

Федеральное агентство по образованию

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## **ОБУЧЕНИЕ АУДИРОВАНИЮ**

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**Listening Comprehension**

**Textbook**

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## Preface / Предисловие

Учебное пособие по аудированию может быть использовано на занятиях по устной речи со студентами IV курса дневного отделения, а также для самостоятельного изучения с целью совершенствования умений восприятия и понимания англоязычной речи на слух.

Пособие включает книгу для студента и книгу для преподавателя. В книге для студента изложен текст заданий по каждому из разделов пособия, книга для учителя содержит скрипты и ключи к заданиям для студентов. К пособию прилагается диск с записями текстов для аудирования. Тексты взяты из различных, в основном аутентичных источников, носят различную функциональную направленность – беседы, интервью, сводки новостей, звонки по телефону и т.д. Это позволит студентам формировать различные комплексные и частные умения аудирования в различных сферах социальной жизни. Формирование данных умений – неотъемлемая часть лингвистической, социолингвистической, социальной и социокультурной компетенций, в целом составляющих коммуникативную компетенцию, являющуюся приоритетной задачей обучения языку в настоящее время.

Пособие состоит из 8 разделов, освещающих основные сферы общения, входящие в тематический план изучения на IV курсе: «Высшее образование в США», «Закон и общество. Преступность», «Книга – источник знаний. Библиотека», «Мир музыки», «"Трудные" дети», «Средства массовой информации в современном обществе», «Национальные традиции и праздники», «Проблемы семейной жизни». Каждый раздел включает тексты монологического и диалогического характера, воспроизводящие повседневную разговорную речь, отрывки из прозы, поэзии, эстрадных песен. Тексты, воспроизводящие особенности реальной повседневной жизни создают дополнительную мотивацию студентов при изучении английского языка, поскольку легче запоминается то, что ближе в личностном плане.

К текстам каждого раздела прилагаются задания, направленные на формирование умений понимания общего смысла прослушанного, умения выделения запрашиваемой в задании информации, а также полного понимания прослушанного текста. Именно последняя разновидность умений аудирования является основной целью аудирования на IV курсе.

**Section 1**  
**Higher Education in the USA**

**1.1. A Seminar at a University**

You will hear a conversation which takes place in a seminar at university, between a lecturer and two students, Erika and Paul. Answer questions 1-7 by writing L for Lecturer, E for Erika, P for Paul.

1. Who apologizes for being late?
2. Who explains that they were too busy to do something?
3. Who wants to consider more than one book?
4. Who rejects someone's suggestion?
5. Who mentions being a student?
6. Who thought the deadline was later?
7. Who is going away on a trip?

**1.2. John and Jessy**

Listen to the interview with John and Jessy and decide if the statements belong to John or Jessy or neither of them.

Mind some common slang words:

**skive off:** avoid lessons

**goody-goody:** someone who appears too well-behaved (in an irritating way)

**cool:** good fun.

	<b>John</b>	<b>Jessy</b>	<b>Neither</b>
I liked sport best	✓		
I found schoolwork difficult.			
I used to mess about in lessons.			
I sometimes forgot to do my homework.			
I was bored at school.			
I liked chemistry lessons best.			
I was happy when I left school.			
I liked my English teacher.			
I think school is harder than going to work.			

### 1.3. First Day

Listen to someone talking to a group of new college students and then complete each gap in the schedule with one or two words.

Test tip: Read the schedule before you listen to the recording and try to predict what sort of information you are looking for. For example, in gaps (2) and (3) you are looking for the position each person holds in the college. Look at the other gaps and predict what sort of information you are listening out for.

<b>Auckland (1) _____ College</b>		
<b>Induction schedule for all students</b>		
Time	Venue	Programme
10.30 a.m.	Main Hall	Mr James Crosbie, College (2) _____ Introductions
10.45 a.m.	Main Hall	Miss Judith Benton, College (3) _____ (4) _____ and domestic arrangements.
11 a.m.	(5) _____	Coffee
11.30 a.m. - 12.30 p.m.	(6) _____	Dr Randal and colleagues College rules and (7) _____
7.30 p.m.	(8) _____ _____	Formal dinner (no (9) _____ or (10) _____)

### 1.4. First Day (continued)

Listen to the talk again and underline the words which are stressed.

1. First of all, may I say an especially warm welcome to students joining us this term.
2. I am looking forward to getting to know you all much better.

3. Now I'm just going to go through the plan for today.
4. After that we'll get together again in the library.
5. It is, as I said, a formal dinner, so no jeans or shorts, please.
6. Well, thank you all for being so attentive.

### 1.5. At the Exam

(a) Listen to the dialogue and identify:

- 1) the subject matter of the conversation;
- 2) the status of the speakers;
- 3) their attitude to the situation and to each other.

(b) Listen to the dialogue again focusing 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?

(c) Do you approve or disapprove of Richard's behaviour? Did you or your friends ever find yourself in a similar situation?

### 1.6. Learning English

(a) Before listening to the text 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 may 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 situations, 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.		

(b) Replace the italicized words in the sentences below by their synonyms from the text.

1. I think English will become more and more *universal* around the world.
2. English will soon be the *international* language.
3. 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.

(c) Whose opinion on the problem would you share: Greg's or Lynne's?  
When did you start taking interest in English?

### 1.7. Rag Week

(a) Listen to the text and choose the right continuation of the sentence.

1. The young men in white coats said that
  - a) the government wanted to stop a disease that was killing the chickens;
  - b) the government wanted to prevent passengers from catching the disease;

- c) it was dangerous for the passengers to travel on that train.
- 2. The young men showed the passengers
  - a) their tickets;
  - b) important papers from the government;
  - c) a medical certificate from the Ministry of Agriculture.
- 3. The passengers didn't know that
  - a) the disease was not dangerous;
  - b) the whole thing was a joke;
  - c) where the three men would be waiting for them in London.
- 4. By the end of the journey
  - a) none of the passengers had got their shoes back;
  - b) fifty passengers hadn't got their shoes back;
  - c) a hundred passengers hadn't got their shoes back.
- 5. The money students get for their jokes during the "rag week" is usually
  - a) spent on books;
  - b) sent to the students' club;
  - c) given to charity.

(b) Fill in the missing part of the sentence.

1. The train was travelling from \_\_\_\_\_ to \_\_\_\_\_.
2. The passengers sat with their feet on \_\_\_\_\_ because the floor was dirty.
3. The students got \_\_\_\_\_ for this joke.
4. Everybody \_\_\_\_\_ when they heard what had happened to their shoes.
5. They were only \_\_\_\_\_ from \_\_\_\_\_ University.

### 1.8. Higher Education in Great Britain

Listen to the information about higher education in Great Britain and do the following tasks.

1. List the different things you can do in Russia when you leave school.
2. List the different things you can do in Britain when you leave school.
3. Answer the questions:
  - What is the specificity of universities in comparison with colleges of higher education in Great Britain?
  - How many students go on to higher education in Great Britain?
  - What are the requirements for entry to British universities?
4. Give one advantage for going to university or college in Briatain.



5. Give one advantage of training schemes in Britain.
6. Can British students choose which university they go to?
7. If you got good grades at A level, but you did not get a grant and your parents refused to give you any money, what would you do?
8. If you did not get good grades at A level, what would you do?

## Section 2 Society and Law. Crime

### 2.1. Talking about crime

Listen to 4 people talking about crime. Match each speaker to one point they are making. There is one extra point you do not need to use.

- Speaker 1 \_\_\_\_\_ A Prison can work as a deterrent.  
 Speaker 2 \_\_\_\_\_ B More training might help to prevent mistakes  
 Speaker 3 \_\_\_\_\_ C Some people feel more secure in prison.  
 Speaker 4 \_\_\_\_\_ D More sports facilities for criminals might help  
 E Putting criminals with other criminals is not a good idea

### 2.2. Have You Seen These Men?

Listen to this news report about two prisoners and complete the details on this poster.

Some common words used to report crimes:

**issue a warning:** inform people about a possible danger

**fatally injured:** badly hurt, resulting in death

**brutal murder:** violent killing of someone

## HAVE YOU SEEN THIS MAN?

(1) \_\_\_\_\_ Burke

Age: (2) \_\_\_\_\_ Height: (3) \_\_\_\_\_

This man is of (4) \_\_\_\_\_ build, has short

(5) \_\_\_\_\_ and (6) \_\_\_\_\_ eyes.  
He has a (7) \_\_\_\_\_ of a (8) \_\_\_\_\_  
on his forearm.  
Serving (9) \_\_\_\_\_ years for (10) \_\_\_\_\_  
and manslaughter.

Listen again and complete the details about the second man.

### HAVE YOU SEEN THIS MAN?

(1) \_\_\_\_\_ Murray  
Age: (2) \_\_\_\_\_ Height: (3) \_\_\_\_\_  
This man is (4) \_\_\_\_\_ with a (5) \_\_\_\_\_  
and a (6) \_\_\_\_\_ on his left cheek. He weighs 100 kg.  
Serving (7) \_\_\_\_\_ years for (8) \_\_\_\_\_.  
IF YOU SEE THESE MEN DO NOT (9) \_\_\_\_\_ THEM.  
RING: (10) \_\_\_\_\_

### 2.3. Talking about a Prison

You will hear 5 people talking about prison. For questions 1-5, choose which of the opinions A-F each speaker expresses. Use the letters only once. There is one extra letter you do not need to use.

