

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Нижегородский государственный лингвистический университет
им.Н.А. Добролюбова

LUDMILA KASHURNIKOVA & IRINA LUBAVSKAYA

LEARNING TO UNDERSTAND ENGLISH

LISTENING COMPREHENSION COURSE

FOR INTERMEDIATE STUDENTS. STUDENT'S BOOK.

PART I

Нижегород
2000

Печатается по решению редакционно-издательского совета
Нижегородского государственного лингвистического университета им.Н.А.
Добролюбова

УДК 802.0 - 7 (075.83)

Learning to Understand English. Listening Comprehension Course for
Intermediate Students. Part 1. /Сост. Л.Д. Кашурникова, И.Ю. Любавская. -
Н.Новгород: НГЛУ им. Н.А. Добролюбова, 2000. - 97 с.

Аудиокурс, разработанный на кафедре английского языка Нижегородского государственного лингвистического университета им. Н.А. Добролюбова, предназначен для широкого круга лиц, изучающих иностранный язык на факультетах и отделениях английского языка вузов, на курсах, а также самостоятельно.

Построенный на принципах современной коммуникативной концепции обучения, курс обеспечивает взаимосвязанное обучение аудированию и говорению на основе аудиотекстов различных коммуникативных типов - лекций, рассказов, статей, интервью, телефонных разговоров и др.

Рецензенты: канд.филол.наук, доц. Б.А. Жигалев (НГЛУ им.Н.А. Добролюбова)
канд.филол.наук, доц. Э.Н. Калинина (НГУ им. Н.И. Лобачевского)

CONTENTS

Introduction.....	4
UNIT 1. Listening and Understanding.	7
UNIT 2. The Happiest Days of Your Life?.....	11
UNIT 3. Telephoning in English: Who's Calling, Please?.....	15
UNIT 4. Colleges and Universities in the USA.	22
UNIT 5. What Sort of Shop are they in?	27
UNIT 6. England as Seen by Americans.	31
UNIT 7. A Divorce Lawyer.	35
UNIT 8. Phoning a Landlord.	39
UNIT 9. The Hallucinations of Mr. Butt.	44
UNIT 10. Hearing Numbers.	50
UNIT 11. Are You a Good Cook?	55
UNIT 12. Dining Out.	59
UNIT 13. At the Table.	63
UNIT 14. Fish'n Chips.	67
UNIT 15. Youth Culture.	71
UNIT 16. No Easy Way.	76
UNIT 17. It's All a Question of Movement.	80
Answer Key	85
References	96

INTRODUCTION

Learning to Understand English is a listening comprehension course for intermediate students of English as a second language and its aim is to provide up-to-date and relevant practice material for developing competency-based skills in listening comprehension and discussion.

The course consists of two books and two cassettes.

Part I is divided into 17 units. Each unit presents either a text/article, or a telephone conversation, or an interview, or a discussion of an issue of international appeal.

Learning to Understand English develops the skill of focused listening. Students learn to recognize the information they need and listen selectively for only that information. They do not have to understand every word; rather, they have to filter out everything except the information they want to find out. This essential skill is used by native speakers of all languages. The tasks and activities are designed to stimulate an interest in the material by drawing on students' previous knowledge and opinions and by aiding comprehension through vocabulary and guided listening exercises. Throughout each unit students are encouraged to use the language and concepts presented in the listening selection.

Culminating discussion questions allow students to relate the information they have heard to their own needs and interests.

For easy teaching and learning, each unit follows a consistent pattern.

STRUCTURE AND USE OF THE MATERIAL

Pronunciation Practice (Units 2-17)

How you *hear* English is closely connected with how you *speak* English. This section concentrates on the ways that English pronunciation helps the listener understand the meaning and contains exercises and dialogues which feature weak forms, contractions, clusters in connected speech, various rhythmical patterns, a particular link or combination of links. Some tasks and exercises provide contextualised practice in contrasting clear/long and unclear/short vowels, voiced and unvoiced sounds, etc.

A representative selection of exercises are presented in a practical way, first providing a model pattern and then practicing the pattern by means of pauses for repetition by the student.

Vocabulary

In this section, 3 types of exercises are presented to prepare the students for vocabulary and expressions used in the listening selection.

Vocabulary in word groups. These exercises focus on the relationship between specific vocabulary items from the listening selection and other words. A set of three words follows a given vocabulary item; in each set, two words have similar meaning to the vocabulary item. It is suggested that the students work together to discuss what they know about these words. Through these discussions, they will begin to recognize roots and prefixes, and how these words relate to each other. The students should be encouraged to use a dictionary for this purpose.

Vocabulary in sentences. In these exercises vocabulary is presented in sentences which relate to the ideas in the listening selection. Context clues are provided in each sentence. The students should first try to guess the meaning of these words by supplying their own definition or another word which they think has similar meaning. Although the students may not be sure of the exact meaning, they should be encouraged to guess. This will lead them to a better understanding of the new words. Once they have tried to determine the meaning of these words through context, they match the words with definitions or synonyms.

What to say - what to expect. These items will help students comprehend selected telephone calls and make calls for general and business purposes. Suggested role plays enable pairs/small groups of learners to simulate real calls and apply the language they have learnt in the course of the unit.

Task Listening

This section provides the main thematic input for the unit. It presents the students with a global comprehension task before asking them to focus on more specific information in the listening selection. The task is purposely simple to help students focus on an important point in the recorded material.

Listening for Details

In the second listening, the students are asked to focus on the main ideas of the listening selection and on detailed information.

First they might listen for the main idea. Each text has between three and five main ideas which have been used to divide the selection into parts. The students choose the answers which best express the main ideas.

They might listen again for specific information. Before the recording is played, the students read *true* and *false* statements. While listening, they choose the correct answers, thus evaluating their comprehension. Finally, in pairs or in small groups, they compare answers. The teacher should encourage the students to use the language from the tape to convince the other students of the accuracy of their answers. There

will certainly be disagreement over some of the answers; the discussions will help focus attention on the information needed to answer the questions correctly.

Follow-up Activities

In this section, four main activities are presented. Teachers can use them to provide additional reinforcement or to enrich and extend the new language and competencies. The follow-ups include a variety of interactive pair and small group activities, as well as writing activities.

Vocabulary in use. These exercises give students a chance to check their understanding through a series of exercises which practise the new vocabulary.

Discussion questions. In pairs or small groups, the students discuss their answers to one or more of the questions. Students will most likely have different points of view and it is during this discussion that they are given the opportunity to present their views to each other.

Role plays. They can be done by students in pairs or in small groups. The role plays should not be attempted until learners have mastered the relevant language since this activity is an opportunity for free application and expression and is not easily monitored.

Essay topics. These topics give the students the opportunity to react in writing to the information they have heard.

Audiocassette



This symbol shows where it is necessary to use the cassette. The audiocassette gives students experience in listening to a variety of native speakers in authentic situations. Most of the voices are British and American but learners will also hear how people from other parts of the world speak English.

Answer Key

There is an answer key at the back of the book. This not only gives *correct* answers, but also *possible* answers for exercises which do not have "right" or "wrong" solutions.

Units 1-6, 8, 11, 12, 15 are written by L.Kashurnikova; units 7, 9, 13, 14, 16 are written by I. Lubavskaya; units 10, 17 are written by L. Kashurnikova and I. Lubavskaya.

The authors would be very glad to have your comments on this book, especially on how useful you find it.

UNIT 1. LISTENING AND UNDERSTANDING

VOCABULARY

Task 1

The following words will help you understand the lecture. Try to guess the meaning of the words. Use your knowledge of English, or use your dictionaries. In each set of words, cross out the word that does not have a similar meaning to the italicized word. Then compare your answers with those of another student. The first one has been done for you.

1. *medium*, n

means of transport means of expression means of communication

2. *identify*, v

symbolize recognize distinguish

3. *permanently*, adv.

constantly for ever

occasionally

4. *predict*, v

foretell forecast

foreword

5. *argument*, n

logic conclusion

reasoning

6. *accent*, n

defect pronunciation

articulation

7. *involve*, v

except include

cover

8. *encounter*, v

be faced with run after meet

TASK LISTENING

Foreign learners of English often have great difficulty in understanding spoken English. There are a number of reasons for that.

Task 2

Listen to the lecture and write down some of the common problems regarding listening and understanding.

A student learning English often finds the following problems when he listens to continuous speech:

1. Firstly, _____
2. Secondly, _____
3. Thirdly, _____
4. There are other problems too, such as

LISTENING FOR DETAILS

Task 3

Guided Note-taking

Listen to the lecture again and take notes using the lecturer's signals (listed below) to help you. These can be written in the book or on a separate piece of paper. The first part has been done for you.

Lecturer's signals	Notes
Today I'd like to talk about ...	<u>Problems facing learners of English</u> <u>show aware + suggest how overcome</u> <hr/> <hr/>
The purpose is ...	
Firstly, ...	
Finally, ...	
Now I want to come on to the second main problem: ...	<hr/> <hr/>
Thirdly, I want to deal with a problem ...	<hr/>

Why is this? I'll suggest the following reasons here. Firstly, ...

(i) _____

Secondly, ...

(ii) _____

There are, however, other problems which I'd like to mention briefly ...

(i) _____

(ii) _____

Other factors, which I haven't the time to discuss in detail, ...

(i) _____

(ii) _____

(iii) _____

(iv) _____

FOLLOW-UP ACTIVITIES

Task 4

Read the following sentences and decide whether they are true or false according to the passage. Write *T* (*true*) or *F* (*false*) next to each statement.

- ___ 1. It is as easy to identify words in speech as in print.
- ___ 2. The problem of identifying weak forms and unstressed syllables only occurs in speech.
- ___ 3. It is not difficult to remember what has been said because it can usually be heard more than once.
- ___ 4. The listener must put a lot of effort into recognizing and understanding the words as soon as they are spoken.
- ___ 5. When students understand and remember all the words they usually follow the argument.
- ___ 6. A more colloquial style of speech is less easy to follow than a more formal one.
- ___ 7. Difficulty in understanding different accents is most often caused by variations in the pronunciation of vowels.

Task 5

Working in groups of 3 or 4, each of you should take it in turn to try and reconstruct a part of the talk from your notes, using the signals in the *Guided Note-Taking* exercise to help you. As you listen to each other you should mark your notes in the following way:

= : a point made by a fellow student appears in your notes

--: a fellow student omits a point appearing in your notes

+: a fellow student makes a point omitted in your notes (you should, of course, also note the point made)

Task 6

Discussion

I. 1. Which of the problems mentioned do you personally experience? To what degree?

2. Do you encounter any other difficulties? If so, what are they?

3. List the four most serious problems identified in (1) and (2) above in order of severity beginning with what you consider to be your greatest source of difficulty in understanding spoken English.

II. Working in groups of 3 or 4:

1. Compare your lists of problems regarding listening and understanding. Tick (v) any problems which are shared by two or more group members.

2. Draw up a group list of the problems identified in II (1) above. Indicate (in brackets) how many people encounter each of the problems listed.

3. One member from each group should now write the group list on the blackboard in the following manner:

	Group_____	Group
Problem	Frequency of Occurrence	etc.
1.		
2.		
3.		
4.		

III. With the help of your teacher draw up a class list of the four problems most frequently encountered when listening to English speech.

ESSAY TOPIC

Write three paragraphs on *Listening and Understanding*.

The first should summarize the problems regarding listening and understanding described in the talk.

The second should report the difficulties you personally experience.

The third should suggest the possible ways in which a student can help himself (e.g. use a language laboratory as much as possible / listen to programmes in English on the radio and TV / take every opportunity to meet and speak with native English-speaking people / anything else?).

Begin your paragraphs as follows:

Paragraph I:

It is generally anticipated that the learner of English will encounter the following problems in understanding English speech. Firstly, ...

Paragraph II:

The four most serious problems I personally face are as follows.

Paragraph III:

What can a student do then to overcome these difficulties? Obviously, ...

UNIT 2. THE HAPPIEST DAYS OF YOUR LIFE ?

PRONUNCIATION PRACTICE: LINKING WORDS

One of the essential characteristics of English is that the words in a thought group are linked together. If you practise linking words, your speech will become much clearer.

Task 1

Listen to these words. Then practise saying them *as if it were one word*.___

keep	it	break	it
skip	it	thank	it
cube	of	lend	us
rob	us	said	it
flag	up	stick	out

Task 2

Do not release the first consonant. Release the second. This stop takes more time.

Please stop pushing.

He opened the big gate.

Cook it in a deep pot.

He plans to rob both.

She has a black cat.

That's a bad dog.

Put ten in the box.

Where's the red door?

Task 3

Listen to the dialogue. Link contracted forms smoothly and correctly with the word that immediately follows them.

A We've failed.

B We've failed? Both of us?

A They've passed.

B They've passed? All of them?

A They've all passed except us.

B But if they've passed, how have we failed?

A Well, we *have*. I've seen the list.

B But we've planned a celebration!

