prepositions where necessary.**

1. I'm phoning \_\_\_\_\_ my accommodation.
2. I'm leaving \_\_\_\_\_ England next week.
3. We can give you the information \_\_\_\_\_ phone.
4. I'll see you \_\_\_\_\_ a week.

**3.2. Translate into English using the vocabulary of the recording.**

1. Я вышлю Вам приглашение экспресс почтой через неделю.
2. Ты получила мое письмо? 3. Я уезжаю во Францию в следующем месяце. 4. Запишите мой адрес. У Вас есть чем записать? 5. Имя моей соседки Миссис Траут. Называю

по буквам: Т-р-а-у-т. 6. Как далеко это место от города? 7. Прекрасно. Какова плата за квартиру? 8. Увидимся через месяц. 9. Спасибо за приглашение.

### IV. FOLLOW UP ACTIVITIES

- **Imagine that you are making telephone calls to find out the address of:**

the company you are going to work for;  
your friend's relatives who live in your city;  
the school your nephew (niece) is studying at;  
the department store you can buy your clothes in.

- **Imagine that a friend of yours is staying at a hotel in your town. Call the hotel reception to find out:**

his/her room and telephone number;  
the date of his/her arrival and departure;  
the time he/she'll be in.

### Out-of-Class Listening 1 Dates, Names and Nationality Adjectives

#### A. Saying Dates and People's Names

#### I. PRE-LISTENING TASKS

**1.1. Learn how to read dates:**

In Great Britain: 1(st) January 1975: "the first of January nineteen seventy-five" is often abbreviated to 1 Jan '75 or to numbers only: 1/1/75

In the USA: May 4, 1975: "May fourth, nineteen seventy five". In numbers: 5/4/75

**1.2. Go over the following list of famous names.**

- |                        |                     |
|------------------------|---------------------|
| 1. William Shakespeare | 5. Marie Antoinette |
| 2. Diana Ross          | 6. Charles Darwin   |
| 3. Margaret Thatcher   | 7. Agatha Christie  |
| 4. Princess Diana      | 8. Elvis Prestley   |

- |                       |                              |
|-----------------------|------------------------------|
| 9. Julius Caesar      | 15. Napoleon Bonaparte       |
| 10. Pope John Paul II | 16. Michelangelo Buonarrotti |
| 11. Karl Marx         | 17. Greta Garbo              |
| 12. Sophia Loren      | 18. Ivan Lendl               |
| 13. Jane Fonda        | 19. Mikhail Gorbachev        |
| 14. Pablo Picasso     | 20. Marilyn Monroe           |

## II. LISTENING AND COMPREHENSION TASKS

- 2.1. Listen to the recording. What names from the list can you hear?**
- 2.2. What personal information about these famous people is given in the recording? Mark the date of birth opposite each name.**
- 2.3. Listen and practise reading the names and dates.**

### B. Saying the Names of Countries and Nationality Adjectives

#### I. PRE-LISTENING TASKS

**Do you know how the names of these countries are pronounced in English?**

Egypt	Iran	Japan	Ireland
Spain	Switzerland	China	Brazil
Portugal	Saudi Arabia	Belgium	Iraq
Vietnam	Norway	Poland	Israel
Hungary	Finland	Canada	

#### II. LISTENING AND COMPREHENSION TASKS

- 2.1. Listen and check if you can guess correctly. Practise reading the names with the speaker.**
- 2.2. Listen to 8 short dialogues. Pick out the nationality adjectives for each country and put them down into the right column (according to the suffix).**

1	2	3	4	5
-ian	-ish	-ese	-i	other

- 2.3. Look at the list of countries in the pre-listening exercise. Complete the columns with the nationality adjectives of the countries not mentioned in the dialogues. Consult a dictionary to spell the words correctly!**
- 2.4. Listen again to the dialogues. What adjectives are used to describe people's characters? Put them down into your notebooks.**  
e.g. Czech — sociable

### Out-of-Class Listening 2 An Irish Immigrant

#### I. PRE-LISTENING TASKS

- 1.1. Look up the meaning and pronunciation of the following words to avoid difficulties of understanding.**

ambition (n)	decent (adj)
nanny (n)	can't afford (to)
fare (n)	treat smb

- 1.2. Practise the pronunciation of the geographical names below.**

Drummin ['drʌmɪn]	Windsor ['wɪnzə]
Slough [sləʊ]	Buckinghamshire ['bʌkɪŋəmʃə]

#### II. LISTENING AND COMPREHENSION TASK

**Choose the right continuation of the sentences.**

- The girl left the shoe-factory and became a nanny because
  - she wanted to earn more money;
  - she wanted to work with children;
  - she had to work from 8 a.m. to 8 p.m. at the factory.
- The girl came to Slough, Buckinghamshire, as
  - her father knew the place well;
  - the boat fare was cheap;
  - most of the people from her part of the country went there.
- When the girl went back to Ireland people treated her differently because
  - she was rich;
  - she had been to England;
  - she had been to college.

4. The girl found her first job in  
 a) Windsor;  
 b) Drummin;  
 c) Slough.
5. In England the girl was made to feel  
 a) happy;  
 b) a stranger;  
 c) quite at home.

### III. AUDITORY MEMORY CHECK

Fill in the gaps as in the recording.

- The girl left school at the age of \_\_\_\_\_.
- When she worked as a nanny the girl lived \_\_\_\_\_.
- When the girl went home she stayed there \_\_\_\_\_.
- The girl returned to Slough for a period and then \_\_\_\_\_ in the late 1960s.
- The girl thought that once you leave your country you do not \_\_\_\_\_ any more.

### IV. FOLLOW UP ACTIVITY

- Write a paragraph about the girl's feelings and your attitude to the problem of immigration.

## Unit 2 Describing People

### In-Class Listening 1 Appearance. Likes and Dislikes

#### I. PRE-LISTENING TASK

Go over the vocabulary to avoid any difficulties of understanding.

##### Part 1

- printer's reader — корректор  
 part-time nurse — медсестра, работающая неполный день

firm of solicitors [sə'lisitəz] — адвокатская фирма  
 race horses — беговые лошади  
 short-sleeved — с коротким рукавом  
 heavily built — крупного телосложения

##### Part 2

copy editor — редактор  
 return journey — обратный путь  
 enjoyment — веселье  
 antique [æn'tik] — антиквариат  
 decorating — отделочный ремонт (дома)  
 local history — история района  
 odd — странный, нелепый  
 cycle — ехать на велосипеде



### II. LISTENING AND COMPREHENSION TASKS

#### 2.1. Listen to the recording and identify the type of the dialogues you've heard.

- fragments of a talk show;
- a talk between an employer and a job applicant;
- an interview carrying out a survey.

#### 2.2. Listen to the description of the five people and fill in the chart. Use the words from the pre-listening vocabulary.

Name	Keith	Sue	John	Alexandra	Jane
Characteristics					
age					
married					
children					
job					
height					
hair					
build					
clothes					

**2.3. Listen to two of the people giving personal information and take notes about the items listed below.**

Characteristics	Name	Keith	Sue
job hours			
children's age			
transport to work			
tastes in reading			
hobbies			
dislikes			
church			

### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

**3.1. Is or Has? Read the full forms of the contractions:**

1. He's married and he's got two children.
2. He's a good-looking man.
3. He's wearing white trousers.
4. He's very thin-faced.
5. He's the only one of these five people with a northern accent.
6. She's got dark brown hair.
7. She's just left school.
8. That's with a 45-minute lunch break.

**3.2. Study the table in 2.2 and make up sentences starting with:**

He's/She's the only one of these five people who...  
He's/She's the only one of these five people with...

**3.3. Insert the words: very, not very, quite and rather as they were used in the recording.**

1. He's a good-looking man: \_\_\_\_\_ and \_\_\_\_\_.
2. She's pretty: slim and blonde, \_\_\_\_\_.
3. She has \_\_\_\_\_ voice.
4. He's \_\_\_\_\_, slim and thin-faced but \_\_\_\_\_.
5. She is \_\_\_\_\_, \_\_\_\_\_ built and has red hair.
6. She's pretty: slim and dark-haired, \_\_\_\_\_.

**3.4. Choose the sentences you heard in the descriptions.**

1. a) He has a soft deep voice.  
b) He has a soft low voice.
2. a) Today he has white trousers and a blue striped T-shirt on.  
b) Today he's wearing white trousers and a blue striped T-shirt.
3. a) She's good-looking, slim and blonde.  
b) She's pretty, slim and blonde.
4. a) She has just left school.  
b) She has left school.
5. a) Today she's wearing a grey skirt and a white blouse.  
b) Today she's wearing a grey blouse and a white skirt.

### IV. FOLLOW UP ACTIVITY

- Give a description of a groupmate (a famous actor, TV presenter, sports star) and let the students guess who you have described.

## In-Class Listening 2 What Does He Look Like?

### I. PRE-LISTENING TASK

Go over the following list of words and expressions from the recording to avoid difficulties of understanding.

suspect ['sʌspekt] — подозреваемый

witness ['wɪtnəs] — свидетель

khaki ['kɑ:kɪ] — цвет хаки

be up to one's tricks — (зд.) братья за свое

be on the look out for smth — искать

go on patrol — выходить на патрулирование

keep one's eyes peeled for smb — (зд.) держать кого-либо в поле зрения

settle down — устроиться, разместиться

Ford Escort — марка машины

### II. LISTENING AND COMPREHENSION TASKS

**2.1. Listen to the recording and say:**

- a) where the conversation takes place;
- b) who is giving the instructions;



- c) who the instructions are given to;
- d) how many crimes have been mentioned;
- e) whether there are any witnesses of the crime(s);
- f) whether there are any details in the instructions.

**2.2. Listen to the recording again and choose the correct continuation for the statements below.**

1. The suspect is
  - a) a burglar;
  - b) a robber;
  - c) a shoplifter.
2. The suspect has
  - a) never committed crimes before;
  - b) been known to the police;
  - c) just appeared in the area.
3. The suspect has done
  - a) a house;
  - b) a room in a hotel;
  - c) a car.
4. The car mentioned by the police officer is
  - a) red;
  - b) khaki;
  - c) grey.

**2.3. Listen and fill in the chart with the details of the suspect's appearance and clothes.**

SEX		NOSE	
AGE		JEWELRY	
EYES		COAT	
HEIGHT		SHIRT	
HAIR		JACKET	
WEIGHT		SHOES	
BUILT		TROUSERS	
FACE		TIE	

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

**3.1. Match the words on the left with their equivalents from the recording on the right.**

put down	trick
pass over	male
two	scene
place	take down
suit	couple
man	do
rob	match
cheat	get down
adhesive label	sticker
certain	be on the look out for
look for	sure

**3.2. Fill in the gaps with the words from the recording.**

1. According to the witness's description the burglar was a young \_\_\_\_\_.
2. There are \_\_\_\_\_ things I'd like to talk to you about.
3. How many houses has he \_\_\_\_\_?
4. \_\_\_\_\_ a stolen car.
5. You can \_\_\_\_\_ now.
6. Let's \_\_\_\_\_ to details.
7. Been up to his \_\_\_\_\_ again.
8. Suspect is a white \_\_\_\_\_.
9. The witness is almost \_\_\_\_\_.
10. Keep your eyes \_\_\_\_\_ for everyone matching this description.

**3.3. Give the English equivalents for the following Russian sentences.**

1. Он снова взялся за свое.
2. Подозреваемый — белый мужчина ростом около 160 см, 25–30 лет.
3. Он хорошо сложен.
4. Свидетель почти уверен, что у него усы и серьга в левом ухе.
5. Запишите подробности.
6. Держите в поле

зрения каждого, кто подходит под это описание. 7. На заднем стекле машины имеется наклейка.

#### IV. FOLLOW UP ACTIVITY

- **Have you ever witnessed a crime? If so, share your impressions with the group.**

### Out-of-Class Listening 1 Description of People

#### I. PRE-LISTENING TASK

**Go over the vocabulary list. Consult a dictionary if you need.**

complexion (n)	bald (adj)
freckle (n)	sallow (adj)
dimple (n)	square (adj)
moustache (n)	curly (adj)
take an exercise	tanned (adj)
dishy (adj)	

#### II. LISTENING AND COMPREHENSION TASKS

- 2.1. Listen to the descriptions of four people and fill in the chart. Use the words from the pre-listening vocabulary.**

Description	Face	Complexion	Hair	Eyes	Anything remarkable?	General Impression
Names						
1.						
2.						
3.						
4.						

#### 2.2. Listen to the recording and give answers to the following questions.

1. What is the relation between Clare and Carol?
2. Why does the middle-aged man have a sallow complexion?
3. What do you notice first looking at a female with a square sort of face?
4. David has a tanned complexion, doesn't he?

#### 2.3. Recall the vocabulary of the recording to give the English equivalents for the following Russian sentences.

1. У него действительно интересный тип лица.
2. Это поразительно.
3. Он мужчина средних лет.
4. На вид ему около 55.
5. Его голова немного похожа на бильярдный шар.
6. Он носит очки.
7. Она мало бывает на воздухе, и это видно по цвету ее кожи.
8. У нее настоящий, естественный загар.

### Out-of-Class Listening 2 I Prefer a Big Family

#### I. PRE-LISTENING TASK

**Look up these words to avoid difficulties of understanding.**

advantage (n)
share (v)
spoil (v)



#### II. LISTENING AND COMPREHENSION TASKS

##### 2.1. Listen to the recording and note down the reasons why:

- A. the speaker thinks it must be awful to be an only child.

a. \_\_\_\_\_  
b. \_\_\_\_\_

- B. the speaker supposes there are some advantages, too.

a. \_\_\_\_\_  
b. \_\_\_\_\_

C. the speaker thinks big families are better.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

**2.2. Choose the statement that doesn't contradict the sentence from the recording.**

1. Some of my friends say he's good-looking but I don't know about that.
  - a. The speaker doesn't find his brother good-looking.
  - b. Roland's brother has never thought of his brother's appearance.
  - c. The speaker doesn't know what good-looking people look like.
2. She had to take her exams again last year -- but she passed them the second time.
  - a. Ellie didn't take her exams only once.
  - b. Ellie wanted to take her exams again last year.
  - c. She passed exams twice.

**III. AUDITORY MEMORY CHECK**

**Fill in the missing parts of the sentences.**

1. \_\_\_\_\_ I think \_\_\_\_\_ family size is four.
2. He is \_\_\_\_\_ now, \_\_\_\_\_ years \_\_\_\_\_ than me.
3. He started \_\_\_\_\_ in our \_\_\_\_\_.
4. The person in my family who I \_\_\_\_\_  
\_\_\_\_\_ is my cousin Ellie.
5. She's \_\_\_\_\_ height and \_\_\_\_\_ slim.
6. She's changed \_\_\_\_\_.
7. She's \_\_\_\_\_ a lot of friends and she \_\_\_\_\_  
a lot \_\_\_\_\_.

**IV. FOLLOW UP ACTIVITIES**

- **Do you think your family is big or small?**
- **Write a paragraph about advantages and disadvantages of a big/small family?**

## Unit 3 People and Their Characters

### In-Class Listening 1 What are People Like in Great Britain?

**I. PRE-LISTENING TASKS**

- 1.1. You are going to listen to a recording about the people living in different parts of Great Britain: England, Scotland, Wales and Northern Ireland. Work out the anagrams [ænəgræmz] below and you'll get nationality names of these people. The first line is done for you.**

England – ingelsh – English  
Scotland – sohcstt –  
Wales – hswel –  
Ireland – rshii –

- 1.2. Study the pronunciation of the geographical and proper names you will hear in the recording.**

Highlands ['haɪləndz]  
Richard Burton ['rɪtʃəd'bɜːtn]  
Dylan Thomas ['dɪlən'tɒməs]  
Eistedfodd [aɪstɛd'fɒd]  
Llangollen ['læŋgələn]  
Snowdonia ['snəʊ'dəʊniə]  
Cork [kɔːk]

**II. LISTENING AND COMPREHENSION TASKS**

- 2.1. Listen to the recording and mark the following statements as True or False.**

1. The conversation is between people coming from Great Britain.
2. Scotland and Wales have much in common.
3. The speakers do not agree with the national stereotypes they hear.
4. The Welsh speaker is living in London at present.
5. U-2 is a popular Irish dancing group.
6. The pop festivals in Ireland are more crowded than in England.

**2.2. Listen to the first part of the recording and from the words in the box below pick out the words that you hear on the tape.**

<i>easy going</i>	<i>outgoing</i>	<i>famous</i>
<i>greedy</i>	<i>mean</i>	<i>hot tempered</i>
<i>friendly</i>	<i>relax</i>	<i>talkative</i>
<i>great</i>	<i>love chatting</i>	<i>reserved</i>
<i>selfish</i>	<i>generous</i>	<i>tight with money</i>
<i>self-conscious</i>	<i>proud</i>	<i>lazy</i>
<i>hardworking</i>	<i>hospitable</i>	<i>brilliant</i>

**2.3. Listen to the second and third parts of the recording. Fill in the missing words in the sentences using the adjectives from the box above.**

- I don't think Welsh people are that... though.
- They are... of the Welsh language and often speak it in shops and with friends.
- What's ... about Wales then apart from sheep and rugby?
- People in Ireland aren't as ... about singing as they are in England.

**2.4. Listen to the recording again focussing on the detail to answer the following questions:**

- How does the Scottish person prove that the people in Scotland are generous and hospitable?
- Why do some people think the Welsh are unfriendly?
- What is famous about Wales?
- What did you get to know about Irish music traditions?

### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

**3.1. Insert prepositions where necessary.**

- I've never been ... Scotland.
- They are quite different ... the English.
- They always welcome visitors ... open arms and will offer ... them lots of food and drink ... home.
- We're famous ... choirs you know.
- You can go up Snowdon ... train if you're lazy.

- I miss ... the countryside.
- Everyone gets to know ... each ... other a lot ... quicker.

**3.2. Look through the words in the box to ex. 2.2. Can you give any synonyms or antonyms of the words?**

### IV. FOLLOW UP ACTIVITIES

- What are people like in your country?
- Are there any music festivals in your city/country?

## In-Class Listening 2 Stories about Friends

### I. PRE-LISTENING TASKS

**1.1. Learn the meaning of the following idioms.**

- on and off – (ад.) примерно (плюс-минус)
- look on the bright side of things – видеть во всем хорошее
- have smb in stitches – заставить смеяться кого-либо



1.2. The following words are most probably familiar to you. Make sure you can pronounce them correctly.

actually ['æktʃʊəli]	hairstyle ['heəstail]
however [haʊ'veə]	complain [kəm'pleɪn]
miserable ['mɪzrəbl]	quiet ['kwaɪət]

1.3. Go over the following word combinations and expressions. Note that they are typical of informal conversational speech.

go out	things like that
get on with smb	that kind of thing
have a good laugh	I can't stand
be the kind of person	laugh like anything

## II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to four people describing their best friends and state who the speakers' friends are.

	Mother	Sister	Boy-Friend	Cousin	Neighbour	Class-mate	Girl-friend	Co-worker	Old friend
Boy									
Girl									
Man									
Woman									

2.2. Look at the features the speakers admire their friends for and match the descriptions with the relevant speaker.

The girl	she is the kind of person who will always listen.
The boy	he is the kind of person who never gets miserable.
The man <i>says</i>	he is the kind of person who can understand other people.
The woman	she is the kind of person I can always depend on.

2.3. Listen to the recording again and identify the following statements as False, True or not Clear. Comment on your choice.

1. The boy's friend never remembers his birthday.
2. The girl doesn't like miserable people.

3. The girl is always smiling and laughing.
4. The man's friend is always calm and quiet.
5. The man is single now.
6. The woman's friend always says what she thinks.
7. The woman lives alone.

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

3.1. Insert (where necessary) the prepositions you heard in the recording.

1. I'm not an easy person to get \_\_\_\_\_.
2. Jack is someone I've known \_\_\_\_\_ years.
3. I think that friends \_\_\_\_\_ childhood understand you better.
4. I'm sure she would never lie \_\_\_\_\_ me.
5. You know I can leave the children \_\_\_\_\_ her or I can borrow \_\_\_\_\_ some sugar.
6. I know she won't complain \_\_\_\_\_ it.

3.2. Replace the italicized words in the sentences by their synonyms from the recording.

1. Whenever I go somewhere with my former classmates *we laugh a lot*.
2. The story he told me was so funny that *I laughed and laughed*.
3. He is *one of those people* who are always ready to help.
4. She began to complain about being busy, tired, *etc*.
5. My neighbour's son is crazy about horror films, spy stories, *etc*.

3.3. Write down the sentences word for word.

1. I'm not \_\_\_\_\_ difficult.
2. Anyway \_\_\_\_\_ you say.
3. Jack \_\_\_\_\_ or anything.
4. I think \_\_\_\_\_ you know.
5. He \_\_\_\_\_ quiet.
6. I wish \_\_\_\_\_ actually.

**3.4. Listen to another fragment of the text sentence by sentence. Translate the sentences into Russian in the pauses provided.**

1. Well, \_\_\_\_\_ say.
2. We've \_\_\_\_\_ off.
3. I know \_\_\_\_\_ listen
4. She \_\_\_\_\_ that.
5. If \_\_\_\_\_ anything.

**IV. FOLLOW UP ACTIVITIES**

- Which of the persons described appeals to you most? Comment on your choice.
- Describe your best friend. Point out the features of his/her character you like most.

**Out-of-Class Listening 1**  
**Leaving Messages on the Answerphone**



**I. PRE-LISTENING TASKS**

**1.1. Before you listen to the recording read the following information.**

In Britain more and more people have answerphones. Answerphones receive messages when you are out of the house, or do not want to be disturbed.

**1.2. Look up the words in the dictionary in case they are unfamiliar to you.**

message (n)	petrol pump
cheque (n)	take smb's call
overdraft (n)	collect smb from
beep (n)	play squash
pub (n)	meet up
garage (n)	feel sick
Tube (n)	fix smth

**1.3. Look through the proper names used in the recording.**

South Bank Sports Centre; Midland Bank; St. Peter's Primary School.

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the recorded messages on the cassette and match the messages with the person calling. As you listen, indicate the order in which the messages come.**

No	Message for	Person calling
1	Mr. Hopkins	Steve
	Bob	Richard Lest
	David	Bob
	Bob	Steve
	Mr. Hopkins	Janet
	Anne	Mr. Bryant
	Bob	Anne

**2.2. Now listen again and decide if these statements are True or False.**

1. Bob's surname is Hopkins.
2. Steve wants Bob to meet him at the bank.
3. Bob has to go to the bank as soon as possible.
4. Bob forgot to sign the cheque.
5. Janet and David often meet up for drink.
6. Janet's phone number is 081-734 8526.
7. Bob has a daughter.
8. It's 2 o'clock when Mr. Bryant phones.
9. Bob will be home at 6 o'clock.
10. Bob has broken down in his car on his way to pick up Zoe.
11. Bob's at the service station.
12. Anne will collect Zoe from school.

**2.3. Answer the questions.**

1. What sport does Bob play?
2. What job does Anne do?
3. What does Steve ask Bob to bring?

4. What is the problem with the cheque?
5. What is the Pint Pot?
6. Where are Steve and Bob going to play their sport together?
7. What is wrong with Zoe?
8. What is the problem with Bob's car?
9. Can you describe what is going to happen?

### III. LANGUAGE FOCUS

#### 3.1. Complete the following sentences from the recording choosing the expressions of time from the box below.

*this evening from about seven till nine; until late; last night; until about five thirty; half past two; around half six; next week; tonight; half past four; until about seven or eight*

1. I got your message...
2. See you...
3. I'm going to be in a pub in Camden...
4. I'll be in...
5. We'll play sometimes...
6. It's... now.
7. It's ... and I'm at a garage on the A2.
8. I don't think I'm going to get home ... or ....
9. And can you call Steve and tell him I can't play squash...
10. I don't suppose I'll be back...

#### 3.2. Pick out and put down the word combinations with the verb *get*. There are four of them in the recording.

### IV. FOLLOW UP ACTIVITY

- **Imagine you're phoning an English friend but he or she is not at home. You decide to leave a short message on the answerphone. Write the message you'd like to leave.**

## Out-of-Class Listening 2

### Anne Jacobsen

#### I. PRE-LISTENING TASKS

##### 1.1. Before you listen to the text make sure to consult a dictionary for the words in the list below.

crime (n)	stylish (adj)
castle (n)	stately (adj)
violence (n)	get brown
tax (n)	turn red

##### 1.2. Check if you know the correct pronunciation of the following words:

reputation [repu'teɪʃn]	eccentric [ɪk'sentrik]
clothes [kləʊðz]	Norwegian [nɔ:'wi:dʒən]

#### II. LISTENING AND COMPREHENSION TASK

##### Listen to the text and choose the right continuation of the statement.

1. Anne came to Great Britain
  - a) to find a job;
  - b) to improve her English;
  - c) to study the British way of life.
2. Anne doesn't like British men because
  - a) they are not as intelligent as Norwegian men;
  - b) they are not as polite as Norwegian men;
  - c) they are not dressed as stylishly as Norwegian men.
3. The thing Anne really doesn't like about Britain is
  - a) the radio and television;
  - b) the everyday violence and crime;
  - c) the traffic jams.
4. Anne thinks British people are
  - a) very unusual and eccentric;
  - b) friendly and helpful;
  - c) too proud of the royal family.
5. Anne doesn't like the clothes shops in Britain because
  - a) they are too big for the customers;

- b) there is not much variety in them;  
c) they are much cheaper in Norway.

### III. AUDITORY MEMORY CHECK

Fill in the gaps as in the recording.

1. Anne Jacobson has lived in England for \_\_\_\_\_.
2. Cigarettes are \_\_\_\_\_ in Britain than in Norway.
3. Anne thinks British people pay high taxes to \_\_\_\_\_.
4. Anne's enjoyed her stay in Britain although it has been \_\_\_\_\_ what she imagined.
5. She came over here \_\_\_\_\_.

### IV. FOLLOW UP ACTIVITY

- Write a paragraph on the topic "Many Countries Many Customs".

## Unit 4 Family Relations

### In-Class Listening 1 Marriage Guidance Council

#### I. PRE-LISTENING TASKS

##### 1.1. Go over the list of words below to avoid difficulties of understanding the recording.

- counsellor ['kaʊnsələ] — советник, адвокат  
inconsiderate [ˌɪnkən'sɪdərət] — невнимательный (к другим)  
persuade [pə'sweɪd] — убеждать, уговаривать  
have rows [raʊz] — ссориться  
argue ['ɑ:gju:] — спорить  
force smb to do smth — заставлять  
embarrass [ɪm'bærəs] — смущать, беспокоить



- run around — суетиться  
resent [rɪ'zent] — негодовать, возмущаться  
encourage [ɪn'kʌrɪdʒ] — воодушевлять, поощрять  
forbid [fə'bɪd] — запрещать  
pass judgements ['dʒʌdʒmənts] — выносить решения

##### 1.2. Practise the pronunciation of these proper names.

- Malcolm ['mælkəm]                      Barbara ['bɑ:brə]  
Gary ['gæri]                                Andrea ['ændriə]  
Murray ['mʌreɪ]

##### 1.3. Read the sentences and provide either a synonym or a translation for the italicized words.

1. Mrs. Murray, the counsellor, always *sees* them. Oh, *I see*.
2. It's an organization which allows people to talk with a *third person* about their problems.
3. He's waiting *outside*.
4. When the children *started* school, I wanted to go back to work.
5. He's so *untidy*!

2 Учимся слушать...



- 6. I'm not his **servant**.
- 7. I've got my own **career**.
- 8. I **prefer** her to stay at home.

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the recording and choose the right alternative to make a true statement.**

- 1. During the last couple of years Malcolm and Barbara haven't/have been very happy.
- 2. This is their second/third visit to the Council.
- 3. Barbara/Malcolm persuaded her husband /his wife to come to the Marriage Guidance Council.
- 4. When the children, Gary and Andrea, started school Barbara didn't want/wanted to go back to work.
- 5. Barbara and Malcolm share/don't share the housework.
- 6. Malcolm supposes they don't need/need to talk to somebody about their problems.

**2.2. While listening to the tape again put the numbers of the sentences pronounced by Malcolm into one box and those said by Barbara — into the other. The first sentence is done for you.**

Notice that the pronouns *he, his, him, her* are missing in the sentences.