- |  |              |
|--|--------------|
| A I hadn't expected the place to be like it is           | 1. Speaker 1 |
| B I think that more could be done with more money.       | 2. Speaker 2 |
| C I don't believe prison does any good.                  | 3. Speaker 3 |
| D I believe that staff should be better trained.         | 4. Speaker 4 |
| E I think criminals should be sent to prison more often. | 5. Speaker 5 |
| F I don't think the men work hard enough.                |              |

### 2.4. A Radio Interview with an Ex-Offender

You will hear a radio interview with a man who used to be a criminal. For questions 6-12, decide which views are expressed and which are not.

Write **Yes** next to those views which are expressed and **NO** next to those views which are not expressed.

6. Prisons used to be much worse in the past.
7. Prisons teach you how to live a life away from crime.
8. Young people should study more to avoid a life for crime.
9. People might turn to crime when they feel hopeless.
10. Criminals are presented in a realistic way in the media.
11. People can be taught useful skills in prison.
12. Prisoners need more entertainment, such as sports on TV.

### **2.5. Crimebusters**

1. Listen to a part of a radio programme called Crimebusters.
  - a. What was the crime?
  - b. How was the criminal caught?
2. Listen again. Mark the sentences **T** (true) or **F** (false).

1. Matt's car was stolen while he was at dinner with friends.
2. The car was found quite a long time after being stolen.
3. The police were not very confident of catching the thief.
4. The car had been slightly damaged.
5. The radio had been stolen.
6. Matt's camera was not very valuable.
7. When Matt got his photos back, there were some he didn't recognize.
8. The police knew who the man in the photo was.
9. Lee and his girlfriend had taken pictures of each other in the car.
10. The police think Lee can't be a very intelligent man.

### **2.6. A Conversation between a Policeman and a Witness**

You will hear a conversation between a policeman and a witness of the crime. Choose the correct answer.

1. The crime took place at 4 p.m.
  - a. true b. false c. not stated
2. The witness called the police on her mobile.
  - a. true b. false c. not stated
3. The witness tried to stop the thief from escaping.
  - a. true b. false c. not stated
4. The witness knew who the thief was.
  - a. true b. false c. not stated
5. The thief was carrying a torch.

- a. true b. false c. not stated
6. The police arrived a quarter of an hour after the crime was committed.  
a. true b. false c. not stated

### 2.7. Different Views on Crime

Listen to 5 statements. Put letters A-F into the table. There is an extra letter. Use each letter only once.

- A. I feel more afraid of crime now than in the past.  
B. Crime in my area isn't as bad as the newspapers say.  
C. I understand why some people commit crimes.  
D. My neighbors work together to help prevent crime.  
E. The police have made a real difference in my area.  
F. In my experience, the police are unhelpful.

Speaker	1	2	3	4	5
Statement					

## Section 3

### A Book is a Source of Knowledge. Library

#### 3.1. Blackbirds

(a) Listen carefully and fill in the gaps in this poem.

**Test tip:** The first time you listen to the verses and stories in this section don't look at the words. Decide what you think each one is about as you listen.

For some hours now

I've (1) \_\_\_\_\_ two blackbirds play

a tireless (2) \_\_\_\_\_ of tag

on the spare, black (3) \_\_\_\_\_ of an apple tree.

Saw and felt the tension.

(4) \_\_\_\_\_ the moment

till one gave way.

And (5) \_\_\_\_\_ in this dance,  
 repeated endlessly (6) \_\_\_\_\_ the stiff cold day,  
 has (7) \_\_\_\_\_ my thoughts together  
 letting the road between us  
 (8) \_\_\_\_\_ clean  
 swept of the last year's sodden leaves,  
 and old griefs.

So as this day thins (9) \_\_\_\_\_  
 And the year turns,  
 I keep my (10) \_\_\_\_\_ wait.

(b) Now choose three phrases in the poem that tell you it is winter.

1. ....
2. ....
3. ....

(c) Listen again and match words 1-7 to their meaning in the poem.

1	spare	darkens
2	sodden	thin
3	griefs	pull
4	tension	soaked
5	turns	ends
6	thins out	sadness
7	draw	tightness

### 3.2. Interview with Graham Greene

(a) Listen to the interview with Graham Greene and find the English equivalents.

- искусный, оригинальный
- кусочек льда
- психоанализ
- быть под перекрестным огнем

- быть эмоционально вовлеченным в переживания героя
- сохранять дистанцию
- брошенный роман

(b) Answer the questions:

- What does G. Greene look like?
- Why does every novelist have much in common with a spy?
- How should a novelist treat his/her characters?
- Does it mean that a writer should be cold-blooded and composed?
- Does Greene describe real people in novels?
- What's the title of his second autobiographical novel? How can you explain the choice of the title?

### 3.3. British Literature: The Classics

(a) Listen to the information about the classic British literature. Insert the words and word combinations.

1. W. Shakespeare was born ....
2. In the early ... , Shakespeare went to London.
3. He set up his own theatre, ... , where his company performed his plays.
4. ... .. by Emily Brontë is one of the most famous of the Brontë sisters' novels.
5. Thomas Hardy is the author of two famous novels: ... and ....

(b) Match the books with their authors

- |                   |                                       |
|-------------------|---------------------------------------|
| a Jane Austen     | i <i>Far from the Maddening Crowd</i> |
| b Emily Brontë    | ii <i>Oliver Twist</i>                |
| c Charles Dickens | iii <i>Pride and Prejudice</i>        |
| d Thomas Hardy    | iv <i>Wuthering Heights</i>           |

(c) With what parts of Britain is each novelist linked? Why?

### 3.4. Modern British Literature

(a) Listen to the information about modern British literature. Answer the questions.

- How often do you read modern novels?
- How often do you read poetry?

- What modern literature did you read at school?
- What woman writer won the Nobel Prize for literature in 1991?
- Name writers in the former British colonies.

(b) Benjamin Zephaniah, a British writer from the Caribbean, uses rap rhythms to write poetry. He says he started writing his own poetry because he didn't like the poetry he had to read at school.

Look at the extract from "Rapid Rapping" (1958) by Benjamin Zephaniah.

*Rapid rapping (rant) by Benjamin Zephaniah*

Intellectuals and sociologists mus come an see  
 What is happening now orally,  
 It is really meking history bringing poetry alive  
 To a dub or funky reggae, to jazz music, rock an jive,  
 Yu cannot ignore it as de people voice dere feelings  
 Some are sick of politricks an diplomatic double dealing  
 So dey picking up de mickrophone fe dere expression  
 Dey hav fe get it right ot dey get verbal reaction.

What's the usual spelling of the words?

a mus	f dere
b an	g dey
c meking	h fe
d Yu	i hav fe
e de	

(c) Which novel mentioned in the unit would you like to read? Motivate your choice.

(d) Describe a modern novel which you have read. Include the following information.

- the author;
- the name of the main character(s);
- the story;
- four adjectives to describe the novel.

### 3.5. A Book I Enjoyed

Listen to Jerry talking about a book he enjoyed reading, the novel *How to be good* by Nick Hornby.

1. Which sentence best summarizes the story in the book?
  - a. It's about a rich man who loses his wealth but discovers the positive aspects of being poor.
  - b. It shows the transformation of a man's attitude to life, from very negative to the opposite extreme.
  - c. It describes how an average family discovers how to be happy by helping other people.
2. Which of the adjectives in the box describe the man *before* he saw the faith healer, and which describe him *afterwards*? Write **B** or **A**.

bitter – B	caring –	critical –
cynical –	funny –	obsessed –
socially aware –	unfunny –	unhappy –

3. Choose the correct answer. Write the exact words that Jerry uses.
  1. How old are the man's children?  
*quite young / teenage* \_\_\_\_\_
  2. How would the man's wife like their life to be?  
*happy in some way / without any cares* \_\_\_\_\_
  3. What would the man's attitude to faith healers normally be?  
*he would use them with caution / he would reject them as totally stupid* \_\_\_\_\_
  4. How does the speaker feel about recognizing that his own character is similar to the man's?  
*he feels guilty about it / he's happy to recognize this* \_\_\_\_\_
  5. How obvious is the book's philosophical message?  
*it's the main focus of the book / it lies beneath the surface* \_\_\_\_\_

### 3.6. A Scene from *The Importance of Being Earnest*

Listen to a scene from *The Importance of Being Earnest*. Lady Bracknell is interviewing a young man, Jack Worthing. Answer the questions:

1. Why is Jack being interviewed?



2. What's his occupation? Where does his money come from? Does he earn it?
3. Who is Gwendolen?
4. What pleases Lady Bracknell about Jack? What displeases her?
5. What do you learn of Jack's family background?
6. Is his interview successful?
7. What advice does Lady Bracknell give him?
8. Which of these adjectives would you use to describe Lady Bracknell?

reserved	aristocratic	snobbish	overbearing	timid
witty	prejudiced	earnest	inarticulate	arrogant
courteous	haughty	patronizing		

### 3.7. An Extract from a Modern Romantic Novel

1. Close your books and listen to an extract from a modern romantic novel. The speaker is Harriet Grey, a young woman who lives and works in London. What problems does she have? What do you learn about her "friend" Nina?

2. Read the text and put the verb in brackets into a suitable tense or verb form. Listen again and check and compare. What do you think happens next in the story?