A Forget it.

B We've bought all those bottles!

A Well, get them out, then.

VOCABULARY

Task 4

The following words will help you understand the interview. Try to guess the meaning of the words. Use your knowledge of English or use your dictionaries. In each set of words, cross out the word that does not have a similar meaning to the italicized word. Then compare your answers with the key.

1. *personnel*, n

character

staff

employees

2. *syllabus*, n

educational programme

tutorial

course of study

3. *decent*, adj.

proper

nice

tactless

4. rubbish , n	nonsense	basics	absurdity
5. publicity , n	audience	public attention	public interest
6. corporal , adj.	physical	bodily	collective
7. advertise , v	give publicity to	call attention	offer opinions

Task 5

Now try to match the words and expressions with a definition or synonym. Then compare your answers with those of another student.

___ 1. civil servant	a. employer
___ 2. basics	b. find fault
___ 3. blazer	c. government employee
___ 4. manager	d. jacket worn with a badge to show membership (of a school/club)
___ 5. complain	e. essentials

Did you have difficulty in fulfilling the task? If so, see the key.

TASK LISTENING

Task 6

Listen to 4 people talking about their schooldays. You will hear a beep at the end of each part. As you listen, fill in the information about types of secondary school these people went to and their occupation in the correct box.

	Person talking	Occupation	Type of School
1.	Sally Jennings		
2.	Freddie Tapper		
3.	Samantha Wharton		
4.	William Bunter		

LISTENING FOR DETAILS

Task 7

Read the statements for Parts 1-4. Then listen to these parts again and decide whether the statements are true or false. As you listen, write *T* or *F* next to each statement.

Part I

- ___ 1. Sally Jennings' school was a co-educational one.
- ___ 2. She hated the uniform she had to wear.
- ___ 3. The pupils mixed much with children from other schools.
- ___ 4. The syllabus was very academic.
- ___ 5. The girls did cookery and needlework.
- ___ 6. Sally hated playing games.

Part II

- ___ 1. Freddie Tapper left school at 17.
- ___ 2. He wanted to start earning a living as soon as possible.
- ___ 3. There was no understanding between the teachers and the pupils.
- ___ 4. Literature was Freddie's favourite subject.
- ___ 5. He thinks teachers are underpaid.

Part III

- ___ 1. Samantha Wharton went to a big comprehensive - nearly 3 000 students.
- ___ 2. She complained that the teaching was bad.
- ___ 3. Samantha sang in the school choir and helped to produce the school newspaper.
- ___ 4. She believed that comprehensives were ideal schools.
- ___ 5. Many students left at 16 because they were not encouraged enough.

Part IV

- ___ 1. William Bunter had a very privileged education.
- ___ 2. Academic standards were high and he was able to go to Cambridge.
- ___ 3. The thing he remembered most was the comradeship.
- ___ 4. William strongly criticized corporal punishment in schools.
- ___ 5. He would never send his sons to a private boarding-school.

FOLLOW-UP ACTIVITIES

Task 8

Answer these questions:

1. What school did you go to? 2. Were academic standards high? Was the teaching good? 3. Did you do very well academically? 4. What did you like? 5. What didn't you like? 6. What about uniforms? subjects? extra activities?

Task 9

With your partner, discuss the following questions:

1. In your opinion, what schools are better - state schools or independent private schools? Why? 2. What's an ideal school like?

ESSAY TOPICS

Choose one of the following topics.

1. Do you agree with Freddie Tapper that most of the school teachers are boring and don't seem to understand their pupils? Do you think they are overpaid and their holidays are long? Write an essay in which you express your opinion.
2. Were your schooldays happy? Was it a good preparation for life? Write an essay in which you express your opinion and give reasons.

UNIT 3. TELEPHONING IN ENGLISH: WHO'S CALLING, PLEASE?

PRONUNCIATION PRACTICE: WEAK FORMS

A good practical grasp of weak forms of English is essential to good pronunciation and listening comprehension.

Units 3-6 contain dialogues in which some of the more important weak forms are contextualised. The pronunciation of each weak form is indicated in phonetic transcription in the heading.

Featured items are identified in the text in a lighter type face. They may, however, be words not in light type which need to be pronounced weakly if the dialogue is to be spoken properly.

An asterisk after a word indicates that it should be pronounced in its strong form.

Task 1

from /fr m/

A **I had a call from Bill.**

B From **Bill? Who's Bill?**

- A **He's very special. He telephones me from overseas. Every day.**
 B **Where from *?**
 A **Oh - from wherever he happens to be: Africa, America, Asia... From Australia, this time.**
 B **He *must* be special.**
 A **He hates to be away from me.**
 B **Of course, George sometimes rings *me* from the factory. The trouble is, *he* always reverses the *charges*!**
 A **Oh, *Bill* reverses the charges, of course.**

- a. Listen to the complete unpaused version of the dialogue, concentrating on the pronunciation as well as on the meaning.
 b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps. Concentrate on the particular pronunciation point being practised, but make sure also that the overall pronunciation sounds natural.
 c. Work in pairs. Read the dialogue aloud without the recording.

Task 2

/t + o , o m/

- A **All those friends of yours overseas – why not write to them? Or go somewhere.**
Go to the cinema. Or to the beach. Or to the tennis club. You *can't* sit brooding* about that girl all the time.
 B **Yes, I think I *will* write to them.**
 A **Good.**
 B **She usually goes to the Post Office about five.**
 *brood: to think about (troubles etc.) for a long time

- a. This dialogue is devoted to a selection of sequences of two weak forms. Listen to the complete dialogue, concentrating on the pronunciation as well as on the meaning, then repeat it in sections after the beeps.
 b. Read the dialogue without the recording. You may like to do this with a friend so that you can take a part each.

VOCABULARY

Task 3

What to say – what to expect

You will hear phrases like these. Read them and make sure you understand them.

ANNOUNCING IDENTITY*Person calling**Person called*

Hello, this is Sue, Sue James.
Simpson here.
My name is Jack Simpson.
I'm Jack Simpson. Good morning.

7214

Simpson here.

ASKING IF SOMEONE IS IN*Person calling*

Can I speak to Mr. Bild, please?
Hello, is George there by any chance?
Could you put me through to Mrs. Dylan, please?
I'd like to speak to your husband if I may.

PERSON WANTED IS NOT THERE*Person called*

I'm afraid she isn't in at the moment.
Sorry, she's just gone out. Would you like to ring back later?
He's away for a few days. Can I give him a message?
He's out of town this week, I'm afraid.

WHEN WILL THE PERSON WANTED BE IN?*Person calling*

What time could I reach her?
Will he be at home this evening?
Can I contact him on Saturday?
Right, I'll phone him again next week.

RINGING OFF*Person calling**Person called*

Thanks a lot. Goodbye.
I'll get back to you soon.

Tanks a lot. Goodbye.
Thanks for calling.

OK. Bye-bye.

OK. Bye-bye.

TASK LISTENING

Look at this:

Singapore
Saudi Arabia

Mary Wilson
Ahmed

Mansour

Hamburg

Task 4 

Listen to the two telephone conversation on the cassette. While you are listening, complete the table below.

Call	Number called	Country of meeting	Where is called person?
1		Singapore	
2	515 56 24		

LISTENING FOR DETAILS

Task 5 

Listen to the calls again. Write a note for each of the absent people.

TELEPHONE MESSAGE

Time..... Date.....

Call from.....

to.....

Signed.....

Task 6 

Comprehension check. Listen to the following questions and circle the best answer.

- I. 1. Where is Harry Bild now?
 - a. In the office
 - b. At the Singapore trade fair
 - c. In a meeting
2. Where is Georg Wenzel now?
 - a. In London
 - b. In Manchester
 - c. In Hamburg
3. When will Harry Bild call Georg?
 - a. Later in the afternoon
 - b. Later in the morning
 - c. Late at night
- II. 1. Where is Mr. Wilson at the moment?
 - a. In London
 - b. In Manchester
 - c. In Saudi Arabia
2. Where is Ahmed Mansour at the moment?
 - a. In Hamburg
 - b. In Manchester
 - c. In London
3. When will Ahmed Mansour ring Mr. Wilson back?
 - a. At about nine
 - b. At about eight thirty
 - c. At about ten thirty

FOLLOW-UP ACTIVITIES**Task 7**

Choose the missing words from the box.

1. Hello, who's that _____?
2. Just a _____, please.

3. I'll _____ if she's here.
4. I'll get the information you want; _____ please.
5. You asked me to _____ when I was in town again.
6. Sorry, he's not _____ at the moment.
7. You can _____ him any evening _____ six o'clock.
8. Well, I can ring _____ later if it's convenient.

after	back	calling	hold the line
in	moment	reach	ring up see

Task 8

Choose the best answers:

1. I'd like to speak to Mr. Kahn, please.
 - a. Yes.
 - b. I'm afraid he's not here at the moment.
 - c. Well, you can't.
2. Can I speak to Mr. Kahn, please?
 - a. Hold on, please.
 - b. Don't go away.
 - c. All right.
3. Could I speak to Mr. Kahn, please?
 - a. Who's calling?
 - b. Who are you?
 - c. What's your name?
4. Who's speaking?
 - a. I am Fred Bently.
 - b. This is Fred Bently here.
 - c. Fred Bently speaking.
5. Can I ring you back later?
 - a. Yes, ring me.
 - b. Yes, please do.
 - c. Of course, yes.
6. When can I reach you?
 - a. One hour.
 - b. When you want.
 - c. I'll be in all evening.

Task 9

With your partner complete the following conversations with phrases from the list below. Use each phrase only once.

I. Hello, is that 10127?

1. _____.

Can I speak to Jack Simpson, please?

2. _____.

I see. Well, what time will he be there?

3. _____.

Right, I'll ring again then. Thanks a lot.

4. _____.

Goodbye.

II. Meg Owen.

5. _____.

Oh, I'm fine, thanks. You know, you gave my address to a friend of yours?

6. _____.

That's right. Roger O'Hare, that was his name. Do you know what I've done?

I can't find his phone number.

7. _____.

Ah, thanks very much. I can call back now. That's a real help.

8. _____.

Yes, it would be nice to see you again. Goodbye for now.

- From about two this afternoon.
- I'll look it up for you... It's 01 420 5071.
- Yes, it is. Can I help you?
- Not at all. We must meet and have a drink some time.
- I'm afraid he's out of the office at the moment.
- The one who does computer software?
- Oh, hello, Meg. How are you keeping?
- You're welcome. Goodbye.

Task 10

We can ask for information politely in different ways.

Examples

You don't know a caller's name. (**give**)

Could you give me your name, please?

You aren't sure of the name of the caller's company. (**repeat**)

Would you repeat your company's name, please?

You want to know where the caller is ringing from. (**tell**)

Can you tell me where you're ringing from, please?

Now make questions using **could**, **would** and **can** in a similar way.

1. You aren't sure who the caller wants to speak to. (**tell**)
2. You want to know the caller's telephone number. (**give**)
3. You don't know the spelling of the caller's name. (**spell**)
4. You didn't hear the caller's address clearly. (**repeat**)
5. You don't know when the caller will be in the office tomorrow. (**tell**)
6. You aren't sure about the area code. (**confirm**)

ROLE PLAY

You work in an office with Bob, Jean and Chris. Look at the "Time out sheet" below, which shows where your colleagues will be during the day. Reply to the calls that come through to your office. Take the caller's name and any message. Do the task twice. The first time it is 11.30 a.m. The second time it is 3.00 p.m.

TIME OUT Wed 5 August

	Bob	Jean	Chris
9-10	May be in late today-have to take		Visiting Essex Computers Ltd.
10-11	car to garage	Working at home,	Should be back 10.45
11-12	Sales meeting PART I	no. 85471	Will be in warehouse.
12-1	LUNCH		
1-2	Sales meeting PART II	Afternoon off	LUNCH
2-3	If I'm not around I'll have gone home. Can	- do not disturb	Meeting with Pat.
3-4	be contacted there if urgent No. 34298		

UNIT 4. COLLEGES AND UNIVERSITIES IN THE U.S.A.


PRONUNCIATION PRACTICE: WEAK FORMS (continued)

Task 1 

that / t/

- A **We all know that we face problems. We know that we face difficulties. We are all aware that the difficulties that we face are not difficulties that will be overcome immediately, or that will be overcome easily. We all recognize that the problems that confront us are not problems that will be solved overnight. But I sometimes wonder if we realize ... if we realize *sufficiently* that...**
- B **That *that* was the clock striking *two*, Frank! Go to sleep!**
- A **Sorry, dear. Didn't know it was so late. My big day, tomorrow, you know.**
- Ah,
well. Goodnight.
- B **It's lovely speech, Frank.**

- Listen to the complete unpaused version of the dialogue concentrating on the pronunciation as well as on the meaning.
- The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps. Concentrate on the particular pronunciation point being practised, but make sure also that the overall pronunciation sounds natural.
- Read the dialogue without the recording. You may like to do this with a friend so that you can take a part each.