- 1. ... is so inconsiderate.
- 2. I would prefer ... to stay at home.
- 3. I encouraged ... to go back to work.
- 4. ... never does anything in the house.
- 5. ... needs an interest.
- 6. I try to help.
- 7. I earn as much money as ... does.
- 8. ... invites three of ... friends to come around for a drink.
- 9. ... doesn't think it's enough.
- 10. I always have to remind ... to pick up ... clothes.
- 11. I always help ... to wash up.
- 12. ... never allows me to suggest anything about the house or about the kids.

Barbara	Malcolm

- 13. ... 's got... own opinions and that's it.
- 14. ... always complains about collecting them from school.
- 15. ... expects me to run around and get... tea.

**2.3. Now look again at Barbara's and Malcolm's complaints and remarks. Can you mark each sentence as either positive (+) or negative (-) according to the nature of the complaint and the speaker's attitude.**

**2.4. Agree or disagree with the following statements and give your arguments:**

- 1. Barbara complains too much.
- 2. Malcolm should be more attentive to his wife's problems.
- 3. Their arguments do not sound serious enough to divorce.
- 4. They are both too tired. The family needs a good rest.

**III. LANGUAGE FOCUS**

**3.1. In the sentences below fill in the missing verbs choosing them from the box. Some verbs can be used more than once.**

<i>pick up</i>	<i>remind</i>	<i>help</i>	<i>do</i>	<i>collected</i>
<i>go</i>	<i>got</i>	<i>get</i>	<i>expect</i>	<i>forced</i>
<i>does</i>	<i>resent</i>	<i>listen</i>	<i>tell</i>	<i>persuade</i>
<i>want</i>	<i>give</i>			

- 1. He didn't \_\_\_ to come here, so well... I \_\_\_ him to come.
- 2. I wanted to \_\_\_ back to work. So I \_\_\_ a job.
- 3. By the time I've \_\_\_ the kids from school, I only \_\_\_ home about 7.
- 4. He didn't \_\_\_ me to \_\_\_ them and I had a long and difficult day.
- 5. I'm not here to \_\_\_ an opinion, I'm here to \_\_\_.
- 6. Barbara had \_\_\_ me to come.
- 7. I always have to \_\_\_ him to \_\_\_ his clothes.
- 8. Barbara feels that you ... well, \_\_\_ her job.
- 9. I \_\_\_ the kids to \_\_\_ their homework while she \_\_\_ the dinner.

**3.2. Underline the parts of the sentences that do not convey the main information but serve as linking words and phrases.**

- a. After all, I'm not his servant.
- b. Actually, I think that's part of the trouble.

- c. You see, I earn as much money as he does.  
 d. Well, anyway by the time I've collected Gary and Andrea from school...

## IV. FOLLOW UP ACTIVITY

- **Whose side, Barbara's or Malcolm's, would you take if you were to give your opinion? Why?**

### In-Class Listening 2 Old School Friends

## I. PRE-LISTENING TASK

**Make sure you know what these words mean.**

- sale — a period of time when a shop reduces its prices  
 promotion — the activity of advertising a product by arranging special events, by offering it at a reduced price  
 [prə'məʊʃn]  
 responsibility — the obligation to make decisions for others  
 [rɪs'pɒnsə'bɪlɪtɪ]  
 tiring — making you feel tired  
 [taɪərɪŋ]  
 get out — go out

## II. LISTENING AND COMPREHENSION TASKS

## 2.1. Listen to the recording and identify the speech variety:

- a radio interview;
- a part of a radio play;
- a conversation between friends.

## 2.2. Listen to the recording and mark the following statements as True or False.

- The women have met by chance.
- One of the women couldn't recall the other woman's name at once.

- The women used to be friends at the University.
- The women promise to write to each other in future.
- The women are going to meet some other time.

## 2.3. Listen to the recording again and decide who each of the statements below refers to.

Statements	Carol	Wendy
She has made a career.		
She got married after school.		
She works for a company.		
She has got 3 kids.		
She travels a lot.		
She has become Mrs. Brown.		
She is at home most of the time.		
She enjoys her job.		
She doesn't go out much.		
She is quite happy.		

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

## 3.1. Listen to the recording again and note down the expressions of surprise, agreement, approval and satisfaction as well as formulas of greeting, linking words and gap fillers which the speakers use in their conversation. There must be ten of them in all.

Expressions of surprise	Agreement and approval	Formulas of greeting	Linking words and gap fillers

## 3.2. From the two variants in each case choose the one which completes the sentence exactly as in the text.

- My goodness, I haven't seen you
  - since we left school;
  - for ages.
- I'm very busy
  - these days;
  - all the days.
- You must really
  - enjoy that;
  - join the company.

4. I travel around
  - a) all over the place;
  - b) all over the world.
5. I was going out with him
  - a) in the sixth form;
  - b) when I was 16.
6. I sometimes wish
  - a) I did get out a bit more;
  - b) I went out a bit more.
7. I don't think a career
  - a) would much suit me;
  - b) would have done me good.
8. I'll give you a ring and
  - a) we can fix something up;
  - b) we can arrange something.
9. I work for
  - a) a video film studio;
  - b) a TV company.
10. I sell
  - a) programs to TV stations;
  - b) video films all round the world.

#### IV. FOLLOW UP ACTIVITY

- **What appeals to you more: the life of a career girl or the life of a housewife?**

### Out-of-Class Listening 1 Should the Wife Stay At Home?

#### I. PRE-LISTENING TASK

**Read this fragment from a discussion carried on by some native speakers of English. They are talking about housewives' work.**

Mike: Do you think housewives ... be ... in the same ... as other people ...? I mean, everybody ..., who does a regular job ... a salary.

Sue: Yeah, but who ... them? That's the trouble, I mean, who ... they be paid by? The only way you could do it is by ... the

man enough of a wage to pay you as well. And that, that, er, I mean, in our ... age, in my parent's age anyway, my ... was paid ... um, to pay, to support his wife and .... Nowadays that's not always...

John: There's no, there's no way you could pay a ... now. She's doing about ten jobs.

#### II. LISTENING AND COMPREHENSION TASKS

##### 2.1. Listen to the recording and fill in the missing words.

##### 2.2. Listen to the 2nd recording. You will hear four of the expressions listed below. Which ones?

wife stays at home	comes home to work
end of his day's work	work until midnight
end of the wife's working day	Well, that's it.
if you both share	I'll read the newspaper.
I'll pick my feet up.	

#### III. LANGUAGE FOCUS

**In the two conversations you've listened to find the English phrases for the following Russian ones:**

1. Получать заработную плату.
2. Платить достаточно.
3. Содержать семью.
4. Сидеть у камина.
5. Единственное, что можно было бы сделать.
6. Соглашаться с чем-либо.
7. В любом случае.
8. В противном случае.

### Out-of-Class Listening 2 Marriage Customs

#### I. PRE-LISTENING TASK

**Practise the pronunciation of these geographical names and words from the recording.**

Indian ['ɪndiən]	shrine [ʃraɪn] (n)
Paraguay ['pærəɡwaɪ]	Shinto ['ʃɪntəʊ] (n)
Malaysia [mə'leɪzə]	kimono [kɪ'məʊnəʊ] (n)
Hindu ['hɪndu:]	tribe [traɪb] (n)
Japanese ['dʒæpə'ni:z]	immediate [ɪ'mi:diət] (adj)

## II. LISTENING AND COMPREHENSION TASKS

**2.1. Listen to the dialogues about marriage customs in different countries and choose the alternatives to complete the statements.**

1. In Paraguay two women wanting to marry the same man
  - a) attend a boxing match;
  - b) fight at a boxing match;
  - c) bet on who wins a boxing match.
2. In Malaysia when people get married they have to
  - a) cook rice;
  - b) scatter uncooked rice;
  - c) eat uncooked rice.
3. In India when a girl gets married
  - a) she gets up on the back of a cow and cries;
  - b) she take a cow back from the field;
  - c) she brings a cow to the wedding ceremony.
4. During the "water-pouring" ceremony water is poured
  - a) first over the bride;
  - b) over the groom;
  - c) over both of them at the same time.

**2.2. Listen to the dialogue again and note down the information relevant for answering the questions.**

1. What group of the country population does the first custom belong to?
2. What is strange about the wedding tradition in Malaysia?
3. At what age do Indian girls traditionally get married?
4. Why does a young Indian girl cry before her wedding day?
5. Where is the "water-pouring" ceremony observed?

**2.3. Listen to another dialogue about marriage customs and check your comprehension by marking the statements as True or False.**

1. Most Japanese women prefer Western bridal dresses to kimonos.
2. A traditional Shinto ceremony means getting married at a shrine.

3. There are usually about a hundred people at the wedding ceremony.
4. Not all the guests are expected to give formal speeches at the reception.
5. A Japanese wedding is great fun.
6. The guests sing songs and make funny speeches only after a formal meal.

**2.4. Listen to the dialogue again focussing on the essential details and answer these questions.**

1. What was Mari wearing at the wedding ceremony?
2. Where did Mari get married?
3. Who attended the ceremony?
4. What was the reception like?
5. What kind of entertainment was there?
6. What happened at the end of the reception?
7. Why was the interviewer surprised?

## III. LANGUAGE FOCUS

**Translate using the vocabulary of the dialogue.**

1. Покажи мне твои свадебные фотографии. 2. Большинство невест предпочитают длинное свадебное платье. 3. Регистрация брака состоялась в местном ЗАГСе. 4. Свадьба была в ресторане. 5. Мне понравилась речь, которую произнес дядя жениха. 6. На свадьбе было много развлечений и гости много пели. 7. На свадьбе присутствовали только близкие родственники.

## IV. FOLLOW UP ACTIVITY

- **What are the marriage customs in your country? What are the differences between the city and country weddings?**

### Consolidation 1A Frederic Meets Janet

#### I. PRE-LISTENING TASK

Notice the pronunciation of the proper and geographical names you'll hear in the recording.

Venice ['venɪs]	Frederic ['fredərɪk]
Tokyo ['təʊkiəʊ]	Onassis [əʊ'næsɪs]
California [kælɪ'fɔːniə]	Janet ['dʒænət]

#### II. LISTENING AND COMPREHENSION TASKS

##### 2.1. Listen to the recording and identify the speech variety:

- |                  |                            |
|------------------|----------------------------|
| a) an interview; | c) a conversation;         |
| b) a phone call; | d) an extract from a play. |

##### 2.2. Choose the correct continuation of each sentence:

- Janet and Frederic
  - are friends;
  - are colleagues;
  - have never met before.
- Frederic Onassis
  - is a member of the famous Onassis family;
  - is telling lies about his being a relation of the Onassis family;
  - is a pilot of a Boeing 747 belonging to the Onassis family.
- Janet and Frederic
  - are at a party;
  - are at a restaurant;
  - are talking on the phone.

##### 2.3. Listen to the recording again and complete the mini-dialogue below choosing the correct answers from those given on the right.

- |                                 |     |   |
|---------------------------------|-----|---|
| Fred: What's your name?         | (1) | a. Janet Parker.<br>b. Janet Piker.                   |
| Janet: (1)...                   |     |   |
| Fred: Tell me, what do you do?  | (2) | a. I'm a shopgirl.<br>b. I have a shop.               |
| Janet: (2)...                   |     |   |
| Fred: Really?                   | (3) | a. I'm a photographer.<br>b. I'm a film-star.         |
| Janet: What do you do, Fred?    |     |   |
| Fred: (3) ...                   | (4) | a. Oh, yes, in London.<br>b. Oh, no, I live in Paris. |
| Janet: Are you based in London? |     |   |
| Fred: (4)...                    |     |   |



##### 2.4. Frederic says that he is travelling a lot. Complete the parts of the sentences on the left with the places Frederic says he has been to or is going to visit:

- |                                       |               |
|---------------------------------------|---------------|
| A. I've just got back from            | a) Tokyo      |
| B. Before that, I was in              | b) Paris      |
| C. In a few days I'll be in           | c) Washington |
| D. And then probably I'll take you to | d) Venice     |
| E. We'll go to                        | e) California |

##### 2.5. Listen to the conversation again. Pick out the adjectives that are used with the following nouns.

1. ...	people	1. ...	eyes	
2. ...		2. ...		
3. ...				
1. ... face		1. ... beauty		1. ... things

##### 2.6. Do you remember the English equivalents for the following Russian words and word combinations from the recording?

- Вернуться откуда-либо.
- Ужасно интересно!
- Удивить кого-либо.
- Фотографировать (2).
- Я похож на нее характером.
- И я тоже.
- Отвезти кого-либо.

**Consolidation 1B**  
**Recognizing Sounds. Identifying Emotions and Feelings.**  
**Singing a Christmas Song**

**I. PRE-LISTENING TASK**

Study the words in the box below. Consult a dictionary in case the words are unfamiliar.

<i>train</i>	<i>people watching football</i>	<i>egg frying</i>
<i>fire</i>	<i>cup breaking</i>	<i>car crash</i>
<i>lawnmower</i>	<i>typewriter</i>	<i>airplane</i>
<i>rain</i>	<i>bath running</i>	<i>sewing machine</i>

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the first recording and say what you think the sounds might be, beginning your sentence with *It sounds like ...* Use the words and word combinations from the box.**

*e.g. It sounds like a train.*

**2.2. Now you will hear eight people speaking. You must decide how each of them is feeling. Write down sentences as in the example:**

*e.g. She sounds surprised.*

**You can use some of the adjectives listed below.**

<i>afraid</i>	<i>amused</i>	<i>angry</i>	<i>cross</i>	<i>pleased</i>
<i>relaxed</i>	<i>sad</i>	<i>surprised</i>	<i>upset</i>	<i>worried</i>

**2.3. The third part of the recording is a merry Christmas song. Would you like to sing it with the recording? Before doing that listen to the recording and fill in the missing words.**

- We ... you a ... Christmas,  
We ... you a ... Christmas,  
We ... you a ... Christmas,  
And a ... New Year!
- Good tidings to ... wherever ... are.  
Good tidings for Christmas and a ... New Year.  
Enjoy yourself!

**Section II**  
**House and Flat**

**Unit 1**  
**The House We Choose**

**In-Class Listening 1**  
**Lodgings. Accommodation**

**I. PRE-LISTENING TASKS**

**1.1. Do you know the meaning of the following words? Try to match the words with the correct definitions:**

- |                              |   |
|------------------------------|---|
| A. lodger ['lɒdʒə]           | a. a room with 2 beds or a double bed           |
| B. deposit [dɪ'pɒzɪt]        | b. a person who pays to live in a house/flat    |
| C. poster ['pəʊstə]          | c. coloured paper for covering walls of rooms   |
| D. wallpaper ['wɔ:lpeɪpə]    | d. large printed picture (e. g. of a pop star)  |
| E. double room ['dʌbl̩ ,rʊm] | e. money you pay in advance for a room or house |

**1.2. Here are some more words you will hear in the recordings. Study their pronunciation and meaning.**

- back view [vju:] — вид на внутренний дворик  
house rules [ru:lz] — правила проживания  
fire risk ['faɪə rɪsk] — вероятность возникновения пожара  
blu-tac ['blu:tæk] — клейкая паста (типа пластилина)  
sellotape ['seləuteɪp] — клейкая лента  
be allergic [ə'ɪz:dʒɪk] — иметь аллергию  
wheelchair ['wi:lʃeə] — инвалидное кресло  
book accommodation — заказать место (в гостинице)  
overlook smth — выходить (окнами) на что-либо  
confirm [kən'fɜ:m] — подтвердить  
be accessible [ək'sesəbl̩] — быть доступным, удобным

## II. LISTENING AND COMPREHENSION TASKS

**2.1. During their stay in Britain a lot of foreign students reside with families. Listen to the recording of a conversation between a student looking for a lodging and a landlady and choose the right variants to make the sentences true.**

1. The landlady has some/doesn't have any house rules.
2. The landlady doesn't like pets/doesn't allow people to keep pets in her house.
3. The landlady lives with her husband/lives alone in her house.
4. The student is the first/not the first lodger in the room.
5. The student likes/doesn't like the room.

**2.2. Listen to the second recording and give answers to these alternative questions:**

1. Is Vera Muller phoning a hotel or a landlord?
2. Is Vera Muller phoning in the afternoon or in the morning?
3. Did she find any suitable accomodation or didn't she?
4. Did Vera ask for single or double rooms?
5. Is Vera Muller a secretary or the director of the company?

**2.3. Among the first things that lodgers need to know are the house rules — what they *can* and *can't* do. Listen to the first recording again and fill the missing verbs in the third column.**

1	2	3	4
You		pay	the rent a month in advance
		...	pets in the house
		...	your room tidy
		...	hot cups on wooden surface
		...	any parties
		...	the kitchen to make tea and coffee
		...	one or two friends round now and again
		...	your bed
		...	a few posters up in the house
		...	guests in the rooms after 10 o'clock
		...	blu-tac
		...	sellotape
		...	in the bedrooms

**2.4. Listen to the second recording and complete the information below.**

**Muller's Requirements**

Number of nights —  
Dates —

Kind of room —  
Special requirement —

**Prices**

Single room

Double room —

**Rooms Available**

Three doubles on the ... floor. One single ... and two doubles on the ...

**Public Rooms and Conveniences**

The lift goes to the ... floor only. The restaurant is on the ... floor. The conference room is on the ... floor.

**2.5. As you listen to the same recording this time note down the details about the double rooms on the sixth floor and the rooms available on the ground floor.**

## III. LANGUAGE FOCUS

**Use the vocabulary of the recording to give the English equivalents for these Russian words and word combinations:**

1. Эта комната хороших размеров.
2. Время от времени, иногда.
3. Чувствовать себя как дома.
4. На том же этаже.
5. Близко к садику.
6. Вид на город.
7. Подниматься и спускаться по лестнице.
8. Одноместные номера.
9. Двухместные номера.

## IV. FOLLOW UP ACTIVITY

- **Explain what rooms should be accessible by wheelchairs, say why.**
- **Describe the house rules your landlady asks you to keep to or the rules you keep to in your family.**

## In-Class Listening 2 An Ideal House

### I. PRE-LISTENING TASK

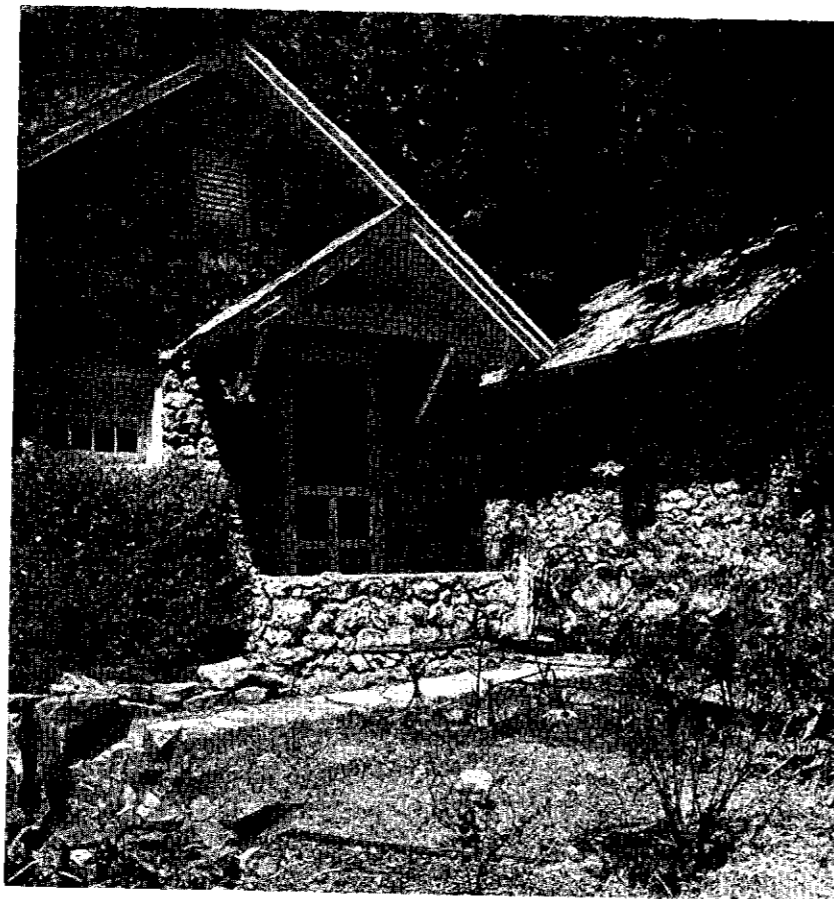
Go through the following list of words and word combinations from the recording you are going to listen.

rush hour — час пик

fitted shower — встроенный душ

take-away — ресторан, где можно взять еду на дом

local vicarage ['vɪkərɪdʒ] — дом местного vicария



detached house — отдельный дом

infrequent [ɪn'frikwənt] — редкий, нечастый

come in useful — быть полезным

fix up — приводить в порядок, отремонтировать

mind smth (doing smth) — быть против

### II. LISTENING AND COMPREHENSION TASKS

**2.1. You will now hear 2 people talking about their houses. Compare their descriptions by marking the following statements as True or False.**

- Both houses are in the same area.
- The families have spent a lot of time to find an ideal house to live in.
- There are two people in each family.
- Both the families like living in a quiet place.
- The families sometimes have friends to stay for a holiday or weekend.
- Both houses need fixing up.

**2.2. Listen to the speakers again focussing on the essential information about each house and fill in the table below.**

	First house	Second house
Location:	.....	.....
Type:	.....	.....
Number of rooms:	.....	.....
Conveniences:	.....	.....
Transport:	.....	.....
Facilities nearby:	.....	.....

**2.3. When you listen to the recording this time pay attention to the detail of the description and try to fill in the missing words in the sentences below.**

- I've been looking for my \_\_\_\_\_ house for ages.
- It's a \_\_\_\_\_ flat opposite a \_\_\_\_\_ park.



3. There is a \_\_\_\_\_ road \_\_\_\_\_ the house.
4. Except \_\_\_\_\_ weekends.
5. It's a \_\_\_\_\_ floor flat \_\_\_\_\_ a \_\_\_\_\_ bedroom.
6. It's an \_\_\_\_\_ one, so that's definitely \_\_\_\_\_ only.
7. It's a very \_\_\_\_\_ place rather \_\_\_\_\_ actually.
8. We've got a fairly \_\_\_\_\_ house.
9. They come in \_\_\_\_\_ if we have a lot of people to stay.
10. I keep my \_\_\_\_\_ things in one of them.
11. We do all our \_\_\_\_\_ in a \_\_\_\_\_ supermarket in our \_\_\_\_\_ town.
12. The bus is very \_\_\_\_\_, \_\_\_\_\_ a day.
13. The station is about \_\_\_\_\_.

### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

#### 3.1. Replace the italicized words and word combinations in the sentences below by the vocabulary of the recording. Make other changes if necessary.

1. I hate travelling by the underground in the afternoon because *it's most crowded at this time*.
2. I haven't heard from my former classmates *for a long time*.
3. My neighbour's husband is a very handy man. He can *repair* everything in the house.
4. Our secretary never *objects* to doing extra work.
5. My parents couldn't buy me a computer when I was at High School because *it was too expensive* for them.
6. Concerts of famous pop stars *are very rare* for a small town like St Paul.

#### 3.2. Insert the intensifying, specifying and parenthetical words from the box into the sentences below. Note that some words can be used more than once.

<i>really</i>	<i>just</i>	<i>quite</i>	<i>too</i>	<i>right</i>	<i>mainly</i>
<i>fairly</i>	<i>even</i>	<i>rather</i>	<i>also</i>	<i>actually</i>	<i>very</i>

1. We \_\_\_\_\_ like peace and quiet.
2. I'd \_\_\_\_\_ like to live in the country, but we can't \_\_\_\_\_ afford that.
3. It's only \_\_\_\_\_ noisy during the rush hour.
4. We don't \_\_\_\_\_ mind.
5. There's \_\_\_\_\_ the two of us.
6. It would be \_\_\_\_\_ small if we had any children.
7. It's \_\_\_\_\_ got central heating which is \_\_\_\_\_ important.
8. There are shops \_\_\_\_\_ outside the house.
9. There's \_\_\_\_\_ a swimming pool in the park.
10. The church is \_\_\_\_\_ a long way away.
11. Living here you \_\_\_\_\_ need a car \_\_\_\_\_.
12. We've got a \_\_\_\_\_ typical detached house.
13. It's \_\_\_\_\_ an old house. It used to be the local vicarage.
14. It's \_\_\_\_\_ people from the city who live here.
15. It's a \_\_\_\_\_ quiet place, \_\_\_\_\_ expensive.

### IV. FOLLOW UP ACTIVITIES

- Write a paragraph about the advantages and disadvantages of the two houses using the suggested scheme.

This house has many advantages. First of all \_\_\_\_\_

As well as, \_\_\_\_\_

Another advantage is \_\_\_\_\_

On the other hand, there are some disadvantages. The main one is that \_\_\_\_\_

Besides this \_\_\_\_\_

Another problem is that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Although there are some disadvantages, I would rather live in this house, because \_\_\_\_\_

\_\_\_\_\_

- Talk about an ideal house you would like to live in.

### Out-of-Class Listening 1 An Old House

#### I. PRE-LISTENING TASK

In the first recording you will hear someone talking about how an old house changes. Look at the picture of the house. Write down the labels from the picture in your notebook. Consult a dictionary in case you can't guess the meaning of the words.

#### II. LISTENING AND COMPREHENSION TASKS

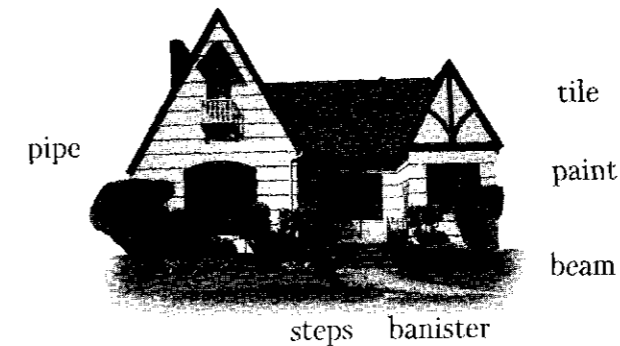
- 2.1. Listen to the recording and note down the nouns combined with each of the verbs from the box.

*e.g. a timber frame house -- moves*

Note that the verbs in the box are infinitives and you should write the word combinations as they are used in the recording.

<i>move</i>	<i>break</i>	<i>peel</i>	<i>polish</i>
<i>rust</i>	<i>crack</i>	<i>wear</i>	<i>get harder</i>

- 2.2. Complete the last sentence of the recording. It begins with "So living in an old house is..."



#### III. FOLLOW UP ACTIVITY

- Write a paragraph saying if you'd like to live in a detached house. Explain why or why not.

### Out-of-Class Listening 2 Unusual Types of Houses

#### I. PRE-LISTENING TASK

Look up the meaning of the following words to avoid difficulties of understanding the recording.

advertisement (n)	squeeze (n)
barge (n)	storing (n)
concrete (n)	local council
deck (n)	tight (adj)
tunnel (n)	line smth with smth
nightmare (n)	move in
permission (n)	save up

#### II. LISTENING AND COMPREHENSION TASKS

- 2.1. Listen to four people talking about their houses and mark the statements below as True or False.

1. All the owners were looking for something unusual to buy.
2. Each of the owners is pleased with the house.

3. The unusual houses mentioned in the recording were not expensive.
4. The houses were originally used for other purposes.
5. All the houses are round.

**2.2. Listen to the descriptions again and fill in the chart below.**

Houses	Boat house	Underground house	Tunnel house	Garden house
Characteristics				
Neighbourhood				
Floors				
Rooms bedrooms				
kitchen				
bathrooms				
living rooms				
store room				
Conveniences				
Garden				
Other characteristics				

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

**3.1. While listening to the texts this time insert the missing prepositions.**

1. We saw an advertisement \_\_\_\_\_ a house boat.
2. Not the kind \_\_\_ thing you used to see \_\_\_\_\_ the river \_\_\_\_\_ London.
3. It's not actually \_\_\_\_\_ the water any more, but it's quite \_\_\_\_\_ the river.
4. We are connected \_\_\_\_\_ the mains electricity and water.
5. We had plans made \_\_\_\_\_ this house.
6. You can't see much \_\_\_\_\_ it \_\_\_\_\_ the outside.
7. Down \_\_\_\_\_ here the house is actually quite large.
8. We go upstairs \_\_\_\_\_ the garden \_\_\_\_\_ our house.
9. The railway line was closed \_\_\_\_\_ 30 years ago.