I never (1) \_\_\_\_\_ (set out) to pinch anyone's bloke, let alone Nina's. The day it all (2) \_\_\_\_\_ (start), picking up a bloke was the last thing on my mind. Even I (3) \_\_\_\_\_ (not go out) on the pull in manky old combats and a sweater that (4) \_\_\_\_\_ (see) better days. All I (5) \_\_\_\_\_ (think of), on that drizzly afternoon, was (6) \_\_\_\_\_ (find) a cab home.

(7) \_\_\_\_\_ (start off) in mist-like fashion, the drizzle

(8) \_\_\_\_\_ (move up) a gear, as if it (9) \_\_\_\_\_ (think) about (10) \_\_\_\_\_ (turn into) proper rain. At this point I was just up the road from Covent Garden, with drizzled-on hair and a jumper starting (11) \_\_\_\_\_ (smell) of a wet Shetland sheep. That was when I saw Nina (12) \_\_\_\_\_ (come) out of a smart little restaurant, with a bloke on her arm.

If I can misquote Jane Austen here, it is a truth universally

(13) \_\_\_\_\_ (acknowledge) that if you are fated

(14) \_\_\_\_\_ (bump into) someone like Nina when you

(15) \_\_\_\_\_ (not see) her for four years, you

(16) \_\_\_\_\_ (look) like a pig's breakfast. While she

(17) \_\_\_\_\_ (look) like a *Sunday Times* fashion shoot in silk and cashmere.

Only about six paces away, she (18) \_\_\_\_\_ (talk and laugh) in her silver-

tinkle way to the bloke, who (19) \_\_\_\_\_(hold) her umbrella up to stop her (20) \_\_\_\_\_(get) wet. The last time I (21) \_\_\_\_\_(see) her (at a wedding four years back) she (22) \_\_\_\_\_(have) some tall, dark specimen in tow. Although everything about him was theoretically perfect, I (23) \_\_\_\_\_(not be) particularly impressed – to me he (24) \_\_\_\_\_(seem) just a bit plastic, somehow. I (25) \_\_\_\_\_quite \_\_\_\_\_(not know) what it was with this one – he wasn't classically good-looking exactly, but the spark (26) \_\_\_\_\_(hit) me at once!

### 3.8. Different Views on Books for Young People

Listen to 6 statements about books for young people. Put letters A-G into the table. There is an extra letter. Use each letter only once.

- A. The books in this series are not new but young people today will like them.
- B. This book is attractive to look at and good to read.
- C. This book has a variety of stories on the same theme.
- D. The books in this series are more interesting than they may appear.
- E. This book contains interesting things to do.
- F. The main characters are members of the same family with different personalities.
- G. There is now a second book in this series.

Speaker	1	2	3	4	5	6
Statement						

### 3.9. An Interview with a Young Writer

Listen to an interview with a young writer. Choose the correct answer.

1. Before beginning the interview, what does the interviewer suggest about Catherine?
  - a. Some of her other students don't like her.
  - b. Her life is different from that of other students.
  - c. She doesn't want to look like other students.
2. What do we learn about Catherine's murder mystery novel?
  - a. She feels that the other books in the series are better.
  - b. It is the 5<sup>th</sup> book in a series she is writing.
  - c. She wrote it some time ago but it has just been published.
3. The interviewer says that he is surprised by
  - a. the speed at which Catherine writes her books.

- b. the pressure that Catherine's publishers put on her.
  - c. Catherine's decision to continue with her studies.
4. When Catherine wrote *Mirror Dreams*, she was surprised that
    - a. she found writing a novel so easy.
    - b. an agent agreed to try to sell it.
    - c. her father thought it could be successful.
  5. When Catherine goes to schools to talk to children,
    - a. she feels that she is still a child herself.
    - b. she remembers what it was like to be a child.
    - c. she knows she can communicate very well with children.
  6. What advice does Catherine give about writing novels?
    - a. Writing novels can improve people's ability to write essays.
    - b. Other people's opinions of novels should be ignored.
    - c. Enthusiasm is more important than expert knowledge.
  7. Catherine says that when she is writing a novel,
    - a. she doesn't like to include characters that are similar to her.
    - b. she doesn't feel she has total control over what happens in it.
    - c. she does less and less planning each time.

### 3.10. A Conversation between a Librarian and a Reader

You will hear a conversation between a librarian and a reader. Choose the correct answer.

1. The woman has used this library before.
  - a. true    b. false    c. not stated
2. The woman usually carries her passport with her.
  - a. true    b. false    c. not stated
3. The woman has something with her that can be used as identification.
  - a. true    b. false    c. not stated
4. You have to pay if you keep a book for more than two weeks.
  - a. true    b. false    c. not stated
5. The library only has books.
  - a. true    b. false    c. not stated
6. You can borrow a maximum of six things at the same time.
  - a. true    b. false    c. not stated

### 3.11. Favourite Writers

Listen to 5 statements. Put letters A-F into the table. There is an extra letter. Use each letter only once.

- A. I like this writer because he/she has unusual ideas.
- B. I have read all this writer's books more than once.

- C. I think this writer understands how young people feel.
- D. I like this writer because his/her books are very funny.
- E. I like this writer because his/her books have helped me at school.
- F. This writer has helped me choose my future career.

Speaker	1	2	3	4	5
Statement					

### 3.12. How Often do you Read?

Listen to 5 statements. Put letters A-F into the table. There is an extra letter. Use each letter only once.

- A. She reads more now than she used to.
- B. She doesn't buy books very often.
- C. She reads on the way to work every day.
- D. She's teaching her children to read at the moment.
- E. She prefers reading books for children.
- F. She wants to write a book one day.

Speaker	1	2	3	4	5
Statement					

## Section 4 In the World of Music

### 4.1. Karaoke

(a) Listen to the conversation and match the statements on the left with the appropriate entertainment.

<del>n/n</del>	Statements	Karaoke	Tango
1 <sub>L</sub>	All over Tokio there are bars where you can go with your friends.		
2 <sub>i</sub>	You can have a microphone, there is some music playing and you sing the words.		
3 <sub>L</sub>	It could be you or me or anyone.		
4 <sub>L</sub>	It sounds as if you need a drink to do it.		
5 <sub>L</sub>	It's traditional Japanese music for older people.		
6 <sub>i</sub>	It's a chance to show that you could be		

	a good performer.		
7 <sub>i</sub>	It's especially popular in Argentina where it came from originally.		
8 <sub>i</sub>	Everyone tries to do it if the music is right.		
9 <sub>i</sub>	It's full of life.		
10 <sub>i</sub>	It's great fun.		

(b) 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 specially written \_\_\_\_\_. 6. They use the violin and the accordion quite a lot \_\_\_\_\_ it.

(c) Translate the following sentences into English using the vocabulary of the recording.

1. Ты когда-нибудь пела под запись? 2. Караоке популярно только в Японии? 3. Тебе нравятся люди, которые могут подурчиться на публике? 4. Похоже, что ему нужен хороший совет. 5. Я знаю, что первоначально эта музыка была популярна только среди молодежи. А сейчас её любят и люди старшего возраста тоже. 6. Эти фигуристы всегда танцуют под музыку, специально написанную для них. 7. Этот фестиваль полон жизни и радости.

(d)

1. Are you brave enough to sing/dance in public?
2. What dances are popular with young people at discotheques nowadays?
3. Do you know what songs/dances were popular with your grand parents when they were your age?

#### 4.2. A Rock Concert

(a) 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 for 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.

(b) Match the statements on the left with the appropriate speaker.

	Statements	Man	Woman
1.	I enjoyed the concert a great deal.		
2.	I was there in the front row, jumping up and down.		
3.	I was quite near the stage.		
4.	I thought they were better.		
5.	I don't know how many people there were.		
6.	You don't have to be 14 to go to a concert.		
7.	I was exhausted by the end.		
8.	If you hear of any more let us know.		
9.	We haven't been for 10 years.		
10.	I kind of went out into the night, walked home and ...		

(c) Complete the sentences below.

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 \_\_\_\_\_.

(d) Translate into English using the vocabulary of the text.

1. Он был на добрых 5 лет старше меня. 2. Чувство принадлежности к огромной толпе было великолепно, там 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, стоя в передних рядах, подпрыгивала в такт музыке. 6. Реакция толпы зрителей на шутки актера была великолепна.

(e) Describe your impressions of a concert you have recently visited.