Task 2 

/ n(d), b t+ v+ , n, o , s m/

- A **The Company Chairman reminded everybody of the problems we face.**
- B **And of the difficulties before us.**
- A **And of the hard road that lies ahead.**
- B **And of an ever increasing need to make sacrifices.**
- A **And of a need to increase our efforts.**
- B **He spoke not only of the problems.**
- A **But of the new opportunities.**
- B **And of the new challenges.**
- A **And of some recent plans.**
- B **And of a bright future.**
- A **And of a bright, though distant future.**

- This dialogue is devoted to a selection of sequences of three weak forms. Listen to the complete dialogue, then repeat it in sections after the beeps.

b. Read the dialogue without the recording.

VOCABULARY

Task 3

Listen to the article about colleges and universities in the USA. The words in italics will help you understand the article.

Read the following sentences. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your own definition of the words.

1. Many colleges offer four-year programs leading to *a bachelor's degree*.

2. Schools of art and sciences may offer one- or two-year programs leading to *a master's degree*.

3. By the junior year the student begins *to major* in one particular field of study, or discipline.

4. A full professor has *tenure*, which is a permanent appointment with guaranteed employment at the institution until his or her retirement.

5. Colleges *range* in size from a few hundred students to many thousands.

6. Some universities have more than 30.000 undergraduate and graduate students on one *campus*.

7. Admission to some private colleges may be more selective and *rigid* than admission to some public institutions.

8. Admission to a state university is usually open to all men and women who have satisfactory high school *records*.

9. High school applicants to some private colleges must take scholastic *aptitude* and achievement examinations.

10. The rest of the income of these institutions comes from private gifts, *endowment* earnings, and some federal research grants.

Task 4

Now try to match the words and expressions with a definition or synonym. Then compare your answers with those of another student. The first one has been done for you.

- | | |
|-----------------------------------|--|
| d ___ 1. bachelor's degree | a. school grounds |
| ___ 2. master's degree | b. natural ability (to develop skills or gain knowledge) |
| ___ 3. major | c. stiff |
| ___ 4. tenure | d. a first degree from a university |
| ___ 5. range | e. specialize (in a subject) |
| ___ 6. campus | f. a second degree from a university |
| ___ 7. rigid | g. large gift of money |
| ___ 8. record | h. right to hold a job permanently |
| ___ 9. aptitude | i. vary |
| ___ 10. endowment | j. description of s.o.'s past career |

TASK LISTENING

Look at this:

Harvard
Yale
Stanford

Princeton
Georgetown
Columbia

Task 5

Listen to the article about American colleges and universities. Find answers to the following questions.

1. What degrees do American colleges and universities offer?

2. Do academic programs of private and public institutions differ much?

3. What do students' expenses include?

LISTENING FOR DETAILS

Task 6



Listen to the article again. It has been divided into three parts. You will hear a beep at the end of each part. As you listen, circle the best answer.

Part I

1. How is a second-year student called in American colleges and universities?
 - a. Junior
 - b. Senior
 - c. Sophomore
2. What are the first two years in college designed for?
 - a. To major in a particular field of study.
 - b. To provide general education.
 - c. To receive a bachelor's degree.

Part II

3. Who ranks immediately below full professors?
 - a. Instructors.
 - b. Associate professors.
 - c. Assistant professors.
4. What does a "coeducational college" mean?
 - a. Only men are enrolled in it.
 - b. Only women are enrolled in it.
 - c. Both men and women are enrolled in it.

Part III

5. How many American students attend private colleges and universities?

- a. One-fourth of all college and university students.
 - b. One-fifth of all college and university students.
 - c. One-third of all college and university students.
6. How many public universities has every state?
- a. Several hundreds.
 - b. At least one.
 - c. None.
7. Who decides which student to accept?
- a. Admission committees.
 - b. High school teachers.
 - c. The student body.

FOLLOW-UP ACTIVITIES

Task 7

Read the following sentences and decide whether they are true or false *according to the article*. Write *T* or *F* next to each sentence. _

- ___ 1. Departments are staffed by faculty members ranging from full professors to instructors.
- ___ 2. At the top of the academic ladder are instructors who have just received their doctorate.
- ___ 3. Assistant professors are young teachers who have tenure.
- ___ 4. A number of large state institutions maintain branches on several different campuses throughout the state.
- ___ 5. All students receive scholarship assistance and loans to help pay for the cost of their education.
- ___ 6. Tuition rates of private colleges are often higher than those of public colleges.

Task 8

With your partner discuss the following questions.

1. What degrees do American colleges and universities offer?
2. What is a bachelor's degree?
3. What is the master's degree?
4. What is a Doctor of Philosophy degree?
5. What are the requirements for each of these degrees?
6. Do academic programs of private and public institutions differ much?
7. Who decides which student to accept?
8. What do college admission committees base their judgement on?
9. What do students' expenses include?
10. If you were a U.S. citizen, would you apply for admission to a state university or private university? Why?

ESSAY TOPIC

Write about the system of higher education in the USA.

Include the following: public or private institutions, coeducation, college academic programs and academic degrees, admission policies and competitive examinations, tuition costs, availability of scholarships and fellowships.

UNIT 5. WHAT SORT OF SHOP ARE THEY IN?

PRONUNCIATION PRACTICE: WEAK FORMS (continued)

Task 1

of / v/

A There you are, Betty – a bottle of milk. Three boxes of matches. A can of beans. Two bags of sugar. A packet of biscuits. A jar of jam. A bottle of lemon

squash. And two tins of peaches.

That's the lot, I think. OK?

B Thanks, dear. How much was it? Ugh! What's this in the bottom of the bag?

A Oh, yes. And half a dozen eggs.

a. Listen to the complete unpaused version of the dialogue concentrating on the pronunciation as well as on the meaning.

b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.

c. Read the dialogue without the recording. You may like to do this with a friend so that you can take a part each.

Task 2

/ (r) + , n, o , s m/

A These are a new type. And those are the type you had before. Oh – here are some more. These are the very latest. And the best. Just arrived.

B Yes, I can see those are an entirely different model. Where are the handles, by the way?

A Oh, er ...Modern design, you see. No handles. No handles *needed*, you see.

B Mm. Ah! What are the *plastic* things in the bottom of the box?

A Plas ... Oh, yes. Optional extras, you see.

a. This dialogue is devoted to a selection of sequences of two weak forms. Listen to the complete conversation, concentrating on the pronunciation as well as on the meaning, then repeat it in sections after the beeps.

b. Read the dialogue without the recording.

VOCABULARY

Task 3

Try to match the words and expressions with a definition or synonym. Use your knowledge of English or use your dictionaries. Then compare your answers with the key. The first one has been done for you.

<u> i </u> 1. mature	a. brown flour containing all parts of the grain
<u> </u> 2. to fit	b. to divide
<u> </u> 3. dull	c. green tropical fruit with a large stone in the middle, eaten as a vegetable
<u> </u> 4. wholemeal	d. not bright / gloomy
<u> </u> 5. sesame	e. type of cabbage
<u> </u> 6. to go with	f. to be the right size
<u> </u> 7. to split up	g. to match
<u> </u> 8. sprouts (pl.)	h. tropical plant whose seeds produce oil or are eaten
<u> </u> 9. avocado	i. ripe

TASK LISTENING I

Look at this:

jumper	- warm knitted upper garment
bra (inf)	- (brassiere) woman's undergarment for supporting the breasts
knickers (pl)	- undergarment worn by a woman or girl on the lower part of the body
chiroprapist	- person who specializes in chiropody (Russ.лицо, делающее маникюр и педикюр)

и педикюр)

Task 4

Now you are going to listen to a magazine article about one of Britain's most famous shops – Marks & Spencer.

The following people, places and things are in the article. What connection do they have with Marks & Spencer? They appear in the same order as in the text.

- the _____ British _____ Prime _____ Minister
- £ _____ 10 _____ million
- a _____ Polish _____ immigrant
- shoelaces _____
- Spain _____
- Paris _____ and _____ Newcastle
- jumpers _____
- chiropodists _____

LISTENING FOR DETAILS

Task 5

Read the following statements. Then listen to the article again and decide whether the statements are true or false. As you listen, write **T** or **F** next to each statement.

- ___ 1. It was a young Polish immigrant, Tom Spencer, who started a stall in Leeds market.
- ___ 2. The price for the goods was fixed – it was a penny.
- ___ 3. Twenty years later Michael Marks and Tom Spencer started Penny Stalls in many towns in the north of England.
- ___ 4. Today there are 546 branches of M&S all over the world.
- ___ 5. The store bases its business on three principles: good value, good quality, and good service.
- ___ 6. M&S sells only clothes and food.
- ___ 7. The most important key to success is the happy, well-trained staff.

Task 6

Comprehension check. Answer the following questions.

1. Who is among the most famous customers of M&S? 2. What profit did the store make last year? 3. When did Michael Marks start a stall in Leeds market? 4. Was he an Englishman? 5. What did Michael Marks sell then? 6. What notice did he put above his stall? 7. When did Michael Marks meet Tom Spencer? 8. How many branches of M&S are there in the world today? In what countries? 9. What are the best-selling clothes for men and women? 10. What do best-sellers in food include? 11. Does the store sell only clothes and food? 12. Who advises on styles of clothes? Are the conditions of work excellent? Prove it.

TASK LISTENING II

Task 7

You hear 6 short conversations of people buying things in different shops. Listen carefully and decide what sort of shop it is.

- a. _____
 d. _____
 b. _____
 e. _____
 c. _____
 f. _____

FOLLOW-UP ACTIVITIES

Task 8

Work in pairs. Discuss what one can buy at the butcher's / at the fishmonger's / at the confectioner's / at the dairy / at the baker's / at the grocer's / at the greengrocer's.

Task 9

Carol is going to the shops. Look at her shopping list:

- shampoo
- nail varnish
- gloves
- silk scarf
- bra
- tights
- envelopes
- detergents

Which shops would Carol go to?

Task 10

Countries and nationalities. Fill in the table below with the missing countries and nationalities. Use your dictionaries if necessary.


Nationality	Country	Nationality	Country
1. _____ American	China	Swiss	9. _____
Turk	2. _____	10. _____	Canada
4. _____	3. _____	Malaysian	11. _____
German	France	12. _____	Sweden
6. _____	5. _____	13. _____	Hungary
7. _____	Japan	Belgian	14. _____
8. _____	Spain	15. _____	Poland
	the Netherlands	16. _____	Ireland

ESSAY TOPICS

Choose one of the following topics.

1. You are a journalist. Write an article for your newspaper about one of Britain's most famous shops – Mark & Spencer.

2. Write about your last shopping tour (the shops you went to / the things you bought / the prices / the service etc.)

UNIT 6. ENGLAND AS SEEN BY AMERICANS**PRONUNCIATION PRACTICE: WEAK FORMS (continued)****Task 1** 

as ... as / z ... z/

A **You're as cunning as a fox.**

B **Cunning? I'm as innocent as a child!**

A **And as slippery as snake!**

B **Anyway, believe me, this necklace is unique! And old! Old as the hills!**

A **And gold?**

B **As good as.***

* Probably strong in this final position, but in very familiar speech could be weak.

a. Listen to the unpaused version of the dialogue concentrating on the pronunciation as well as on the meaning.

- b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.
- c. Read the dialogue without the recording. You may like to do this with a friend so that you can take a part each.

Task 2

/ n(d), b t +f (r)+ , , s m/

- A **I know why you came – you came for a drink, and for some food, for a talk with the boys, and for the television.**
- B ***I swear* I came here not for a drink and for the various other things you mention, but for the chance to see your pretty, smiling face again!**
- A **Oh, Victor!**
- B **So bring the food and drink, and switch on the television, and tell me where the boys are, my darling – there's a good girl.**

- a. This dialogue is devoted to a selection of sequences of two weak forms. Listen to the complete conversation concentrating on the pronunciation as well as on the meaning, then repeat it in sections after the beeps.
- b. Read the dialogue without the recording.

VOCABULARY

Task 3

The words in italics will help you understand the interview. Read the following sentences. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your own definition of the words.

1. There is, of course, no such thing as the *average* British family, but statistical data can help us understand a society and social trends.

2. An Englishman is unlikely to start a conversation in the *subway*, or in the street.

3. Americans are more open, a lot more enthusiastic and *spontaneous* than the British.

4. It is difficult to deal with people who are *overpowering* and aggressive.

5. Americans are *inquisitive*, they speak their minds, so if they don't like something, they actually tell you directly.

6. A foreigner in England is thought to be a little *inferior* because of his behaviour and his language.

7. Some people make the most *ridiculous* excuses not to go to work.

8. A lot of Americans find life in England more *inefficient* than in the States.

Now try to match the words and expressions with a definition or synonym. Then compare your answers with those of another student. The first one has been done for you.

 d 1. average

 2. subway

 3. spontaneous

 4. overpowering

 5. inquisitive

 6. inferior

 7. ridiculous

 8. inefficient

a. forceful

b. curious

c. lower

d. typical

e. absurd

f. underground

g. disorganized

h. impulsive

TASK LISTENING

Task 4

Terry Tomsha talks about her experience of living and working in England, where she has been for the past eleven years.