10. We have \_\_\_\_\_ the same amount \_\_\_\_\_ space as there would be \_\_\_\_\_ a 3 bedroomed house.

**3.2. Listen to the recording again and write down six sentences with *used to* / *get used to*.**

**3.3. Recall the words from the recording which are synonyms to the ones below:**

build	place
difficult	small
advise	number

**IV. FOLLOW UP ACTIVITY**

- **Would you like to live in a house of the kind you've heard in the recording? Why? Give your for or against reasons in writing.**

## Unit 2 House to Rent or to Let

### In-Class Listening 1 Flat Hunting

**I. PRE-LISTENING TASKS**

**1.1. Study the words from the recording given for you on the left. Try to match the words with the correct definition or synonym on the right.**

- |                     |   |
|---------------------|---|
| A. let (n)          | a. a move from one metro line to another        |
| B. change (n)       | b. with furniture                               |
| C. academics (n)    | c. most likely                                  |
| D. furnished (adj)  | d. people connected with educational activities |
| E. overseas (adj)   | e. a rent                                       |
| F. preferably (adv) | f. across the sea                               |
| G. bear in mind     | g. living-room                                  |
| H. reception room   | h. remember smth, keep in memory                |

**1.2. Learn the pronunciation and meaning of the following words and word combinations.**

ornithological ['ɔ:nɪθə'lɒdʒɪkl] views — пейзаж, привлекательный для любителей птиц  
 bird spotting ['spɒtɪŋ] — наблюдение за птицами  
 strike [straɪk] — поражать, удивлять  
 involve [ɪn'vɒlv] — вовлекать, включать

**1.3. Make sure you can pronounce the following proper nouns:**

Kensington ['kenzɪŋtən]    Hampstead ['hæmpstɪd]  
 Chelsea ['tʃelsɪ]            Hyde Park ['haɪd pɑ:k]  
 Bayswater ['beɪzwɔ:tə]    The Angel ['eɪndʒəl]

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the recording and check your general comprehension by marking the following statements as True or False.**

1. Brenda is looking for a flat to share with John.
2. John has a son.
3. The question of money is of no importance for John.
4. Flats near Hyde Park are prestigious.
5. The Angel is only a walking distance from Kensington.

**2.2. Listen to the conversation again and focus on the location and other details of the flats being advertised in the newspaper. In the table below note down the location of the flat and the other details you can hear.**

Location	Details of flats
1. Chelsea	three rooms ...
2.	
3.	
4.	
5.	
6.	

**2.3. Match the statements in the following chart with the right speaker.**

Statements	John	Brenda
1. There is something here in Chelsea, that's not too far away.		
2. Wonder why they say "Ideal Overseas Visitors".		
3. Well J50 still strikes me as pretty expensive.		
4. Let's quickly run your finger down the page.		
5. There is no tube through, is there?		
6. That's, that is a definite advantage.		
7. It's got ornithological views.		
8. I don't think that's what they've got in mind.		
9. They heat from April to October.		
10. If you want to live around Hyde Park, you've got something for £100 a week.		

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

**3.1. In the sentences below find the words which were not used in the recording.**

1. Well, it's really nice of you, Brenda, to invite me to stay until I find this flat, but I'd really like to stay and find something.
2. You are looking for a two bedroom flat, aren't you?
3. There's something here in Chelsea, that's not too far away.

4. Is that more than you can offer?
5. You'd have to go Northern Line and then take the Circle Line, wouldn't you, so it'd involve at least one change.
6. Which ones shall we mark that you want to phone?

**3.2. Fill in the missing prepositions used in the recording.**

1. Well, let's have a look \_\_\_\_\_ this paper.
2. Well, I'll be working \_\_\_\_\_ Kensington.
3. Bayswater's not too far \_\_\_\_\_ Kensington as well.
4. That's not bad \_\_\_\_\_ London.
5. I was thinking \_\_\_\_\_ spending ...
6. Angel's \_\_\_\_\_ the Northern Line.
7. It's all the same \_\_\_\_\_ the rush hour.
8. Two double bedrooms looking \_\_\_\_\_ the park.

**3.3. Translate the word combinations below using the vocabulary of the text you've been listening to.**

1. Пригласить кого-либо погостить.
2. Краткосрочная/долгосрочная аренда.
3. Прямая линия метро.
4. Существенное преимущество.
5. Отапливать квартиру.
6. Это звучит весьма заманчиво.

**IV. FOLLOW UP ACTIVITIES**

- **Speak about the kind of flat you would look for if you came to Great Britain as a student.**
- **Speak about the average prices of flats available for students in your country. When speaking try to use the vocabulary of the text you have listened to.**

**In-Class Listening 2  
Flat Hunting**

**I. PRE-LISTENING TASK**

- Study the vocabulary to understand the recording better.**  
old stuff — старые вещи

- bedsitter — однокомнатная квартира  
well-appointed — хорошо оборудованный  
self-contained — изолированный, отдельный  
drive smb mad — сводить с ума  
exceptionally [ɪk'seɪʃənəlɪ] — особенно, исключительно

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the talk between two friends, Helen and Rod, who are looking at accommodation advertisements in a newspaper. Check your understanding of the gist by answering these questions.**

1. Are Helen and Rod going to share a flat?
2. Are they talking about accommodation for a single person or for a couple?
3. Rod says he could cycle to his work, doesn't he?
4. Is the price limit mentioned in the conversation?
5. Do the friends make their choice in the end?

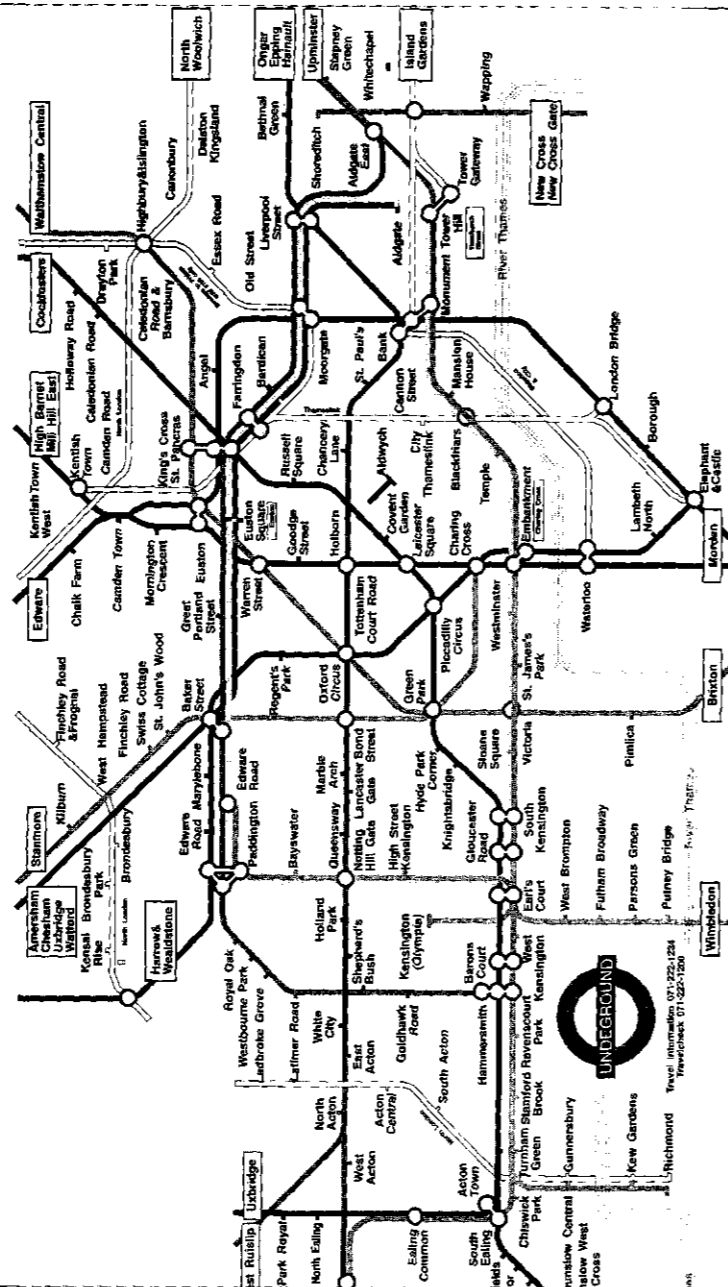
**2.2. Listen to the conversation again focussing on the details. Try to take notes so as to fill in the table below.**

Information given / Advertisement	Location and Address	Size	Type of flat
1 <sup>st</sup> Advertisement			
2 <sup>nd</sup>			
3 <sup>rd</sup>			
4 <sup>th</sup>			
5 <sup>th</sup>			
6 <sup>th</sup>			

**2.3. Listen again and note down the reasons why the flats did not suit the friends.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Scheme of London metro



## III. LANGUAGE FOCUS

Recall the phrases from the conversation equivalent in meaning to the following:

- to make smb angry –
- it's not suitable (2 versions) –
- get tired of smth –
- a flat without furniture –
- a one-room flat on the top –

## IV. FOLLOW UP ACTIVITY

- Speak about your flat-hunting mentioning the requirements relevant for a person looking for accommodation.

### Out-of-Class Listening 1 We Live in an Old Farmhouse

## I. PRE-LISTENING TASK

Look up the meaning of the following words to avoid any difficulty of understanding.

satisfaction (n)	handicapped (adj)
[sætɪs'fækʃn]	['hændɪkæpt]
carpentry (n)	smart (adj)
sailing (n)	matter (v)
demanding (adj)	reasonably (adv)
[dɪ'mɑ:ndɪŋ]	['ri:zənəblɪ]

## II. LISTENING AND COMPREHENSION TASKS

Listen to the text and choose the right continuation of the statements.

- The narrator thinks
  - age differences are very important in a marriage;
  - personality is more important than age differences;
  - age is important only if you can't get on with someone.
- The narrator and his wife have enough money because
  - the husband's job is very well-paid;
  - Barbara gets more money than her husband;
  - they both work.

3. The narrator and his wife prefer to stay at home in the evenings because
  - a) they spend a lot of energy at work;
  - b) they dislike going out;
  - c) they like to watch television most of all.
4. The narrator's wife works for
  - a) a local oil company;
  - b) local radio;
  - c) local council.
5. The narrator and his wife do a lot of work about the house
  - a) to save money;
  - b) because they enjoy it;
  - c) they are good specialists in doing the job.

### III. AUDITORY MEMORY CHECK

Fill in the missing parts of the sentences.

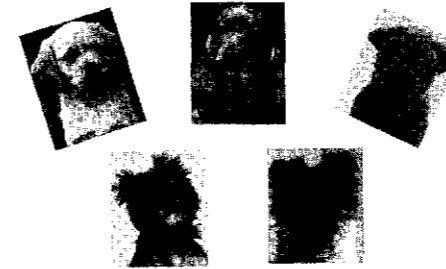
1. It takes Barbara about \_\_\_\_\_ by \_\_\_\_\_ to get to work.
2. The narrator and his wife lead a \_\_\_\_\_ life.
3. The house in which the family live needs \_\_\_\_\_.
4. That's how we \_\_\_\_\_ on a sailing holiday.
5. We do most of \_\_\_\_\_ ourselves.

### IV. FOLLOW UP ACTIVITIES

- Write a paragraph showing that life in the country is very quiet and people living there find it pleasant.
- Prove that life in the country makes the villagers do everything in the house by themselves.

## Out-of-Class Listening 2

### Life in New York



#### I. PRE-LISTENING TASK

Go through the vocabulary below to make sure you know the meaning of the words from the recording.

beast (n)	dull (adj)
on a lead	appreciate (v) [ə'pri:ʃieɪt]
dog walker	get loose
covered walkways	Manhattan [mæn'hætŋ]

#### II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the recording and prepare the answers for the following questions:

1. What is Jenny?
2. How many dogs are there in her "happy family"?
3. Why could life in New York be very dull for the animals?
4. How did the dog react when it didn't appreciate the author's help?

2.2. Listen to the recording again and write down the continuations of the statements below:

1. ... In most apartments there is \_\_\_\_\_.
2. "How often do you \_\_\_\_\_?"
3. In Manhattan you can walk miles \_\_\_\_\_.
4. She took a map \_\_\_\_\_.
5. From a small bridge it fell into the water and \_\_\_\_\_.
6. ... I picked the dog up and \_\_\_\_\_.
7. She was very grateful and \_\_\_\_\_.

## III. LANGUAGE FOCUS

Give the English equivalents for the following Russian words and phrases using the vocabulary of the text you've listened to.

1. Житель Нью-Йорка.
2. Квартира.
3. Осчастливить кого-либо, сделать кого-либо счастливым.
4. Рядом.
5. Показать на что-либо.
6. Заботиться о чем-либо, присматривать за кем-либо.
7. Достать из кармана.
8. Спрашивать себя.

## IV. FOLLOW UP ACTIVITY

- Write a paragraph describing life in your native town as compared with life in New York.

### Unit 3

## A House to Sell or to Buy

### In-Class Listening 1

#### House for Sale

## I. PRE-LISTENING TASKS

- 1.1. Look at the advertisement "House for Sale". This house is old and in very bad condition. But there are people who are interested in buying it. Can you guess why? Notice that *terraced houses* are several houses, usually two-storey, joined together in a row or terrace.

*TERRACED house. Built 1872. 3 bedrooms. Needs some attention. Ideal for keen do-it-yourself enthusiast. Very reasonable price. Gatsby & Stahr., Estate Agents.*

- 1.2. Go over the vocabulary to clear up any difficulty.

old people's home — дом престарелых  
do-it-yourself man — мастер на все руки  
kitchen units — кухонные шкафчики



power point ['paʊərɔɪnt] — электрический выход, электрическая точка

double glaze windows — двойные стекла

lounge [laʊndʒ] — гостиная

neglect — (зд.) не заботиться о чем-либо

put in — устанавливать

rewire [ri'waɪə] — делать новую проводку

get a grant — получить скидку

show smb around — показывать (дом)

knock smth down — сносить

- 1.3. Make sure you understand who is the doer of the action in the sentences in each pair.

1. a. I'll do the ceiling myself.  
b. We'll have to **have the ceiling done**.
2. a. We'll put more power points in.  
b. We'd need to **have more power points put in**.
3. a. I can do most of the things in the house.  
b. We'd have to **get most things done for us**.



## II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the conversation between an estate agent (агент недвижимости) and Robin and Jean Harvey, who are looking at the house, and answer the questions below.

1. Where is the owner of the house staying at the moment?
2. What rooms are there in the house?
3. What does the estate agent say about the price?
4. How many storeys are there in the old house?
5. Do you think Robin will buy the house?
6. What saying did you hear on the tape?

2.2. When Robin and Jean are talking about the house, they mention several things they can do themselves and some other things that they will have to have done. Listen to the conversation again, and complete the chart.

	Do it themselves	Have it done by someone else
Put in kitchen units		
Do kitchen ceiling		
Paint kitchen		
Rewire house		
Put in more power points		
Redecorate lounge		
Convert small bedroom into bathroom		
Put toilet in bathroom		
Repair roof		
Put in central heating		
Double-glaze windows		

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

Fill in the missing prepositions.

- 1. Just look \_\_\_\_\_ that sink. It must have been there \_\_\_\_\_ the house was built.

2. There's plenty \_\_\_\_\_ light.
3. You could have the small bedrooms converted \_\_\_\_\_ a bathroom.
4. All the other houses \_\_\_\_\_ the street have had that done.
5. And of course, you'd get a grant \_\_\_\_\_ that as well.
6. I couldn't do any \_\_\_\_\_ that myself.
7. Anyway, thank you \_\_\_\_\_ showing us around.
8. As I told you \_\_\_\_\_ the phone.

## IV. FOLLOW UP ACTIVITY

- Are you keen on doing things about the house yourself or do you prefer to get things done?
- What would you like to change in the house you live in?

In-Class Listening 2  
Moving In

## I. PRE-LISTENING TASKS

1.1. Before you listen to the recording go over the vocabulary to clear up any difficulty.

- amplifier ['æmplɪfə] — усилитель  
 stereo ['stɪrɪəʊ] — стерео  
 speaker ['spi:kə] — динамик  
 huge [hju:dʒ] — огромный  
 empty out — освободить, опорожнить

fit in – подходить по размеру  
 hurt – болеть  
 shove [ʃʌv] – передвигать  
 sort out – разобрать, рассортировать  
 stick out – выступать  
 toast the feet – греть ноги

**1.2. Make sure you remember the English prepositions of place. Practise their pronunciation so you can easily recognize them in the recording.**

in between [ɪn bɪtʷi:n], opposite [ˈɒpəzɪt], underneath [ˈʌndəni:θ]

**II. LISTENING AND COMPREHENSION TASKS.**

**2.1. Listen to the recording and mark the following statements as True, False, or Not mentioned.**

1. The couple have just moved into the flat.
2. They are deciding on the items of furniture they will need to buy.
3. Neither of them has seen the kitchen yet.
4. There is no bedroom in the flat.
5. The flat is very expensive as it is located in the centre of London.

**2.2. While listening to the dialogue this time pay attention to the details of the talk and match the items in the left column with the indication of place on the right.**

Items of furniture	the place in the flat
1. bookcase	behind the door/next to the door
2. chest of drawers	in between the two windows
3. 2 chairs	opposite the fireplace
4. desk	in front of the fireplace
5. wardrobe	right in the middle
6. bed	underneath the television
7. sofa	nowhere, opposite the desk

8. amplifier	on the chest of drawers
9. two speakers	on the left
10. table lamp	between the window and the fire place
11. TV-set	on either side of the fireplace

**2.3. When indicating the location of an object or thing the speakers often try to put it more clearly by adding adverbs specifying the adverbials of place. Fill in the gaps with such words as right, just, sort of.**

1. We can have the two chairs \_\_\_\_\_ in front of the fireplace.
2. The first thing we ought to do is \_\_\_\_\_ decide where the bed's going.
3. What about \_\_\_\_\_ here next to the door \_\_\_\_\_ behind the door.
4. That's a good idea \_\_\_\_\_ as you come in, \_\_\_\_\_ in that corner there.
5. Let's \_\_\_\_\_ go to the kitchen and sort that out.
6. There's \_\_\_\_\_ about enough space there.
7. We can \_\_\_\_\_ put that on the chest of drawers.
8. That'd be nice in between the two windows there, \_\_\_\_\_ in the middle.

**III. FOLLOW UP ACTIVITY**

- Draw a plan of the room putting the items mentioned in the recording in the appropriate place.
- Describe the places in your house where the same items of furniture are located.

**Out-of-Class Listening 1**  
**House-Agent's Advertisement.**  
**House for Sale**

**I. PRE-LISTENING TASK**

John and Sally have been looking for a house to buy. Having read the advertisement, that is given below, John decides to go and look at the advertised house. Now you read the advertisement. Do you know all the words in it? If not, consult a dictionary.

**Central York**  
**MAGNIFICENT**  
**TOWN RESIDENCE**

Four double bedrooms, luxury bathroom,  
upstairs and downstairs cloakrooms,  
lounge, dining-room, kitchen-breakfast room,  
double garage, beautiful mature garden,  
gas-fired central heating. In first-class condition

£90,000

**II. LISTENING AND COMPREHENSION TASK**

After John has seen the house he is discussing his visit with his wife Sally. Listen to the conversation between John and Sally. How many differences can you find between the two descriptions of the same house: the one in the advertisement and that given by John? Write down the differences like this:

Advertisement	John's Description
Central York	It's four miles out of the town centre

**III. LANGUAGE FOCUS**

Note down the synonyms of the following words and word combinations:

house	sitting/living room
toilet	garden with plants growing

**IV. FOLLOW UP ACTIVITY**

- If your parents/grandparents decided to sell their house/flat, what kind of advertisement would you recommend them to write?

**Out-of-Class Listening 2**  
**At Ripley's Realty**

**I. PRE-LISTENING TASK**

Study the pronunciation of the proper names from the recording.

Ripley's Realty ['riplɪz 'riəltɪ]

Padley Drive ['pædlɪ draɪv]

Bank Street ['bæŋk stri:t]

Newton Square ['nju:tən skweə]

Andrews ['ændru:z]

Andy Brown ['ændɪ 'braʊn]

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the first recording "At Ripley's Realty" and correct the given incorrect version of the dialogue.**

- A. Hello?  
B. Hello, Mr. Andrews? This is Max from Ripley's Realty.
- A. Hi, have you got a house for me yet?  
B. Yes, I have been shown a great house on Padley Drive. It's only \$300,000.
- A. Oh, that's too expensive for me.  
B. Well, I have a new one on Bank Street. It's only \$55,000. But it has no bedroom.
- A. That's not good enough.  
B. Well, how about a house in the country?
- A. That sounds exciting.  
B. It's very cold so it needs a little warming. But it's really nice and it has a lively view.

- A. And what about the yard?  
 B. Oh, it's quiet and large. There's a beautiful apple tree in the front of the yard.  
 A. Sounds well. Uh, we have a duck. Is there a pond round the yard?  
 B. Let me tell you. Yes, there's an old-fashioned prickly hedge around it.  
 A. Very beautiful. Is there a big garret? Are there plenty of rooms in the backyard?  
 B. Well, yes. And it's within your prize rent.  
 A. It sounds nicely. My wife and I would like to sell it.

**2.2. Listen to the second dialogue and fill in the missing questions.**

- Woman: \_\_\_\_\_?  
 Caller: Hello. I'm calling about the apartment you have for rent.  
 \_\_\_\_\_  
 Woman: Yes, it is.  
 Caller: Now, it says it's partly furnished. \_\_\_\_\_?  
 Woman: Well, it has a dining table with six chairs, two sofas in the living room, a bed and ... let's see ... Oh, yes, a stove and a refrigerator.  
 Caller: Uh-huh. \_\_\_\_\_  
 Woman: Yes, it does.  
 Caller: Oh, good! Well, I think I'd like to come and see it.  
 \_\_\_\_\_?  
 Woman: \_\_\_\_\_?  
 Caller: That'd be fine.

**2.3. Listen to the third dialogue and fill in the missing answers.**

- Man: Hello?  
 Caller: \_\_\_\_\_  
 M: Yes, what would you like to know?  
 C: Well, how big is it exactly?

- M: \_\_\_\_\_  
 C: Oh. That's very small!  
 M: \_\_\_\_\_  
 C: Mm, well what floor is it on?  
 M: \_\_\_\_\_  
 C: \_\_\_\_\_ Thanks anyway. Bye.  
 M: OK, goodbye.

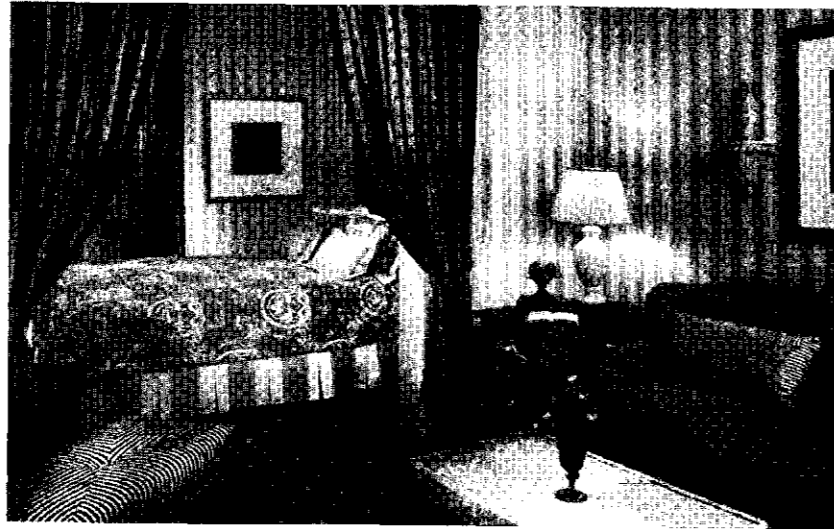
**2.4. Listen to the fourth dialogue and fill in the missing parts of the questions and answers.**

- Woman: Hello?  
 Caller: Hi. I'm calling about \_\_\_\_\_ in Newton Square. It sounds really nice.  
 W: It is \_\_\_\_\_ if you have \_\_\_\_\_  
 C: Hmm. And \_\_\_\_\_ in Newton Square is it?  
 W: Do you know the small park with \_\_\_\_\_? It's \_\_\_\_\_ near that.  
 C: Oh, right. I know where \_\_\_\_\_. That's a \_\_\_\_\_. Well, can I come and see it \_\_\_\_\_? Say \_\_\_\_\_, may be?  
 W: Sure, how \_\_\_\_\_ o'clock?  
 C: OK, Mr. Brown. Goodbye.  
 C: Bye bye.

**III. FOLLOW UP ACTIVITY**

- Imagine you are having a telephone conversation with the landlady after you have read her advertisement about renting a room for students.

## Unit 4 Sharing a Flat



In-Class Listening 1  
Flatmates

### I. PRE-LISTENING TASK

Learn the meaning of these words and phrases to understand the recording better.

- cap — башка
- cigarette burn — след, пятно прожженное сигаретой
- cigarette end — окурок
- disaster — разгром, бедствие
- serviette [sɜ:vi'et] — салфетка
- stain — пятно
- replace — возмещать
- tidy up — убирать в комнате
- scratch — поцарапать
- feel bad about smth — (эд.) чувствовать себя виноватым
- get out of hand — выйти из-под контроля

### II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the conversation between Rod and Jim and mark the statements below as True or False.

1. Rod was the owner of the flat.
2. His flatmate had not expected him to come back soon.
3. Rod learned from his neighbours that his flatmate had had a party with a few friends.
4. Rod didn't recognize his flat.
5. He told his flatmate to find himself another place to live.

2.2. Listen to the conversation again paying attention to the details and complete the chart below as in the example. Note that four items in the list are not mentioned by the speakers.

Item	Damage	Solution
1. table	leg is broken	Jim will fix it.
2. door		
3. records		
4. chairs		
5. glasses		
6. floor		
7. wall-paper		
8. record-player		
9. sofa		
10. sink		
11. carpet		

### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

Fill in the gaps with the prepositions, adverbs and conjunctions from the recording.

1. What \_\_\_\_\_ earth happened \_\_\_\_\_ the flat?
2. It looks \_\_\_\_\_ a bomb fell \_\_\_\_\_ it.
3. I was going to tidy everything \_\_\_\_\_ you got \_\_\_\_\_.

4. I think someone fell \_\_\_\_\_ it.
5. I feel really bad \_\_\_\_\_ all this.
6. Things just got a bit \_\_\_\_\_ hand.
7. I was just \_\_\_\_\_ to clear it \_\_\_\_\_.

#### IV. FOLLOW UP ACTIVITIES

- **Recall an episode from your life similar to that described in the recording.**
  - **What kind of flatmate are you? Are you an easy person to live with? Do the quiz below and compare your answers with your partner's.**
1. Your flatmate is terribly untidy and never offers to do any of the housework. Would you
    - a) start looking for a place on your own;
    - b) organize a timetable of chores so that you could each do an equal share of the housework;
    - c) ignore it – everyone has different standards?
  2. Your flatmate is always entertaining friends in the flat. Would you
    - a) suggest that they go out somewhere instead;
    - b) let him/her know that you need some privacy too;
    - c) join in and enjoy the company?
  3. What about food and cooking? You prefer
    - a) to buy and cook food separately;
    - b) to share basic necessities, and cook for each other occasionally?
  4. Your flatmate's share of the rent is always late. Would you
    - a) tell your landlord to speak to him/her;
    - b) remind him/her about it a week in advance;
    - c) pay his/her share in the meantime?
  5. You come home one night to find that your flatmate has gone out wearing your favourite outfit. Would you
    - a) lock your bedroom door in future;
    - b) ask her/him to check with you first, in case you wanted to wear it yourself;
    - c) feel flattered, and help yourself to something from his/her wardrobe?

6. You are very unhappy about something that happened at work. When you come home, you would like your flatmate to
  - a) leave you alone and not talk to you until you are feeling better;
  - b) be sympathetic, but understanding that you want time alone;
  - c) cancel all arrangements to be with you until you feel better.
7. Your flatmate doesn't come home one night. You feel
  - a) angry at being put into a difficult position;
  - b) a little worried, but trying not to be too protective;
  - c) you should call the police – something must be wrong.
8. You and your flatmate have different ideas on decorating the living room. Would you
  - a) move in with someone who is more like you;
  - b) reach a compromise so that both your ideas are reflected in the decor;
  - c) accept his/her ideas – perhaps you'll learn to like them?
9. You don't get on with your flatmate's boyfriend/girlfriend. Would you
  - a) arrange things so that you are never home at the same time;
  - b) explain the problem to your flatmate and see if you can work out solution;
  - c) persuade your flatmate to choose another partner?
10. In general, what sort of flatmate would you prefer?
  - a) someone who leads a very private and quiet life;
  - b) someone who is good company, a good friend, but who leads an independent life as well;
  - c) a very close friend who shares everything with you.