#### 4.3. British Music and Nightlife

(a) Listen to the information about modern British music and identify the following types of music with their definitions.

hip-hop	a	a list, a drawing, or graph showing information in a way that is easy to understand.
indie	b	A type of British dance music with a very fast beat that developed as part of rave culture in the early 1990s; electronic music that is loud and fast and sounds aggressive.
jungle	c	a type of loud rock music that developed in the 1970s, played on drums and electric guitars.
rap	d	A type of music that developed among African-American musicians using rap and samples (=short pieces of recorded music or sound) which are repeated and combined with musical instruments; an African-American street culture that developed in the US in the 1970s, and includes djing and breakdancing.
pop	e	A type of modern electronic music that developed in the 1980s, replacing disco as the most popular form of dance music. It combines deep base sounds with parts that are sung or played on a synthesizer.
chart	f	Music that is produced by small independent record companies; a type of rock music that

		developed in the 1990s, usually influenced by punk and produced by small independent record companies.
hardcore	g	BrE a type of dance music that developed in the 1990s from hardcore and ragga and uses fast complicated beats and deep electronic sounds.
house	h	Soft, smooth and pleasant relaxing music.
heavy metal	i	Popular music.
ragga	j	A type of popular music that developed in the 1980s from reggae and uses a singing style similar to rap.
mellow	k	A quick hard hit, or the sound of this; any type of music using rap, especially styles of hip hop.
techno	l	A very large party, often held in a big empty building or outside, where people dance to music and sometimes take illegal drugs. This type of party was very popular in the late 1980s and early 1990s; the type of music played at raves, especially forms of techno and hardcore.
soul	m	A type of music that developed in Jamaica in the 1960s with song about social and political subjects and heavy bass sounds.
reggae	n	A type of African-American music that developed in 1960s, combining R & B with POP, ROCK 'N' ROLL, and GOSPEL styles. This music usually has a strong beat and places emphasis on singing.
trance	o	A type of dance music that developed on the 1980s, consisting of hard repeated beats, heavy drum sounds, and funk influences.
rave	p	A type of dance music with fast regular beats and electronic sound effects that developed from techno in the early 1990s.

(b) What do the following phrases mean in Russian?

- |                  |                  |
|------------------|------------------|
| a a band         | d the local club |
| b live on stage  | e lots of fans   |
| c a techno night | g The Top 20     |

(c) Copy and complete this questionnaire. Then ask your partner for her/his views.



	Me	My partner
Favourite group		
Favourite singer		
Favourite single		
Favourite CD		
Favourite concert		
Favourite video		
Favourite type on music		

(d) Design your invitation to an imaginary night club, Think about the music style of your club. Make sure the invitation tell you what type of music night it is. Don't forget the date, the address, how much it costs or the name of the DJ.

An invitation to a techno night. An invitation to a jungle night. An invitation to a soul night.

Flyers are given to people waiting to go into clubs or when they leave clubs. They are invitations to future musical events. Each kind of music has its own style of flyer.

#### 4.4. A Story about the Inventor of the Moog Synthesizer

You will hear a story about life and work of the famous inventor. Choose the correct answer.

1. What does the speaker suggest about the name "Moog"?
  - a. It was one reason for the success of his invention.
  - b. It has an interesting sound.
  - c. Some people do not pronounce it correctly.
2. When Walter Carlos recorded with a Moog synthesizer,
  - a. there was a big contrast in reactions to his recording.
  - b. people said that the instrument was more suited to popular music.
  - c. he did so in order to shock certain people.
3. What does the speaker say about Leon Theremin's invention?
  - a. Theremin was disappointed by its lack of popularity.
  - b. Moog improved the design of it.
  - c. It was played without being touched.
4. What does the speaker say about Moog's synthesizer?

- a. It was used in a way he had not intended.
  - b. It benefited from a certain development in popular music.
  - c. It was more popular than the saxophone for a time.
5. Why did Moog sell his company in the 1970s?
- a. Demand for synthesizers in general was falling.
  - b. Competition from another company was causing it to fail.
  - c. He lost interest in running it.
6. What happened in the 1990s and early years of the new millennium?
- a. Young musicians asked Moog to design instruments for them.
  - b. Musicians started playing old Moog synthesizers.
  - c. Moog synthesizers were modernized by other people.
7. The speaker says that by the time Moog died,
- a. his new company was more successful than his old company.
  - b. his attitude to business had changed.
  - c. he was allowed to use his name on instruments he invented.

#### 4.5. Listening to the Radio

Listen to 5 statements about music. Put letters A-F into the table. There is an extra letter. Use each letter only once.

- A. She listens to music to help her relax.
- B. Listening to the radio makes her feel less alone.
- C. She likes to hear other people's opinions on the radio.
- D. Music helps her concentrate on her work.
- E. She used to work as a DJ on local radio.
- F. She would like to work in radio in the future.

Speaker	1	2	3	4	5
Statement					

#### 4.6. An Interview about Abba

You are going to hear an interview with a journalist from a music magazine talking about Abba. Listen and write down 7 questions the interviewer asks.

- 1. \_\_\_\_\_?
- 2. \_\_\_\_\_?
- 3. \_\_\_\_\_?
- 4. \_\_\_\_\_?
- 5. \_\_\_\_\_?
- 6. \_\_\_\_\_?

7. \_\_\_\_\_?

Listen again for more detail. What exactly does the journalist say about....?

1. the song titles and lyrics.
2. Agnetha's attitude to touring.
3. stories the tabloid press made up.
4. Anni-Frid's father.
5. Bjorn and Agnetha's divorce.
6. Agnetha after Abba split up.
7. how often they still meet.

#### 4.7. A Humorous Song "When you are Old and Grey"

Listen to a song by Tom Lehrer, an American writer of humorous songs. Read through the song and try to complete the gaps.

##### When you are Old and Grey

Since I still appreciate you,  
Let's find love while we may.  
Because I know I'll \_\_\_\_\_ you  
When you are old and grey.  
So say you love me here and now,  
I'll make the most of that.  
Say you love and trust me,  
For I know you'll \_\_\_\_\_ me  
When you are old and getting \_\_\_\_\_.  
An awful debility,  
A lessened utility,  
A loss of m \_\_\_\_\_ ility  
Is a strong p \_\_\_\_\_ ility.  
In all p \_\_\_\_\_ ility  
I'll lose my virility  
And you your f \_\_\_\_\_ ility  
And d \_\_\_\_\_ ility,  
And this liability  
Of total s \_\_\_\_\_ ility  
Will lead to h \_\_\_\_\_ ility  
And a sense of futility,  
So let's act with a \_\_\_\_\_ ility  
While we still have facility,

For we'll soon reach s\_\_\_\_\_ility  
 And lose the a\_\_\_\_\_ility.  
 Your teeth will start to go, dear,  
 Your waist will start to \_\_\_\_\_.  
 In twenty years or so, dear,  
 I'll wish that you were \_\_\_\_\_.  
 I'll never love you then at all  
 The way I do today.  
 So please remember,  
 When I leave in December,  
 I told you so in May.

Complete the sentences below with some of the - ility words from the song.

- a. If you feel physically weak, you suffer from \_\_\_\_\_.
- b. The ability to learn or do things easily is called \_\_\_\_\_.
- c. Becoming forgetful when you're old is a feature of \_\_\_\_\_.
- d. If you can move easily, then you have good \_\_\_\_\_.
- e. A woman's ability to produce babies is called \_\_\_\_\_.
- f. If something causes more problems than it is worth then it is a \_\_\_\_\_.
- g. If something is completely hopeless or pointless then it is an example of \_\_\_\_\_.
- h. If you show strong dislike or anger towards something then you show \_\_\_\_\_.
- i. If you can't have children then you suffer from \_\_\_\_\_.

## Section 5 "Difficult" Children

### 5.1. Supermodel

Listen to this radio interview between a psychiatrist and a supermodel and choose the best answer – a, b or c – for each question.

Some useful words for talking about lifestyles:

**idyllic:** extremely happy

**acceptable:** liked by other people

**affected:** influenced.

1. The psychiatrist says that many people who come on the programme

- a) believe they have had wonderful childhoods.
  - b) found it easier to make money because of their looks.
  - c) wish they had been born beautiful.
2. What does the psychiatrist find hard to believe?
    - a) Agnetta's mother was beautiful.
    - b) Agnetta was not a beautiful child.
    - c) Agnetta was glad her mother was beautiful.
  3. Why did Agnetta think it was fortunate that she was an ugly child?
    - a) She had to try harder to be loved.
    - b) It made her relationship with her father stronger.
    - c) It helped her cope with being beautiful later on.
  4. Why does Agnetta believe her mother's departure was a good thing?
    - a) Her father was much happier.
    - b) She didn't feel so ugly any more.
    - c) It made her keener to succeed.
  5. What does the psychiatrist think about Agnetta now?
    - a) Her experience has made her strong.
    - b) She still feels ugly and unloved.
    - c) She has not been greatly affected by her loss.

## 5.2. Superhead

(a) Listen to the interview with a headmaster of a school. Match the words 1-7 to those listed a-g to show you understand their meaning in the recording.

**superhead:** In the UK a 'superhead' is a special teacher sent into a school which is having difficulties in order to improve the education the pupils are getting and to deal with problems such as bad behaviour.

**school governors:** Every state school in the UK has a board of governors whose job is to appoint teachers and make other important decisions about the school.

**education authority:** These are local administrative bodies in charge of school education in the UK.

- 1 deprived
- 2 resign
- 3 behaviour
- 4 troublemaker
- 5 damaged
- 6 let down
- 7 setting

- a harmed
- b disappoint
- c disadvantaged
- d leave
- e environment
- f nuisance
- g conduct

(b) Listen to the interview again and decide if the statements are true or false.

**Test tip:** The statements follow the order in which you will hear them. Read through them carefully before listening for the first time, decide if they are true or false and then listen again to check your answers.

1. Mr. Torstig was invited to be the head teacher of a school. T
2. He thought he could improve the school.
3. He was backed up by the education authority.
4. Many children did not attend lessons regularly.
5. He was asked to leave by the school governors.
6. He wanted the most difficult children to go to another school.
7. There was not enough money to complete the building work.
8. The governors asked some of the teachers to resign.
9. Mr. Torstig thinks the children did not want him to go.
10. He would have to think carefully before going back into teaching.