While you are listening to the interview, take notes under these headings:

- her general impression of the country _____
-

- the people _____
-

- shops
-

- lifestyles _____
-

LISTENING FOR DETAILS

Task 5

Read the following statements. Then listen to the interview again and decide whether the statements are true or false. As you listen, write *T* or *F* next to each statement.

According to Terry Tomsha, ...

- ___1. The average Englishman is cold and not very open.
- ___2. An American in England is thought to be a little inferior because of his behaviour and his language.
- ___3. Americans like a certain distance when they are talking.
- ___4. Life is a lot easier in the States.
- ___5. Most shops in the States do not close as early as in England.
- ___6. Englishmen work a lot harder than Americans.
- ___7. For an American his private life is the most important thing.
- ___8. The public holidays are much longer in England than in the States.
- ___9. Terry has a negative opinion of England.

Task 6

Comprehension check. Answer the following questions:

1. What is the biggest difference between England and the States from Terry's point of view?
2. Is it easy to make friends with Englishmen?
3. Does an Englishman feel at home in the States? Why?
4. Why was Terry getting little reaction from people when she first came to England?
5. Why did people move backwards when Terry was talking to them?
6. What does Terry mean saying that she finds life more inefficient in England?
7. What things are important to the English?
8. What does Terry find funny and ridiculous?
9. Is Terry's opinion of England absolutely negative?

FOLLOW-UP ACTIVITIES

Task 7

Work in pairs. Compare your notes with those of another student.

Task 8

Group work. Talk it over with your classmates.

1. Look at this description of a stereotype. Which nationality do you think it is?

"They're overweight and loud. Their voices are loud, their behaviour is loud and their clothes are loud – yellow checked trousers and a red flowery shirt. They've

always got three cameras round their neck, and they want to buy everything that's more than fifty years old."

2. To what extent do you think are nationality stereotypes fair?

People are generally afraid of what is unfamiliar or different. Do you think this is why we have stereotype images of other nationalities?

3. What is the stereotype English man and woman? Think of their clothes, behaviour, attitudes and interests.

4. Now do the same for your nationality. What are the positive and negative qualities of your nationality?

These words might help you:

hard-working/ lazy/ hospitable

don't welcome foreigners

have a good sense of humour/ have no sense of humour

honest

talk a lot/ reserved

polite/ rude

sociable

like food and drink (too much)

5. Which nationalities or regional groups do people make jokes about in your country?

6. How much do you think *you* conform to the stereotype of your own nationality? How do you differ from it?

ESSAY TOPICS

Choose one of the following topics.

1. You are Terry. Write a letter to a friend of yours about your experience of living and working in England.

2. Write about the stereotype Russian man and woman.

UNIT 7. A DIVORCE LAWYER

PRONUNCIATION PRACTICE: CLUSTERS

Exercises in Units 7, 9 aim to help students who can pronounce individual English consonants, but experience difficulty when these occur in clusters, and even greater difficulty when words containing clusters occur in connected speech. Each dialogue concentrates on a specified cluster or group of clusters, indicated in phonemic transcription in the headings and in italics in the text. There are two parts:

- Two consonant clusters in word final position, e.g. *looks*.
- Three consonant clusters in word final position, e.g. *gasps*.

Task 1

sp st sk zd

A

1st JUNE

Ocean Hotel. *First* class breakfast.

Toast beautifully *crisp*.

Went for a *brisk* walk.

Lazed by the pool.

Splendid lunch. *Roast* chicken.

Braised celery.

Gazed at the sea. *Dozed* happily

till *dusk*.

Dressed for dinner.

At dinner, met a most **charming**

woman!

B

1st JUNE

Ocean Hotel. Breakfast – the *worst*
ever!

Was stung by a *wasp*.

Got *lost*.

Having got *lost*,

missed lunch

Also,

missed the last *post*.

Tore my *best* dress. Late for dinner.

At dinner, met a most **dreary**

man!

- Listen to the complete unpaused version of the dialogues, concentrating on the pronunciation as well as on the meaning.
- The dialogues are now recorded with pauses so that you can repeat them in sections after the beeps. Concentrate on the particular pronunciation point being practised, but make sure also that the overall pronunciation sounds natural.
- Work in pairs. Read the dialogue aloud without the recording.

VOCABULARY

Task 2

Listen to the interview with Mrs. Jane Simpson, a London divorce lawyer. The words in italics will help you understand the interview.

Read the following sentences. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your own definition of the words.

- She started divorce *proceedings*, she knew that the procedure would take a lot of time.
- Kitty was unfaithful to her husband, but she hoped that he knew nothing about her *adultery*.

-
3. The pain was so strong, *intolerable*. She could hardly bear it.
-
4. Mary saw that her daughter had grown up already; she was *mature* to be married.
-
5. The situation was *tangible*, easy to understand.
-
6. In her doctor's conclusion she read "*irretrievable* breakdown" and she understood that she would never recover.
-

Task 3

Now try to match the words with a definition or synonym. Then compare your answers with those of another student.

- | | |
|--------------------------|---|
| ___ 1. proceedings (pl.) | a. definite, clear |
| ___ 2. adultery | b. unbearable, unendurable |
| ___ 3. intolerable | c. irrecoverable |
| ___ 4. mature | d. legal action |
| ___ 5. tangible | e. voluntary sexual intercourse of married person other than with spouse. |
| ___ 6. irretrievable | f. adult, grown-up |

TASK LISTENING

Task 4

Listen to the interview and check what is said about

- woman's _____ reasons
for _____ divorce
- man's _____ reasons
for _____ divorce
- real _____ (actual)

reasons

- grounds for divorce
-

LISTENING FOR DETAILS

Task 5

Read the following questions. Then listen to the interview again. As you listen, circle the best answer.

According to Jane Simpson, ...

1. Who most often starts divorce proceedings?
 - a. A man
 - b. A woman
 - c. Relatives
2. What is the real reason for divorce?
 - a. The couple have grown apart with time.
 - b. The couple have to live in different places.
 - c. The couple have much in common.
3. Why are people afraid to start divorce?
 - a. They are afraid of the judge.
 - b. They are afraid of the talk.
 - c. They are afraid of the unknown.
4. What do marriages need?
 - a. Money to be invested in them.
 - b. Entertainments and adventures.
 - c. Effort to be invested in them.
5. What mistake does a divorcee often make?
 - a. Rushes into another marriage.
 - b. Refuses to marry a second time.
 - c. Marries his/ her former wife/ husband again.
6. What is considered to be the fundamental reason for divorce?
 - a. Scandals.
 - b. Nervous disease.
 - c. Wish of both husband and wife.
7. Who suffers most of all?
 - a. The woman

- b. The man
 - c. Children
8. What should be done if the marriage does not work?
- a. To pretend that everything is good.
 - b. To get divorced.
 - c. To put up with the circumstances.
9. What is Mrs. Simpson's advice to people who decided to get divorced?
- a. To be honest with themselves and others.
 - b. To lie sometimes.
 - c. To fight to get the most for themselves.

FOLLOW-UP ACTIVITIES

Task 6

Read the following statements and decide whether they are true or false. Write *T* or *F* next to each statement.

- ___ 1. Adultery is a symptom rather than a reason for divorce.
- ___ 2. The man and the woman have similar reasons for divorce.
- ___ 3. People put up with the most intolerable situations because they do not know what awaits them.
- ___ 4. Marriages need effort to be invested in them.
- ___ 5. People always avoid making the same mistake twice.
- ___ 6. The couple do not have to explain reasons for divorce.
- ___ 7. If the atmosphere is tense there is a lot of relief when the parents divorce.
- ___ 8. Children should be a reason for a couple staying together.

Task 7

With your partner discuss the following questions.

- I. What is the most common reason for divorce? Why do marriages break down? Why are people ready to put up with the most intolerable circumstances for years? What should he done to make marriages work?
- II. Is it too easy to get divorced? What is considered to be the grounds for divorce? What should he changed in the divorce laws? Should people work hard at a marriage? Why?

III. Is the procedure difficult for a divorce lawyer? Why? What is the lawyer's advice to people who have recently got divorced?

ESSAY TOPICS

Choose one of the following topics.

1. "Marriage should be a five-year renewable contract, not a life-long commitment". What do you think of this proposition?

Write an essay in which you express your opinion and give reasons.

2. You are a journalist. Report Jane Simpson's story to your readers in 120 words. Decide which points are most important.

UNIT 8. PHONING A LANDLORD

PRONUNCIATION PRACTICE: STRESS TIME

English is a "stress-timed" language. That is to say the beats or "stress pulses" in connected speech follow each other at roughly equal intervals of time:

One Two Three Four

This means that if there are any *unstressed syllables* between stresses, these have to be fitted in without delaying the regular beat of the stress pulses (printed in bold type throughout):

One and a *Two* and a *Three* and a *Four*

The more unstressed syllables are after a stress, the quicker they must be said in order to "catch" the next pulse:

Yes, that was probably necessary, John.

Sometimes a stress pulse is **s i l e n t** (indicated by ^)

^

Yes *Yes* ^ *Yes*

The **s i l e n t** **s t r e s s** may sometimes be followed by some unstressed syllables:

^

Yes, Peter, ^ *he was at home.*

The silent stress can also come at the **b e g i n n i n g** of an utterance:

^

^ *He was at home, Peter.*

Task 1



/●.

- A /**D**inner's/**r**eady. /Come and/**g**et it.
 B /**W**hat's for/**d**inner?
 A /**S**omething/**s**pecial.
 B /**S**omething/**s**pecial?
 A /**C**hicken/**c**urry. /**D**on't you/**l**ike it?
 B /**Y**es, I/**l**ove it. /**W**hat's for/**p**udding?
 A /**W**ait and/**s**ee.

- Listen to the recorded dialogue and gently beat out the stresses either by tapping, or by beating.
- Listen and repeat after the beeps.
- Say the whole dialogue tapping the beat, then without tapping, but with the teacher conducting the beat.
- Perform the dialogue aiming for perfection.

Task 2

/● . /● ...

- A / **C**ome and/ **s**ee us at our/ **n**ew a/**p**artment.
 B / **W**here's your/ **n**ew a/**p**artment? / **I**s it in a/**n**other/ **d**istrict?
 A / **N**o, it's/ **v**ery/ **c**lose to the a/**p**artment that I/ **u**sed to/ **l**ive in./ **C**ome and/ **s**ee us.
 B / **H**ow about to/**m**orrow?
 A / **R**ound about/ **s**even? We're at/ **h**ome by/ **s**even./ **C**ome and have some/ **d**inner with us,/ **J**anet.
 B / **J**ohn, you/ **h**aven't/ **a**ctually/ **t**old me/ **y**et who/ '**u**s' is!

- Listen to the recorded dialogue and gently beat out the stresses.
- Listen and repeat after the beeps.
- Perform the dialogue aiming for perfection.

VOCABULARY

Task 3

The following words will help you understand the conversation. Try to guess the meaning of the words. Use your knowledge of English, or use your dictionaries. In

each set of words, cross out the word that does not have a similar meaning to the italicized word. Then compare your answers with the key. The first one has been done for you.

1. *tenant*, n

	renter	owner	lodger
--	--------	-------	--------
2. *rent*, n

	hire fee	fare	tenant's payment
--	----------	------	------------------
3. *in advance*, adv.

	due	beforehand	previously
--	-----	------------	------------
4. *fair*, n

	prejudiced	objective	just
--	------------	-----------	------
5. *trouble*, n

	disturbance	excitement	inconvenience
--	-------------	------------	---------------
6. *particular*, adj.

	special	obvious	peculiar
--	---------	---------	----------
7. *landlord*, n

	owner	householder	host
--	-------	-------------	------
8. *public*, adj.

	state	personal	civic
--	-------	----------	-------
9. *keep to*, v

	continue	fulfil	obey
--	----------	--------	------

TASK LISTENING

Task 4

Angela is a student at university. She is looking for a room to rent. She saw an advertisement and decided to phone the landlord.

Listen to the conversation. Angela asks the landlord about different things. As you listen, check the things that she asks about.

rent _____
 bathroom _____
 and kitchen _____
 single or _____
 shared room _____

house rules _____
 visitors, _____
 hours _____
 how far to _____
 public transport _____

LISTENING FOR DETAILS

Task 5

Read the following statements. Then listen to the conversation again and decide whether the statements are true or false. As you listen, write **T** or **F** next to each statement.