#### Answer

- Mostly A – You are not a very sociable person to live with! You value your privacy and independence, and expect your flatmate to remain more of a stranger than a friend. Ideally, you should live alone!
- Mostly B – You are almost an ideal flatmate – you are willing to share responsibilities, yet you are firm, but sympathetic to someone else's view at the same time.
- Mostly C – You need constant companionship: you are unhappy on your own and totally dependent on other people. Your flatmate would need to be a very strong person, as you demand a lot from him/her.

### In-Class Listening 2 Good Neighbours

#### I. PRE-LISTENING TASK

**Go over the vocabulary to avoid any difficulties of understanding.**

You're nuts -- you're crazy	arsenic ['ɑ:snɪk] -- poison
mutt (slang) -- dog	threaten -- угрожать
trap (slang) -- mouth	bark -- лаять
cops (slang) -- police	scream -- кричать, визжать

#### II. LISTENING AND COMPREHENSION TASKS

**Listen to the dialogue and answer the questions in writing.**

1. Who are the two characters in this dialogue, where are they, and what time is it?
2. Why is Mr. Walters angry? How does he express his anger in the first two lines? How does Mrs. Hudson respond? Why do you think she responds this way?
3. What new tactic does Mr. Walters use? How successful is this tactic?
4. What other tactic does Mr. Walters use? Is this any more successful?
5. Who is Mrs. Hudson talking to?

#### III. FOLLOW UP ACTIVITIES

- What are your relations with the neighbours?
- Is it important for neighbours to be tolerant and respectful?

### Out-of-Class Listening 1 Roommates at College

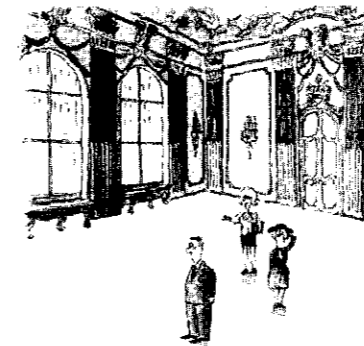
#### LISTENING AND COMPREHENSION TASKS

**Listen to the dialogue and write a reproduction answering the questions below.**

1. What is the relationship between Jeffrey and Paul?
2. What did Jeffrey tell Mrs. Wallace?

3. Was Mrs. Wallace their teacher?
4. What kind of character was she?
5. How did Jeffrey feel for what he had done?
6. Why was Paul so excited about it? Was it a top secret?
7. Why was everybody interested in that information?
8. Would Paul really be able to buy a Porsche for the money he would get?
9. What Uncle Sam did Jeffrey mean?
10. What share will Uncle Sam take?
11. Have you ever been in a similar situation?
12. What would your reaction be like if you found yourself in such a situation?

### Consolidation 2A The Brighton Pavilion



#### I. PRE-LISTENING TASKS

- 1.1. Read the passage that gives you some information about the city of Brighton and answer the questions that follow.

Brighton is the largest holiday resort on the south coast. It was once a small fishing village. In 1724, however, a local doctor suggested that sea-bathing was good for the health. The Prince Regent, later King George IV, enjoyed sea-bathing at the Royal Pavilion. Inside, much of the palace is decorated in the Chinese manner. Today, Brighton is a major tourist centre. In the summer, students from all over Europe come to study at Brighton's many language schools.

1. Was the Brighton Pavilion built for the public?
2. Is the Pavilion a European-style palace?
3. What century does the Brighton Pavilion belong to?

**1.2. Before listening to the recording go through the vocabulary below to clear up any difficulties.**

jaw [dʒɔ:] — челюсть  
 claw [klɔ:] — лапа с когтями  
 spit — вертел, шомпол  
 court [kɔ:t] — двор (короля)  
 suite [swit] (of rooms) — апартаменты, покои  
 reception [rɪ'sepʃn] — прием  
 banqueting ['bæŋkwɪtɪŋ] — банкетный  
 sombre ['sɒmbə] — темный, мрачный  
 octagonal [ɒk'tæɡənəl] — восьмиугольный  
 suspend from — свисать  
 withdraw — уходить, уединяться

**1.3. Remember the pronunciation of the words and try to guess their meaning.**

dragon ['dræɡən]    salon ['sælɒn]    original [ə'ri:dʒənəl]  
 reflect [rɪ'flekt]

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the recording and choose the correct continuation for these statements.**

1. The speaker
  - a) is guiding a group of tourists about the Brighton Pavilion;
  - b) is talking about her impressions of the Brighton Pavilion;
  - c) is explaining to her students why the Pavilion is famous.
2. The Pavilion is situated
  - a) close to the sea;
  - b) close to a beautiful park;
  - c) close to the Indian-style stable.
3. The speaker
  - a) is puzzled by some of the questions;
  - b) is unable to answer some of the questions;
  - c) is prepared to give extensive replies to all questions.

**2.2. Listen again and complete the following sentences with the information from the recording.**

1. A beautiful \_\_\_\_\_ is suspended from the ceiling in the \_\_\_\_\_.
2. The large red and green and yellow \_\_\_\_\_ was extremely impressive.
3. In the kitchen there were original \_\_\_\_\_ and \_\_\_\_\_ still in their place.
4. The salon was used as the family's \_\_\_\_\_ room.

**2.3. Listen to the continuation of the recording and answer the questions:**

1. What did the king's bedroom probably reflect?
2. What rooms did the speaker particularly like?
3. Can you name all the rooms mentioned by the speaker in the recording?

**III. WRITING A DICTATION**

**Listen to the second recording and write down the dialogue in your notebooks.**

**Consolidation 2B  
Getting to a Hotel**

**WRITING A DICTATION**

**Listen to the text and write it down word for word in the pauses provided.**



## Section III Meals

### Unit 1 Foodstuffs. Recipes

#### In-Class Listening 1 Eating Out



#### I. PRE-LISTENING TASKS

##### 1.1. Go over the vocabulary to clear up any difficulty.

- avocado prawn [ævə'kɑ:dəʊ 'prɔ:n] -- авокадо с креветками  
 trout [traʊt] -- форель  
 starter ['stɑ:tə] -- холодная закуска  
 fit smb in -- (эд.) пристроить кого-либо  
 Hang on. -- (эд.) Подождите здесь.  
 fancy ['fænsɪ] -- (эд.) хотеть  
 get a tip -- получать на чай

1.2. The following are things you might do when you go out to eat at a restaurant. In what order do you think the events would take place? Write numbers from 2 to 13 in the box "Your opinion". The first has been done for you.

Your opinion	Events	On the tape
1	book a table on the phone choose from the menu tip the waiter have a dessert pay the bill invite someone out for a meal go on somewhere else have a starter sit down ask for a table have your main course order your food and drink ask for a bill	

#### II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the people who are going out to eat. Write numbers in the box on the right (see the chart above) to show in which order the events take place on the tape.

##### 2.2. Answer the questions below.

- Had Carol been waiting long for the man?
- Was the restaurant full when they came?
- What day was it?
- Did the visitors like the service?
- What surprised the man in the bill?

2.3. Listen to the dialogues again and choose the correct continuation of the sentences.

- The man noticed that there was
  - a room at the back;
  - more room at the back.
- The visitors were looking for
  - a table for two;
  - table 42.

3. They got one table  
 a) right at the back of the kitchen;  
 b) right at the back near the kitchen.
4. Carol ordered  
 a) the avocado prawn and the trout and some vegetables to start with;  
 b) the avocado prawn to start with.

### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

Here is the second part of the conversation. Listen to the recording and put down the missing verbs and pronouns.

The man: I'm sorry, Carol, I should have \_\_\_\_\_ before I \_\_\_\_\_ you.

Carol: Don't \_\_\_\_\_. What would you \_\_\_\_\_?

The man: Yes. What d'you \_\_\_\_\_?

Carol: Erm, let's see, erm, I think I'll \_\_\_\_\_ the avocado prawn to \_\_\_\_\_ with.

The man: Jolly good. And to \_\_\_\_\_?

Carol: I'm not sure. What're you \_\_\_\_\_?

The man: Some mineral water?

Carol: Yes, OK. And how about orange juice?

The man: Good idea. Right, let's \_\_\_\_\_, shall we?

### IV. FOLLOW UP ACTIVITY

- **Make up your own conversation using the vocabulary of the recording.**

## In-Class Listening 2 Recipe

### I. PRE-LISTENING TASK

Go over the vocabulary to clear up any difficulties of understanding.

Burger Palace — название ресторана  
 Whopping Burger — сорт гамбургера  
 training session — период стажировки  
 lettuce |'letɪs| — салат

pickle slice — ломтик маринованного овоща  
 patty — лепёшка, котлета  
 wrap — завернуть

### II. LISTENING AND COMPREHENSION TASKS

**2.1. Listen to the manager at Burger Palace discussing a recipe with Carol, a young co-worker. Check your comprehension choosing the correct answer to the following questions.**

- How long has Carol worked at the Palace?  
 a) it's her first day;  
 b) for ten days;  
 c) since last week.
- What type of food is Whopping Burger?  
 a) it's a type of salad;  
 b) it's a kind of soup;  
 c) it's a sort of sandwich.
- What kind of sauce is used for Whopping Burgers?  
 a) mayonnaise;  
 b) secret sauce;  
 c) tomato sauce.
- How do they serve Whopping Burgers?  
 a) on a plate;  
 b) in a pot;  
 c) wrapped in paper.
- Which is the most important ingredient in Whopping Burgers?  
 a) cheese;  
 b) lettuce;  
 c) hamburger patty.

**2.2. Listen to the conversation again paying attention to the way the hamburger is made. Choose the ingredients used for the hamburger from the box below.**

<i>mustard</i>	<i>meat patty</i>	<i>onions</i>	<i>pickles</i>
<i>mayonnaise</i>	<i>sausage</i>	<i>garlic</i>	<i>tomatoes</i>
<i>sauce</i>	<i>fish</i>	<i>lettuce</i>	<i>cucumber</i>
<i>pepper</i>	<i>cheese</i>	<i>cabbage</i>	<i>radish</i>
<i>butter</i>	<i>herring</i>	<i>celery</i>	<i>bun</i>

**2.3. Match the words on the left with the verbs in the column on the right.**

the bun	→	cut
the lettuce		fried
the pickles		made
the onions	is	placed on
the patties		covered with
the cheese	are	added
the top of the bun		done
the sandwich		wrapped

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

**3.1. Fill in the missing prepositions.**

1. The bun is cut \_\_\_\_\_ three sections. 2. One patty is placed \_\_\_\_\_ the bottom part \_\_\_\_\_ the bun. 3. All \_\_\_\_\_ this is then covered \_\_\_\_\_ the middle layer of the bun. 4. The sandwich is wrapped - ready \_\_\_\_\_ the customer. 5. I don't think I'll have any trouble \_\_\_\_\_ that.

**3.2. Use the words on the right at the beginning of the appropriate phrase.**

Uh, let me see if I've got that. _____ the hamburger patty. _____ sauce, lettuce, pickles, and onions. All of this is _____ covered by the middle layer of the bun. _____ the next layer of the sandwich is made. _____ another hamburger patty, more secret sause... _____ the top of the bun is added. _____ the sandwich is wrapped - ready for the customer.	Then So I add First Now, once that's done Finally Then
--	---

**IV. FOLLOW UP ACTIVITY**

- **In your opinion, is it easy to make a hamburger? Do you think you could make it? Are there any times of the day when people usually have hamburgers? Do people usually have hamburgers for breakfast? lunch? dinner?**

**Out-of-Class Listening 1  
Recognition Accuracy Check**

**I. PRE-LISTENING TASKS**

**Read the sentences given below. Consult a dictionary if you have difficulties in understanding.**

1. What does the man imply to the woman?
  - (A) She should study for the test.
  - (B) She should get some exercise.
  - (C) She should finish all her work before exercising.
  - (D) She should stay home and relax.
2. What does the woman mean?
  - (A) She spent almost all of her money on the books.
  - (B) She didn't have enough money to buy the books.
  - (C) She doesn't like the biology books.
  - (D) She rarely buys books.
3. What does the woman mean?
  - (A) She can't go on Wednesday.
  - (B) She thinks the man didn't hear her.
  - (C) The concert has been cancelled.
  - (D) The date of the concert has been changed.
4. What does the woman imply?
  - (A) She would rather have breakfast.
  - (B) She doesn't have time for lunch.
  - (C) She is also ready for lunch.
  - (D) She wants to eat lunch quickly.
5. What does the man imply?
  - (A) He will attend the conference.
  - (B) He isn't sure if he is free.
  - (C) He can't go to the conference.
  - (D) He has lost his calendar.
6. What does the woman say about Steve?
  - (A) He lost his term paper at the library.
  - (B) His paper got erased from the computer.
  - (C) He couldn't save his computer.
  - (D) He was able to save his whole paper.

7. What does the woman imply?  
 (A) Neither woman finished the article.  
 (B) Katy read the complete article.  
 (C) Both women found that the article wasn't difficult.  
 (D) The woman isn't sure if Katy finished the article.
8. What does the woman mean?  
 (A) Jason will have to work a little harder.  
 (B) She's certain he can work on something else.  
 (C) Jason can take the test on another day.  
 (D) Jason can disregard the test.
9. What does the woman mean?  
 (A) He'll be impressed with the new library.  
 (B) He'll have to wait to see the new library.  
 (C) The new library isn't very nice.  
 (D) The new library will be nicer by the time he sees it.
10. What does the woman mean?  
 (A) She must add an extra major before she can graduate.  
 (B) She thought she had already graduated.  
 (C) She found out that she doesn't need the extra requirement.  
 (D) She has to take another class before she can graduate.
11. What does the woman mean?  
 (A) She will not tell anyone.  
 (B) In time, the man will know if he and his roommate are compatible.  
 (C) The man and his roommate will be compatible soon.  
 (D) The man's roommate will learn to be neater in time.
12. What does the man imply?  
 (A) He stayed home by himself last night.  
 (B) The study group spent a lot of time analyzing the reading material.  
 (C) He should have studied alone last night.  
 (D) The study group should spend less time studying at home.
13. What does the man mean?  
 (A) He'll look at the lab manual early the next morning.  
 (B) He'll come as soon as it's bright to help his students.

- (C) He's afraid that he won't be able to look at the lab manual.  
 (D) He'll be off campus all morning tomorrow.
14. What does the man mean?  
 (A) He'll give the woman a free meal.  
 (B) The woman should work in the dining hall too.  
 (C) Students working in the dining hall don't have to pay for food.  
 (D) The meals in the dining hall are so bad that he doesn't eat there.
15. What does the woman imply?  
 (A) The man shouldn't put off taking the exam.  
 (B) The man didn't give himself enough time to study for the exam.  
 (C) The man can postpone memorizing the formulas until the exam.  
 (D) The man should put off studying for the exam until Friday.

## II. LISTENING AND COMPREHENSION TASKS

**Listen to the recording. You will hear fifteen short conversations between two people. After each conversation, a third person will ask a question about what was said. You will hear the conversation only one time, so you must listen carefully in order to understand what the speakers say. After you hear a question, read the four possible answers and decide which one is the best. Answer all the questions based on what is stated or implied by the speakers.**

### Out-of-Class Listening 2 A Favourite Recipe

#### WRITING A DICTATION

**Listen to the text and write it down word for word in the pauses provided.**

## Unit 2 What we Eat



### In-Class Listening 1 The Last Innocent Meal

#### I. PRE-LISTENING TASKS

**1.1. The following words are important for understanding the recording. Try to guess the meaning of the words through their synonyms.**

- festive ['festɪv] – happy, gay  
 gourmet ['gʊəmeɪ] shop – specialty shop, delicacy shop  
 grain [graɪn] – cereal  
 lumpy ['lʌmpɪ] – with pieces, rough  
 overlooked – neglected, disregarded  
 translucent [trænz'lʊsnt] – clear, see-through  
 trendy ['trendɪ] – chic, stylish ['stɑːlɪʃ]  
 soupy ['suːpɪ] – watery, thin

#### 1.2. Here is the translation of some words and word combinations.

- innocent meal – (зд.) безвредная, простая еда  
 food columnist – журналист, ведущий колонку о еде  
 beverage ['bevərɪdʒ] – напиток  
 liquid ['lɪkwɪd] – жидкость  
 rolled oats – плющенный овес  
 low oven ['lʌvən] – (зд.) духовка с небольшой температурой  
 creaminess ['kriːmɪnəs] – (зд.) густота  
 crock pot – глиняный горшок  
 texture ['tekstʃə] – текстура, стросние  
 lumpiness ['lʌmpɪnəs] – комковатость  
 celebratory [sɪ'lebrətəri] – праздничное  
 firm – твердый  
 coarse [kɔːs] – грубого помола  
 lump-proof – гарантированный от комков  
 the book is out – книга вышла из печати

#### II. LISTENING AND COMPREHENSION TASKS

**2.1. Listen to the recording. You will hear an interview between Marian Cunningham, a food columnist for the San Francisco Chronicle, who has done a new book, and Susan Stamberg. The interview has been divided into three parts. You will hear a beep at the end of each part. As you listen choose the answer that best expresses the main idea of that part.**

##### Part 1

Why has Marian Cunningham written the Breakfast Book?

1. She thinks people have stopped eating breakfast.
2. She thinks breakfast has been overlooked.
3. She wanted to share her gourmet recipes.

##### Part 2

How would you describe her recipe for oatmeal?

1. It's very complicated.
2. You need a lot of ingredients.
3. It's simple and basic.

##### Part 3

What's the best kind of oatmeal?

1. Oatmeal which is lumpy and soupy.

2. Oatmeal made with rolled oats.
3. Oatmeal cake.

**2.2. Listen to each part again and decide whether the statements below are True or False. Note down the information relevant for correcting the statements if necessary.**

*Part 1*

1. Marian Cunningham is a newspaper columnist.
2. Her book, "The Breakfast Book", was published last year.
3. She believes that breakfast is trendy and chic.
4. She thinks that breakfast and brunch are similar.
5. People often drink wine with brunch.
6. In her opinion, breakfast food uses basic ingredients.
7. Marian suggests going to gourmet shops.

*Part 2*

1. Marian Cunningham uses rolled oats in her recipe.
2. You must use one cup of oats for the recipe.
3. You have to add cold water and salt to the oats.
4. The oatmeal stands overnight in the oven.
5. In the morning you reheat the oatmeal.
6. The oatmeal is very translucent in the morning.
7. With this recipe, the oatmeal doesn't taste like oats.
8. You must cook the oatmeal the night before in a very hot oven.

*Part 3*

1. At summer camp, people laughed at the oatmeal.
2. The interviewer thinks oatmeal looks awful.
3. If oatmeal is lumpy, it's because it's too soupy.
4. Rolled oats are lump-proof.
5. Marian likes oatmeal with sugar and heavy cream.
6. She likes to eat oatmeal with pound cake.

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

***Verbs used in Cooking***

**Listen to the recipe again and fill in the missing verbs.**

... But simply taking, let's say, a cup or maybe only 2/3 cup of oats and \_\_\_\_\_ 1<sup>1/2</sup> cups of boiling water over it, with a little salt in the water. \_\_\_\_\_ it, \_\_\_\_\_ it, and \_\_\_\_\_ it \_\_\_\_\_

overnight, preferably in a very low oven, 200 degrees, all night long. In the morning, I simply \_\_\_\_\_ it hot as I wish, and \_\_\_\_\_ and \_\_\_\_\_.

**IV. FOLLOW UP ACTIVITY**

- **Which do you think is the most important meal of the day? Why? How does your lifestyle influence the choice of food you eat?**

**In-Class Listening 2  
What's on the Menu**

**I. PRE-LISTENING TASK**

**Here are some words and word combinations that you will hear in the recording. Make sure you know them.**

available — свободный, незанятый  
stone cold — совершенно холодный  
short-staffed -- недоукомплектованный (о штате работников)  
burnt underneath — подгорелый снизу  
overcharge smb — обсчитать кого-либо

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the people complaining about the service at a restaurant and answer the questions that follow.**

1. Who are the people that are making complaints?
  - a) a daughter and a father;
  - b) husband and wife;
  - c) two strangers.
2. Who are they making complaints to?
  - a) the owner;
  - b) the waiter;
  - c) the manager.
3. Who is going to check the bill?
  - a) the owner;
  - b) the waiter;
  - c) the manager.

4. What service charge will be paid?  
 a) none at all;  
 b) 4 pounds;  
 c) 40 pounds.

**2.2. Choose the complaints from the conversation.**

soup not hot enough/too hot  
 steak undercooked/overcooked/tough/raw/soggy  
 wrong course/wrong dessert  
 only one fish course/only one dessert  
 no bill brought/overcharged

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

**3.1. Fill in the prepositions or postpositions as in the recording.**

1. Calm \_\_\_\_\_!
2. We're a bit short-staffed \_\_\_\_\_ present.
3. Um, mainly \_\_\_\_\_ illness.
4. I'll pass \_\_\_\_\_ your complaints \_\_\_\_\_ the people concerned.
5. I don't feel satisfied \_\_\_\_\_ it.
6. Can you check \_\_\_\_\_ the bill again, please.

**3.2. Give the English equivalents used in the recording for the following Russian sentences.**

1. Что нибудь случилось? 2. Мне очень жаль! 3. Я посмотрю, свободен ли менеджер. 4. Это не оправдание. 5. Невероятно! 6. Очень сожалею об этом. 7. Нас обсчитали! 8. Я искренне прошу извинения. 9. Нам совсем не понравилась еда.

**IV. FOLLOW UP ACTIVITY**

- **When did you have a meal at a cafe or a restaurant last? Did you like the service? Have you ever made complaints at any eating place? How would you behave if you were the manager and a visitor complained to you about the service or/and the food? (Act out the situation).**

**Out-of-Class Listening 1  
 In a Cafe**

**I. LISTENING AND COMPREHENSION TASKS**

**1.1. Listen to the conversation between Joanne and Paul and decide whether the statements below are True or False.**

1. Paul has a cup of black coffee and a piece of cake.
2. Joanne has a cup of black coffee.
3. Joanne has a cup of black coffee and a piece of chocolate cake.
4. Paul has a cup of white coffee and a piece of chocolate cake.

**1.2. Now listen to this conversation recorded with pauses. Practise the sentences from the dialogue repeating them after the speakers. Try to imitate the patterns and fit in the speaker's tempo.**

**1.3. Listen to the continuation of the conversation recorded with pauses between the sentences. Practise them as recommended in 1.2.**

**1.4. This exercise is called *Open Dialogue*. In it you will hear Paul talking to you in a coffee bar. Put down Paul's words and your answers in your notebook. Get ready to act out the whole dialogue in class.**

**Out-of-Class Listening 2  
 The Queen's Visit**

**I. LISTENING AND COMPREHENSION TASKS**

**You'll hear a story of Mrs. Jones about the Queen's visit to her house one day. Write the story in the form of a reproduction answering the questions below.**

1. What was Mrs. Jones doing when she heard a knock at the door?
2. Why was she surprised hearing it?
3. Who did she see on opening the door?
4. What did the Queen look like?



5. Why did Mrs. Jones show her into the front room?
6. Why was the Queen tired?
7. What did Mrs. Jones offer the guest?
8. What dishes did Mrs. Jones serve at the table?
9. What crockery did she take out? Why?
10. Why did the Queen start speaking about the shops?
11. Why did she buy some new curtain material?
12. Were they planning to redecorate the castle?
13. What way did the ladies go on talking?
14. Who called Mrs. Jones that evening?
15. How did the Queen decide to go home?
16. Which bus was quite good at that time of the day?
17. What did the Queen say before leaving Mrs. Jones's house?
18. Why did she stop before leaving?
19. What would you do if you were in Mrs. Jones's place?

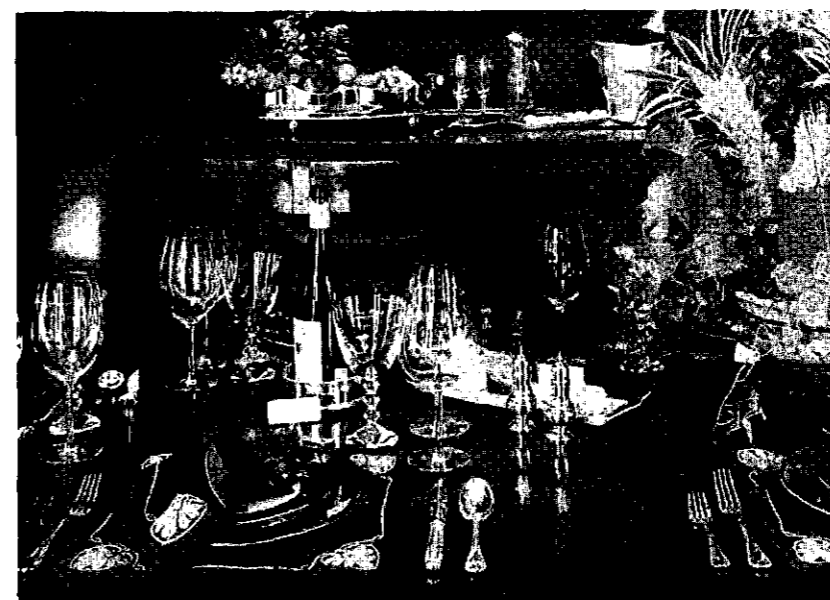
### Unit 3 Table Manners

#### In-Class Listening 1 At the Table

##### I. PRE-LISTENING TASKS

1.1. The italicized words in the following sentences will help you understand the recording. Try to guess the meaning of these words from the context.

1. Some parents spend a lot of time teaching their children good **manners**. They want them to have good behaviour at the dinner table and in public.
2. If you do not wear gloves when you plant flowers in the dirt, you will have dirty hands and **fingernails**.



3. Men who like a **casual** lifestyle don't worry about wearing a suit and tie every day.
4. Driving at night is difficult. Light from oncoming cars can **impair** the driver's **vision**.
5. Little children love to play the game of **peek-a-boo**, hiding from adults and then looking around the corner for attention.
6. When you drink out of glass, your lips touch the **rim** of the glass.
7. City streets are often dirty and **unsanitary** because garbage is left on them.
8. Wine glasses look more elegant than regular drinking glasses because they have long **stems**.
9. A quick way to wipe your mouth is to **dab** it with a napkin.

1.2. Match the words and expressions with their definitions and synonyms.

- |                           |                             |
|---------------------------|-----------------------------|
| A. manners                | a. make it difficult to see |
| B. fingernails            | b. habits or behaviours     |
| C. casual                 | c. not clean, not healthy   |
| D. impair [ɪm'peə] vision | d. top of a glass           |



- |                            |                                     |
|----------------------------|-------------------------------------|
| E. peek-a-boo ['pi:kə'bu:] | e. touch lightly and gently         |
| F. rim                     | f. thin bottom part of a wine glass |
| G. unsanitary [ʌn'sænitri] | g. small child's hiding game        |
| H. stem                    | h. the hard ends of the fingers     |
| I. dab                     | i. informal                         |

**1.3. Here are some more new words and word combinations that you will hear in the recording.**

- decline — упадок, ухудшение  
 niceties of life — прелести жизни  
 sip of wine — глоток вина  
 at half-mast [mɑ:st] — в приспущенном состоянии  
 unsightly — некрасивый  
 annoying — раздражающий, беспокоящий  
 still (wine) — неигристое (о вине)  
 mar [mɑ:] — портить  
 drip — капать, стекать  
 peel off — (зд.) снять (этикетку)

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the tape. Susan Stamberg is interviewing Craig Claiborne, a food editor. As you listen tick (✓) the problems that Craig talks about:**

- |                      |                      |
|----------------------|----------------------|
| dirty fingernails    | candles on the table |
| clean shirts         | flowers on the table |
| brushing teeth       | wine service         |
| talking at the table | food service         |

**2.2. Listen to the interview again. It has been divided into three parts and you will hear a beep at the end of each part. Choose the answer which best expresses the main idea of that part.**

- What is Craig Claiborne's opinion about people at the table?
  - He says we eat the wrong food.
  - He feels our manners are generally good.
  - He is worried about our manners.
- How does Craig think we should behave at the table?
  - We should be very proper.

- We should be very casual.
  - We should do special things.
- What is his concern about wine?
    - People order the wrong wines at the wrong time.
    - People don't drink, serve, or talk about wine properly.
    - People drink too much wine when they go out.

**2.3. Listen to each part of the interview again and decide whether the statements below are True or False.**

*Part 1*

- Craig Claiborne had several weeks of summer vacation.
- He works for the "New York Times".
- He sees a decline in our manners.