### 5.3. I Prefer a Big Family

(a) 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. \_\_\_\_\_

(b) Choose the sentence 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.

(c) 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  
\_\_\_\_\_.

#### 5.4. Children's Opinion about their Parents

Listen to 5 statements. Put letters A-F into the table. There is an extra letter. Use each letter only once.

- A. My parents don't give me a lot of freedom.
- B. I would like to spend more time with my parents.
- C. My parents put a lot of pressure on me to work hard.
- D. I have learned a lot from talking to my parents.
- E. My parents don't agree with my future plans.
- F. My parents try to choose my friends for me.

Speaker	1	2	3	4	5
Statement					

### Section 6

#### Mass Media of Communication in Contemporary Society

##### 6.1. Billions Sold!

Listen to a radio programme "Business Today". Today they are talking about McDonald's restaurants. What happened in each of these years? Write the missing information.

1960  
\_\_\_\_\_ restaurants

1973  
New product: McFlurry

Importance: \_\_\_\_\_

1959  
1000 \_\_\_\_\_ restaurants

1963  
New product: \_\_\_\_\_  
Importance: \_\_\_\_\_

1954  
Ray Kroc: \_\_\_\_\_ restaurants

1950  
Over \_\_\_\_\_ sold

**McDonald's now** ®  
10000 \_\_\_\_\_ restaurants  
\_\_\_\_\_ countries  
75000 \_\_\_\_\_ customers daily  
070 \_\_\_\_\_ % of U.S. restaurant meals  
\_\_\_\_\_ % of people in U.S. eat there.

1948  
Fats food: limited \_\_\_\_\_

1940  
MsDonald brothers  
\_\_\_\_\_

Part of McDonakd's success is their limited menus. They sell large numbers of a few types of food. However, in some places, they change the menu to match local tastes. Here are some McDonald's food items that are sold in different markets:

Norway: *MacLak*<sup>TM</sup>, a salmon sandwich; the Phillipines: *MacSpagetti*<sup>TM</sup>;  
Thailand: Samurai pork sandwich; Japan: bacon and potato pie, teriyaki burgers.

What items in fast-food restaurants are designed for your country's tastes? If you were going to add a food, what would it be?

**6.2. An Announcement about Television Series**

Listen to 6 statements. Put letters A-G into the table. There is an extra letter. Use each letter only once.

- A. This series is sometimes funny and sometimes sad.
- B. Some strange characters appear in this series.
- C. In this series, someone has achieved their ambitions.
- D. In this series, someone has traveled through time.
- E. This series shows the results of an event for various people.
- F. Someone makes new friends in this series.



G. In this series, each story is about a different individual.

Speaker	1	2	3	4	5	6
Statement						

### 6.3. Advertising and Children

(a) Listen to the first dialogue and state the main problem raised in it.

(b) Listen to interviews with Joe Smedley, marketing executive, and Sally McIlveen, headteacher. Answer the following questions:

1. Whose point of view do you support?
2. What are key concepts for advertisers?
3. How do you think, is it good that many companies donate free computers and other school equipment in exchange for advertising their brands on exercise-book covers, posters and that sort of thing?
4. Do you agree that children now are getting older younger? Why does the headteacher Sally McIlveen think it's a shame?

(b) Insert the words and word combinations.

1. Which means the marketing potential of children ... their parents to spend money.
2. Children want what their friends have – ... is very important.
3. Companies ... free computers and other equipment in exchange for advertising their brands.
4. Children nowadays are being constantly ... by all the advertising that goes on around them.
5. Schools are actually ... by companies like McDonald's and Pepsi.
6. I don't think all this choice is ... for children.

(c) Make up a dialogue between a parent and a teacher devoted to the role of advertisements in their life.

### 6.4. Tabloids Spoiling a Star's Reputation

(a) Listen to the talk with a movie star and insert the missing words and word combinations.

1. Recently, ... have been under fire yet again, this time for ....
2. You were begging us to write ... about you.
3. The bath was filled with ....

4. Children woke up to the headline ....
5. I am sick of ... just so that they can ... across the ... and sell more newspapers – it's irresponsible and it ... people's lives.
6. There'd been some ... in the article.
7. Certain newspapers continue to print these stories when it's obvious that they're not true to increase ... and make more money.

(b) Answer the questions.

1. Who are the participants of the programme?
2. What is the title of the programme?
3. What's the problem being discussed?
4. What's your opinion about the disadvantages of being in the press?

(c) Write down all the introductory phrases and interrupting words used by the participants of *Talkback*.

(d) Make up a similar dialogue making use of all these expressions.

### 6.5. News Headlines

(a) Listen to these headlines and answer the questions by choosing the best answer – a, b or c.

1. What happened to the lone yachtsman?
  - a) He ran into another boat.
  - b) He ran out of food.
  - c) He ran into a storm.
2. How did the motoring organisations respond to the rise in oil prices?
  - a) They were critical of the oil companies.
  - b) They were angry with the road hauliers.
  - c) They blamed the government.
3. How did the aid agencies respond to the crisis?
  - a) They appealed for supplies from the West.
  - b) They asked for the area to be declared a disaster zone.
4. What did the factory workers do after the accident?
  - a) They allowed the chickens to stay in the factory.
  - b) They helped to rescue the chickens from the water.
  - c) They exchanged the chickens for baskets they had made.

(b) Choose the best heading for each of the four news items.

Some useful words to help you listen to the news:

**hike:** increase

**road haulier:** lorry driver

**at the pumps:** at the petrol station

**ruffle your feathers:** disturb you

**chicken-in-a-basket:** a dish of chicken and chips served in a basket (used to be commonly served in British pubs)

### ANOTHER HIKE IN FUEL PRICES

### INDIA ASKS FOR AID FOR FLOOD VICTIMS

### KUHLEMEIER MAKES UNEXPECTED CALL ON IRELAND

### MONSOON RAIN CAUSES FLOODS IN INDIA

### CHICKEN RUN!

### LONE YACHTSMAN PLUCKED FROM OCEAN

### ROAD HAULIERS ANNOUNCE SUPPORT FOR OIL COMPANIES

### FACTORY WORKERS STEAL CHICJEN CONSIGNMENT

- Item 1. \_\_\_\_\_  
Item 2. \_\_\_\_\_  
Item 3. \_\_\_\_\_  
Item 4. \_\_\_\_\_

(c) Listen again to the headlines and complete sentences 1-6 by choosing the most suitable word from the box to fill each gap.

1. During the voyage we \_\_\_\_\_ into stormy weather and had to find shelter.
2. It was thought best to \_\_\_\_\_ our efforts on finding somewhere safe to spend the night.
3. The lorry had \_\_\_\_\_ its load of animal feed on to the motoway.
4. We \_\_\_\_\_ from the ship at six in the morning and made our way to the hotel.

5. The introduction of new restrictions on TV advertising has \_\_\_\_\_ criticism from marketing companies.
6. After the hurricane hit the island it was over a week before electricity supplies were \_\_\_\_\_.

concentrate      shed      disembarked      ran      restored      drawn

### 6.6. Stormy Weather

Listen to this summary of a world weather forecast and decide whether the statements are true or false.

Some useful weather vocabulary:

**scattered:** far apart

**gusts:** sudden brief increases in wind speed

**front:** the edge of a mass of warm or cold air

**clear up:** stop raining

There are several words in this weather forecast which are typically American. In British English you are more likely to hear another word.

Listen out for these words:

<b>American English</b>	<b>British English</b>
looks like	looks as if
located	situated
at present	at the moment
right now	at the moment
highs	highest temperatures

1. Tropical storm Hector is turning into a hurricane.        T
2. Hector is moving slowly towards Mexico.      \_\_\_\_\_
3. Hurricane Alberto is calming down.      \_\_\_\_\_
4. Alberto is approaching land at ninety miles per hour.      \_\_\_\_\_
5. tropical storm Ewinari is heading out to sea.      \_\_\_\_\_
6. ewinari is gaining in strength.      \_\_\_\_\_
7. Rain in Australia is expected to last all week.      \_\_\_\_\_
8. It will be mainly hot and dry in the Northern Alps.      \_\_\_\_\_
9. Scattered showers are expected in Great Britain.      \_\_\_\_\_
10. Florence in Europe's hottest spot.      \_\_\_\_\_

### 6.7. Making Arrangements

(a) Listen to a woman leaving telephone messages for five different people. Decide who each message is for by selecting from the people listed in a-h.

Here is some vocabulary used in this recording:

**enough to last me:** enough (of something) for a particular period of time

**in touch:** in communication with

**in a bit of a state:** very upset

**on its way:** in transit.

- |   |                         |                 |
|---|-------------------------|-----------------|
| a | the son of a friend     | Message 1 _____ |
| b | her mother              | Message 2 _____ |
| c | her doctor              | Message 3 _____ |
| d | a store manager         | Message 4 _____ |
| e | her boss                | Message 5 _____ |
| f | her next-door neighbour |                 |
| g | her secretary           |                 |
| h | a head teacher          |                 |

(b) Now listen again and decide what each message is about, selecting from topics a-h.