- ___ 1. The rent is £ 45 a week.
- ___ 2. Central heating is extra.
- ___ 3. Meals are not included in the rent.
- ___ 4. The room is shared.
- ___ 5. The bathroom and the kitchen are shared, too.
- ___ 6. The rent is paid monthly.
- ___ 7. The guests should be out by ten o'clock.
- ___ 8. The tube station is just round the corner.
- ___ 9. The bus service is regular.
- ___ 10. The address is 35, Chestnut Avenue, Walton.
- ___ 11. Angela would like to have a look at the room in the evening, about nine.

Task 6

Comprehension check. Answer the following questions:

1. Is Angela looking for a room or a flat to rent?
2. What advertisement has she seen?
3. What is the rent?
4. What does that include?
5. Is central heating extra?
6. Does the landlord want the rent weekly? Is there a deposit?
7. Are there any particular rules a tenant should keep to?
8. At what time must guests leave?
9. Is the house near public transport?
10. Does Angela think the accommodation and rules sound reasonable?
11. When is Angela going to have a look at the room?

FOLLOW-UP ACTIVITIES

Task 7

Work with a partner.

HOTEL RULES. Some hotels have a lot of rules!

<p>Guests <u>must not</u> use any electrical appliances in their room (shavers</p>	<p>Guests <u>should not</u> leave valuables in their bedrooms. The Management cannot</p>
--	--

excepted) without the permission of the Management.	be held responsible for loss or theft.
---	--

What words are used to express *obligation*? What is the difference between them?

Take turns expressing obligation. Use **should** / **shouldn't** / **have to** / **mustn't** to express the rules in column A and match them with a line in column B.

Example

You mustn't make any noise after 11.00 or you'll wake the other guests.

A

- make any noise after 11.00
- give me your valuables
- take a seat in the dining room early
- smoke in bed
- pay cash for drinks
- arrive back late
- having guests in your bedroom
- lock your room at night

B

- because it gets full very quickly.
- because we've had a few thefts.
- I'm afraid I can't put them on your bill.
- or you'll wake the other guests.
- and I'll put them in the safe.
- They must be entertained in the lounge.
- because you could cause a fire.
- because the front door's locked at midnight.

Task 8

You saw this advertisement for a room to let and decided to phone to ask for more information.

<u>ROOM TO LET</u>
Family house
Convenient for public transport
Would suit students

Reasonable rent
Phone 328 2691 – any time

Have a conversation with the landlord/ landlady.

ESSAY TOPICS

Choose one of the following topics.

1. Being a student you rent a room in Nizhny Novgorod. You share it with your friend. Your parents are anxious about the room you live in, your roommate, the landlord/ landlady, modern conveniences, house rules etc. Write a letter to them.

2. What is your idea of a perfect landlord/ landlady? Write an essay in which you express your opinion and give your reasons.

UNIT 9. THE HALLUCINATIONS OF MR. BUTT

PRONUNCIATION PRACTICE: CLUSTERS (continued)

Task 1

0t od 0s oz

A Who *baths* you?

B **She** *baths* me. She's **always** *bathed* me.

A Who *clothes* you?

B **She** *clothes* me. She's **always** *clothed* me.

A And yet she *loathes* you?

B She's **always** *loathed* me!

1. Listen to the complete unpaused version of the dialogue, concentrating on the pronunciation as well as on the meaning.

2. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.

3. Work in pairs. Read the dialogue aloud without the recording.

Task 2

sps sts spt skt sks

- A The hotel caters mainly for *tourists*.
 B As usual, they *gasp*ed in terror as we *whisk*ed away* the bedclothes.
 A And as we *whisk*ed away the pillows, there were more *gasps*...
 B Even though these *tasks* were performed nicely.
 A None of the *guests* ever requests a second night in the haunted room.
 B As *hosts*...
 A Resident *ghosts* ...
 B We find this so disappointing.

*whisk away: take quickly and suddenly

- a. This dialogue is devoted to a selection of three consonant clusters in word final position. Listen to the complete dialogue, then repeat it in sections after the beeps.
 b. Read the dialogue without the recording.

VOCABULARY

Task 3

The word in italics will help you understand the interview. Read the following sentences. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your definition of the words.

1. He *was dismissed* by his firm for disciplinary reasons.

2. The medical profession *has long been seeking* a remedy for the common cold.

3. The soil was hard, but several plants *burst forth* out of the earth.

4. He *pounded* on the door so hard that everyone woke in the house.

5. He lived in the *suburbs* and had to go to the city by train every day.

6. As the rooms were in a mess it was necessary *to straighten* everything *up*. So we started fixing up the flat.

Task 4

Now try to match the words with a definition or synonym. Then compare your answers with those of another student.

- | | |
|------------------------|---------------------------|
| ___ 1. dismiss | a. beat heavily |
| ___ 2. seek | b. put in order, sort out |
| ___ 3. burst fourth | c. outlying district |
| ___ 4. pound | d. make way |
| ___ 5. suburb | e. send away, fire |
| ___ 6. straighten (up) | f. look for, try to find |

TASK LISTENING 1**Task 5** 

You will hear a story about Mr. Butt. As you listen, give short answers to the following questions.

1. Where did the Joneses live?

2. How did Mr. Butt find them?

3. What were the Joneses doing when Mr. Butt found their house at last?

4. By what did Mr. Butt entertain the young couple?

5. What did Mr. Jones tell his guest from time to time?

LISTENING FOR DETAILS**Task 6** 

Read the following questions. Then listen to the story again. As you listen, circle the best answer.

1. What did Mr. Butt like to do?
 - a. To entertain his friends.
 - b. To take friends to the club.
 - c. To give advice.
2. What were the Joneses?
 - a. Newly-weds who had moved into a new house.
 - b. Young people who had moved into a new house.
 - c. An elderly couple who had moved into a new house.
3. Why was Mr. Butt eager to see the Joneses?
 - a. He thought they were tired.
 - b. He thought they were lonely.
 - c. He thought they were careless.
4. How did Mr. Butt find the right house.
 - a. His intuition led him to the right house.
 - b. He knew the address.
 - c. He pounded at the door of every house.
5. How did Mr. Butt entertain the Joneses?
 - a. He arranged a party.
 - b. He did all the talking.
 - c. He sang songs.
6. Did the Joneses enjoy the evening?
 - a. They were delighted.
 - b. They quarrelled with Mr. Butt.
 - c. They didn't know how to get rid of their guest.
7. What did Mr. Butt promise the Joneses?
 - a. To come back the next day.
 - b. Never to come back.
 - c. To see them next month.

LISTENING FOR SPECIFIC INFORMATION

Look at this:

Pat Thompson
Mr. Bengtsson
Weald of Watford

King's Head Hotel
Harrow Road
Heathrow

Task 7 

Listen to the telephone call on the cassette twice. While you are listening, complete the telexes below.

63461 WEALD G
92730 SODER S
4 APRIL 2001

ATTN MR BENGTSSON

THANKS FOR YOUR LETTER OF (1) GLAD TO WELCOME YOU HERE (2) PLEASE BE OUR GUEST AT (3) THAT EVENING. WOULD YOU LIKE A HOTEL IN LONDON OR (4) ? WEALDS IS 45 MINUTES BY TRAIN FROM LONDON OR BY TAXI FROM THE AIRPORT.

THOMPSON WEALD

92730 SODER S
63461 WEALD G
4 APRIL 2001

ATTN MR THOMPSON

GRATEFUL FOR YOUR ASSISTANCE. PLS BOOK ME INTO HOTEL IN WATFORD (5) APRIL, AND NOTIFY ME OF ADDRESS AND (6)

BENGTSSON

63461 WEALD G
92730 SODER S
5 APRIL 2001

ATTN MR BENGTTSSON

HAVE RESEVED HOTEL ACCOMMODATION AT (7), 3 EEE 2
HARROW ROAD, WATFORD, NEAR THE (8), TELEPHONE
(9) SHALL CALL FOR YOU (10) MONDAY AND
LOOK FORWARD TO SEEING YOU.

THOMPSON WEALD

FOLLOW-UP ACTIVITIES

Task 8

Complete the following conversation with phrases from the list below. Use each phrase only once.

Brighton Bridge Hotel. Good morning.

1. _____

2. _____

Yes. Can I help you, Mr. Dexter?

3. _____

Very good. What room would you like?

4. _____

When will you be arriving, sir?

5. _____

Right. We'll be pleased to host you.

6. _____

It's 45 minutes by train, sir. And about half the time by taxi.

7. _____

You are welcome, sir.

- a. A single room with air-conditioning.
- b. Good morning.
- c. By the way, how long will it take me to get to your hotel?
- d. Thank you.
- e. My name is George Dexter.
- f. Tuesday morning.
- g. I want to make a reservation for the next week.

Task 9

With your partner discuss the following questions.

I. Why is the story entitled "The Hallucinations of Mr. Butt? What impression do you have of Mr. Butt from the story? What sort of person is he? Think of 5 adjectives to describe his character.

II. What sort of person are you? Are you generally aware of other people's feelings? Do you find it difficult to meet new people? Do you frequently make people laugh? Does your mood change often and suddenly? When decisions have to be made, do you think first of yourself? Can your friends trust you and depend on you? Do you generally like other people's company? Do you worry and think too much about detail? Are you usually quite a happy, smiling person? Do you sometimes not tell the truth because you do not want to hurt someone's feelings?

ESSAY TOPICS

Choose one of the following topics.

1. Imagine you are Mr. Jones. Describe the night you spent with Mr. Butt. Express your opinion.

2. What qualities do you most admire in people? What characteristics most annoy you in people? Write an essay in which you express your opinion and give your reasons.

UNIT 10. HEARING NUMBERS

PRONUNCIATION PRACTICE: LINK-UP

The dialogues in this unit provide contextualised practice in linking words ending in a *consonant* sound to words beginning with a *vowel* sound. The basis of organization and selection is place and manner of articulation.

One practice technique which many students find helpful is to treat the final consonant sound of a word as though it were transferred to the next word.

e.g Practise
as though it were

put it off
pu – ti – toff

Used with care, this device helps to promote good linking. It should be noted, however, that though *linked* to words beginning with vowel sounds, final consonant sounds are not usually in fact fully *transferred* in English. Thus, for example, in the phrase "stop anywhere", the *p* at the end of 'stop' is not strongly aspirated as would be if 'any' became 'penny'. Though linked, 'stop' and 'anywhere' retain their identity.

Task 1

k g

- A I'd like a walk – I think I'll take the dog out, Betty.
 B I'd like a drink – I think I'll go to the 'Duke of York' and drink a cool lager.
 A *You'd* like a drink, Betty? *You'd* like a drink? Oh, well ...
 Let's *both* take the dog out, then!
 B Fine.
 A No, dammit. Let's leave the dog at *home*!

- a. Listen to the complete unpaused version of the dialogue concentrating on the pronunciation as well as on the meaning.
 b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.

Words printed in *italics* should be given extra emphasis.

- c. Read the dialogue without the recording. You may like to do this with a friend so that you can take a part each.

Task 2

t d

- A George, it's not possible! Your *leg*! You *can't* judge a beauty contest today.
 B You know where my crutch is, Bertha.
 A Of course, dear. But George, I really think you should ...
 B Fetch it!

- a. Listen to the complete dialogue, then repeat it in sections after the beeps.
 b. Read the dialogue without the recording.

VOCABULARY

Task 3

The words in *italics* will help you understand the text. Try to guess the meaning of the words. Use your knowledge of English, or use your dictionaries. In each set of words, cross out the word that does not have a similar meaning to the italicized word. Then compare your answers with the key. The first one has been done for you.

1. *ingredients*, n.

parts	mixtures	elements
2. <i>recipe</i> , n.		
	directions	instructions
traditions		
3. <i>heat</i> , v.		
	warm	make hot
chill		
4. <i>mix</i> , v.		
	blend	separate
put together		
5. <i>stir</i> , v.		
	mix	soothe
beat		
6. <i>sheet</i> , n.		
	case	layer
plate		
7. <i>invest</i> , v.		
	provide	supply
withdraw		
8. <i>promote</i> , v.		
	advertise	publicize
hinder		

TASK LISTENING I

Task 4

Your new American friend is going to call on the phone to give you the recipe for making one of America's most popular foods, *chocolate chip cookies*. Numbers can be hard to hear in a foreign language, so listen carefully. If you make a mistake with the numbers, the cookies might not taste good!

The measurements are given in American units, followed by metric units (cups, teaspoons, ounces, and Fahrenheit; milliliters, grams, and Celsius)

Ingredients

_____ cup or _____ grams white sugar

_____ cup or _____ grams brown sugar

Methods

Heat the oven to _____° Fahrenheit or _____° Celsius

____ cup or ____ grams butter
 1 egg
 ____ teaspoon or ____ ml vanilla
 ____ cups or ____ grams flour

 ____ teaspoon or ____ grams salt
 ____ teaspoon or ____ grams baking soda
 ____ cup or ____ grams nuts
 ____ ounces or ____ grams chocolate chips

Mix sugar, butter, eggs, and vanilla thoroughly. Stir in remaining ingredients.

Drop dough by rounded teaspoonfuls about ____ inches or ____ centimeters apart on ungreased cookie sheet.