*Part 2*

- Craig Claiborne says he ...
- would never go out in public with dirty fingernails.
  - would not go out without brushing his teeth.
  - leads a very formal lifestyle.
- According to Craig Claiborne, you should ...
- never put candles on a table.
  - put only low flower arrangements on the table.

*Part 3*

- According to Craig Claiborne, you should ...
- always hold a wine glass by the rim.
  - hold a good wine glass by the stem.
  - dab your lips each time you drink some wine.
  - not order champagne at dinner.
  - let wine drop on the label when you pour it.
  - show your guests the wine before you serve it.

**III. FOLLOW UP ACTIVITY**

- What's your opinion of the role of good manners in general and at the table, in particular. Who should teach people good manners?**

### In-Class Listening 2 Comparing Table Manners

#### I. PRE-LISTENING TASK

Go over these words and phrases to avoid difficulties of understanding the recording.

curiosity [kjʊərɪ'ɒsəti] – любопытство

point [pɔɪnt] – кончик (ножа, вилки)

messy ['mesi] – (зд.) крошащийся

posh, smart [pɒʃ] – шикарный, первоклассный (о ресторане)

sticky – липкий

toast someone [təʊst] – произнести тост в чью-либо честь

loosely ['lu:slɪ] – свободно

roughly ['rʌfli] – (зд.) приблизительно

sideways ['saɪdweɪz] – сбоку от

on the lap – на коленях

#### II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the recording and decide whether the statements below are True or False.

- The conversation takes place in Britain.
- The interviewer comes from Germany.
- Stephen isn't very particular about table manners.
- Some of the English table manners sound strange to the interviewer.

2.2. Listen again and from the list below choose the table manners that are being discussed in the conversation.

- the way the English use a napkin;
- the clothes they wear at dinner;
- the kind of meat served normally at formal dinners;
- the way they put the fork and knife after the meal's finished;
- the place they keep their hands both during the meal and before or after it;
- the kind of jokes that are acceptable at table;
- the way they eat cakes and chicken in Britain;
- the way they express gratitude after a meal;

- the words they toast people with;
- the kind of drinks preferable at formal dinner.

2.3. When listening this time note down briefly what Stephen answers to the following questions.

- When do the English have lunch and dinner?
- How long does a typical lunch or dinner last?
- At which meal would the English eat the following: melon, meat, fish, pasta?
- At what season do the English eat soup and salads?
- When do they take tea or coffee?

2.4. Listen to the interview again, comparing the table manners in different countries so as to complete the chart below.

		GERMANY	BRITAIN	FRANCE
1.	At the start of a meal they say _____			
2.	They put the napkin _____			
3.	After the meal they put a knife and a fork _____			
4.	Being not in the process of eating they put their hands _____			
5.	They eat a cake with _____			
6.	They eat bread, bread and butter, chicken with _____			
7.	You can smoke when you have a break _____			

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

3.1. The adverbs in the box are all from the recording. Listen to it again and insert the suitable adverb in the gaps.

<i>actually</i>	<i>generally</i>	<i>certainly</i>	<i>usually</i>
<i>roughly</i>	<i>really</i>	<i>apparently</i>	<i>occasionally</i>
<i>normally</i>	<i>slightly</i>	<i>informally</i>	<i>loosely</i>
<i>obviously</i>	<i>probably</i>	<i>particularly</i>	<i>perfectly</i>

1. What time \_\_\_\_\_ do you have lunch or dinner?
2. I mean \_\_\_\_\_ sometimes it can be later, 8 o'clock, even 9 o'clock, but \_\_\_\_\_ I would say about 7 o'clock.
3. Tell me, Stephen, do you \_\_\_\_\_ use a napkin, like in Britain?
4. If you're in a \_\_\_\_\_ posh or smart place you're \_\_\_\_\_ more likely to have a napkin.
5. You'd have to have your hands on the table, sort of just \_\_\_\_\_ just lying on the table.
6. I think \_\_\_\_\_ you eat cake with your hands, or with your fingers?
7. What food do you \_\_\_\_\_ eat with your fingers at the dining table?
8. You can have cold soup, of course, but people \_\_\_\_\_ drink warm soup as well. It's \_\_\_\_\_ possible.
9. It's like soup \_\_\_\_\_, salad is \_\_\_\_\_ eaten in the summer, most often, but you can \_\_\_\_\_ have it in the winter.

3.2. Translate into English using the vocabulary of the recording.

1. Хотелось бы знать, что вы говорите друг другу, садясь за стол?
2. Интересно знать, в какой руке вы держите вилку и нож?
3. Вы едите дыню на обед или на завтрак? А бифштекс?
4. Куда вы обычно кладете вилку и нож, закончив есть?
5. Ножки и крылья курицы приходится есть руками.
6. В Германии сочли бы некультурным есть курицу вилкой и ножом?
7. Что говорят в ответ, когда кто-нибудь поднимает тост?

## IV. FOLLOW UP ACTIVITY

- Which of the table manners mentioned in the conversation haven't you heard of before? Do you think table manners should be observed by young people?

### Out-of-Class Listening 1

#### Angus Pym

## I. PRE-LISTENING TASKS

1.1. Go over the words and word combinations listed below. They will help you understand the recording better.

- tartare — название блюда
- zabaglione — название блюда
- content — содержание
- pile up — валяться грудой, кучей
- seek — добиваться, жаждать

1.2. Here is an incorrect version of the extract of a *Spy Story*. Copy the text into your notebooks leaving enough space between the lines for corrections in the text.

Angus Pym was woke up on the dot of sea clock as he all days did, no matter were he was or what he had been doing the day before. His first thought was the realization that he was still in his skirt and trousers, and when his eyes fall on the reports piled up around him upon the bed, the events of the last evening come back to him. He had come to his club for the supper, had already finished his stick tartare and was looking at a wonderful zabaglione when his meat was rude interrupted by a phone from M., his controller. After an icy-cold shower, Pym thought careful which to put on. He was meeting M. at nine o'clock that morning, and he wanted to made a good pressure on. Glancing at the mirror, he noticed why he had put on some weight lately. He would have to pay for attention to his diet in the future. One hour later, as he was riding through the rush-hour traffic on his way to see M., Pym careful considered the contexts of

the files. So Zircon, an organizer which sought to control the free western world, was again in business? It's founder, Leon Biarowitz, was dead. Pym know this because he had himself arranged this death. But who controlled Zircon now?

## II. LISTENING AND COMPREHENSION TASKS

**The recording and the text above differ a lot. Can you spot these differences? Listen to the tape and correct the mistakes that you find in the written text. Write down your version of the extract so that you may check it in class.**

### Out-of-Class Listening 2 Mr. Jone's Visit

#### I. PRE-LISTENING TASK

**Look up the following word combinations to avoid any difficulty of understanding.**

cause trouble                      discover the trouble

#### II. LISTENING AND COMPREHENSION TASKS

**Listen to the text and choose the right continuation of the statement.**

1. Robert arrived at his brother's place
  - a) early in the morning;
  - b) late in the evening;
  - c) in the afternoon after lunch.
2. Mr. and Mrs. Jones
  - a) didn't generally have any supper;
  - b) had had supper by the time Robert came;
  - c) were having supper when Robert came.
3. Robert didn't have any breakfast on Sunday
  - a) because his brother had forgotten to warn the cook;
  - b) because the cook had forgotten about Robert;
  - c) because Robert hadn't had time for breakfast;

4. Robert did not go swimming because
  - a) he did not feel well;
  - b) he was hungry;
  - c) he could not swim.
5. The doctor examined Robert and advised him
  - a) not to eat anything for supper;
  - b) to have some thin soup for supper;
  - c) not to eat much supper.

#### III. AUDITORY MEMORY CHECK

**Fill in the missing part of the sentence.**

1. Robert told his brother he had had a good supper before he \_\_\_\_\_.
2. Mr. Jones got worried and insisted that Robert \_\_\_\_\_.
3. The doctor said the symptoms Robert had were sometimes the result of \_\_\_\_\_.
4. He said good-bye to his brother and immediately \_\_\_\_\_.
5. Robert wrote in the note to his brother: "You're lucky to have \_\_\_\_\_".

#### IV. FOLLOW UP ACTIVITY

- **Recall a funny episode similar to the one described in the story. Write a paragraph about it.**

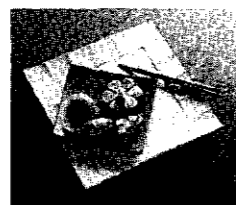
### Consolidation 3A Meals in Different Countries

#### Part 1

#### I. PRE-LISTENING TASK

**Study the meaning and pronunciation of the words listed below:**

grape nuts — сухой завтрак  
 blender ['blendə] — миксер  
 platter ['plætə] — блюдо  
 muesli ['m(j)u:zli] — мюсли  
 zucchini [zu'ki:ni] — цуккини



courgette [kʊə'zet] – кабачок, овощи

chowder ['tʃaʊdə] – густая похлебка из морепродуктов

lime [laɪm] – зеленый лимон, лайм

aubergine ['æbədʒi:n] – баклажан

dumplings ['dʌmplɪŋz] – клецки

submarine ['sʌbmə'ri:n] – подводная лодка

## II. LISTENING AND COMPREHENSION TASKS

**2.1. You will hear a conversation divided into 3 parts. Listen to the first part and mark the statements as True or False.**

1. Pat has been to San Francisco on a visit.
2. Pat has the same eating habits as most people in the States.
3. At breakfast Pat typically mixes up several kinds of juices he buys at a supermarket.
4. Pat's favourite fruits are apricots and peaches.
5. Pat doesn't always have lunch.

**2.2. Listen to the second part of the conversation and note down the things Pat usually has for lunch and for dinner:**

Lunch	Dinner

**2.3. Listen to the third part of the recording and pick out the information you'll need to answer these questions.**

- a. Where does Karen live?
- b. How long has she been living there?

- c. Has she got used to the way of life there?
- d. What's her typical breakfast?
- e. Where does Karen work?
- f. Who does Karen live with?
- g. What does she have for lunch?
- h. When does she have her main meal?
- i. Where does she have her main meal?

**2.4. Listen to the end of the third part again and write down the description of Karen's favourite dish.**

## Part 2

### I. PRE-LISTENING TASK

**Read the sentences given below. Make sure you have no difficulties of understanding.**

1. How much will the woman budget for new software?
  - (A) \$ 900
  - (B) \$ 400
  - (C) \$ 650
  - (D) \$ 500
2. How often are project reports issued?
  - (A) Every three months
  - (B) Once a months
  - (C) Every two weeks
  - (D) Once a week
3. How soon will the package arrive?
  - (A) In two days
  - (B) The next day
  - (C) The same night
  - (D) Immediately
4. How will the woman find the telephone number?
  - (A) She'll ask directory assistance.
  - (B) She'll look up the number.
  - (C) She'll ask the man for the number.
  - (D) She'll look for the telephone directory.

5. How long does the man's commute take?
  - (A) Close to an hour
  - (B) More than an hour
  - (C) About ten minutes
  - (D) About five minutes
6. How many people are expected at the seminar?
  - (A) 150
  - (B) 225
  - (C) 50
  - (D) 300
7. How will the woman get to the airport?
  - (A) By subway
  - (B) By taxi
  - (C) By bus
  - (D) By shuttle
8. How should the man turn on the computer?
  - (A) By plugging it into the wall
  - (B) By pressing a key on the keyboard
  - (C) By pressing a button by the screen
  - (D) By using the switch at the back
9. How did the man fix the copier?
  - (A) He restarted it.
  - (B) He asked for help.
  - (C) He called a repairperson.
  - (D) He removed some crumpled paper.
10. How did the woman break her leg?
  - (A) She fell jumping over a tennis net.
  - (B) She was in a car wreck.
  - (C) She slipped off the diving board at the pool.
  - (D) She had a skiing accident.
11. When will the meeting be held?
  - (A) Tomorrow
  - (B) This afternoon
  - (C) Next week
  - (D) Tonight
12. When will the woman go?
  - (A) On the sixth
  - (B) On the twenty-sixth

- (C) On the fourth
- (D) On the sixteenth
13. When will the police let the people pass?
  - (A) In six minutes
  - (B) At 6:00
  - (C) At 5:30
  - (D) In an hour
14. When will the woman return?
  - (A) Friday
  - (B) Monday
  - (C) Tuesday
  - (D) Sunday
15. When does the last train leave?
  - (A) 8:30
  - (B) 9:00
  - (C) 9:30
  - (D) 8:13
16. When will the man come home?
  - (A) Monday
  - (B) Friday
  - (C) Sunday
  - (D) Saturday
17. When will she be back?
  - (A) Tomorrow
  - (B) This afternoon
  - (C) Next week
  - (D) In two weeks
18. When did the man get married?
  - (A) July 18, 1990
  - (B) July 8, 1982
  - (C) July 8, 1990
  - (D) July 18, 1982

## II. LISTENING AND COMPREHENSION TASK

**You will hear eighteen short conversations between two people. At the end of each conversation, you must answer the question that corresponds to the conversation. Choose the correct answer from the list of options given.**

### Consolidation 3B Recipes



#### I. PRE-LISTENING TASK

Look up these words to avoid any difficulty of understanding the recording.

milkshake (n)      breast (n)  
vanilla (n)        soy sauce (n)

#### II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the people describing the recipes. Find one ingredient in each description that is wrong.

- a) banana milkshake: \_\_\_\_\_  
b) chicken sandwich: \_\_\_\_\_  
c) vegetable salad: \_\_\_\_\_  
d) iced lemon tea: \_\_\_\_\_

2.2. Listen to the recording again and give answers to the following questions:

1. What ingredients do you put into a blender to make a banana milkshake?  
\_\_\_\_\_
2. How many ingredients are there in the chicken sandwich?  
\_\_\_\_\_
3. What do you mix in a salad bowl?  
\_\_\_\_\_
4. Where do you put the tea after you have mixed everything up?  
\_\_\_\_\_

## Section IV Shops and Shopping

### Unit 1 The Way You Do the Shopping

#### In-Class Listening 1 Buying Foodstuffs and Things

#### I. PRE-LISTENING TASKS

1.1. Go over the vocabulary given below.

tricycle ['traɪsɪkl] – трехколесный велосипед  
flashbulb ['flæʃbʌlb] – лампа-вспышка  
dishwasher (Kleenwash XJ126) – посудомоечная машина  
deliver – доставить, привезти  
What make? – чье производство, какой фирмы?  
VAT [væt], [ˌvi:ət'i:] – Value Added Tax – налог на добавочную стоимость

P [pɪ:] – stands for pence

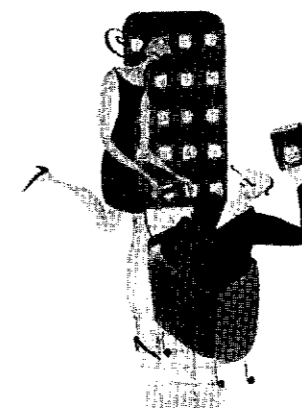
1.2. Notice the pronunciation of the words:

shampoo [ʃæm'pu:]  
medium ['mi:diəm]  
guarantee [ˌgærən'ti:]

#### II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the first recording and answer the questions:

1. Where do the conversations take place?
2. Are all the customers looking for food?
3. Are any prices mentioned?
4. Have you heard any proper names?
5. Have all the customers found what they wanted?



2.2. Here are the tapescripts of the conversations. Some words and word combinations are missing. Listen to the recording again and complete the conversations.

- Good afternoon.  
Hello. \_\_\_\_\_ a shampoo for dry hair.  
Large, medium or \_\_\_\_\_?  
\_\_\_\_\_ the small bottle?  
76 p.  
\_\_\_\_\_ two bottles, please.
- \_\_\_\_\_?  
Yes, \_\_\_\_\_.
- Can I help you?  
\_\_\_\_\_ I'm being served.
- \_\_\_\_\_?  
\_\_\_\_\_ a child's tricycle.  
Yes, \_\_\_\_\_ the child?
- \_\_\_\_\_ a pint of milk, please?  
Yes, of course. \_\_\_\_\_?  
No, \_\_\_\_\_, thanks. \_\_\_\_\_?  
24 p.
- Hello, Sid. \_\_\_\_\_ any flashbulbs?  
I'm afraid not, Fred. \_\_\_\_\_ some in next week. Can you look in on Monday?  
\_\_\_\_\_ be away on Monday, but I'll call in on Tuesday.  
OK. \_\_\_\_\_  
Bye, Sid.
- \_\_\_\_\_ a dishwasher.  
\_\_\_\_\_ make?  
\_\_\_\_\_ Kleenwash XJ126?  
Yes, we have. It's a very good machine.  
\_\_\_\_\_ guarantee?  
Five years, madam.  
\_\_\_\_\_ deliver?

Yes, we do, sir. Up to 20 miles.  
How much is it?  
\_\_\_\_\_, plus VAT.

2.3. Listen to the second recording and fill in the chart below. Use the names of the stores from the box.

Name of store	What did the man/woman buy there?	Who bought it?
---------------	-----------------------------------	----------------

Gap	Tip-top	McDonald's	Macy's
-----	---------	------------	--------

### III. LANGUAGE FOCUS

Recall the vocabulary of the recording to give the English equivalents for the following Russian sentences.

- Можно мне посмотреть (на ваши товары)?
- Ты можешь зайти (заглянуть) в понедельник?
- Я собираюсь уехать в понедельник.
- На сколько дается гарантия?
- Это должно очень подойти к джинсам.
- Она нарезает лук тонко, до толщины бумаги.

### IV. FOLLOW UP ACTIVITY

- How do you understand the saying "Great minds think alike"?

## In-Class Listening 2 How Do you Do the Shopping

### I. PRE-LISTENING TASK

Go over the new words from the recording to avoid difficulties of understanding.

#### Part 1

interference [ˈɪntə'fɪərəns] — вмешательство  
arduous ['ɑ:dʒʊəs] — тяжелый, напряженный  
tend -- иметь тенденцию, склонность к...



## Part 2

- trolley ['trɒlɪ] — тележка (в магазине)  
 wheelbarrow ['wi:lbrəʊ] — тележка на колесах  
 bumpy ['bʌmpɪ] — неровный, бугристый (о дороге)  
 defrost — разморозить  
 grab — хватать  
 queue [kju:] — стоять в очереди  
 swear [swɛə] — ругаться

## II. LISTENING AND COMPREHENSION TASKS

## 2.1. Listen to a man and a woman talking about shopping at the supermarket and identify the following statements as True, False or Difficult to Say.

## Part 1

1. The man has at least two reasons to write a list of things to buy.
2. The speaker likes to spend time in the supermarket even though he doesn't socialize with people there.
3. He is quite a moody person.
4. Shopping is something he would prefer to avoid doing.

## Part 2

5. The woman goes up the aisle with her child in the trolley.
6. She dislikes driving because of long queues.
7. The speaker finds it convenient to use a wheelbarrow for boxes.

## 2.2. Listen to the recording again and find the similarities in the speakers' attitude towards shopping.

1. \_\_\_\_\_
2. \_\_\_\_\_

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

## 3.1. Fill in the gaps choosing the right word from the recording.

1. I... to forget the very thing that I've gone to shop for (tend/try/want).
2. I go into the supermarket because I... shopping (don't like/hate/avoid).

3. That's ... I can get about shopping (as basic as/all/everything).
4. Everything is ... plain and simple (just listed/justified/put down).
5. I go ... one door and I go ... one aisle (up/in/out).
6. I go ... the bumps (across/over/through).
7. The boxes fall ... and the things fall .... (down/off/out).

## 3.2. Use the vocabulary of the recording to translate the following Russian sentences into English.

1. Я всегда пишу список покупок.
2. В магазине обычно всех встречаешь.
3. Быстро плачу, пакую в машину, и вот я уже дома.
4. Я люблю ходить по магазинам одна.
5. Хожение по магазинам — тяжелый труд.
6. Я делаю покупки совсем по-другому.
7. Ходить в магазин с детьми — сплошной кошмар. Приходится возвращать на полки то, что они схватили.
8. Пока я стою в очереди, все размораживается.

## IV. FOLLOW UP ACTIVITIES

- The characteristics in the chart below are typical of contented shoppers. Go through the chart and tick the characteristics you possess.

Contented shoppers	
1. don't feel the need for a list	
2. take their time shopping	
3. are relaxed	
4. are in a good mood	
5. like chatting to people they meet	
6. enjoy looking for bargains	
7. go home eager to talk about their shopping experiences	

- Speak on a similar profile for a discontented shopper.

**Out-of-Class Listening 1  
In a Shop**

**I. PRE-LISTENING TASKS**

**1.1. Go over the words below. Consult a dictionary if you don't know any of these words.**

French stick    wax strips    stuff (for taking hair off) (n)  
 lotion (n)    roll (n)  
 toe (n)    sole (n)    paperback (n)

**1.2. Here is a proper name from the recording:**

Ruth Rendell

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. There are four conversations in the recording. Listen to the first three conversations and write down what is being bought from where.**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 \_\_\_\_\_

**2.2. Now listen to the fourth conversation and fill in the gaps.**

A: These are a bit small. Have you got any in a larger \_\_\_\_\_?  
 B: I'll just have a look. Back in a minute.  
 A: Oh, I hope they have. I really like them and the \_\_\_\_\_ are good, aren't they? And thick for this icy weather.  
 C: Yes, they should keep toes warm.  
 B: No, I'm afraid I haven't. Would you like to \_\_\_\_\_ these?  
 A: Oh, they're nice too! \_\_\_\_\_ are they?  
 B: They're 49.99.  
 A: Yes, they \_\_\_\_\_ perfectly. I'll take them, please.

**III. LANGUAGE FOCUS**

**Put the following words in order to make questions.**

- could/have/I/pound/carrots/a/please/of/?  
 \_\_\_\_\_
- got/any/have/you/of that stuff/for/windows/cleaning/me/excuse/?  
 \_\_\_\_\_  
 \_\_\_\_\_

3. tell/me/you/can/if/the new record/by/U2/out/is/yes/?  
 \_\_\_\_\_  
 \_\_\_\_\_

4. a/try/I/can/size/larger/?  
 \_\_\_\_\_

**IV. FOLLOW UP ACTIVITY**

- Get ready to carry on conversations similar to those in the recording. Act them out with your groupmates in class.

**Out-of-Class Listening 2  
A Shopassistant and a Customer**

**I. PRE-LISTENING TASK**

**Look up the words to avoid any difficulty of understanding.**

hood (n)    mains lead    waterproof (adj)

**II. LISTENING AND COMPREHENSION TASK**

**Listen to 10 fragments of conversations between a shopassistant and a customer and guess what kind of shop it is and what kind of thing is being bought. Fill in the chart below.**

dialogue	shop	thing
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**Unit 2**  
**At the Market**  
**In-Class Listening 1**  
**Household Expenditure**

**I. PRE-LISTENING TASKS****1.1. Go over the vocabulary below.***Part 1*

worth [wɜːθ] — имеющий стоимость, ценность  
split the difference — брать среднюю величину  
pay cash — заплатить наличными  
give a cheque — рассчитаться чеком

*Part 2*

average ['ævriʤ] — средний  
insurance [ɪn'sʊərəns] — страховка  
recreation [ˌrekri'eɪʃn] — отдых  
climb [klaɪm] — подъем  
reflect [rɪ'flekt] — отражать

**1.2. Notice the pronunciation of the words:**

alcoholic [ˌælkə'hɒlɪk]      tobacco [tə'bækəʊ]

**II. LISTENING AND COMPREHENSION TASKS****2.1. Listen to the first recording and say if these statements are True or False.**

1. The customer and the seller were disputing the quality of the goods.
2. The seller refused to bargain with the customer.
3. The customer decided to buy the goods.
4. The seller reduced the price.
5. They prefer to take cash at the market.

**2.2. Listen to the recording focussing on the numerals and complete the sentences below.**

- |                      |                |
|----------------------|----------------|
| A. I'll take...      | a. 25 (pounds) |
| B. I can't afford... | b. 40          |
| C. All right...      | c. 35          |
| D. It's worth...     | d. 35          |

- |                                |       |
|--------------------------------|-------|
| E. I don't think it's worth... | e. 30 |
| F. You can have it for...      | f. 50 |
| G. I'll give you...            | g. 35 |

**2.3. Listen to the first recording again and correct the mistakes.**

1. It's worthy fifty, but I'm in hurry.
2. It's not in a very good condition.
3. I'll tell you that I'll take 35.
4. Since you're friend of my.
5. To tell you truth, I can't afford for thirty-five.
6. That's my least word.
7. Can I give you cheque?
8. I'd prefer a cash, if you mind.

**2.4. Listen to the second recording and complete the table below.**

AVERAGE BRITISH HOUSEHOLD EXPENDITURE (Pounds per week after taxes and insurance)	1993
Housing.....	£24.62
Fuel, electricity.....	7.24
Food.....	
Alcoholic drink.....	10.14
Tobacco.....	
Recreation, entertainment, education.....	13.03
Clothing, footwear.....	
Household goods and services.....	10.14
Other goods and services.....	17.38
Transport and communication.....	

**III. LANGUAGE FOCUS****Insert prepositions and adverbs where necessary.**

1. How much do they spend \_\_\_\_\_ food.
2. It's not very high compared \_\_\_\_\_ housing.
3. There has been a trend \_\_\_\_\_ spending less \_\_\_\_\_ food \_\_\_\_\_ the past few years.
4. This reflects the steady climb \_\_\_\_\_ petrol prices.

**IV. FOLLOW UP ACTIVITY**

- **Talk about the average family household expenditure in your country.**

### In-Class Listening 2 Shopping List

#### I. PRE-LISTENING TASK

Study the following vocabulary to clear up any difficulties of understanding.

tissues ['tʃu:z] – бумажные салфетки

Co-op [ˌkəʊ'ɒp] – магазин

tremendous [trə'mendəs] – потрясающий, великолепный

miss smth – не заметить что-либо

run through – просмотреть

close [kləʊs] – близко

I'll be off – Сейчас уйду!

#### II. LISTENING AND COMPREHENSION TASK

##### 2.1. Listen to the recording and answer the questions choosing the right alternative.

1. Are both Fiona and Judy or only one of them going to do the shopping?
2. Does Fiona want to know what kinds of shops there are in the neighbourhood or does she want to know where the shops she needs are located?
3. Does Judy only need some food or some manufactured goods as well?

##### 2.2. Listen to the recording again and note down the following details:

1. The items on Judy's shopping list. (There are 7 items in all)
2. The names of the shops mentioned. (There are 6 shops in all)
3. The location of the shops mentioned.

#### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

##### A. Ways of expressing confirmation, approval or agreement in a conversation.

An interlocutor's response to what has been said is very often a statement of confirmation, approval or agreement, such as:  
Good! O.K. That's right!

##### 3.1. Listen to the recording focussing on the expressions discussed. In the fragments of the dialogue below fill in the gaps with the phrases you hear.

1. I'd like to find my way round here a little bit.  
..... then.
2. Shall we just run through the shopping list to make sure you know where all the shops are?  
..... here goes.
3. So it's on the left.  
..... Got that, and a pound of apples.
4. It's just opposite the baker's.  
..... I remember.
5. It'll save you time too.  
..... And er oh, the ... Yes, the local newspaper.
6. It's on the corner opposite the Co-op.  
..... And last of all airmail letter.
7. So there's those 3 shops in the High Street.  
..... I'll be off now.  
..... Thank you very much.

##### B. Prepositional phrases used to indicate location.

##### 3.2. Fill in the gaps in the sentences below with correct prepositions.

1. Where shall I get that \_\_\_\_\_?  
If you get it \_\_\_\_\_ the baker's so that it's nice and fresh.
2. How do I get there \_\_\_\_\_ here?  
Well it's not very far. You just go \_\_\_\_\_ New Street.
3. It's \_\_\_\_\_ the other side \_\_\_\_\_ the road \_\_\_\_\_ the corner \_\_\_\_\_ High Street and New Street.  
It's \_\_\_\_\_ the left.
4. It is \_\_\_\_\_ to the baker's actually \_\_\_\_\_ you get \_\_\_\_\_ the baker's.
5. You get that \_\_\_\_\_ the Co-op, where there's plenty \_\_\_\_\_ choice.
6. So you just go \_\_\_\_\_ New Street and it's \_\_\_\_\_ the right.  
It's just \_\_\_\_\_ the baker's.

7. That is \_\_\_\_\_ the High Street \_\_\_\_\_ the opposite corner \_\_\_\_\_ the Co-op. There's a very small street \_\_\_\_\_ between.
8. There's the Post Office, then the Co-op and then \_\_\_\_\_ the road are the newsagents'.