- |   |                            |                 |
|---|----------------------------|-----------------|
| a | receiving a delivery       | Message 1 _____ |
| b | booking a holiday          | Message 2 _____ |
| c | looking after a pet        | Message 3 _____ |
| d | visiting a relative        | Message 4 _____ |
| e | rearranging meetings       | Message 5 _____ |
| f | cleaning the kitchen       |                 |
| g | cancelling the appointment |                 |
| h | ordering wome cuttains     |                 |

### 6.8. Carmen's Calls

You will hear four voicemail messages. Complete the notes with one or two words in each gap.

Some useful phrases to do with phone calls:

**take your call:** answer the phone

**after the tone:** after you hear a sound

**get back to you:** return your phone call/phone you back

**give someone a ring:** phone someone

In British English the verbs *phone*, *ring* and *call* are all used. In American English *call* is the most common verb, though *phone* is used too.

Carmen – some phone messages for you:

The (1)\_\_\_\_\_ rang about your (2)\_\_\_\_\_. Can you give her a ring (3)\_\_\_\_\_ 3 p.m. today? Also she wants you to make an appointment with the (4)\_\_\_\_\_ for next week.

Alice rang about the (5)\_\_\_\_\_ on (6)\_\_\_\_\_. Apparently Michael and Jenny (7)\_\_\_\_\_ come so do you know anyone who would come (8)\_\_\_\_\_?

Kerridge's (9)\_\_\_\_\_ say your car is ready. Nothing too bad just the (10)\_\_\_\_\_. And the rear (11)\_\_\_\_\_! P.S. They're open until (12)\_\_\_\_\_.

Your husband's flight arrives at Heathrow at (13)\_\_\_\_\_.

He's coming home (14)\_\_\_\_\_. He thinks he'll be home by (15)\_\_\_\_\_.

That's all. Hope you had a good day.

Pat

### 6.9. Shopping by Phone

Listen to these phone instructions and answer questions 1-7 by indicating which button you should press.

**Test tip:** Read through the questions before you listen to the recording. The instructions may be in a different order on the recording. Listen again to check your answers.

Which button or buttons do you press if:

- 1 you have got through to the company and you have a push button phone?
- 2 you want to buy something?
- 3 you have forgotten your customer number?
- 4 you want to see the range of goods they sell?
- 5 you want to tell them your customer number is 178042?
- 6 you want to complain to someone?
- 7 you want to send something back to the company?

### 6.10. Newspapers and Magazines in Great Britain

Listen to the information about newspapers and magazines in Great Britain.

(a) Do you think the following statements are true or false?

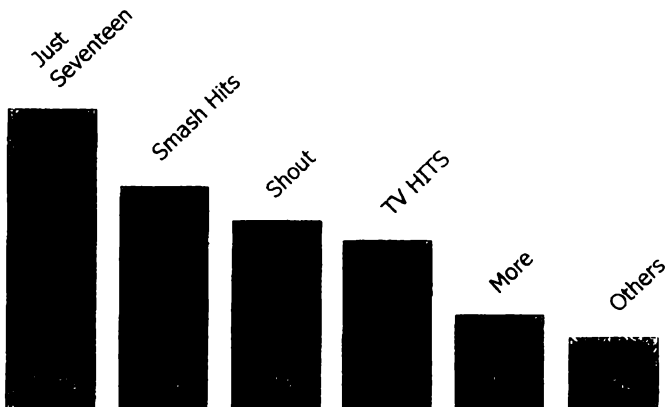
1. British people read a lot of newspapers.
2. Broadsheets are more popular than tabloids.
3. British children prefer magazines to newspapers.
4. More boys than girls in Britain buy magazines.

(b) Name the popular tabloids in Great Britain.

(c) Prove that the differences between these types of newspapers are breaking down.

(d) Name the categories of of British magazines. Name a popular magazine. Describe magazines that you know which are similar to "Just Seventeen", "Smash Hits", "TY HITS" and "Shout". Is there any difference between what the boys read and the girls read in Russia?

Favourite magazines of 15-year-olds



(e) Listen to the news broadcast. Does the broadcast answer all your questions above? Write the answers in your notebook. Make brief notes in the table below.

Place	People or institution	Event
1. Pacific Ocean	...	...

### 6.11. Television and Radio in Great Britain

Listen to the information about television and radio in Great Britain and answer the questions.

1. When do you watch TV?
2. When do you listen to the radio?
3. What are the main TV channels in Great Britain?
4. What do these channels show?
5. Name the most popular soaps.
6. Do you have satellite or cable TV? Compare the situation in Russia and in Britain.
7. Does Russia show British TV programmes? Are they dubbed or subtitled?
8. What video do you prefer?
9. How many national radio stations are there in Great Britain?
10. What radio stations do you listen to?

### 6.12. An Interview with a TV Producer

You will hear an interview with a TV producer. Choose the correct answer.

1. Liz says that she
  - a. works at a national TV channel.
  - b. runs her own video production business.
  - c. is employed to find production companies.
2. Liz explains that her main role is to
  - a. buy and sell TV programmes.
  - b. appear in and present TV programmes.
  - c. organize and plan TV programme
3. Liz is involved in making
  - a. game shows.
  - b. comedy shows.
  - c. a range of different shows.
4. According to Liz, most TV producers



- a. work their way up from other positions.
  - b. take training courses to learn the job.
  - c. start doing the job with very little experience.
5. Liz thinks that she could be better at
    - a. predicting what programmers will be popular.
    - b. dealing with difficult people on the shows.
    - c. working out the cost of a new programme.
  6. Liz believes that she knows what viewers want because she
    - a. talks to a lot of other TV producers.
    - b. conducts a lot of research.
    - c. watches a lot of television.
  7. Liz says that most people who watch her programmes
    - a. like learning new facts.
    - b. dream of appearing on them.
    - c. want to work in television.

## Section 7

### National Traditions and Holidays

#### 7.1. The Melbourne Cup in Australia

(a) Listen to the interview with an Australian and match the words and phrases you hear in list 1 to phrases with similar meaning in list 2.

1.	win, <i>v</i>	public celebration
2.	independent, <i>adj</i>	to come out on top
3.	race, <i>n</i>	wager, <i>v</i>
4.	state occasion	fixture, <i>n</i>
5.	bet, <i>v</i>	non-aligned, <i>adj</i>

(b) Listen to the interview with Barry who comes from Australia and decide if the statements are true or false.

1. Australia Day is celebrated on the twenty-fifth of January.
2. The Melbourne Cup in November is less popular than Australian Day.
3. On the first Tuesday in November, at two-forty in the afternoon all the Australians except banking officials, come to Flemington race course in Melbourne.
4. Statesmen stop working on the day of the Melbourne Cup to learn who wins.

### 7.2. British Customs

Listen to the interview with Jane and fill in the table with the information Jane gives to the interlocutor.

	place	pattern of behaviour
1.	In a park	1. ....
2.	Sunday afternoon, a person is thirsty	
3.	A person with children is going to a bar	
4.	A person is ordering some unknown foreign food at a restaurant	
5.	A person needs stamps for letters or postcards	
6.	A person wants to smoke in the cinema	
7.	A person is ill, he/she hasn't got medical insurance, or much money	
8.	A person wants to buy a single ticket before getting on a bus	

### 7.3. Eating Customs in Great Britain

Listen to this interview with Stephen and decide if the statements refer to German, British customs, or neither British nor German ones.

		German customs	British customs	Neither
1.	Saying 'good appetite' at the start of a meal.			
2.	They have lunch at round about one o'clock and dinner about seven o'clock			
3.	They hold their forks in the left hand and knives in the right hand			

4.	Melon is eaten on Sundays for lunch			
5.	Pasta is eaten for lunch or dinner but not breakfast			
6.	They put the knife and fork slightly sideways, once they have finished their meal			
7.	They put their hands on the table during the meal			
8.	They eat cake with a spoon			
9.	It's rude to eat hicken with a knife and fork			
10.	They do not smoke during a meal			
11.	Gazpacho is often eaten in summer.			

#### 7.4. It's Our Style!

Listen to people describing conversation styles in three countries. Which things are OK to do? Check (+)/ Which are not OK? Put a - in the boxes.

	Latin America	Korea	Saudi Arabia
1. touching the other person while speaking	+		
2. interrupting someone			
3. saying "no" directly			

4. disagreeing with someone
5. calling out answers in class

Cultures have different ideas about “personal space” – how close people generally like to sit or stand from each other. People in the Middle East stand the closest. Each of the other groups below stands a little farther away. People in East Asia stand the farthest away.

How close to other people do you like to stand? Work with a partner. First, stand up and face each other. Stand at arm’s length. Then slowly move closer. What is the closest you can stand and still feel comfortable?

### 7.5. I Didn’t Know That!

Many universities have an International Students’ Association. This ISA is having a party. Students from several countries are getting to know one another. They’re talking about mistakes they made when they were living abroad.

Listen and write the information.

1.

name	<b>John</b>	<b>Anna</b>	<b>Ken</b>
from:	<i>The U.S.</i>		
went to:	<i>Peru</i>		
mistake:	<i>He went to...</i>		

2.

name	<b>Karen</b>	<b>Hakan</b>
from:		
went to:		
mistake:		

Work in groups of three. What customs in your own country do foreigners find surprising? Make a list of at least ten.

People from other cultures sometimes “break the rules” simply because they don’t know the customs. Decide which customs are very serious (many people will think it’s very bad if someone doesn’t follow the

customs). How would you explain each custom to someone who doesn't know it? Can you give a reason for the custom?