Bake ____ to ____ minutes until light brown.

Cool slightly before removing from cookie sheet. This recipe makes about ____ dozen cookies, which is ____ individual cookies.

TASK LISTENING II

Task 5

Listen to this short article and fill in the numbers.

Cookie business

Cookies are a big business in the U.S. One shop in Boston sells _____ warm cookies every day, mostly chocolate chips. On the West Coast, a ____ year-old American, Wally Amos, has made his fortune from chocolate chip cookies.

When Amos was ____ years old, he went to live with his Aunt Delia, who made cookies for him, from a recipe created in _____. Amos joined the Air Force in _____, and his aunt sent him cookies so he wouldn't be homesick. For Amos, as for most Americans, cookies represent love and home.

After the Air Force, Amos worked for other people for ____ years. In _____, he decided he could make more money if he had his own business. He talked some friends into investing _____ in a cookie business. He worked _____ hours a day, baking cookies and thinking of clever ways to promote them. For instance, he traded _____ worth of cookies for advertising time on a local radio station. In _____, he began selling cookies in department stores on the East Coast. That year the cookie corporation took in _____. By _____ the company made _____. Amos now has _____ employees, and they produce more than _____ pounds of cookies a day.

Task 6

Comprehension check. Answer the following questions.

1. What business is considered to be a big one in the U.S.? 2. Who has made a fortune from chocolate chip cookies? 3. Who was the first to treat Amos to cookies? 4. Why did the aunt send him cookies when he served in the Army? 5. When did Amos decide to start his own business? 6. What did he talk his friend into? 7. How much did Amos work? 8. When did he begin to sell his cookies in department stores? 9. How much did the cookie corporation take in that year? 10. How much money did the company make by 1982?

FOLLOW-UP ACTIVITIES

Task 7

How do you say these numbers in English? Write your answers after each one.

1. 462 _____
2. $2\frac{1}{2}$ _____
3. 2,345 _____
4. 6.75 _____
5. 0.25 _____
6. $3\frac{1}{2}$ _____
7. 1,250,000 _____
8. 10.04 _____
9. 47% _____
10. 10 September _____
11. 3 July _____
12. 602 8477 (phone number) _____
13. -5 centigrade _____
14. In 1903 _____
15. In 1876 _____

Now practise saying them.

Task 8

Correct the mistakes in these sentences.

1. After the game I heard the crowd was over twenty thousands.
2. We arrived on the ten September.
3. There were two hundred twenty altogether.
4. I got twenty-five from forty in my test.
5. My birthday is thirty-one August.
6. My phone is seven twenty three, six nought nine.

Task 9

Write answers to these problems.

1. 23 and 36 is _____.
2. 24 times 8 is _____.
3. 80 minus 20 is _____.
4. 65 divided by 13 is _____.
5. Add 10 and 6, multiply by 8, then subtract 40 and divide by 11. What have you got left? _____.
6. Divide 33 by 11, multiply by 7, and 10, and subtract 16. What number is left?
_____.

ESSAY TOPICS

Choose one of the following topics.

1. Eating habits differ from country to country. In some countries certain foods are taboo.

What unusual things are eaten in your country? Has your country got a national dish? How do you make it? Write an essay in which you use examples to support your opinion.

2. Describe your favourite cuisine. Express your attitude to it.

UNIT 11. ARE YOU A GOOD COOK?

PRONUNCIATION PRACTICE: LINK-UP (continued)

Task 1

p b

A Now the psychological test. Ready? Quickly say the first verb each *noun* brings to your mind. Don't stop and think. Is that clear? Don't stop and think.

B I hope it's clear, yes.

A Right. The first noun ... 'Handbag'.

B Grab. Grab a handbag.

A 'Bank'.

B Rob a bank.

A 'Man'.

B Stab a man.

A Stab a man. Mm ...er...

B Don't stop and think, Doctor! Don't stop and think!

a. Listen to the complete unpaused version of the dialogue concentrating on the pronunciation as well as on the meaning.

- b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.
 c. Read the dialogue without the recording.

Task 2

t d

- A I'm called 'Pat', and I don't like my name. It isn't attractive.
 B But 'Pat' isn't as bad as some names. What about 'Dot'? Dot isn't attractive.
 A Oh, no. Dot isn't at *all* nice, no ... Even *Pat* isn't as bad as *Dot* ... What are *you* called, by the way?
 B You've guessed it!

- a. Listen to the complete dialogue, then repeat it in sections after the beeps. Words pointed in italics should be given extra emphasis.
 b. Read the dialogue without the recording.

VOCABULARY

Task 3

The words in italics will help you understand the recipe and the supermarket ads. Read the following sentences. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your definition of the words.

1. The pepper steak was *delicious*, because the chef had chosen excellent meat and it was cooked just long enough.

2. She *grated* the cheese and put it on top of the pasta.

3. Then *fold* the omelette in half, cover the pan, and wait three or four minutes.

4. Carefully turn the fish over, using two *spatulas* if necessary.

5. Many farmers sell their *produce* directly from the farm.

6. Those coats are a *bargain* – they're being sold at half-price.

7. I can't *afford* to lose the good will of our customers.

8. This firm is one of our biggest *competitors*.

9. We need to arrange the *supply* of office stationary.

Task 4

Now try to match the words with a definition or synonym. Then compare your answers with those of another student.

- | | |
|-------------------|--|
| ___ 1. delicious | a. double |
| ___ 2. grate | b. appetizing |
| ___ 3. fold | c. have enough money/ time, etc. (for) |
| ___ 4. spatula | d. stock, store |
| ___ 5. produce | e. rival |
| ___ 6. bargain | f. broad-bladed cooking utensil |
| ___ 7. afford | g. reduce to small particles by rubbing on rough surface |
| ___ 8. competitor | h. food, etc. that is grown on a farm and sold |
| ___ 9. supply | i. smth. that is cheaper than usual |

TASK LISTENING I

Task 5

Listen to the cooking show about making an omelette. While listening, circle the ingredients.

eggs	celery	milk	water
garlic	cheese	peppers	ham

LISTENING FOR DETAILS

Task 6

Listen to the cooking show again. While listening, number the directions from 1 to 5.

- _____ Put the cheese on top of the eggs.
 _____ Put the eggs in a bowl and stir them.
 _____ Cover the pan for three or four minutes.
 _____ Cook the eggs on low heat for five minutes.
 _____ Add milk and water, and put the eggs into a pan.

TASK LISTENING II

Task 7

Listen to supermarket ads. Write what is on sale in column A and the prices in column B.

Supermarket	Food	Price
1. Big's Market	_____	_____ ¢ a pound
2. William's Grocery	_____	_____ ¢ a pound
3. Super Save Foods	_____	_____ ¢ a can

FOLLOW-UP ACTIVITIES

Task 8

Describing food. Choose a possible adjective from the box to describe each of these foods.

- lemon _____
 chicken _____
 honey _____
 bacon _____
 ice cream _____
 fillet steak _____
 chillies _____
 avocado _____

tasty	bland	sweet	salty
tender	bitter	lean	hot/ spicy
	fatty		

Task 9

Which is the odd one out in each group, and why?

1. pork veal salmon beef
2. salmon shrimp oyster lobster
3. lettuce aubergine tomato cucumber
4. peach onion cauliflower courgette
5. chicken turkey goose mussels

Task 10

With your partner, discuss the following questions.

I. Who cooks your meals? Do you like to cook? If so, what do you cook best? Do you like steak? If, so how do you like it cooked – rare, medium–rare, medium or well–done? Would you say that food in your country is very spicy? Would you say that food in your country is generally quite fattening?

II. Have you ever been on a diet? What did you eat? What foods should you eat if you want to lose weight? What foods should you eat if you want to put on weight?

ESSAY TOPICS

Choose one of the following topics.

1. Omelettes are excellent for breakfast and they are easy to cook. Using the vocabulary of *Task 6* write the recipe of an omelette.

2. On a sheet of paper write the recipe of your favourite dish for the class cookery book.

UNIT 12. DINING OUT

PRONUNCIATION PRACTICE: CLARITY OF SOUNDS. VOICING

In unstressed syllables, consonants are often reduced in clarity, just as vowels are reduced. However, in the stressed syllables of emphasized words, it is important to make the consonant sound clear.

One of the most basic distinctions between English sounds in *voicing*.

Task 1

Practise contrasting the following English sounds, voiced and unvoiced.

VOICED

UNVOICED

zoo.....Sue

lazy.....lacy

raising.....racing

van.....fan
dime.....time
goat.....coat
leaving.....leafing
Jane.....chain
exuse (verb).....exuse (noun)
Ms.....Miss
close (verb).....close (adjective)
lose (verb).....loose (adjective)
prove (verb).....proof (noun)
use (verb).....use (noun)

Task 2

Listen and then practise the following sentences.

1. a. He wants peas. Not carrots?
 b. He wants peace. Not war?
2. a. There's something in my eyes! Call a doctor.
 b. There's something in my ice! Call a waiter.
3. a. Does she call herself Ms Brown?
 b. Does she call herself Miss Brown?
4. a. Did you say the verb "use"?
 b. Did you say the noun "use"?
5. a. He raised a horse. Where did he keep it?
 b. He raced a horse. Did it win?

VOCABULARY

Task 3

The following words will help you understand the text. Try to guess the meaning of the words. Use your knowledge of English, or use your dictionaries. In each set of words, cross out the word that does not have a similar meaning to the italicized word. Then compare your answers with the key. The first one has been done for you.

1. *bewilderment*, n

	confusion	perplexity
tolerance		
2. <i>misgiving</i> , n		
	fault	apprehension
3. <i>date</i> , n		fear
	rendezvous	meeting
wedding		
4. <i>familiar</i> , adj.		
	recognized	misleading
well-known		
5. <i>anxious</i> , adj.		
worried	calm	troubled
6. <i>grip</i> , v		
release	clasp	hold
7. <i>sheer</i> , adj.		
transparent	thick	see-through
8. <i>slippery</i> , adj.		
greasy	oily	drowsy
9. <i>gasp</i> , v		
squeeze	choke	fight for breath
10. <i>hot</i> , adj.		
spicy	seasoned	mild
11. <i>tepid</i> , adj.		
icy	lukewarm	warmish
12. <i>dismal</i> , adj.		
wretched	cheerful	miserable

Task 4

Now try to match the following words with a definition or synonym. Then compare your answers with the key.

- | | |
|-----------------|---|
| ___1. cleaver | a. letter/symbol used in writing or printing |
| ___2. chopstick | b. outside, shell |
| ___3. platter | c. large axe used by butchers |
| ___4. smear | d. to drink taking only a small quantity at a time |
| ___5. character | e. large serving plate |
| ___6. crust | f. long stick used by oriental people for eating food |
| ___7. sip | g. to spread (smth greasy) |

TASK LISTENING

Look at this:

chow yuke
fried won ton

polo pai gwat
chow mein

Task 5

Jane is an American schoolgirl. The story you are going to listen to is about her first visit to a Chinese restaurant.

While you are listening, take notes under these headings.

The menu _____

The food _____

Eating with chopsticks _____

Jane's feelings _____

LISTENING FOR DETAILS

Task 6

Read the following statements. Then listen to the story and decide whether the statements are true or false. As you listen, write *T* or *F* next to each statement.

- ___ 1. Stan and his friends were met by an elderly waiter, Tom by name.
- ___ 2. Chinese dishes were familiar to Jane.
- ___ 3. Everyone ate with chopsticks.
- ___ 4. As the dishes were passed around she served herself large portions and hoped that others would not notice.
- ___ 5. Jane could not control the bamboo sticks - the chopsticks separated.
- ___ 6. She liked the shrimp roll most of all.
- ___ 7. Jane felt lonely and dispirited.
- ___ 8. The meal was a dismal failure and Jane blamed Stan for that.

Task 7

Comprehension check. Answer the following questions.

1. What restaurant did Stan take Jane to?
2. What was displayed in the window of the restaurant?
3. What did the man at the cash register do as Stan guided Jane into the restaurant?
4. Who met the young people?
5. On what terms were Tom and Stan?
6. Why was Jane bewildered when the menu was brought?
7. What dish did Jane order for herself? Why?
8. Why did she serve herself the smallest possible portions?
9. Did the young people eat with forks or chopsticks?
10. What happened when Jane tried to pick up a piece of green pepper from the sauce?
11. Did she like the shrimp roll?
12. Why did the girl feel miserable and left out?
13. Did she blame Stan for that?

FOLLOW-UP ACTIVITIES

Task 8

With your partner, discuss the following questions.

I. What do you think influences a country's food? What dishes is your country famous for? What kind of food is eaten a lot?

II. In your opinion, which is the most important meal of the day? Why? How does your life-style influence the way you eat? How healthy do you think your diet is?

Is it possible to eat healthy food in today's busy world?

ESSAY TOPICS

Choose one of the following topics.