## IV. FOLLOW UP ACTIVITIES

- Do you always make a shopping list or do you remember what you're going to buy and what shops you'll be going to?
- Do you prefer to make purchases in a large store or in small specialized shops?
- Are there many kinds of shops in the area you live in? Do you have to go a long way to do shopping?

**Out-of-Class Listening 1**  
**After Visiting a Supermarket**

## WRITING A DICTATION

Listen to the recording and write down the text of the conversation word for word. Check up your word recognition accuracy with your partner in class.

**Out-of-Class Listening 2**  
**Florence Nightingale**

## I. PRE-LISTENING TASK

Look up the meaning and the pronunciation of the following words from the recording.

mission (n)	troops (n)
nurse (n)	found (v)
ward (n)	qualify (v)
authority (n)	be put in charge of
self-sacrifice (n)	Crimean (adj)
cause (n)	Turkey (n)

## II. LISTENING AND COMPREHENSION TASKS

## 2.1. Listen to the story and choose the right continuation of the statements.

- Florence Nightingale did not realize what mission she had until
  - she heard the voice of God;
  - she read about a school for nurses;
  - the Crimean War began.
- Florence was called "the lady with the lamp" because
  - she was the only nurse who used a lamp;
  - she was the only nurse who was allowed to visit soldiers in the wards at night;
  - she was in charge of the nurses.
- Florence Nightingale started her nursing career
  - in Turkey;
  - in Germany;
  - in the Crimea.
- Florence Nightingale became famous
  - after the Crimean War;
  - after she had got acquainted with some politicians;
  - only after her death.
- Florence was recognized as the authority on
  - politics;
  - hospitals;
  - nursing matters.

## 2.2. Listen again and fill in the missing dates:

- Florence was born in \_\_\_\_\_.
- She went to school for nurses in \_\_\_\_\_.
- The Crimean War began in \_\_\_\_\_.
- Ms. Nightingale died in \_\_\_\_\_.

## III: LANGUAGE FOCUS

Translate the sentences using the vocabulary of the text you've been listening to.

- Но вскоре после этого его навещил внук.
- Бетти вдруг поняла, что племянницу назвали в ее честь.
- Родители

имели сильное влияние на дочь, и в результате она отправилась в Лондон готовиться стать медсестрой. 4. Ее тетя была единственной, кто сумел вернуться в Лондон. 5. Всю оставшуюся жизнь она присматривала за своим стареньким отцом.

IV. FOLLOW UP ACTIVITY

- Write a short summary of the life story of Florence Nightingale. Add some more information about her life and activities if you can.

**Unit 3**  
**Buying Things at a Store**  
**In-Class Listening 1**  
**Buying Clothes**

I. PRE-LISTENING TASKS

Compare clothes sizes in different countries.

General Clothes Sizes (including chest/hip measurements)													
GB 8	10	12	14	16	18	20	22	24	26				
USA	6	8	10	12	14	16	18	20	22	24			
Europe	36	38	40	42	44	46	48	50	52	54			
ins	30/32	32/34	34/36	36/38	38/40	40/42	42/44	44/46	46/48	48/50			
cms	76/81	81/86	86/91	91/97	97/102	102/107	107/112	112/117	117/122	122/127			
Shirts:													
Collar Measurements													
GB/USA(ins)	14	14 <sup>1/2</sup>	15	15 <sup>1/2</sup>	16	16 <sup>1/2</sup>	17	17 <sup>1/2</sup>					
Europe (cms)	36	37	38	39	40	41	42	43					
Shoes:													
GB 3	3 <sup>1/2</sup>	4	4 <sup>1/2</sup>	5	5 <sup>1/2</sup>	6	6 <sup>1/2</sup>	7	7 <sup>1/2</sup>	8	8 <sup>1/2</sup>	9	
USA	4 <sup>1/2</sup>	5	5 <sup>1/2</sup>	6	6 <sup>1/2</sup>	7	7 <sup>1/2</sup>	8	8 <sup>1/2</sup>	9	9S	10	10 <sup>1/2</sup>
Europe	36	37	38	39	40	41	42						

II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the first recording and answer the following questions.

1. What department did the conversation take place in?
2. Was Joanne alone there?
3. How many sweaters did Joanne try on?
4. What did Paul say about the sweater?
5. Did Joanne pay cash or by American Express?



2.2. Listen to the recording and fill in the relevant information.

Colour of the sweater	
Size Joanne tried on first	
Size she bought	
Price	

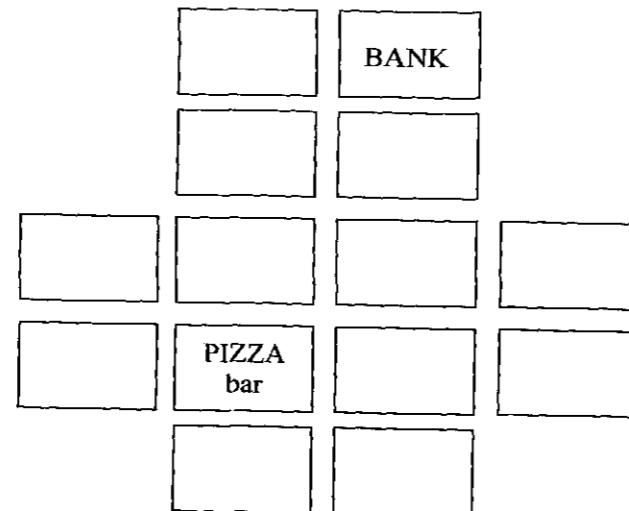
2.3. Listen to the second recording and from the list below tick the words used in it.

- |             |                |             |
|-------------|----------------|-------------|
| record shop | travel agent's | flower shop |
| bank        | shoe shop      | book shop   |
| video shop  | wine bar       | cafe        |
| newsagent's | post office    |             |
| chemist's   | pizza bar      |             |

2.4. Listen to the recording again and match parts A—E with a—e.

- |                                 |                             |
|---------------------------------|-----------------------------|
| A. Turn left...                 | a. next to the newsagent's  |
| B. There's a bank over there... | b. opposite the record shop |
| C. The chemist's is...          | c. opposite the post office |
| D. The bank is...               | d. at the pizza bar         |
| E. There's a chemist's...       | e. on your right            |

Can you fill in the names of the places mentioned in the recording into the boxes on the plan?



## IV. FOLLOW UP ACTIVITY

- What sizes do you take in clothes? Imagine that you are buying some clothes in the USA (Great Britain, Germany).

### In-Class Listening 2 Buying a Cassette Player

## I. PRE-LISTENING TASK

Go over the vocabulary to clear up any difficulty of understanding.

- aerial ['eəriəl] — антенна  
 handle [hændl] — ручка  
 rewind switch [ri'waɪnd] — переключатель обратной перемотки  
 brand-new [brænd 'nju:] — совершенно новый, с "иглолки"  
 chew up (tape) ['tʃu: 'ʌp] — (зд.) "сжевать", испортить пленку  
 distort [dis'tɔ:t] — исказить  
 stick — застревать, не выдвигаться

## II. LISTENING AND COMPREHENSION TASKS

## 2.1. Listen to the recording and choose the right alternatives to the statements.

1. The customer bought the radio cassette player *2 months/2 weeks* ago.
2. The customer shows the *receipt/receiver* to the shop-assistant.
3. There's been something wrong with the player *recently/since the first days*.
4. The player is under guarantee and they can *repair it/refund* it.
5. They ask the customer to give his name and *home address/telephone number*.
6. They will inform the customer *when it is ready/when they have made a decision*.
7. The conversation in the shop takes place on the *7/11* of February.

## 2.2. Listen to the recording again paying attention to the customer's complaints so as to complete the chart below.

Items	Actual Trouble
speaker	
sound	
cassette player	
rewind switch	
aerial	
handle	

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

## 3.1. Restore the full form of the auxiliary.

1. That's fine.
2. Well, it's been nothing but trouble.
3. The sound's completely distorted.
4. It's completely ruined two of my favourite cassettes.
5. So there's the right hand speaker ...
6. The handle's broken too.
7. It's not very good, is it?

8. Here's your copy.
9. We'll give you a ring when it's ready.

**3.2. Use the vocabulary of the recording to translate the sentences below.**

1. Продавец отдал покупателю один экземпляр гарантии.
2. Если у вас есть чек, то мы сможем починить вашу кассету, при условии, что она не совсем испорчена.
3. Перемотка пленки не включается, и фактически она никогда не работала.
4. С тех пор, как я купил стиральную машину, у меня с ней одни неприятности.
5. Я понимаю, что вы имеете в виду, и обязательно позвоню вам.

**IV. FOLLOW UP ACTIVITIES**

**Act out these conversational exchanges:**

- **You are telling your friend about the cassette player (CD-player, walkman ...) you bought recently. You say it's been nothing but trouble since the first day.**
- **You've brought back the CD-player (recorder, etc.) to the shop where you bought it. The shop assistant first wants to see the receipt and then assures you they'll repair your CD-player in a couple of days.**

**Out-of-Class Listening 1  
The Customer's Complaints**

**I. PRE-LISTENING TASK**

**You'll listen to 3 episodes of a customer's complaints. Before listening go through the vocabulary from the recording to avoid any difficulty of understanding.**

- ribbon ['rɪbən] – лента для принтера  
 privacy ['praɪvəsi] – личная жизнь, дела  
 lens [lenz] – объектив  
 fingerprints ['fɪŋɡəprɪnts] – отпечатки пальцев  
 fuzzy ['fʌzi] – неясный, нерезкий  
 ban – запрещать  
 barely ['beəli] – едва

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the dialogues and answer the questions (Yes/No).**

*Dialogue 1*

1. Did the clerk discover the problem with the camera at once?
2. Could the customer take any picture with the camera?
3. Did the clerk promise to change the camera?
4. Could the customer refund the cost of the camera?
5. Was the problem serious?
6. Could the customer solve the problem himself?

*Dialogue 2*

1. Was the computer quite new?
2. Did the customer use the printer a lot?
3. Did the clerk change the printer?
4. Could he read the text very well?
5. Did the clerk help the customer in any way?
6. Was the ribbon very expensive?

*Dialogue 3*

1. Did the phone keep ringing all the morning? Why?
2. Could the salespeople call on the weekends?
3. Were the reasons for calling very serious?
4. Are the speakers for this method of selling things?
5. Do they approve of a law against phone sales?
6. Will such a law protect their right to privacy?

**2.2. Listen and fill in the chart below.**

	What's the problem?	What needs to be done?
Dialogue 1		
Dialogue 2		
Dialogue 3		

**III. FOLLOW UP ACTIVITIES**

- **Write a summary of the customer's complaints.**
- **Have you ever found yourself in a similar situation? If so, prepare to talk about it in class.**



**Out-of-Class Listening 2**  
**A Man from the Public Health Department**

**LISTENING AND COMPREHENSION TASKS**

**Listen and write a reproduction of the conversation using the questions below as an outline. Give extensive replies to the following questions.**

1. Who came one day to Mrs. Cole?
2. Was the man from the Public Health Department?
3. What was the aim of his visit?
4. Did the man ask Mrs. Cole about Safebury's supermarket?
5. Was Mrs. Cole a customer of this supermarket?
6. The man asked Mrs. Cole about the meat she had bought that day, didn't he?
7. Was Mrs. Cole surprised?
8. How did the man explain what the problem was?
9. Did Mrs. Cole get afraid of food poisoning?
10. Did she say the chicken was rather cheap? How much did it cost?
11. Did the man say Safebury's were going to give Mrs. Cole a cheque for £15?
12. Where did the man take the chicken to?
13. Was anybody waiting for the man?
14. Was the second woman a friend of his?
15. What did she get for dinner?
16. Do you think the couple did have their dinner after all?
17. Were they both from the Public Health Department?

**Consolidation 4A**  
**A Phone Call to the Company**

**I. PRE-LISTENING TASK**

**Go over the vocabulary below.**

*Tape 1*

Tower pressure cooker — скороварка марки  
Тауэр

particulars — (подробные) данные, сведения  
release — выпускать, освобождать



*Tape 2.*

glazing home improvement showroom — выставочный зал  
оконных блоков

stall — отдел, прилавок

better range — улучшенный ассортимент, хороший выбор

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the first recording and give short answers to the questions below. Choose the answers from the alternatives on the right.**

- |   |  |
|---|--|
| 1. Who is the man calling?                    | The manufacturer/the seller.   |
| 2. What does he complain of?                  | He's got a problem with the pressure cooker/The pressure cooker is broken. |
| 3. How long has he had the cooker?            | About a year/about ten years   |
| 4. Does the pressure cooker have a guarantee? | Yes/No   |
| 5. Which is better to have in this case:      | a sales receipt/a guarantee certificate?                                   |
| 6. Will the woman find a decision herself?    | Yes/No, she'll talk to her manager.  |
| 7. What's the man's name?                     | Mr. Patterson/Mr. Hagbourne  |

**2.2. At the end of the conversation the woman says: "All right. I've got the particulars". Listen to the recording again and note down the particulars she has got. Choose them from the list below.**

- |                                 |                                |
|---------------------------------|--------------------------------|
| the man's address               | the price                      |
| the man's profession            | the year the man bought it     |
| the make of the pressure cooker | № of the guarantee certificate |
| № of the receipt                | the man's phone number         |

**2.3. Listen to the part of the tape-recording which starts with the question "What do you mean by automatic?" Then write down some sentences explaining what the problem with the pressure cooker is.**

**2.4. Put down the English equivalents used in the recording for the following Russian sentences.**

1. Извините? (Я не расслышал.)
2. Гарантия на 10 лет.
3. Посмотреть еще раз.
4. Я предлагаю вам принести ее обратно.
5. Я запишу ваше имя.
6. Да, где-то около этого.

**2.5. The second recording is about Swindon Market and about Swindon Glass which opens up a new glazing home improvement showroom. Listen to the recording 2—3 times. During the 2<sup>nd</sup> or 3<sup>rd</sup> listening fill in the missing prices and words.**

For example, aluminium double-glazed front doors from \_\_\_\_\_; back doors \_\_\_\_\_; and patio doors, with safety glass, from only \_\_\_\_\_. All prices include \_\_\_\_\_.  
Shop in Swindon this \_\_\_\_\_ and you'll notice a big difference.  
You'll find \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. With over \_\_\_\_\_ stalls, the choice is \_\_\_\_\_.

### Consolidation 4B Recognition Accuracy Check

#### I. PRE-LISTENING TASKS

**1.1. Read the sentences given below. Make sure you understand the meaning of the sentences.**

1. What do the speakers mean?
  - (A) Sylvia lost her job.
  - (B) Sylvia got burned.
  - (C) Jim and Sylvia got divorced.
  - (D) Sylvia got angry at Jim.
2. What is the man's situation?
  - (A) He is finished with school
  - (B) He has a lot of schoolwork to do.
  - (C) He is going away for two weeks.
  - (D) His papers are overdue.
3. What will the man probably do?
  - (A) Read his book more carefully.
  - (B) Go to the library to study.
  - (C) Go talk to the professor.
  - (D) Read the woman's notes.
4. What will the man do?
  - (A) He will change the time of the study group.
  - (B) He will ask the mechanics to look at her car.
  - (C) He will tell the group members that she will be late.
  - (D) He will pick her up at the bus stop.

5. What does the woman mean?
  - (A) She's interested in going to the class.
  - (B) She can't go every day.
  - (C) She wants to go at noon.
  - (D) She would prefer another type of exercise.
6. What does the woman mean?
  - (A) She hopes that Laura will come back alone.
  - (B) She wants Laura to return.
  - (C) She doesn't want Laura to come back.
  - (D) She knows Laura is thinking about coming back.
7. What does the woman mean?
  - (A) Why did Barbara mail the letter so early?
  - (B) Why is Barbara late in mailing the check?
  - (C) Why didn't Barbara call?
  - (D) Why did Barbara mail the check a week ago?
8. What does the man mean?
  - (A) The new position is just as good as his old one.
  - (B) He's going to resign his position.
  - (C) He'll probably continue with his old job for now.
  - (D) He doesn't agree with the woman.
9. What do the man and woman think?
  - (A) Peter should have gone home.
  - (B) Peter should have rested for a longer time.
  - (C) Peter was forced to stay away from his classes.
  - (D) Peter went on vacation.
10. What does the man mean?
  - (A) He doesn't know when it's open.
  - (B) He doesn't want to go.
  - (C) He thinks it is open in the evening.
  - (D) He agrees with the woman.
11. What does the woman mean?
  - (A) She's here permanently.
  - (B) She hopes the change will be for the best.
  - (C) She's currently looking for a good job.
  - (D) She'll stay as long as she can.
12. What does the woman mean?
  - (A) They don't have time to get there.

- (B) This way should take less time.  
 (C) They are lost on the path.  
 (D) They are on the cutting edge.
13. What does the man mean?  
 (A) The test wasn't as easy as he thought it would be.  
 (B) The final exam room was farther away than he thought.  
 (C) He doesn't think he gave the appropriate compliments.  
 (D) He thought the test would be a lot harder.
14. What do the man and woman imply?  
 (A) Their friends were lucky that the phone was near.  
 (B) They should not have been afraid.  
 (C) There was a robbery, and the man was close to them.  
 (D) Something dangerous almost happened but didn't.
15. What does the woman mean?  
 (A) She bought them last year.  
 (B) She's using last year's books.  
 (C) She hasn't bought it yet.  
 (D) She's going to ask other students.

#### II. LISTENING AND COMPREHENSION TASKS

- 2.1. Listen to the recording. You will hear fifteen short conversations between two people. After each conversation, a third person will ask a question about what was said. You will hear the conversation only one time, so you must listen carefully in order to understand what the speakers say. After you hear a question, read the four possible answers and decide which one is the best. Answer all the questions based on what is stated or implied by the speakers.**
- 2.2. Open Dialogue. In this part of the recording you will hear Liz talking to you. Listen and give your answers to her questions or react to her words.**

## Section V Getting an Education

### Unit 1 At School

#### In-Class Listening 1 Interviewing School Pupils

##### I. PRE-LISTENING TASKS

##### 1.1. Read the sentences given below. Try to guess the meaning of the words in italics.

1. It's a **mixed school**, so there are boys and girls there.
2. Last year I studied more subjects but I've had to **drop** art.
3. The parents wanted their son to get an **all-round** education, not just academic subjects.
4. The school day starts with **assembly** [ə'sembli]. The whole school is supposed to be there at 8 o'clock in the hall.
5. Our History teacher is also our **form teacher**.
6. Many children bring **packed lunches** because school dinners are **disgusting**.
7. **Public schools** are also called private schools.
8. **Boarders** are pupils at boarding-schools where they receive board and lodgings as well as lessons.
9. My son has just **gone into** the 8th form, which means he'll be taking his exams this year.
10. You have to be clean and smart for school. I mean **you have to have your top button done up and your tie on properly**.



11. I'm really **looking forward to** spending a year in France.
12. The teachers expect work to be **handed in on time** but there aren't any lists of rules, it's up to you if you fail.
13. Universities usually have **self-service canteens**.

**1.2. Here are some more words that will help you understand the recording.**

GCSE – General Certificate of Secondary Education – a public examination (end of compulsory school)

A-levels – Advanced Level – public examination (end of secondary education)

crafts – an activity in which you make smth with your hands

hymn [hɪm] – a song of praise to God

trainers – a type of strong shoes that you wear for sport

maroon [mə'ru:n] – a very dark red-brown colour

turn up – appear

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to some pupils talking about their schools and answer the following questions.**

*Dialogue 1*

1. What is the girl's name?
2. Does she want to go to University or to art college?
3. Does she live near her school?
4. Who is her favourite teacher? Why?

*Dialogue 2*

1. What's the boy's name?
2. Does he stay at school or return home every day?
3. Is he fond of sports?
4. Does he miss his parents?

*Dialogue 3*

1. What's the pupil's name?
2. Does he prefer college to school?
3. Can he go to France in summer?
4. Would he like to do a business studies course?

**2.2. Listen to the recording again and fill in the table with information about each person.**

	1 pupil	2 pupil	3 pupil
Age/Name			
Type of school			
Starts at (about school)			
Favourite subject(s)			
School uniform			
Meals			
Attitude to school?			

**2.3. Listen to Dialogues 2 and 3 again and explain the following sentences by answering the questions.**

*Dialogue 2*

1. I'm doing ten, but I don't think I'll pass them all.  
*What does the boy use the word "ten" for?*  
*What does "them" stand for?*
2. If we don't, we miss it.  
*What verb does "don't" belong to? What does "it" stand for?*
3. That's just one of the stupid school rules.  
*So, what is the rule?*

*Dialogue 3*

1. I might do a business studies course after that, or find a job.  
*Can you explain what "that" stands for?*
2. Some people go out at lunchtime or bring their own.  
*What do some people bring?*

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

**3.1. Listen to the recording again and pick out all the verbs that are used with the words "exam" and "subject".**

**3.2. Fill the missing prepositions in the sentences below.**

1. It takes me quite a long time to get... and ... school.
2. The day starts ... him complaining ... the litter.
3. We move... classroom... classroom depending... the lesson.
4. If the weather is really bad, they let us stay... .

5. I'm really bad... History.
6. It makes you feel more responsible... your own studies.
7. People mostly turn up... jeans and trainers and casual clothes.
8. What I like... him is that he listens... us ... his lessons.

#### IV. FOLLOW UP ACTIVITY

- **What are your memories of school life? Do you share any of the feelings expressed by the pupils in the interviews?**

### In-Class Listening 2 Enrolling at a Language School

#### I. PRE-LISTENING TASK

**Go over the vocabulary to clear up any difficulty of understanding.**

facility — условия для учебы  
 pottery — керамика, гончарное дело  
 competitive — конкурентноспособный  
 assess — оценивать  
 enroll — записываться, регистрироваться на курсы  
 pay in stages — платить не все сразу, частями

#### II. LISTENING AND COMPREHENSION TASKS

**2.1. Listen to the recording and choose the right alternative to complete the statements.**

1. The girl
  - a) is calling from abroad;
  - b) has come to the language school;
  - c) is phoning from the Youth Hostel.
2. The girl
  - a) wants to prepare for entrance exams;
  - b) wants to learn English;
  - c) wants her knowledge of English to be assessed.
3. The language school
  - a) charges more money than any other school in the UK;
  - b) charges incomparably lower prices than all other schools in this profile;
  - c) is approximately on the same price level as other schools.

4. The girl finds the price
  - a) unreasonably high;
  - b) lower even than she expected;
  - c) justified.
5. The girl speaks English
  - a) without a foreign accent;
  - b) with a slight accent that doesn't give away her origin;
  - c) with an accent that prompts her mother tongue to the listener.

**2.2. Listen to the recording again and complete the following registration form.**

Registration Form	
Name _____	Age _____
Nationality _____	UK Address _____
Length of course _____	Number of hours per day _____
Course starting date _____	
Price of course plus accommodation _____	
Accommodation required	Yes _____ No _____
Amount of deposit paid _____	

**2.3. As you listen to the recording this time note down the facilities the language school offers.**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

#### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

**3.1. Add the appropriate beginning to the receptionist's questions.**

1. \_\_\_\_\_ I help you?
2. \_\_\_\_\_ I have your name?
3. \_\_\_\_\_ I have your address, please?
4. \_\_\_\_\_ want some accommodation?
5. \_\_\_\_\_ to stay somewhere else other than in the Youth Hostel?

6. \_\_\_\_\_ you \_\_\_\_\_ to do that now?  
 7. \_\_\_\_\_ you do that?

**3.2. From the list of the conversational phrases below identify those that are used in the text. Try to recall the context they belong to.**

OK	I know	I think so	Excuse me
All right	Well	I don't think so	Thank you
I see	Good, right	Thanks a lot	Right
That's it	Right, good	Sorry	

**3.3. Translate these sentences from Russian into English using the vocabulary of the recording.**

1. Проживание в английской семье. 2. Мы предлагаем широкие возможности для труда и отдыха. 3. Теперь вам нужно выполнить вступительный тест, чтобы мы могли оценить ваши способности и знания. 4. Я не записала, из какой вы страны. 5. Стоимость наших курсов вполне сопоставима с другими. 6. Курс начинается в следующий понедельник, 15 июля. 7. Давайте пройдем в аудиторию для тестирования и проверим ваши знания.

#### IV. FOLLOW UP ACTIVITIES

- **Did you attend any language course before entering the University?**
- **What language course or school in your town would you recommend to a person who would like to brush up or expand on his/her English?**

### Out-of-Class Listening 1 Allen High School

#### I. PRE-LISTENING TASK

**Look up the words from the recording to avoid any difficulty of understanding.**

requirement (n)	achieve (v)
motivated (adj)	force (v)

#### II. LISTENING AND COMPREHENSION TASKS

**2.1. Listen to the conversation between Helen and Toshi about Allen High School in Britain and then answer the alternative questions below, choosing the right alternative.**

1. Are there any course requirements left at Allen High School or are the students allowed to choose all their courses?
2. Does Helen see any advantages in this way of organizing the studies or is her attitude to it negative?
3. Does Toshi like everything about the idea of "free" subject choice or does he see some weak points in it?
4. Did Toshi and Helen find any point they could agree on or did they go on arguing?

**2.2. Listen to the text again focussing on the arguments that each of the speakers provides. State which of the ideas given below coincide with Helen's (H) and which with Toshi's (T) remarks.**

1. Students are more interested in studies if they choose their own courses. H/T
2. The students' results are much better. H/T
3. Most students are likely to choose entertaining courses. H/T
4. Teenagers are able to realize the importance of education in life. H/T
5. A free choice of subjects will lead in the end to a drop in the educational level of the population. H/T
6. If there are no compulsory subjects students may never get to know new things. H/T
7. If students have to do courses which they hate the attitude to school becomes extremely negative. H/T
8. Being able to choose subjects helps students to grow up and adjust to the real world. H/T

#### III. FOLLOW UP ACTIVITY

- **Write a paragraph about your attitude to the issue of courses.**

### Out-of-Class Listening 2

#### Alex Jones

#### I. PRE-LISTENING TASK

Look up the words from the recording to avoid any difficulty of understanding.

competition (n)	train (v)
inspector (n)	practise (v)

#### II. LISTENING AND COMPREHENSION TASKS

##### 2.1. Listen to the text and choose the right continuation of the sentence.

- Alex is studying at home because
  - he is making better progress at home than at school;
  - his parents have decided to give him a chance to concentrate;
  - there is no school in the neighbourhood.
- Alex does school work until
  - five o'clock;
  - the break for lunch;
  - eleven o'clock.
- Alex is worried about his exams because
  - he isn't pleased with his progress in studies;
  - he has to prepare for the skating competitions;
  - he has never done any exams before.
- After he finishes his education Alex would like to be
  - a school teacher;
  - a professional skater;
  - a school inspector.
- Alex practises skating for
  - three hours a day;
  - eleven hours a day;
  - eight hours a day.
- At the moment Alex is doing
  - two foreign languages;
  - only one foreign language;
  - no foreign languages.

##### 2.2. Fill in the missing part of the sentence.

- Alex has been skating for \_\_\_\_\_ years.
- Debbie wasn't happy \_\_\_\_\_ when Alex started skating.
- Alex has made lots of new friends \_\_\_\_\_.
- Alex wants to take his exams \_\_\_\_\_.
- Two inspectors visit Alex \_\_\_\_\_ to see how he is getting on.

#### III. FOLLOW UP ACTIVITIES

- Write a paragraph about how hard Alex works to be good at skating and to do well in his studies.
- What do you do to make good progress in your studies?

## Unit 2

### Studies and School Subjects

#### In-Class Listening 1

##### Children Talking about Their Likes and Dislikes at School

#### I. PRE-LISTENING TASKS

Here are some new words that will help you understand the recording.

P.E. [pi i:] – physical education (lessons)  
 art work ['ɑ:t ,wɜ:k] – уроки по искусству  
 computation [ˌkɒmpjuːteɪʃn] – счет, вычисление  
 rounders ['raʊndəz] – английская лапта  
 cartwheels ['kɑ:t,wɪ:lz] – кувырки “колесом”  
 compass ['kʌmpəs] – компас  
 do gym [dʒɪm] – заниматься гимнастикой  
 do handstands ['hænd,stændz] – делать стойки на руках  
 trace a map [treɪs] – прослеживать по карте  
 do tap – танцевать (ритмический танец)  
 do projects ['prɒdʒekt] – выполнять задания на воображение

II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the recording and answer the following questions:

1. What is the age of the children being interviewed?
2. Do all the children like to go to school?
3. Do the children talk about school or about their entertainments?
4. Do they speak about their likes or about their dislikes at school?
5. Do any of the children say anything about their parents?