You shouldn't \_\_\_\_\_ because ...

### 7.6. Personal Rituals

(a) Listen to story about the speaker's father's rituals. Insert the missing word combinations.

1. My dad is the most ... person.
2. Each night, the car is ... .. in its garage.
3. We would have to wear paper bags on our feet in case we had a sudden ... ..  
... the seats.
4. Seven-year-old children can do ... .. to a car.
5. As ... .. pump put into the fresh country air.
6. The pipe won't light ... ..
7. He'll take the ... .. and reverse out of the drive.
8. I often wonder whether he would ... .. .. ritual before take-off.

(b) Answer the following questions.

1. Are you a ritualistic person?
2. Do you regard anything inanimate as close as a family pet? What do you think about such people as the speaker's father?
3. Do you take any precautions to prevent a sudden urge to vandalise something you value?
4. What's your attitude to smokers? Would you marry a smoking person?
5. Why do people indulge in rituals?

(c) Discuss in pairs all kinds of strange rituals you have ever noticed while mixing with different people.

### 7.7. Dressing Smarter

(a) Listen to this presentation and decide if statements 1-8 are true or false according to the speaker.

**Test tip:** Make sure you understand what each statement means before you listen to the recording. Try and rephrase each statement in your own words.

1. The presenter wants to look informal.

2. He believes it's important to wear fashionable clothes.
3. He thinks there are times when wearing shorts is OK.
4. He accepts that a suit is necessary when meeting clients.
5. On 'dress-down Fridays' employees can wear anything they want.
6. People working in IT are the most informal dressers.
7. Many people who work in banks wear suits every day of the week.
8. Companies provide uniforms for their workers to make them more efficient.

(b) Listen again and choose the right noun from the box to follow each modifier in the list.

- 1 General
- 2 Interesting
- 3 Specific
- 4 Particular
- 5 Dark
- 6 Recent
- 7 Fashion
- 8 Formal

statement	presentation	trend	image	public	occasions	day
suit						

### 7.8. Holidays

Listen to these five short monologues about holidays. From the eight sets of holiday makers below, choose the most suitable people for each holiday. There will be three sets of holiday makers left over.

All these words and phrases are to do with holidays:

**open sheep country:** sheep are kept in unfenced fields

**ordon bleu cooking:** the highest standard of cooking

**snorkelling:** swimming under water using a tube to breathe

**hang-gliding:** flying while hanging from a frame

**scuba diving:** underwater diving with breathing apparatus

**break:** a short holiday

**half-board:** holiday where breakfast and lunch or dinner is included in the price

make sure you know the meaning of these colloquialisms too:

**four-legged friend:** a pet, in this case a dog

**put your feet up:** have a rest

**no sweat, no hassle:** without any effort or difficulty

1. A honeymoon couple looking for a tropical island.
2. A group of teenagers looking for a bit of a challenge.
3. Two friends who want to get out and about and do some gentle exercise.
4. An older couple interested in museums and architecture.
5. A young couple who want a week in the sun with plenty to do in the evenings.
6. A man and his dog who want a country holiday with plenty of walking.
7. A family of four looking for a quiet, rural holiday.
8. A family with young children who want sun, sand and sea.

### 7.9. Multicultural Festivals

(a) Listen to the text about cultural differentiation in Great Britain and match the religion to the festival.

- |                |                         |
|----------------|-------------------------|
| a Christianity | i Hanukka               |
| b Hinduism     | ii Christmas            |
| c Judaism      | iii Diwali              |
| d Islam        | iv Eid ul-Fitr          |
| e Sikhism      | v Guru Nanak's birthday |

(b) Copy and complete the table using the information in the text, the pictures and your own general knowledge.

<b>Name of the religion</b>		Hinduism	Judaism		
<b>Name of the person</b>				Muslim	Sikh
<b>Festivals</b>	Christmas				
<b>How festival is celebrated</b>					

(c) Answer the questions:

1. Do you have an official religion in your country?
2. Do you have to study Religion at school?
3. Which religions exist in your country?
4. Compare your country to Britain.

### 7.10. The British Year

(a) Listen to the tape and say which festival or event is being described. Choose from this list and number them in the correct order.

- \_\_\_\_\_ Hallowe'en
- \_\_\_\_\_ Easter
- \_\_\_\_\_ Christmas
- \_\_\_\_\_ St. Valentine's Day
- \_\_\_\_\_ New Year
- \_\_\_\_\_ Guy Fawkes' Night
- \_\_\_\_\_ Wimbledon

(b) Listen again and match the following words with the festivals. Put the words into the correct columns below.

- |                      |                  |                        |
|----------------------|------------------|------------------------|
| keep it a secret     | centre court     | Houses of Parliament   |
| witches              | fireworks        | romantic               |
| guess who it is from | ball boys        | bonfires               |
| cards                | sign it          | strawberries and cream |
| broomsticks          | 'trick or treat' |                        |

St. Valentine's Day	Hallowe'en	Guy Fawkes' Night	Wimbledon

### Section 8 Problems of Married Life

#### 8.1. Dating. Which Way is Best?

Listen to some students talking about ways people meet and begin dating or get married. What is an advantage and disadvantage of each way? Complete the chart.

Way to meet	Advantage (+)	Disadvantage (-)
-------------	---------------	------------------



1. Formal introduction (a matchmaker)		
2. Being introduced by _____ or _____		
3. Meeting by chance		

There are many ways for young people to meet and start dating. This is how single people in the United States and Canada most often meet.

	<b>Men</b>	<b>Women</b>
Through friends	30%	36%
At social gatherings	22	18
At clubs/discos	24	18
At "singles" functions	14	18
At work	10	9
Through newspaper ads	1	1

Where do people go on dates? Movies, restaurants, sports events, concerts, and dance clubs are all popular.

How do people in Russia meet? What are the most common places for dates?

### **8.2. How did they Meet?**

Listen to people talking about how their parents met. Write the correct letter in the boxes.

- A. through a matchmaker
- B. by chance
- C. a "blind date" arranged by a friend.
- D. Through the young woman's mother
- E. In high school

Next, write the parents' first impressions of each other. Do they still think the same thing? Circle "yes" or "no".

1. How they met: C  
First impression: She was really funny.  
Does he still think so? – yes no

2. How they met: \_\_\_\_\_  
First impression: \_\_\_\_\_  
Does she still think so? – yes no

3. How they met: \_\_\_\_\_  
First impression: \_\_\_\_\_  
Does he still think so? – yes no

4. How they first met: \_\_\_\_\_  
First impression: \_\_\_\_\_  
Does she still think so? – yes no

Think about dating. Where do people go on dates? What do they do? Work in groups of three. Design a “perfect” date. Answer these questions:

- Where will you go first?
- How will you get there?
- How much will the date cost?
- If you go to the movies, which movie will you see?
- If you eat out, which restaurant will you go to? What will you order?

Now imagine a date where you can spend very little money. Design the date.

Finally, join another group. Describe your plans. Listen to theirs. Decide on one word that describes each date, using words like *exciting*, *romantic*, *fun*, *cheap*, *expensive*.

### 8.3. Tough Choices

Listen to people talking about problems. Write the problem. Then write the important factors in each choice.

1. She can't decide whether to ...

2. His friend wants him to ...

*Marry Allen or marry Stan.*

*but*

What's important?

good to her                      she loves him  
has money                      has no money  
Wedding  
already planned

What's important?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. He has to decide to use the money for ...**

...                      *or*                      ....

What's important?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. She has to choose between ...**

...                      *or*                      ....

What's important?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Work with a partner. Decide what you think the people should do about these problems. Write down your reasons. Which problem is the most difficult to decide? Circle it.

Now take a survey of at least 10 people. Which solutions do they suggest for each problem? Which problem did each person find the most difficult?

### 8.4. Making an Impression

(a) Listen to an interview with Mum and Dad about meeting their daughter's boyfriend. Decide which statements are true and which are false.

1. Sarah has never had a boyfriend.
2. Mum and Dad have met some of her boyfriends.
3. Mum and Dad are very nervous about meeting Andy.
4. Dad is always amazed at how awful Sarah's boyfriends are.
5. Dad liked Jeremy, a lovely chap.
6. It's essential, from Sarah's parents' point of view, that a boyfriend should come from a higher social background than Sarah, that he should have qualifications and a strong character.
7. Dad thinks that Sarah's boyfriend should not let her do what she wants all the time if he wants to "last long".

(b) Listen to the interview with Andy. Choose the best answer – a, b or c – for each question.

1. Andy is worried about making a bad impression because
  - a) he is bald;
  - b) he is far too communicative;
  - c) he is shy.
2. Andy is not good at
  - a) playing musical pieces as a DJ;
  - b) making conversation, especially with older people;
  - c) beahving in public.
3. Andy is most bervous about
  - a) wearing a ceremonial suit;
  - b) having left school to become a DJ and having dyed his hair;
  - c) having a beard.
4. How is Andy going to make a good impression on Sarah’s parents?
  - a) he is going to wear a suit;
  - b) he is going to wear clean clothes;
  - c) He is going to present Sarah’s mother with perfume.

(c) As you listen to the meeting of Sarah and Andy find words and phrases which mean the following:

- 1 Exhausted
- 2 be busy with
- 3 relax and stop being angry or nervous
- 4 highly strung, anxious
- 5 almost broken
- 6 be concerned, to lose sleep

(d) Listen to the meeting of Andy with Sarah’s parents and complete sentences 1-4 by the words from the tape. Identify who pronounced these statements.