1. There have been many changes in our eating habits over the past few years. What do Russian people eat nowadays, and how well do they eat? Does eating have a festive/celebratory role in your life? Or, do you think people focus too much on eating when they are in social situations?

Write an essay in which you express your opinion.

2. Imagine you are Jane. Write a letter to a friend of yours about your first grown-up date.

UNIT 13. AT THE TABLE

PRONUNCIATION PRACTICE: LINK-UP (continued)

Task 1



pb td kg t dz fv 0 sz mnn I

- A One cup only, Mrs Lobb, I think... I diet, actually.
 No bread, of course... Oh, that beautiful cake, if you like.
 Not very big, I beg you... Oh, *too* much, I assure you. Well, that's not *too* large, I suppose... If I *have* to have a double portion please make the second slice small.
 Cream? On both - oh dear! With even *more* cream? Really, this is excessive...
 I wish I could persuade you not to...
- B Some jam on it?
- A Nothing else.
- B Ah.
- A The jam will indeed be the *climax!*

- a. Listen to the complete unpaused version of the dialogue concentrating on the pronunciation as well as on the meaning.
- b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.
- c. Read the dialogue without the recording.

VOCABULARY

Task 2

The words in italics will help you understand the interview. Read the following sentences. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your own definition of the words.

1. Some parents spend a lot of time teaching their children good *manners*. They want them to have good behavior at the dinner table and in public.

2. Men who like a *casual* life-style don't worry about wearing a suit and tie every day.

3. Driving at night is difficult. Lights from oncoming cars can *impair* the driver's *vision*.

4. Little children love to play the game of *peek-a-boo*, hiding from adults and then looking around the corner for attention.

-
5. When you drink out of a glass, your lips touch the *rim* of the glass.
-
6. City streets are often dirty and *unsanitary* because garbage is left on them.
-
7. Wine glasses look more elegant than regular drinking glasses because they have long *stems*.
-
8. A quick way to wipe your mouth is to *dab* it with a napkin.
-
9. People who are overly concerned about small problems are sometimes referred to as *neurotic*.
-
10. If red wine or tomato sauce gets on your clothes, you will have trouble getting them clean, the *stain* from these foods is difficult to wash out.
-

Task 3

Now try to match the words with a definition or synonym. Then compare your answers with those of another student.

- | | |
|----------------------|-------------------------------------|
| ___ 1. manners | a. make it difficult to see |
| ___ 2. casual | b. overly worried about things |
| ___ 3. impair vision | c. habits of behavior |
| ___ 4. peek-a-boo | d. not clean; not healthy |
| ___ 5. rim | e. thin bottom part of a wine glass |
| ___ 6. unsanitary | f. dirty mark or colour |
| ___ 7. stem | g. top of a glass |
| ___ 8. dab | h. small child's hiding game |
| ___ 9. neurotic | i. touch lightly and gently |
| ___ 10. stain | j. informal |

TASK LISTENING

Task 4

Listen to the interview. You will hear examples of Craig Claiborne's opinion on manners. As you listen, check the things that he talks about.

dirty fingernails _____

brushing

teeth _____

talking at the table _____

candles on the table _____

flowers on the table

wine service

Task 5

The interview has been divided into three parts. Read the following questions and circle the answer that best expresses the main idea of each part.

1. What is Craig Claiborne's opinion about people at the table?
 - a. He says we eat the wrong food.
 - b. He feels our manners are generally good.
 - c. He is worried about our manners.
2. How does Craig Claiborne think we should behave at the table?
 - a. We should be very proper.
 - b. We should be very casual.
 - c. We should do special things.
3. What is his concern about wine?
 - a. People order the wrong wines at the wrong time.
 - b. People do not drink, serve, or talk about wine properly.
 - c. People drink too much wine when they go out.

LISTENING FOR DETAILS

Task 6

Read the following statements. Then listen to the interview again and decide whether the statements are true or false. As you listen, write **T** or **F** next to each statement.

___ 1. Craig Claiborne had several weeks of summer vacation.

___ 2. He works for the *New York Times*.

___3. He sees a decline in our manners.

Craig Claiborne says he...

___4. would never go out in public with dirty fingernails.

___5. would not go out without brushing his teeth.

___6. leads a very formal lifestyle.

According to Craig Claiborne, you should...

___7. never put candles on a table.

___8. put only low flower arrangements on the table.

___9. always hold a wine glass by the rim.

___10. hold a good wine glass by the stem.

___11. wipe your lips each time you drink some wine.

___12. not order champagne at dinner.

___13. let wine drip on the label when you pour it.

___14. show your guests the wine before you serve it.

FOLLOW-UP ACTIVITIES

Task 7

In small groups, discuss your answers to the following questions. What advice on table manners does Craig Claiborne give to radio listeners? Do you agree with him? Why or why not?

Task 8

Work in pairs and discuss table manners that are important in your country.

Your partner is planning to visit your country, and is not familiar with the eating customs there. Use *should*, *shouldn't*, *should always* or *should never* to give advice on the following topics:

- when to begin eating
- refusing to eat what you are served
- talking while eating
- smacking your lips or licking your fingers
- putting your elbows on the table
- yawning at the table
- leaving food on your plate
- excusing yourself from the table

- a. Listen to the complete unpaused version of the dialogue concentrating on the pronunciation as well as on the meaning.
- b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.
- c. Read the dialogue without the recording.

Task 2

- j
- A My thigh and my arm still hurt. I expect to be up tomorrow, though. Tea or coffee or something? The coffee isn't very good.
- B Thanks. Tea, I think.
- A Room Service? Could we have tea in Room Twenty, please? For two, please.
- B I *am* sorry about the accident. We all miss you.
- A Hm. I ought to learn to ski a bit better.
- B Merely to *see* a bit better, Dick.
- A I don't like to ski in glasses.
- B If you can't see a *tree*, I think you should wear them.

- a. Listen to the complete dialogue, then repeat it in sections after the beeps.
- b. Read the dialogue without the recording.

VOCABULARY

Task 3

The words in italics will help you understand the text. Try to guess the meaning of the words. Use your knowledge of English, or use your dictionaries. In each set of words, cross out the word that does not have a similar meaning to the italicized word. Then compare your answers with the key. The first one has been done for you.

1. *encourage*, v

enclose inspire stimulate

2. *abstinence*, n

giving up forbearance forgiveness

3. *rear*, v

raise breed arouse

4. *trawling*, n

fishing net sail drag-net

5. *deliver*, v

keep bring carry

6. *available*, adj.

7. <i>stale</i> , adj.	obtainable	obstinate	present for use
8. <i>claim</i> , v	decayed	unfresh	crisp
9. <i>provide</i> , v	deny	declare	insist
	supply	cater	remove

TASK LISTENING

Look at this:

John Lees	cod - large sea fish
Marlin	protein - any of a class of nitrogenous compounds essential in all living organisms
Mossley, Manchester	cell - unit of structure of organic matter
Old Ford Road	

Task 4

Listen to the article about Britain's best-known meal. While you are listening, take notes under these headings.

- Eating fish in the Middle Ages _____

- Chips _____
- What made fish available in large quantities _____

- The worst thing about eating fish-and-chips _____

LISTENING FOR DETAILS

Task 5

Read the following questions. Then listen to the article again. As you listen, circle the best answer.

1. Why did the Roman Catholic Church encourage people to eat fish on Fridays?
 - a. Fish was very cheap.
 - b. Fish was a substitute to meat.
 - c. Fish was a regular part of a diet.
2. Why did governments encourage people to eat fish?
 - a. It helped to rear animals for meat.
 - b. It helped to provide jobs in ports.

- c. It helped to provide ready-to-eat food.
- 3. Since when has fish been available in large enough quantities?
 - a. Since the Victorian times.
 - b. Since the reign of Elizabeth.
 - c. Since the 1830s.
- 4. Where did the idea of cutting and deep-frying potatoes come from?
 - a. Italy.
 - b. Germany.
 - c. France.
- 5. What happened in the middle of the 19th century?
 - a. Fresh fish became available at low prices.
 - b. Fresh fish was imported from France.
 - c. Fresh fish could not be delivered to places inland.
- 6. What should one do to avoid health problems?
 - a. To eat fish-and-chips regularly.
 - b. To get the right amounts of the right sorts of foods.
 - c. To eat only fruits and vegetables.

FOLLOW-UP ACTIVITIES

Task 6

Comprehension check. Answer the following questions.

1. Why did the Roman Catholic Church encourage people to eat fish on Fridays?
2. Why did governments encourage people to eat fish? 3. Why did people buy fried fish by the 1830s? 4. How were the potatoes cooked in early Victorian times?
5. Where did the idea of deep-frying chips come from? 6. What made fresh fish available in large quantities in the second half of the 19th century? 7. Where do we get energy to fuel our body from? 8. Is it available to eat fish-and-chips regularly? Why?

Task 7

With you partner, discuss the following questions.

- I. Do you believe that we are becoming more diet and health conscious? Are we basically responsible for our own health? Do you eat much processed food with its preservatives and chemicals? Is your diet healthy and well-balanced? What are your favourites in food?
- II. Do you frequent fast food restaurants? What kinds of food can you order there? Do you usually eat in or take your food away? Are meals expensive? What are the advantages and disadvantages of fast food restaurants?

ESSAY TOPICS

Choose one of the following topics.

1. Imagine you are a vegetarian. Why do you think you follow a healthy way of eating? Write an essay in which you use examples to support your opinion.
2. Write a short lecture on one of the best-known meals in Britain - fish-and-chips.

UNIT 15. YOUTH CULTURE**PRONUNCIATION PRACTICE: CLARITY OF SOUNDS: ASPIRATION**

The unvoiced stops ("p", "t" and "k") have an extra signal to make the distinction between voiced and unvoiced sounds very clear. This signal is an extra puff of air. The puff of air is a help for clarity.

Remember:

The unvoiced stops have an extra puff of air

- at the beginning of a word
- before a clear vowel

Task 1 

Listen and then practise the difference between voiced and unvoiced sounds by saying the following words.

buy.....pie
bet.....pet
down.....town
done..... ton
game..... came
dense..... tense
dough..... toe
base..... pace
good.....could

Task 2 

Listen to these questions. Then practise saying the questions and their correct responses.

- | | |
|-------------------------|------------------|
| 1. a. What's a bill? | Paper money. |
| b. What's a pill? | Medicine. |
| 2. a. Where's the path? | Over the hills. |
| b. Where's the bath? | In the bathroom. |

- | | |
|-----------------------------|----------------------|
| 3. a. Is it gold? | No, it's silver. |
| b. Is it cold? | No, it's hot. |
| 4. a. Do you have the time? | Yes, two o'clock. |
| b. Do you have the dime? | No, did you lose it? |
| 5. a. What's a girl? | A young woman. |
| b. What's a curl? | A twist of hair. |

VOCABULARY

Task 3

The words in italics will help you understand the lecture. Read the following sentences. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your own definition of the words.

1. Great fit. Great fabric. Great *style*. In short, everything you need to make your travel comfortable and care-free.

2. These go-anywhere separates are everything you expect *pure* silk to be - and more.

3. This is the most *expensive* shop in the town.

4. To return *items* it is important to keep receipts, as most stores require them for exchanges or refunds.

5. Tax is payable on all *income* over £ 2000.

6. Our costs have been *reduced* by 15 %.

7. The company operates nationwide through its *network* of agents and contacts.

8. Man-made *fibres* are hard-wearing and long-lasting.

9. *Sales* are up this month.

Task 4

Now try to match the words with a definition or synonym. Then compare your answers with those of another student.

- | | |
|-------------------|---|
| ___1. style | a. piece of merchandise |
| ___2. pure | b. cloth |
| ___3. expensive | c. make less |
| ___4. item | d. closely linked group of people/organizations, etc. that
work together |
| ___5. income | e. the amount of goods/services sold |
| ___6. reduce | f. high-priced |
| ___7. network | g. fashion |
| ___8. fibre | h. genuine |
| ___9. sales (pl.) | i. earnings |

TASK LISTENING

Task 5

The extract you will hear comes from a lecture on *Youth Culture*.


Listen to the lecture and make notes. Put down all the words and expressions showing reason, result or cause.

Task 6

Read the following questions. As you listen, circle the best answer.

1. Why were a whole series of industries specifically directed at the teenage market?
 - a. Teenagers left school at 15 or 16.
 - b. Teenagers had spare money.
 - c. Teenagers married in their early twenties.
2. Why were clothes an expensive item for the family of the 1920s or 1930s?
 - a. Clothes were made of man-made fibres.
 - b. Styles changed slowly.
 - c. Clothes were made of natural materials.
3. Why are clothes much cheaper today?
 - a. This is the result of changes in technology.
 - b. This is the result of a national TV network.
 - c. This is the result of rapid changes in fashions and styles.

LISTENING FOR DETAILS

Task 7 

Read the following statements. Then listen to the lecture again and decide whether the statements are true or false. As you listen, write *T* or *F* next to each statement.