2.2. These are the names of the four children. Number the names in the order they talk on the tape.

Alexandre Luke Simpson Amanda Laura Paul Miller

2.3. Listen to the recording again and tick (✓) the questions that you hear in the dialogues. Put the tick into the right box.

Questions	Dlg1	Dlg2	Dlg3	Dlg4
a. And how old are you?				
b. Would you like to tell me how old you are?				
c. Do you like to go to school?				
d. Would you like to tell me your name?				
e. And what do you like doing?				
f. What are your favourite sport games?				
g. Don't you like school?				
h. What's the hard work that you don't like?				
i. What are your favourite games?				
j. Do you like school?				
k. What other subjects don't you like?				
l. What do you like doing most?				
m. What other thing's don't you like?				
n. And what don't you like about school?				
o. What sort of things do you like doing at school?				

2.4. Listen again and find some more information about the children's likes and dislikes at school. Use the words and word combinations listed on the right to fill in the boxes below.

Paul	likes...
	favourite games...

Amanda	likes...
	dislikes...

Alexandre	likes...
	favourite sports...

Laura	likes...
	dislikes...

- outside gym
- drawing
- spelling
- P. E.
- doing tap
- rounders
- painting pictures
- writing stories
- doing projects
- singing
- dancing
- doing handstands
- cartwheels
- art work
- maths
- English
- writing
- painting
- group reading
- computation
- dictation
- football

III. LANGUAGE FOCUS

Use the vocabulary of the recording to give the English equivalents for these Russian sentences.

1. Это почти все. 2. Что тебе нравится делать больше всего? 3. Тебе нравится музыка? – Да, немного. 4. А как насчет пения? – Мне не очень нравится пение. 5. Как называются эти предметы? 6. Это трудная книга.





## IV. FOLLOW UP ACTIVITY

- Sum up the four interviews and say what subjects children under 10 like most? Is it the same in your country?

### In-Class Listening 2 An Aussie at Eton

## I. PRE-LISTENING TASKS

## 1.1. Read the note about Eton.

The terminology used to distinguish various educational institutions in Britain is often confusing. *State or maintained schools*: schools financed by central or local government. *Private schools*: schools which are not government financed and which charge fees, also known as *independent schools*. The oldest and best known of these are called *public schools*, because they were originally financed by public subscription.

Eton is a *public school*. Eton, founded in 1440, is probably the best known of Britain's private schools, which cater for about 3% of the population. Eton is a *boarding school* for boys only. Boys in public schools are usually addressed by their family names. Parents who wish to send their son to Eton must put his name on a waiting list at birth or even before.

## 1.2. Go over the words and word combinations from the recording to avoid any difficulty of understanding.

bow tie ['bəʊtaɪ] – галстук бабочка  
 cap – приветствовать поднятием руки к головному убору  
 tail-coat --фрак  
 gown [gaʊn] – мантия  
 come to terms with - согласиться с чем-либо  
 gesture ['dʒestʃə] – жест  
 wear off – (зд.) исчезать, потеряться  
 novelty ['nɒvəlti] – новизна  
 fit smb for – готовить к чему-либо  
 Aussie ['ɒzi] -- австралиец, австралийка

blatant ['bleɪnt] – крикливый, вульгарный  
 decent [diːsnt] – приличный, подобающий  
 egalitarian [ɪ'gæli'teəriən] – стремящийся к равноправию  
 ridiculous [rɪ'dɪkjʊləs] – смешной, нелепый  
 stripy ['straɪpi] – striped  
 virtually ['vɜːtʃəli] – фактически, в сущности  
 weird [wiəd] -- странный

## II. LISTENING AND COMPREHENSION TASKS

## 2.1. Listen to the interview with Charles Mason, a teacher from Eton, and answer the following questions.

1. Is the interview with Charles Mason the first interview with teachers?
2. Does Charles Mason come from Great Britain?
3. Is Charles Mason's attitude to the subject always serious?
4. Does Charles Mason always understand his pupils' language?
5. Is the fee the parents pay for their child very high at Eton?
6. Does Eton offer a greater amount of facilities than other schools?
7. Does Eton fit its pupils well for the real world outside?

## 2.2. Listen to the recording again and identify the topics touched upon in the interview.

- a. the meals the boys have at the canteen
- b. the clothes they wear
- c. the languages they study
- d. the way they greet the teachers
- e. the equipment they are offered
- f. the teachers' clothes
- g. the signs and language the boys use
- h. the fee charged from the parents
- i. the sort of education you can get there
- j. the medical help you can get
- k. the games the students learn to play

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

3.1. Match the adjectives in the left column with the nouns in the right one to produce the **adjective + noun** combinations from the recording.

Adjectives		Nouns	
first	ridiculous	school	terms
funny	stripy	tail-coat	collars
normal	secret	tie	trousers
eccentric	blatant	clothes	language
rude	egalitarian	signs	gesture
qualified	decent	hats	society
bow	top	staff	equipment
field	wing	games	impressions
private	very British	teachers	things

3.2. Fill in the missing parts of the sentences with the intensifying adverbs from the box.

<i>rather</i>	<i>incredibly</i>	<i>perfectly</i>	<i>really</i>	<i>mildly</i>
<i>virtually</i>	<i>fairly</i>	<i>necessarily</i>	<i>particularly</i>	<i>extremely</i>

- I found one or two things there \_\_\_\_\_ difficult to come to terms with.
- These stripy trousers are \_\_\_\_\_ hot and uncomfortable to wear.
- I just wear \_\_\_\_\_ normal clothes.
- I just find it \_\_\_\_\_ weird and it's \_\_\_\_\_ entertaining for a couple of weeks.
- If you've got parents paying \_\_\_\_\_ 6,000 pounds a year.
- You're going to be able to afford a \_\_\_\_\_ decent set of equipment.
- So it doesn't fit you \_\_\_\_\_, \_\_\_\_\_ well for the real world outside.
- That was \_\_\_\_\_ interesting.

## IV. FOLLOW UP ACTIVITY

- **Would you like to study at Eton? Why? Talk about the advantages of Eton College.**
- **Talk about the specific customs and traditions you had at your school.**

### Out-of-Class Listening 1

#### Recognition Accuracy Check

## I. PRE-LISTENING TASKS

Read the sentences given below. Consult a dictionary to clear up any difficulty of understanding.

- (A) Adam will repair the car.  
(B) Adam helped pull the car to the repair shop.  
(C) Fred already had the car repaired.  
(D) The car cannot be fixed anymore.
- (A) Jeff agreed to take the oral exam again.  
(B) Jeff passed the oral exam and went on a vacation.  
(C) It took Jeff a long time to pass his exam.  
(D) Jeff didn't take the oral exam.
- (A) He has been waiting for Ron for a long time.  
(B) Ron is not a new librarian.  
(C) Ron did a lot of work for the man.  
(D) He needs to collect some information from Ron.
- (A) He would like to help the woman with the article.  
(B) He's sure that she'll have trouble with the article.  
(C) He wants the woman to help him with the article.  
(D) He's not sure that he wants any help with the article.
- (A) Why the man needs to return to the classroom  
(B) Why the man is going to the bookstore  
(C) Which classroom the man is going to  
(D) What book the man needs to get
- (A) Mary is going to get her driver's license soon.  
(B) Mary is not going to the party,  
(C) Mary can't drive because she doesn't have a car.  
(D) Mary should not be driving without a license.
- (A) She doesn't mind showing the man where the Humanities building is.  
(B) She wants the man to go away.  
(C) She would like the man to show her where the Humanities building is.  
(D) She's not sure she wants to go to the Humanities building.

8. (A) The fee for charging is more than \$15.  
 (B) He cannot use a credit card if he spends less than \$15.  
 (C) The bookstore does not accept credit cards.  
 (D) They cannot accept cash.
9. (A) The woman has to wait in line to register.  
 (B) It may be too late for the woman to get into the speech class.  
 (C) The woman needs to take another class before registering for this class.  
 (D) The woman shouldn't wait to give her speech.
10. (A) Students can consult their books during the final exam.  
 (B) The department will not allow Dr. Jones to give a final exam.  
 (C) Dr. Jones will not give an open-book exam for the final.  
 (D) Dr. Jones is sorry that the exam will be on Tuesday.
11. (A) He's glad that the woman will be away.  
 (B) He's not sure if he'll be able to help her.  
 (C) He will do what the woman requested of him.  
 (D) He would be glad to help the woman if he weren't going to be away.
12. (A) She can't eat anymore pizza.  
 (B) She'll eat another piece, but no more after that.  
 (C) She doesn't care for this pizza very much.  
 (D) She'll give the man one more slice.
13. (A) He's getting some new roommates.  
 (B) He lives alone without anybody to bother him.  
 (C) Things are all right at this point.  
 (D) Things are far from good.
14. (A) He thinks the university policy hasn't changed a lot.  
 (B) He agrees with the woman's opinion.  
 (C) He doesn't know what the old policy was.  
 (D) He thinks the university has to change its policy.
15. (A) She was very nervous.  
 (B) She had a heart problem.  
 (C) She failed to give her presentation.  
 (D) She wasn't scared at all.
16. (A) He thinks it's not a good time or place to talk.  
 (B) He thinks he can make the place better.  
 (C) He thinks it's a good place for a conversation.

- (D) He thinks they had better leave the place now.
17. (A) It's expensive to get a ten-speed bicycle.  
 (B) He commutes to school by bike.  
 (C) He would really like a fast bicycle.  
 (D) He can borrow his friend's bicycle whenever he wants.
18. (A) She doesn't like cheap things.  
 (B) It was two dollars cheaper than usual.  
 (C) It was too expensive.  
 (D) She bought something cheaper.
19. (A) She was expecting the class to start earlier.  
 (B) She set her alarm for 8 a.m.  
 (C) She got up early and she ate.  
 (D) She had a date before the lab.
20. (A) Jim graded his assistant's paper.  
 (B) The papers were not graded.  
 (C) Jim didn't grade the papers.  
 (D) Jim always needs assistance grading the papers.

## II. LISTENING AND COMPREHENSION TASKS

**Listen to the recording. You will hear twenty short conversations between two people. After each conversation, a third person will ask a question about what was said. You will hear the conversation only one time, so you must listen carefully in order to understand what the speakers say. After you hear a question, read the four possible answers and decide which one is the best. Answer all the questions based on what is stated or implied by the speakers.**

### Out-of-Class Listening 2 The School I Attended

#### I. PRE-LISTENING TASK

**Look up the following words to clear up any difficulty of understanding.**

homework diary (n)	enforce (v)
detention (n)	run a pub

## II. LISTENING AND COMPREHENSION TASKS

2.1. You will listen to Louise, Jim and Debbie, speaking about the schools they attended. Write down what each of the children liked or disliked about his/her school.

2.2. Compare the schools along the following characteristic.

Characteristics	Louise	Jim	Debbie
1. Type of school			
2. Location of the school			
3. Number of pupils			
4. Type of pupils			
5. The teachers			
6. The uniforms			
7. The subjects			

## III. FOLLOW UP ACTIVITIES

- Compare the schools you've heard about with the school you attended, keeping to the plan given above.
- Write a paragraph about what you liked or disliked about your school.

**Unit 3**  
**College Life**  
**In-Class Listening 1**  
**Learning English**

## I. PRE-LISTENING TASKS

1.1. Go over the new words and expressions from the recording to avoid difficulties of understanding.

- background of the country — история страны  
 personal/national identity — индивидуальное/национальное самосознание  
 arrogant — высокомерный, самонадеянный  
 come in — (зд.) вступить в беседу  
 interact with smb — взаимодействовать

1.2. Do you know the meaning of the words below? Try to match them with the correct definition or synonym.

- |                     |                                    |
|---------------------|------------------------------------|
| A. institutions (n) | a. keep, continue to have          |
| B. majority (n)     | b. traditions, customs             |
| C. technology (n)   | c. helpful, producing good results |
| D. useful (adj)     | d. practical or industrial art     |
| E. complete (v)     | e. test or trial                   |
| F. experiment (n)   | f. greater number or part          |
| G. hold on (v)      | g. finish, bring to an end         |

## II. LISTENING AND COMPREHENSION TASKS

2.1. You'll hear an interview with two people who share their views on the problem of learning and teaching English. While listening tick (✓) the interviewer's questions in the list suggested below.

1. Do you think English should be taught to everybody?
2. At what age do people start learning English these days?
3. Do you believe people in English-speaking countries need to know foreign languages?
4. Do you think teachers will start using English to teach other subjects?
5. Do you think English will soon be the universal language?
6. Do you think it's important to know about British and American life and habits?
7. How important is English in the work situation? What is its role?
8. Do you think that personal contacts are very important in learning English?
9. Do you think the traditional language class will exist in the future or do you think there will be other forms of teaching?
10. Do you agree that some words mean different things to different people?
11. Do you think English will ever become more important than the language of the native speaker?
12. At what age can a person say he knows English perfectly and can speak it fluently?

2.2. Before listening to the text again look at the chart below and go through the statements which sum up the speakers' answers to the interviewer's questions. While listening match the statements with the appropriate speaker. Note that their opinions may coincide.

Statements	Lynne	Greg
- In many countries children start learning English when they go to school.		
- In some countries they start teaching English to much younger children, before they go to school.		
- The English language is very common and useful for the people round the world		
- There are a lot of words in English that are used internationally.		
- Very soon teachers will start using English to teach children different subjects.		
- English can be used for communication as an international language (as a tool).		
- I don't think that the cultural roots of English are important at all.		
- The same words sometimes mean different things to different people.		
- You have to know a little bit about the background and the culture of the country before you can fully understand the language.		
- English is very important in the work, lots of people use it at work.		
- Lots of people are happy sticking to their own language.		
- Personal contact "the student - teacher" is more important than modern technologies of teaching (video, computer).		
- Modern life in a computer age will allow people to learn foreign languages in a different way.		
- English is more important than the language of the native speaker.		
- It's good to respect your own culture and traditions.		

### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

#### 3.1. Complete the sentences according to the text.

- They're starting to teach English \_\_\_\_\_ children and I think this will become more \_\_\_\_\_ the world.
- I'm not sure \_\_\_\_\_ that actually.
- I don't think that English as a language has \_\_\_\_\_ double-decker buses and bowler hats.
- It can be \_\_\_\_\_ communication \_\_\_\_\_ who don't know each other's language.
- Can I just \_\_\_\_\_ here.
- You are not \_\_\_\_\_ teachers and other students.
- I think \_\_\_\_\_ ways it's the best \_\_\_\_\_ learning English.
- I think most adults already speak \_\_\_\_\_ some English.

#### 3.2. Combine the adjectives on the left with the nouns on the right the way they were used in the recording. Some nouns can have more than one adjective.

adjectives		nouns	
common	important	meal	speakers
useful	interactive	role	identity
international	native	roots	age
traditional	universal	business	language
personal	entire	words	programmes
national		contacts	teacher
cultural			

#### 3.3. Replace the italicized words in the sentences below by their synonyms from the text.

- I think English will become more and more *universal* around the world.
- English will soon be the *international* language.
- There are so many words *connected* with computers.

4. I think *in the future* there'll be very few people who don't speak English.
5. There's no reason why *each* subject should be in English.
6. English can be used for *information exchange* between people.
7. You always have to know a little bit about the *history and present day situation* of a country before you can fully understand the language.
8. Most *grown up* people already speak English.
9. I think we live in a computer *time* now.
10. I think it would be very conceited to think that English would be more *significant* than your own language.

## IV. FOLLOW UP ACTIVITIES

- Whose opinion on the problem of learning English would you share: Greg's or Lynne's?
- When did you start taking interest in English?

### In-Class Listening 2 At the Exam

## I. PRE-LISTENING TASK

**Go over the vocabulary to avoid difficulties of understanding.**

handwriting – почерк  
 jerk [dʒɜ:k] (Am. slang) – тупица  
 cheat – обманывать  
 accuse smb of smth – обвинять кого-либо в чем-либо

## II. LISTENING AND COMPREHENSION TASKS

## 2.1. Listen to the dialogue and identify:

- a) the subject matter of the conversation;
- b) the status of the speakers;
- c) their attitude to the situation and to each other.

## 2.2. Listen to the dialogue again focussing on more detail and answer the following questions about the text.

1. Where does the conversation start?
2. What attracts Mr. Sorensen's attention?
3. What upsets Mr. Sorensen the most?
4. Why do Mr. Sorensen and Richard leave the room?
5. Where is the conversation resumed?
6. Why can't Mr. Sorensen accept Richard's explanation?
7. What are the consequences of the situation?
8. Mr. Sorensen did not hear Richard's last remark. What do you think the result would be if he had?

## III. FOLLOW UP ACTIVITY

- Do you approve or disapprove of Richard's behavior? Did you or your friends ever find yourselves in a similar situation?

### Out-of-Class Listening 1 Enquiring about a Course

## I. LISTENING AND COMPREHENSION TASKS

**Listen to the conversation between a receptionist and a student enquiring about a course. While listening take notes about the essential characteristics of the course.**

season of the year	
full time/part time	
intensive/extensive	
length of the course	
hours per week	
number of students in class	
dates of the course	
fee	
deposit	
accomodation	

## II. FOLLOW UP ACTIVITY

- Compare the enrollment requirements to the language courses at Swan School with the London Language School.

### Out-of-Class Listening 2 Rag Week

## I. PRE-LISTENING TASK

Look up the words from the recording to avoid any difficulty of understanding.

disease    charity    keep for    prevent from

## II. LISTENING AND COMPREHENSION TASK

Listen to the text and choose the right continuation of the sentence.

- The young men in white coats said that
  - the government wanted to stop a disease that was killing the chickens;
  - the government wanted to prevent passengers from catching the disease;
  - it was dangerous for the passengers to travel on that train.
- The young men showed the passengers
  - their tickets;
  - important papers from the government;
  - a medical certificate from the Ministry of Agriculture.
- The passengers didn't know that
  - the disease was not dangerous;
  - the whole thing was a joke;
  - the three men would be waiting for them in London.
- By the end of the journey
  - none of the passengers had got their shoes back;
  - fifty passengers hadn't got their shoes back;
  - a hundred passengers hadn't got their shoes back.
- The money students get for their jokes during the "rag week" is usually
  - spent on books;
  - sent to the students' club;
  - given to charity.

## III. AUDITORY MEMORY CHECK.

Fill in the missing part of the sentence.

- The train was travelling from \_\_\_\_\_ to \_\_\_\_\_.
- The passengers sat with their feet on \_\_\_\_\_ because the floor was dirty.
- The students got \_\_\_\_\_ for this joke.
- Everybody \_\_\_\_\_ when they heard what had happened to their shoes.
- They were only \_\_\_\_\_ from \_\_\_\_\_ University.

## IV. FOLLOW UP ACTIVITY

- Has anyone ever played a joke like this on you? Have you?

### Consolidation 5A Getting an Education

#### Public School in Britain

## I. PRE-LISTENING TASK

Study the words from the recording.

certificate [sə'tɪfɪkət] – сертификат  
 separate ['sepəreɪt] – разделять  
 related (subjects) – смежные (предметы)  
 grade – оценивать

## II. LISTENING AND COMPREHENSION CHECK

2.1. Listen to two people (an American woman and an Englishman) talking about the education system in Britain and mark the following statements as True or False.

- There are separate junior and senior high schools in the USA.
- The education systems in Britain and the USA don't have many differences.
- Most children in Britain start secondary school at the age of 5.
- A school graduate can't go to a University unless he/she has taken at least 3 "A" levels.

5. All the students have to take "A" levels in science.
6. The "A" levels are graded by letters from A to F.
7. Some students take "A" level exams more than once.
8. All kinds of secondary education in Britain are free.
9. Most public schools in Britain are boarding schools.

**2.2. Listen to the recording again and answer the questions choosing the suitable variant.**

1. How many exams do the students take in order to get the general certificate of secondary education?
  - a) In 1 subject;
  - b) In 2-4 subjects;
  - c) In 5-8 subjects.
2. If you get letter E for the "A" level exam what does it mean?
  - a) Fail;
  - b) Excellent;
  - c) Pass.
3. What marks in "A" level exams do the students need to get to a University?
  - a) "A" only;
  - b) Any marks except "F";
  - c) High marks.
4. What kind of schools are public schools in Britain?
  - a) Private schools;
  - b) Big modern schools;
  - c) Schools for adults.
5. At what age do students take the GCSE?
  - a) 11;
  - b) 15-16;
  - c) 18.

**III. RECOGNITION ACCURACY CHECK**

**Listen and fill in the gaps with the words and phrases from the recording:**

- W: And (1) \_\_\_\_\_ Alex, does Britain have (2) \_\_\_\_\_ public and private school?

A: Yes. (3) \_\_\_\_\_ parents send (4) \_\_\_\_\_ children to "state" schools (5) \_\_\_\_\_ free. (6) \_\_\_\_\_ similar to public school in the US.

W: (7) \_\_\_\_\_ about private schools in Britain?

A: Well, (8) \_\_\_\_\_ confusing, (9) \_\_\_\_\_. Private schools (10) \_\_\_\_\_ as "public" schools in Britain. (11) \_\_\_\_\_, public schools were (12) \_\_\_\_\_ available. (13) \_\_\_\_\_ the government started (14) \_\_\_\_\_ education.

**IV. AUDITORY MEMORY CHECK**

**4.1. Recall and write down the words or phrases from the conversation that mean the following:**

1. school for young children in the USA \_\_\_\_\_
2. very young children \_\_\_\_\_
3. General Certificate of Secondary Education \_\_\_\_\_
4. Advanced Level \_\_\_\_\_
5. Fail at the exam \_\_\_\_\_
6. the same clothes for every student \_\_\_\_\_

**4.2. Write a paragraph about the educational system in Britain basing on what you have heard in the recording (15 minutes).**

**Consolidation 5B  
I'm not Exactly Calm**

**WRITING A DICTATION**

**Listen to the recording and write down the text of the dictation into your notebook.**



## Section VI Holidays and Pastimes

### Unit 1 Favourite Pastimes

#### In-Class Listening 1 An Interview

##### I. PRE-LISTENING TASKS

The words below are most probably familiar to you. Make sure you know their pronunciation.

graphic designer [dɪ'zainə]	hockey ['hɒki]
yoga ['jəʊgə]	Harlow ['hɑ:ləʊ]
badminton ['bædmɪntən]	photography [fə'tɒɡrəfi]

##### II. LISTENING AND COMPREHENSION TASKS

**2.1. Listen to the recording and choose the statement which best expresses the main aim of the interview:**

1. The interviewer wants to find out what the people he is talking to like doing in their spare time.
2. The interviewer asks about the typical outdoor and indoor activities of young people in England.
3. The interviewer wants to know what kind of person his interlocutor is.

**2.2. Listen to the recording again and tick (✓) the questions you hear.**

1. Would you like to tell me your name, please?
2. Could you tell me how old you are, please?
3. Where do you live?
4. What sort of lodging have you got?
5. What sort of accommodation have you got there?
6. What is your occupation?
7. Where do you work, please?
8. Would you like to tell me what you do, please?

9. What do you do for a living?
10. What sort of things do you like doing in your spare time?
11. Do you like sports?
12. Do you do any sports?
13. Do you play any sports?
14. Do you like any other sorts of sport?
15. And how about cultural interests... music?
16. And what about cultural interests... music?



##### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

**3.1. Recall the text and match the two parts of the sentences.**

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| A. I'm interested in quite        | a. sports like hockey or tennis    |
| B. I often go out                 | b. all sorts of outdoor activities |
| C. I've just taken up photography | c. badminton as well               |
| D. I sometimes go                 | d. to performances in London       |
| E. I do                           | e. as a hobby                      |
| F. I'm not very fond of           | f. a lot of things                 |
| G. I'm quite involved in          | g. yoga                            |
| H. I'm also interested in         | h. of swimming as well             |
| I. And I do a bit                 | i. a local church                  |
| J. I quite like                   | j. to evening classes              |
| K. I quite often go               | k. with my friends to the cinema   |

**3.2. Insert articles where necessary.**

1. I work in \_\_\_\_\_ bank in \_\_\_\_\_ London in \_\_\_\_\_ International Department.
2. I live in \_\_\_\_\_ South London.
3. I've got \_\_\_\_\_ rather nice little flat.
4. I live in \_\_\_\_\_ rented flat in \_\_\_\_\_ Harlow.
5. What do you do for \_\_\_\_\_ living?
6. I like \_\_\_\_\_ music and, I like \_\_\_\_\_ modern dance as well.

**3.3. Make a list of words from the recording to do with sports, pastimes and hobbies.**

## IV. FOLLOW UP ACTIVITY

• **Open Dialogue.**

Kelly is a young girl from Los Angeles. She is calling you and she wants to ask you some questions. Talk to Kelly on the phone. Put down your replies into the notebook.

### In-Class Listening 2 Memorable Parties

## I. PRE-LISTENING TASKS

**1.1. You'll hear three people speaking about the most memorable parties they had. Go over the vocabulary list to understand the recording better.**

fancy dress ['fænsɪ] – unusual costume, often historical or exotic  
 witch [wɪtʃ] – woman said to use magic, especially for evil purposes  
 entertainer [ˌentə'teɪnə] – a person who entertains  
 elaborate [r'læbərət] – worked out with much care and in great detail

memorable ['memərəbl] – worth remembering  
 prevail [prɪ'veɪl] – persuade smb  
 desert [dɪ'zɜ:t] – go away from  
 feel exposed [fɪl'spəʊzd] – feel uncovered or unprotected  
 pull one's leg – try, for a joke, to make smb believe smth that is untrue

**1.2. Remember the pronunciation of the following words and try to guess their meaning.**

bravado [brə'vɑ:dəʊ]    vibration [vɪ'breɪʃn]    intense [ɪn'tens]

## II. LISTENING AND COMPREHENSION TASKS

**2.1. Listen to the recording and answer the following questions.**

1. Which of the speakers described a wedding anniversary? a fancy-dress party?
2. In which description is the day of the week mentioned?
3. Which of the descriptions is the funniest?
4. Which of the parties was the most pleasant?
5. Which of the parties was the most embarrassing?


**2.2. Listen to the dialogues and focus on the essential detail of the information.**

1. What costume was the woman wearing when she arrived at the party?
2. What kind of people were present at the second party?
3. Why was the lady of the house wearing a dressing gown?

**2.3. As you listen to the text again complete the following sentences from it.**

1. I was invited to a party \_\_\_\_\_ a third party \_\_\_\_\_ a friend.
2. I \_\_\_\_\_ enjoy doing fancy dress...
3. I arrived \_\_\_\_\_ proud of myself.
4. I felt \_\_\_\_\_ exposed.
5. I was \_\_\_\_\_ angry.
6. I must tell you about the \_\_\_\_\_ party.

7. It was the \_\_\_\_\_ party.
8. What was \_\_\_\_\_ about this party.
9. They were dancing \_\_\_\_\_.
10. There's a \_\_\_\_\_ story which is \_\_\_\_\_ true.
11. He was invited to a rather \_\_\_\_\_ house.

### III. LANGUAGE FOCUS

**Translate into English using the vocabulary of the recording.**

1. Оказалось, что студенты из моей группы меня разыграли.
2. Чувство юмора меня покинуло, и я почувствовала себя выставленной в ужасно глупом свете.
3. Вы бы никогда не уловили разницу.
4. На вечере все чувствовали себя, как дома: танцевали, пели, смеялись.
5. Я пришел на вечеринку не поздно и не рано, как раз вовремя.

### IV. FOLLOW UP ACTIVITY

- Talk about the most memorable party you have been to.
- Give your idea of a "good" or a "bad" party.

### Out-of-Class Listening 1 Having a Party

#### LISTENING AND COMPREHENSION TASKS

**Here is the text of a dialogue. Listen to the tape-recording and notice the differences between the recording and the text. Write down the right variant of the recording.**

- Tony: Mum, can I have a party next week-end?  
 Mother: Well, I don't know. How many people?  
 Tony: About 20, I think.  
 Mother: You're not going to invite that Edwards boy, are you?  
 Tony: Well, —  
 Mother: Because I'm not having him in the house.  
 Tony: All right. Mum. Well, can I?  
 Mother: You remember what happened last time?  
 Tony: Oh, go on. Mum. We'll be very careful, I promise.

- Mother: Well, all right, I suppose so. But you must tell me exactly how many are coming, and you must tidy up afterwards.  
 Tony: OK, Mum.  
 Mother: And do be careful of the carpet.  
 Tony: All right, Mum.  
 Mother: And you won't play your father's jazz records, will you? You know he doesn't like you to.  
 Tony: No, Mum. OK.  
 Mother: And you must get everybody out by midnight.  
 Tony: Yes, Mum.  
 Mother: And don't make too much noise, will you?  
 Tony: No, Mum.  
 Mother: And don't...