1. Oh no, nothing like that – it’s just a ... .., isn’t it?
2. I don’t mind. Whatever’s ....
3. I’m absolutely ..., actually.
4. Oh yes, I always take the ...; followed by the ..., except during the summer when I tend to avoid motorways and go through.

### 8.5. A Shoulder to Cry On

- (a) Listen to the talk between Laura and Phil, match the words and phrases you hear in list 1 to phrases with similar meaning in list 2.

List 1		List 2	
1	up to one's eyes in work	a)	separate
2	split up	b)	someone who will share your lamentations
3	trust me to put my foot in it	c)	from the different part of a town or country
4	to get it off my chest	d)	very busy at work
5	not from this neck of the woods	e)	tell me
6	he has his fingers in a lot of pies	f)	to relieve my feelings
7	to play by ear	g)	is involved in many activities
8	a shoulder to cry on	h)	decide on the spot, off hand

- (b) Now complete these sentences with words from list 1.

1. I can't go to a picnic because (1) ....
2. Brian needed to ... his despair (2)... ..
3. His parents (3) ... .. a few months ago.
4. She should manage everything and (4)... ..
5. Housing prices are a lot higher in this (5)... ..
6. Mary always listens to me with sympathy when I talk about my problems, she is (6) ... ..
7. It's difficult to make plans beforehand, it's better (7) ... ..
8. If you (8) ... .. I'll help you and we'll solve this problem together much more efficiently.

### 8.6. Wedding Customs in Spain, Taiwan and Turkey

- (a) Listen to the wedding customs in three countries and mark in which country the tradition mentioned in the sentences exists.

1. There are a lot of people at the wedding, sometimes 400-500 guests.
2. The money pinned to a dress may be used by the couple to buy something useful for them both.
3. An elder person carries a black umbrella over the bride's head.
4. A groom puts *las arras* in the bride's hands.

- (b) Fill in the chart.

wedding ritual	country	what it symbolises
1. an elder person holds an umbrella over the bride's head.		
	Spain	
	Turkey	

### 8.7. A Blind Date

Listen to the impressions of Melanie and James after their blind date. They give impressions separately from each other. Fill in the chart.

	Personal characteristics	Melanie's impressions about James	James's impressions about Melanie
1	Appearance		
2	Eyebrows		
3	Behaviour during the date		
4	General impression		
5	Possibility of future development of relations		

### 8.8. Never Ever

Listen to the song 'Never Ever' by *All Saints* and fill in the gaps in this song.

#### *Never Ever by All Saints*

A few questions that I need to know.  
 How you could ever hurt me so?  
 I need to know what I've (1) ... ..,  
 And how long it's been going on.

Was it that I never paid enough  
 attention?  
 Or did I not give enough affection?  
 Not only will your answers keep me  
 sane,

But I'll know never to make the same  
mistake again.

You can tell me to my face,  
Or even on the phone.  
You can write it in a letter.  
Either way I have to know.

Did I never (2) ... you right?  
Did I always start the fight?  
Either way I'm going out of my mind.  
All the answers to my questions I have  
to find.

My head's spinning.  
Boy, I'm in a (3) ....  
I feel so isolated.  
Don't wanna communicate.

I take a shower.  
I will (4) ....  
I will (5) ....  
Find peace of mind.  
The happy mind,  
I once owned, yeah.

Flexing vocabulary runs right through  
me.  
The alphabet runs right from A to Zed.  
Conversations, hesitations in my mind.  
You got my (6) ... asking questions  
that I can't find.  
I'm not crazy. I'm sure I ain't done  
nothin' wrong.  
Now, I'm just waiting, cos I heard that  
this feeling won't last that long.

Never ever have I ever felt so low.  
When you gonna take me out of this  
black hole?  
Never ever have I ever felt so sad.

The way I'm feeling, yeah, you got me  
feeling really bad.

Never ever have I had to find.  
I've had to dig a way to find my (7) ...

... ..

I've never ever had my conscience to  
fight.

The way I'm feeling, yeah. It just don't  
feel right.

(Never ever have I ever felt so low...)

I'll keep (8) ... deep within my soul  
For all the answers – don't wanna hurt  
no more.

I need peace, got to feel at ease.

Need to be free from pain,

Go insane.

My heart aches, yeah.

Sometimes vocabulary runs through my  
head.

The alphabet runs right from A to Zed.

Conversations, (9) ... in my mind.

You got my conscience asking questions  
that I can't find.

I'm not crazy. I'm sure I ain't done  
nothin' wrong.

Now, I'm just waiting, cos I heard that  
this feeling won't last that long.

(Never ever have I ever felt so low...)

You can tell me to my face,

You can tell me on the phone.

Ooh, you can write it (10) ... .., babe,

Cos I really need to know.



### 8.9. The Red Coat

(a) Listen to this story and complete the summary below with one or two words in each gap.

There was a man who was grieving for his dead wife. He went back to work as his (1) friends thought this would help him. Every day he took the train to and from the city where he worked in a (2) \_\_\_\_\_. One day a (3) \_\_\_\_\_ got on the train and sat (4) \_\_\_\_\_ him. She started to do this every day but he only noticed her when she wore a (5) \_\_\_\_\_.

The man decided to go (6) \_\_\_\_\_. When he was out walking he noticed some red material caught in between (7) \_\_\_\_\_ at the bottom of a cliff. He climbed down but could not find the red material.

He went back to work and on his way home he (8) \_\_\_\_\_ the girl in the red coat but she did not get on the train. When he got home there was a (9) \_\_\_\_\_ for him. It was his wife's red coat which had been lost at the (10) \_\_\_\_\_. He cried for the first time since his (11) \_\_\_\_\_.

He took the coat to a (12) \_\_\_\_\_ and asked her if she would like it. He told her that he knew it was time to get over his loss.

(b) Listen again to the story and answer questions 1-4 by choosing the best answer - a, b or c.

1. Why did the man not notice the girl on the train at first?
  - a) he was reading a newspaper.
  - b) She did not sit near him.
  - c) he was thinking hard about his wife.
2. When the girl did not get on the train
  - a) he missed her.
  - b) he was worried.
  - c) he forgot about her.
3. Why did he choose the island for his holiday?
  - a) It was famous for birds.
  - b) He hadn't been there with his wife.
  - c) He had visited it when he was young.
4. When he saw the piece of red material he was
  - a) happy.
  - b) excited.
  - c) anxious.
5. Why was the man looking forward to going back to work?
  - a) He wanted to see the girl again.
  - b) He had not enjoyed his holiday.

- c) He wanted to talk about his wife.
- 6. What was important about the return of his wife's coat?
  - a) It was his wife's favourite.
  - b) It allowed hem to grieve properly.
  - c) It reminded him of the girl on the train.

**8.10. Marriage Guidance Council**

(a) 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.

(b) Put the numbers of the sentences pronounced by Malcolm into one box and those said by Barbara - into the other. The 1<sup>st</sup> sentence is done for you. Notice that the pronouns **he, his, him, her** are missing in the sentences.

Barbara	Malcolm
1	

- 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.
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.

(c) Agree or disagree with the following statements:

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.

### 8.11. Marriage Customs

(a) 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 she sets up on the back of a cow and cries
  - a. on her wedding day;
  - b. before her wedding day;
  - c. after her wedding day.
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.

(b) Listen to the dialogue again and answer the questions.

1. What group of the country population does the 1<sup>st</sup> custom belong to?
2. What is strange about the wedding ceremony in Malaysia?
3. At what age do Indian women traditionally get married?
4. In what part of India does the girl get up on the back of a cow and cry?

5. Why does the young girl cry?
6. Where is the “water-pouring” ceremony observed?

(c) 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.

(d) Listen to the dialogue again and answer the 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?

## Conclusion / Заключение

Аудирование является одним из самых важных и трудных аспектов при изучении иностранного языка. Это связано с отсутствием постоянной практики общения с носителями языка, отсутствием пособий, которые бы способствовали систематическому формированию комплексных умений аудирования на уровне, соответствующем уровню владения иностранным языком студентами IV курса дневного отделения Института лингвистики. Данное пособие в определённой степени позволяет решить указанную проблему.

Пособие направлено на решение таких конкретных учебных задач, как формирование умения прогнозирования, использование синонимов и антонимов и других способов перефразирования информации, расширение словарного запаса в рамках изучаемых тем, углубление знаний в области страноведения, в частности по таким темам, как «Высшее образование в США», «Закон и общество. Преступность», «Мир музыки», «Средства массовой информации в современном обществе», «Национальные традиции и праздники», «Проблемы семейной жизни». Материалы пособия также позволяют развить умения и навыки аудирования с общим пониманием прослушанного, с извлечением запрашиваемой информации и с полным пониманием текста на слух. Ряд заданий содержат высказывания и вопросы, способствующие формированию и дальнейшему совершенствованию умения говорения, особенно неподготовленного монолога и диалога. Кроме того, задания пособия в основном выполняются в письменном виде, поэтому студенты совершенствуют умения письменной речи, включая орфографические навыки.

Материалы пособия могут быть использованы как на аудиторных занятиях, так и самостоятельно, при подготовке к экзамену по устной речи.

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