### Out-of-Class Listening 2 A Birthday Party

#### I. PRE-LISTENING TASK

**Look up the following words to clear up any difficulty of understanding.**

fool (v)                      get the flu                      feel run-down

#### II. LISTENING AND COMPREHENSION TASK

**Albert is a student calling his friends about his birthday party. While listening note down the excuses each person gives for not coming to the party.**

Friends	Excuses
Scott	
Fumiko	
Manuel	
Regina	

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

Recall the text and give the English equivalents of the Russian sentences below. Note that there are several variants of each in the text.

1. В субботу мой день рождения. 2. Может, придешь ко мне на вечеринку. 3. Желая хорошо провести вечер. -- Тебе тоже.
4. Как дела? 5. До встречи. Счастливо. 6. В чем дело?

## IV. FOLLOW UP ACTIVITY

- Write a paragraph about a birthday party you once had. Was it fun? Did all the friends you had invited come to the party?

## Unit 2 Week-Ends

### In-Class Listening 1 Harry's Week-end

## I. PRE-LISTENING TASK

Study the vocabulary below to avoid any difficulty of understanding.

- fixed price -- unchanging price  
 pile of -- number of things lying one upon another  
 let loose [lus] -- be/feel free, relaxed  
 take in -- listen to  
 quiet down [kwaɪət] -- become quiet

## II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to the recording and choose the problems that are discussed in the interview.

- Busy Fridays                                      Busy Saturdays
- Dinner Parties                                      Brunch



Cultural Interests  
 Saturday -- time to play

Quiet Sundays  
 Friday night -- the beginning  
 of week-end

Sunday -- time for the family      Continental Breakfast

2.2. Number the problems that you have chosen from the list in the order they are mentioned in the recording.

2.3. Listen to the recording again. Give Yes/No answers to the following questions:

1. Is looking for happiness in life very important to American people?
2. Does Harry have any spare time during the week?
3. Does the week-end for Harry start on Saturday?
4. Are physical activities less important than cultural ones for Americans?
5. Do Americans usually have meals at home?
6. Are American people fond of all-night parties nowadays?
7. Is the number of TV channels rather limited in America?

**2.4. Listen to the recording again focussing on the detail and fill the gaps in the sentences below.**

- No, they tend to be very busy. Er, you know I \_\_\_\_\_ to \_\_\_\_\_ I mean \_\_\_\_\_ and \_\_\_\_\_, looking for \_\_\_\_\_ in life is very important to American people.
- Saturday morning that's the time for \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and then it's usually time to \_\_\_\_\_ for lunch.
- I'll tell you about that in a minute, but... after lunch, maybe we'll \_\_\_\_\_, or \_\_\_\_\_, or \_\_\_\_\_, you know, er... getting \_\_\_\_\_ and \_\_\_\_\_ you know somehow, somewhere.

**2.5. Listen to the part where Harry describes brunch and mark the following statements as True or False.**

- Brunch is an early morning meal.
- Americans prefer to go out for brunch.
- Brunches are huge family meals.
- Brunch is a continental breakfast.
- Americans never have fruit in the morning.
- Brunch is more expensive if you pay a fixed price for it.

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

**3.1. Brush the text in your memory and make a list of words and word combinations describing cultural activities and pastimes.**

**3.2. Fill in prepositions to complete the phrases with the verb "to go".**

- |                  |                        |
|------------------|------------------------|
| go ... a bar     | go ... some restaurant |
| go ... a movie   | go ... a walk          |
| go ... bed early | go ... a run           |
| go ... lunch     | go ...                 |

**3.3. Choose a, b or c to complete the sentences.**

- Are they busy, or don't they do ...?
  - many;
  - a lot;
  - much.

- I don't have ... spare time.
  - any;
  - much;
  - lots of.
- We try ... to have a good time.
  - rather hard;
  - hard enough;
  - very hard.
- It's becoming ... popular now to have brunch on Sunday.
  - less;
  - more;
  - very.
- Bars in America are ... like clubs.
  - mostly;
  - moreover;
  - more.
- So ... to do on Saturday.
  - plenty;
  - much;
  - lots.
- Maybe watch ... television.
  - a little;
  - a small;
  - a huge.

**3.4. Correct ONE mistake in each sentence.**

- We like to really let lose.
- What about Sunday evening than?
- We have a nice quite morning.
- It's time to get ready for Monday, other week.
- It begins on Friday night, of cause.

**IV. FOLLOW UP ACTIVITY**

- Compare your week-ends with Harry's.

### In-Class Listening 2 Karaoke

#### I. PRE-LISTENING TASK

The following words are essential for understanding the recording. Their meaning is most probably familiar to you. Practise their pronunciation.

karaoke [kæri'əʊki] -- караоке  
 tango ['tæŋgəʊ] -- танго  
 microphone ['maɪkrəfəʊn] -- микрофон  
 accordion [ə'kɔ:diən] -- аккордеон  
 violin [vaɪə'li:n] -- скрипка  
 exotic [ɪg'zɒtɪk] -- экзотический  
 passionate ['pæʃənət] -- страстный, пылкий  
 Frank Sinatra ['fræŋk sɪ'nætrə]  
 Argentina [ɑ:ʒən'ti:nə]  
 Phil Collins ['fi:l 'kɒlɪnz]  
 Western ['westən]

#### II. LISTENING AND COMPREHENSION TASKS

2.1. Listen to two people answering the interviewer's questions about karaoke and tango and check your general comprehension by ticking (✓) the questions being asked.

1. What is it?
2. In what countries do people perform it?
3. Where is it performed?
4. Where does it take place?
5. What musical instruments do people use to perform it?
6. Who performs it?
7. What kind of music do you sing?
8. What music do people perform it to?
9. Do people enjoy it?
10. Why do people enjoy it?
11. What is the music they use to dance to?
12. Why do you think people enjoy it?

2.2. Listen to the conversation again and match the statements on the left with the appropriate entertainment.

Statements	Karaoke	Tango
1. All over Tokyo there are bars where you can go with your friends.		
2. You have a microphone, there is some music playing and you sing the words.		
3. It could be you or me or anyone.		
4. It sounds as if you need a drink to do it.		
5. It's traditional Japanese music for older people.		
6. It's a chance to show that you could be a good performer.		
7. It's especially popular in Argentina where it came from originally.		
8. Everyone tries to do it if the music is right.		
9. It's full of life.		
10. It's great fun.		

#### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

3.1. Fill in adverbs and prepositions to complete these sentences from the recording.

1. Basically it's singing \_\_\_\_\_ some recorded music.
2. You sing the words \_\_\_\_\_, if you can.
3. Anyone who feels brave \_\_\_\_\_ to sing \_\_\_\_\_.
4. It's also a way \_\_\_\_\_ showing how close you are \_\_\_\_\_ your friends.
5. You dance the tango \_\_\_\_\_ music especially written \_\_\_\_\_.
6. They use the violin and the accordion quite a lot \_\_\_\_\_ it.

3.2. Translate the following sentences into English using the vocabulary from the box below.

1. Ты когда-нибудь пела под запись? 2. Караоке популярно только в Японии? 3. Тебе нравятся люди, которые могут

подурачиться на публике? 4. Похоже, что ему нужен хороший совет. 5. Я знаю, что первоначально эта музыка была популярна только среди молодежи. А сейчас ее любят и люди старшего возраста тоже. 6. Эти фигуристы всегда танцуют под музыку, специально написанную для них. 7. Этот фестиваль полон жизни и радости.

*recorded music, in tune, to make a fool of, in public, it sounds as if, need a piece of, basically, especially, popular in, originally, full of, great fun*

#### IV. FOLLOW UP ACTIVITIES

- Are you brave enough to sing/dance in public?
- What dances are popular with young people at discotheques in your country?
- Do you know what songs/dances were popular with your grandparents when they were your age.

### Out-of-Class Listening 1 Interviewing People

#### I. PRE-LISTENING TASKS

1.1. Study the vocabulary notes below to avoid any difficulty of understanding the recording.

Boston Marathon ['mæɪəθɒn]

– a 26-mile foot race that is run every year in Boston, Massachusetts ['mæəsə'tʃʊ:səts]. It is one of the most famous marathons in the U. S.

Martin Luther ['lu:θə] King

– a famous black leader who fought for civil rights for black people in the U. S.

Bruce Springsteen ['bru:s 'sprɪŋstɪn]

1.2. Read over the questions in the chart below. You are going to hear four different people answering these questions. Make sure you understand them.

		1 <sup>st</sup> speaker (David George)	2 <sup>nd</sup> speaker (Suzanne Brown)	3 <sup>rd</sup> speaker (Adolfo Vasquez)	4 <sup>th</sup> speaker (Linda Montgomery)
1.	What is the speaker's job?				
2.	What does he or she do for fun?				
3.	What exciting thing has happened recently?				
4.	Who does the speaker admire most?				
5.	What does the speaker want to be doing in 5 years?				

#### II. LISTENING AND COMPREHENSION TASKS

Listen to the recording and fill in the chart with the answers each person gives. Write down the answers in the shortest possible way.

#### III. FOLLOW UP ACTIVITY

- Give your answers to the same questions as in the recording.

### Out-of-Class Listening 2 A Rock Concert

#### I. PRE-LISTENING TASK

You'll hear a conversation between a man and a woman about a rock concert they've visited. Look up the words given below to avoid difficulties of understanding.

drum solo                      bass guitar  
stage (n)                        exhausted

## II. LISTENING AND COMPREHENSION TASKS

## 2.1. Listen to the conversation and choose the right continuation to complete the statements below.

1. The man and the woman
  - a) went to the concert together;
  - b) didn't see each other at the concert.
2. The music at the concert
  - a) made the man sleepy;
  - b) was pretty loud.
3. The concert was for
  - a) 14-year-old people;
  - b) people of all ages.
4. At the end of the concert they lit
  - a) the lamps in the hall;
  - b) lighters and matches.
5. The man's and the woman's impressions of the concert were
  - a) very much the same;
  - b) diametrically opposite.
6. They wanted to go to another concert
  - a) next month;
  - b) in a couple of months.

## 2.2. Listen to the recording again and match the statements on the left with the appropriate speaker.

Statements	Man	Woman
I enjoyed the concert, a great deal.		
I was there in the front row, jumping up and down.		
I was quite near the stage.		
I thought they were better.		
I don't know how many people there were.		
You don't have to be 14 to go to a concert.		
I was exhausted by the end.		
If you hear of any more let us know.		
We haven't been for 10 years.		
I kind of went out into the night, walked home and...		

## III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

## 3.1. Did you notice how many adjectives the speakers used to describe their feelings? Choose the adjectives from the box to complete the sentences below.

*amazing, marvellous, huge, great, fantastic, wonderful, extraordinary, terrific, exhausted*

- The crowd was \_\_\_\_\_.
- The group was \_\_\_\_\_.
- The reaction of people was \_\_\_\_\_.
- The drum solo was \_\_\_\_\_.
- The feeling was \_\_\_\_\_.
- The man was \_\_\_\_\_.
- The guitar solo was \_\_\_\_\_.
- The reaction from the crowd was \_\_\_\_\_.

## 3.2. Translate into English using the vocabulary of the text.

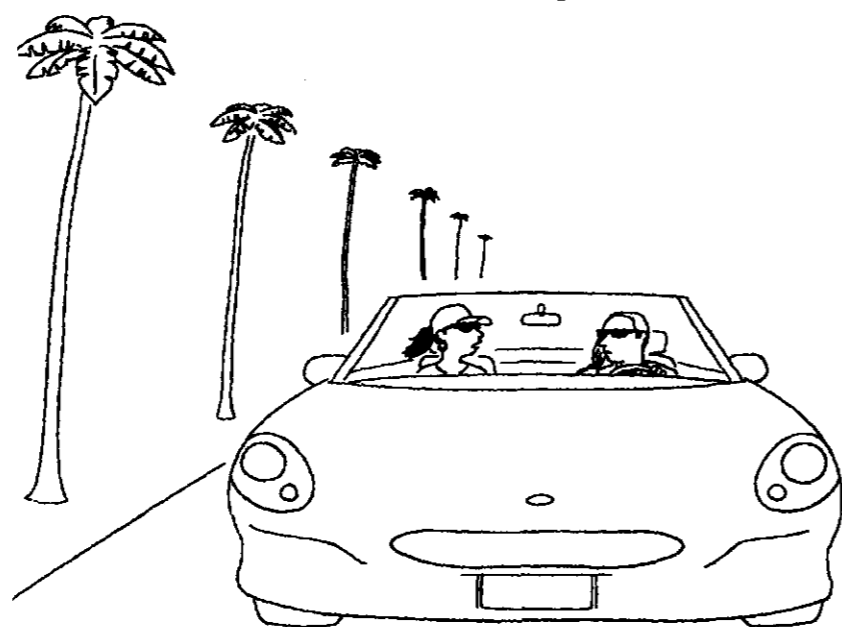
1. Он был на добрых лет 5 старше меня. 2. Чувство принадлежности к огромной толпе было великолепно, было около 10 000 народу. 3. Я не смотрел телевизор почти год, но сейчас это входит у меня в привычку. 4. Не удивительно, что вы выглядите таким усталым. 5. Молодежь, стоявшая в передних рядах, подпрыгивала в такт музыке. 6. Реакция толпы зрителей на шутки актера была великолепна.

## IV. FOLLOW UP ACTIVITY

- Write a paragraph about your impressions of the concert you visited last.



### Unit 3 Holidaymaking



#### In-Class Listening 1 Holiday in the States

##### I. PRE-LISTENING TASKS

##### 1.1. Go over the vocabulary to clear up any difficulty.

- holiday of a lifetime — путешествие, которое бывает раз в жизни  
 cine camera ['sɪnɪ 'kæmərə] — кинокамера  
 fabulous ['fæbjʊləs] — удивительный, великолепный  
 hire a camper — взять напрокат палатку или дачу-прицеп  
 break down — сломаться, выйти из строя  
 develop a film — проявить пленку  
 make a mess of smth — напортить, испортить

##### 1.2. Notice the pronunciation of the geographical names below.

- |  |                            |
|--|----------------------------|
| Grand Canyon ['grænd 'kænjən]            | Long Beach ['lɒŋ 'bi:tʃ]   |
| Lake Tahoe ['leɪk 'tæhəʊ]                | Los Angeles [lɒs'æŋdʒəlɪz] |
| Las Vegas [lɑ:s 'veɪgəs]                 | California [kælɪ'fɔ:nɪə]   |
| San Francisco [sæn frən'sɪskəʊ]          | Nevada [nə'vɑ:də]          |
| Golden Gate Bridge ['gəʊldn geɪt 'brɪdʒ] |                            |

##### II. LISTENING AND COMPREHENSION TASKS

##### 2.1. Listen to the recording and answer the questions.

- Where did Meg spend her recent holiday?
- Did she enjoy her trip?
- Did Meg travel alone?
- What did she travel by?
- Did she want to bring pictures back from their trip?
- How long was she in the States?

##### 2.2. Here is a map of California and Nevada. The numbers on the map correspond to the names of cities and places mentioned in the recording. Listen to the recording and note down the place or city each number stands for (use the geographical names from 1.2).



##### 2.3. Listen to the recording and choose the correct alternative to make the true statements.

- They stayed in a hotel/lived in the camper for the first two nights they were in America.
- It really was the right/wrong way to see America.
- They had a couple of accidents/happenings during the trip.
- They eventually found the car but/and it took little time/quite a time.

5. When they got back from the holiday they sent the film for developing/they developed the film themselves.
6. Meg's ambition was to cross the Golden Gate Bridge/to visit San Francisco.

#### 2.4. Correct the statements according to the recording.

1. They hired a camper because they couldn't take the car around because of the hills.
2. Unfortunately they lost a camera out because the film broke down.
3. They didn't send their films away to be developed because a particular company made a mess of three of them.
4. The most special thing for Meg was visiting the Golden Gate Bridge, so they started off at San Francisco and then went up to Los Angeles.

#### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

Give the English equivalents for the following Russian sentences.

1. Спустия некоторое время мы в конце концов нашли машину.
2. Мы побывали на озере Тахо в Лас Вегасе, в Гранд Каньоне и вернулись обратно на Лонг Бич.
3. Какие еще происшествия случались во время вашего отпуска?
4. К сожалению, из-за этого у нас пропал фильм.
5. — Сколько всего времени вы пробыли в Штатах? — Всего 14 дней.
6. Что из вашего отпуска вы бы отметили особо?

#### IV. FOLLOW-UP ACTIVITY

- What's your idea of a holiday of a lifetime? Did you ever have any happenings when travelling on holiday?

### In-Class Listening 2 Holidays in the United States

#### I. PRE-LISTENING TASKS

- 1.1. Practise the pronunciation of the proper and geographical names you'll hear in the recording.

New Orleans [ˌnjuː'ɔːliənz]  
Washington [ˈwɒʃɪŋtən]

Boston ['bɒstən]  
Disney World ['dɪzni,wɜːld]  
Metropolitan [ˌmetrə'pɒlɪtən]  
Whitworth Gallery ['wɪtwɜːθ 'gæləri]  
Empire State Building ['empaɪə 'steɪt 'bɪldɪŋ]  
Youth Hostels ['juːθ 'hɒstəlz]

#### 1.2. Note the meaning of the following expressions.

live off hamburgers -- to live exclusively on hamburgers  
wine and dine smb -- to treat smb to drinks and dinners

#### II. LISTENING AND COMPREHENSION TASKS

##### 2.1. Listen to the dialogue about holidays in the United States and say if the following statements are True or False.

1. Both Sandra and John have been to the States on holiday.
2. Sandra and John both start their jobs next day.
3. Sandra spent her holiday on the West side of the States.
4. Sandra and John both have relatives in the States.
5. Both Sandra and John enjoyed the food they had during the holidays.
6. Sandra would like to visit New York sometime.

##### 2.2. Listen to the recording again paying attention to the detail. Check your comprehension by filling the chart below.

Items	Sandra	John
stayed		
visited		
enjoyed		
food		

#### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

Recall the expressions from the recording that are equivalent in meaning to the following phrases:

- a) to be very fond of smth;
- b) very expensive;

- c) a few concerts;
- d) very good;
- e) rich and expensive restaurants;
- f) not to want to do smth;
- g) to eat only one kind of food;
- h) to be offered to drink and eat smth.

#### IV. FOLLOW UP ACTIVITIES

- **Whose holiday do you think was more exciting? Which of the two holidays would you prefer?**
- **What is the most exciting holiday you have had?**

### Out-of-Class Listening 1 A Day's Outing

#### I. PRE-LISTENING TASK

Look up the following words to avoid any difficulty of understanding.

stomach-ache (n)	set off (v)
stream (n)	break out (v)
cave (n)	make a fire

#### II. LISTENING AND COMPREHENSION TASKS

##### 2.1. Listen to the text and choose the right continuation of the sentence.

1. Len and Suzanne hadn't taken a map because
  - a) most mountain paths were clearly marked;
  - b) Len knew the mountain paths well;
  - c) there were no maps available.
2. Len and Suzanne did not take much food with them as
  - a) they hoped to buy some food at the village shop;
  - b) they were keeping to a diet;
  - c) they hoped to find a restaurant on their way.
3. The young people were very thirsty because
  - a) they had drunk their beer;



- b) the day was hot;
  - c) they had eaten their sandwiches.
4. When it started to rain they decided to carry on with their walk even though they
  - a) were a bit sleepy;
  - b) were very tired;
  - c) hadn't seen anyone all day.
5. They decided to abandon their walk and return to the village
  - a) when the storm broke out;
  - b) as they hadn't seen another person all day;
  - c) as they didn't know what time it was.
6. The two friends didn't sleep very well in the cave as they
  - a) were afraid of the dark;
  - b) were wet and hungry;
  - c) had violent stomach-ache.

**2.2. Listen to the recording again focussing on the detail and get ready to answer the following questions:**

1. How long had Len and Suzanne planned to stay in the mountains?
2. Where did they find cold water when they felt thirsty?
3. How did the friends feel when it started to rain?
4. Why didn't they know what time it was?
5. What kind of shoes were they both wearing?
6. How far from the village was the cave?

**III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK**

**3.1. Fill in the missing part of the sentence.**

1. Len and Suzanne went for a \_\_\_\_\_ outing into the mountains.
2. After about an hour Suzanne \_\_\_\_\_
3. After a while \_\_\_\_\_
4. They carried on walking but an hour later \_\_\_\_\_ and after a while \_\_\_\_\_
5. It was quite late in the afternoon \_\_\_\_\_

**3.2. Match the verbs on the left with the words on the right to make up word combinations used in the recording.**

<i>feel</i>	<i>heavily</i>
<i>go</i>	<i>further</i>
<i>rain</i>	<i>well</i>
<i>get</i>	<i>cold</i>
<i>be</i>	<i>wet through</i>
<i>sleep</i>	<i>better</i>
<i>drink</i>	<i>hungry</i>
<i>lost</i>	<i>dark</i>

**IV. FOLLOW UP ACTIVITY**

- **Write a paragraph about a disastrous outing you or someone you know may have had.**

**Out-of-Class Listening 2  
Summer Holidays**



**I. PRE-LISTENING TASK**

Look up the meaning of the following words to avoid any difficulty of understanding.

net (n)      stretch (n)      souvenir (n)      doubt (n)

**II. LISTENING AND COMPREHENSION TASKS**

**2.1. Listen to the first part of the recording and identify the statements below as True, False or not mentioned.**

1. Thirty years ago the place where the author's grandparents lived was not far from the beach.
2. The speaker liked to walk along the beach with her grandfather and talk to fishermen who were mending their nets.
3. There were hardly any storms on that part of the coast at that time.
4. As an adult the speaker only visited her grandparents once when she got married.
5. The speaker was happier as a child than when she grew up.
6. She would have enjoyed her holidays at her grandparents' more, if there had been more entertainments in those days.

2.2. Listen to the second part of the recording and note down the changes in the village.

Fifteen years before	Now/In future

### III. LANGUAGE FOCUS AND AUDITORY MEMORY CHECK

3.1. Complete these sentences with the verb-forms according to the recording.

1. When I (to be) a child I (to use) to spend the summer holidays in a vilage by the sea.
2. And they would tell stories of the difficulties they (to face) in the sea.
3. The fields (to disappear).
4. She and her family (to be) richer than her grandparents.
5. I (to be) sorry that the village I (to know) (to go) for ever.

3.2. Choose the right variant according to the text.

1. The fishermen used to sit inside/outside their small white/wide houses.
2. And then/there my father sold/bought the house.
3. The beach was dirty/deserted.
4. They are building a series/serious apartment-block.
5. The girl was standing behind the door/in the doorway.

### IV. FOLLOW UP ACTIVITY

- Write a paragraph about visiting your native place after a period of time.
- Translate this letter into English.  
Аня, как летит время! Ты не узнаешь наш город! Нашего маленького старого дома на окраине больше нет! На его месте построили большой многоквартирный дом, а недалеко от него строятся парк развлечений. Я не сомневаюсь, что

детям и взрослым там будет весело, но иногда я вспоминаю свою тихую улицу с маленьким кинотеатром в центре, и мне становится грустно.

## Consolidation 6A Week-ends and Pastimes

### I. PRE-LISTENING TASKS

#### 1.1. Study the vocabulary.

sweet paper — обертка от конфет  
half-term holiday — каникулы в середине семестра  
(Startrek) badge — значок  
station car park — привокзальный паркинг  
give a lift — подвезти кого-либо

#### 1.2. Notice the pronunciation and spelling of the following proper names.

Cambridge ['keɪmbriːdʒ]  
King's College Chapel [ˈtʃæpl]  
Tower Bridge Station ['taʊə 'brɪdʒ 'steɪʃn]

### II. LISTENING AND COMPREHENSION CHECK

#### WRITING A REPRODUCTION

2.1. Listen to the first part of the recording. Then rewrite the beginning of the reproduction copying the true sentences from the paragraph below and changing the sentences that are false into true ones.

Diana Trent was going to London by train. In her compartment she met a man and his son Jason. Jason was a naughty boy. But his father didn't even try to calm his son. The boy wanted to look out of the window and his father allowed him to do that, even though it was dangerous. Jason kept dropping sweet papers everywhere and his father had to pick up the litter from the floor. Then the father apologized for his son's behaviour but Diana was still angry.

**2.2. Listen to the second part of the recording and continue writing the reproduction. Use the questions listed below. Give full answers to these questions and your reproduction will be complete.**

1. Where had the man and his son gone for the day?
2. Why wasn't Jason at school that day?
3. Did Diana ask if they had had a nice time?
4. Jason liked that one-day trip to Cambridge, didn't he?
5. Where did Jason get wet?
6. What was boring for Jason in Cambridge?
7. Why did he feel upset?

**2.3. Do the same procedure with the third part of the recording.**

1. Where was the man's car?
2. Why did he offer giving a lift to Diana?
3. Was her hotel a long journey from the station?
4. And where did the man live? Was the hotel on his way?
5. Did Diana accept the offer?
6. What did she borrow from the man?
7. Did they go to the station car park together?

### Consolidation 6B On Holiday in the Lake District

#### WORD RECOGNITION ACCURACY CHECK

**1. Listen to the first part of the text and fill in the missing form-words.**

I was on holiday \_\_\_\_\_ Lake District \_\_\_\_\_  
visiting a church \_\_\_\_\_ Kendal. \_\_\_\_\_ sitting  
\_\_\_\_\_ churchyard, relaxing \_\_\_\_\_ moment,  
\_\_\_\_\_ handbag was \_\_\_\_\_, although \_\_\_\_\_  
holding \_\_\_\_\_ strap. Not the sort \_\_\_\_\_  
place where you expect anything \_\_\_\_\_ happen, is it?  
Suddenly \_\_\_\_\_ came up \_\_\_\_\_, grabbed  
\_\_\_\_\_ bag \_\_\_\_\_ pulled \_\_\_\_\_ very  
hard, breaking \_\_\_\_\_ strap. I shouted, first \_\_\_\_\_  
pain \_\_\_\_\_ when \_\_\_\_\_ pulled the bag \_\_\_\_\_

hurt my wrist, then \_\_\_\_\_ anger \_\_\_\_\_. I saw  
him get \_\_\_\_\_ motorcycle and drive \_\_\_\_\_.  
I felt awful \_\_\_\_\_. I watched my passport, my money,  
credit cards, various documents disappear \_\_\_\_\_. road.  
The police \_\_\_\_\_ very kind and said \_\_\_\_\_  
sort \_\_\_\_\_ thing happens too often \_\_\_\_\_  
days. I thought \_\_\_\_\_ myself \_\_\_\_\_. I ever catch  
\_\_\_\_\_, I \_\_\_\_\_ kill \_\_\_\_\_. I told  
the consulate \_\_\_\_\_ loss \_\_\_\_\_ passport, and  
I cancelled \_\_\_\_\_ credit cards, got \_\_\_\_\_  
more money and tried \_\_\_\_\_ forget \_\_\_\_\_.  
\_\_\_\_\_ wasn't the end \_\_\_\_\_ story.

**2. Listen to the second part of the story and fill in the missing notional words.**

\_\_\_\_\_ days later, the police rang me at my \_\_\_\_\_ and  
said they'd got some good \_\_\_\_\_. A young man was trying to  
change some \_\_\_\_\_ money at the bank in Windermere. Now  
there aren't many \_\_\_\_\_ in the Lake District at this time  
of year and \_\_\_\_\_ the young man wasn't Australian. So the  
\_\_\_\_\_ called the police, who came very \_\_\_\_\_ and they  
stopped the man as he was walking away from the \_\_\_\_\_. When  
they questioned him, he \_\_\_\_\_ and admitted he was \_\_\_\_\_.  
They asked me to go to the \_\_\_\_\_ in Kendal to \_\_\_\_\_ him.  
Well, when he took my bag, I didn't see his \_\_\_\_\_, so I couldn't  
really say if it was \_\_\_\_\_. But he \_\_\_\_\_ me and said, "I'm  
sorry, I'm really \_\_\_\_\_." The police showed me the \_\_\_\_\_  
from my bag which he \_\_\_\_\_ him. The man \_\_\_\_\_ to cry.  
The police said he \_\_\_\_\_ from Manchester. He was \_\_\_\_\_  
and he had a family to \_\_\_\_\_. I was the victim all \_\_\_\_\_  
but now it was me who was \_\_\_\_\_ sorry.

**3. Listen to the third part of the story and write a dictation by putting the text down in the pauses sentence by sentence.**