- ___ 1. The topic of the lecture is British society since 1945.
- ___ 2. In 1950, a teenager was someone with surplus money.
- ___ 3. During the 1970s young people left school at 15 or 16.
- ___ 4. Their parents had much spare money.
- ___ 5. More often than not teenagers rented a flat.
- ___ 6. Few parents asked their children for realistic sums of money for food and lodging.
- ___ 7. Due to rapid changes in styles clothes today are much cheaper.
- ___ 8. Man-made fibres and mass production are the basic causes of reductions in real price.
- ___ 9. The idea of fashion was promoted heavily to the youth market because the clothing industry did not want to lose sales.

Task 8 

Comprehension check. Answer the following questions.

1. Why were a whole series of industries specifically directed at the teenage market?
2. Why was "high fashion" undesirable during the 1920s and 1930s?
3. What are the advantages of man-made fibres?
4. Why was the idea of youth fashion promoted heavily?
5. What was one of the results of a national TV network?

FOLLOW-UP ACTIVITIES**Task 9**

Go back to your notes. Compare your list of words and expressions showing reason, result or cause with that of another student.

Task 10

Work with a partner. Take turns completing the following sentences from the lecture you have listened to.

1. By 1980 the word "teenager" had developed a much wider and complex meaning. This was probably because... .2. The main reason was that teenagers 3. Almost every penny was accounted for, since 4. Because few parents... . 5. Consequently, industry... . 6. Due mainly to changes in technology, 7. The clothing industry did not want to lose sales so... . 8. One result of a national TV network was that... .

Task 11

In small groups, discuss your answers to the following questions.

1. What do we mean by "youth culture"? What areas does it include? 2. Do fashions and styles change rapidly nowadays? Why or why not? Are clothes expensive? Can young people buy new clothes often? 3. What are the latest trends in youth fashion in your country? What fabrics are the most popular ones? It is enough to follow a fashion trend to be up with the fashion? Do you agree that real fashion should be something that 80 percent of the men/women can wear?

ESSAY TOPICS

Choose one of the following topics.

1. Write a paragraph entitled "Summing Up", based on the lecture you have listened to.
2. What do we mean by "youth culture"? What areas does it include? (cinema?/music?/entertainments?/fashion?/anything else?) What are the latest trends in youth fashion? Write an essay in which you express your opinion.

UNIT 16. NO EASY WAY

PRONUNCIATION PRACTICE: CONTRACTIONS

Unites 16-17 provide opportunity for the practice of the contracted forms. Particular care should be taken to link contracted forms smoothly and correctly with the word that immediately follows them. Avoid "over articulating", or exaggerating the pronunciation of a contraction at the junction with the next word.

The pronunciation of each contraction is indicated in the phonemic transcription in the headings to the dialogues.

Task 1



D'you /dju:/

- A Well, now, what exactly d'you have in mind?
 B What do I have in mind? Oh, yes. Yes. Well, d'you remember Partington?
 A Partington... Partington... Oh, *Partington* ! D'you mean the chap who... Hm! A dangerous man. Partington! Nasty man! Shocking!
 B D'you think he could do the job for us?
 A Perfectly. D'you want me to get him?

- a. Listen to the complete unpaused version of the dialogue, concentrating on the pronunciation as well as on the meaning.
 b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.
 c. Read the dialogue without the recording. You may like to do this with a friend so that you can take a part each.

Task 2

He's /hi:z/ John's /d onz/ Jack's

/dzæks/

- A John's in, is he?
 B He's out, actually.
 A Oh. When's he expected back?
 B No idea. Jack's in, though.
 A Who's Jack?
 B The boss.
 A Surely, John's the boss. At least, he always *says* he's the boss - and, anyway, he's the man I want to see. But you say he's out?
 B He *is* out.

- a. Listen to the dialogue and underline the contracted forms.
 b. Now practice saying the dialogue in sections after the beeps.
 c. Read the dialogue without the recording.

VOCABULARY

Task 3

The following words will help you understand the story. Try to guess the meaning of the words. Use your knowledge of English, or use your dictionaries. In each set of words cross out the word that does not have a similar meaning to the

italicized word. Then compare your answers with the key. The first one has been done for you.

- | | | | |
|-----------------------------|-----------------|----------------|-------------|
| 1. <i>flaw</i> , n | fault | drawback | spot |
| 2. <i>shuffle</i> , v | jump | move | drag |
| 3. stagger , v | sway | stop | lurch |
| 4. threadbare , adj. | shabby | shaky | worn |
| 5. frustration , n | dissatisfaction | disappointment | disbelief |
| 6. coincide , v | coexist | clash | correspond |
| 7. anticipate , v | expect | predict | provoke |
| 8. allergic , adj. | sensitive | susceptible | sustained |
| 9. trepidation , n | confidence | apprehension | fear |
| 10. alienation , n | separation | association | cutting off |
| 11. disdain , n | praise | contempt | scorn |

TASK LISTENING

Look at this:

the Cotswolds
Cornwall
Madeleine Rogers

hitch-hiking - travelling
by means of free lifts in
passing vehicles

Task 4

Listen to Mrs. Simmons speaking about her daughter Lisa and their relationship.
As you listen, circle the best answer.

1. What did the mother become open to suddenly?
 - a. Praise and approval.
 - b. Awe and fear.

- c. Criticism and comparisons
2. Where did Mrs. Johnson invite Lisa for a weekend?
 - a. To their country house in the Cotswolds.
 - b. To their house in the London suburbs.
 - c. To their country house in Cornwall.
 3. When did Lisa start packing?
 - a. On Friday evening at six o'clock.
 - b. On Tuesday morning at nine o'clock.
 - c. On Friday morning at six o'clock.
 4. Why was the mother frustrated?
 - a. Lisa was no longer a teenager.
 - b. Lisa was no longer a mother-worshipper.
 - c. Lisa was no longer a well-bred child.

LISTENING FOR DETAILS

Task 5

Read the following statements. Then listen to the story again and decide whether the statements are true or false. As you listen, write *T* or *F* next to each statement.

- ___ 1. According to Lisa, Mrs. Johnson was a perfect mother.
- ___ 2. When Lisa turned twelve she began to compare her mother with Mrs. Johnson.
- ___ 3. Mrs. Simmons willingly gave Lisa permission to join the Johnsons for a weekend.
- ___ 4. Mr. Simmons was too tired to discuss the matter with his wife.
- ___ 5. Mr. Johnson was to pick Lisa up at six o'clock on Friday evening.
- ___ 6. On Friday Lisa woke up late in the afternoon.
- ___ 7. Lisa stuffed her suitcase with the threadbare pyjamas, the worn-out jeans and the faded T-shirt.
- ___ 8. Mrs. Simmons tried hard to be a strict mother.
- ___ 9. She made Lisa pack her foam-rubber pillow, as the girl was allergic to feather.
- ___ 10. According to Lisa, Mrs. Johnson never gave orders.
- ___ 11. Mrs. Simmons was clever enough to learn by Madeleine's mistakes.

Task 6

Comprehension check. Answer the following questions.

1. What happened when Lisa turned eleven? 2. Were Mrs. Johnson and Mrs. Simmons on friendly terms? 3. Why did Mrs. Johnson ring on Tuesday morning?

4. Did Mrs. Simmons give her permission at once? Why? 5. How was Lisa to get to the Cotswolds? 6. When did the girl start packing? 7. Why did a wave of frustration break over Mrs. Simmons while she watched her daughter packing? 8. Why did the mother advise Lisa to pack a foam-rubber pillow? 9. Did Mrs. Simmons turn out to be a well-balanced mother? Prove it.

FOLLOW-UP ACTIVITIES

Task 7

Look through the following list and pick up the most suitable adjectives to describe: a) Lisa's and b) her mother's feelings.

astonished	loving	impatient
angry	anxious	envious
frustrated	jealous	uneasy
delighted	disappointed	troubled
embarrassed	guilty	concerned
sensitive	uncomfortable	fearful
proud	peaceful	unhappy
depressed	frightened	broken-hearted

Task 8

In small groups, discuss your answers to the following questions.

1. How would you describe Lisa? How would you describe Mrs. Simmons? How would you describe their relationship? Do you agree with Mrs. Simmons that "appearances are everything when one is eleven"? Give your reasons.

2. Who do you most take after, your mother or your father? Who do you look like? Who are you like in character? How much of a generation gap is there/ was there between you and your parents? Would you want to bring up your children similarly to the way your parents brought *you* up? Why? / Why not?

ESSAY TOPICS

Choose one of the following topics.

1. Imagine that you are Mrs. Simmons. Write a letter to the President of the Parent-Teachers' Association. Tell him/her about your problems, express your concern and ask for advice.

2. What sort of relationship do you have with your parents? What are the three most important qualities of an ideal parent? Write an essay in which you express your opinion and give reasons.

UNIT 17. IT'S ALL A QUESTION OF MOVEMENT

PRONUNCIATION PRACTICE : CONTRACTIONS (continued)

Task 1

-'d / d/ Hadn't / h dnt/

- A He hadn't got time for a drink, he said ...
 B But when he'd drunk it ...
 A He said he hadn't got time for a meal ...
 B But when he'd eaten it ...
 A He said he hadn't come to stay the night ...
 B And when he'd stayed a week ...
 A He stayed another ...
 B And another ...
 A And hoped he hadn't overstayed his welcome.
 B So, as I say – we'd *hoped* to let you have the spare room ...
 A If *he* hadn't come, and if ... oh ... er ... hullo!
 B Had a good day?

- a. Listen to the complete unpaused version of the dialogue, concentrating on the pronunciation as well as on the meaning.
 b. The dialogue is now recorded with pauses so that you can repeat it in sections after the beeps.
 c. Read the dialogue without the recording. You may like to do this with a friend so that you can take a part each.

Task 2

-'d / d/

- A I knew you'd come.
 B You knew I *had* come? Or I *would* come?
 A Oh – *had* come, sorry. I was sure you *would* come, some time.

- B Well, how did you *know* I'd come?
 A I knew you'd come because I saw your car.
 B No, sorry – I mean how did you know I *would* come?
 A Well, it's obvious, isn't it? I'd told you Betty'd be here!

- a. Listen to the following dialogue and underline the contracted forms.
 b. Now practise saying the dialogue in sections after the beeps.
 c. Read the dialogue without the recording.

VOCABULARY

Task 3

The words in italics will help you understand the article. Read the following sentences. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your own definition of the words.

1. The long dress and the ankle-length *fluid* skirt are hot items.

2. When you travel comfort and convenience are *vital*. Both are yours with our new microfiber Always-Fit slacks.

3. This silky fabric *drapes* beautifully.

4. Soft clothes can be very *springy*, so whatever you buy, bunch it up in your hands and check that it falls and drapes.

5. Most people look better with skirts at above mid-*calf*.

6. These *lace-ups* fit so well that your feet relax in a natural position as you walk.

7. The jumper has a flattering A-line *silhouette* with V-neckline, two front patch pockets and decorative buttons.

8. *Accessories* are often the easiest way to update a wardrobe.

9. The look is: trousers – wider, looser, often with drawstrings at the waist like pyjama pants and side splits from knee to *hem*.

Task 4

Now try to match the words with a definition or synonym. Then compare your answers with those of another student.

- | | |
|-------------------|--|
| ___ 1. fluid | a. elastic, stretchy |
| ___ 2. vital | b. flowing |
| ___ 3. drape | c. small attachment / item of dress |
| ___ 4. springy | d. essential |
| ___ 5. calf | e. contour |
| ___ 6. lace-up | f. border of cloth where edge is turned under and
sewn down |
| ___ 7. silhouette | g. let fall in folds |
| ___ 8. accessory | h. fleshy hind part of human leg below knee |
| ___ 9. hem | i. shoe fastened with lace |

TASK LISTENING

Look at this:

COLOURS

beige
olive green
chocolate
mustard
chestnut brown
coral red
wine
dark green

FABRICS

cotton
rayon crêpe
art silk
crêpe de chine
satin crêpe
wool crêpe

Task 5

You will hear a talk by Jean Muir, a fashion designer, on fashion and style. Listen to the talk and take notes under these headings.

- Fabrics _____

- Colours _____

- Shoes _____

- Silhouette _____

- Accessories _____

LISTENING FOR DETAILS

Task 6

Read the following questions. Then listen to the talk again. As you listen, circle the best answer.

According to Jean Muir, ...

1. What is the most important thing about clothes?
 - a. They need to have weight.
 - b. They must give freedom to move.
 - c. They must be washable and dryable.
2. What is the most important thing about fabrics?
 - a. They must fall and drape.
 - b. They must stretch.
 - c. They must resist wind and rain.
3. When choosing a dress, how many sizes should one try on?
 - a. One or two.
 - b. Two or three.
 - c. Three or four.
4. What is important for colour choice?
 - a. The shade of one's hat and shoes.
 - b. The shade of one's bag and gloves.
 - c. The shade of one's skin and hair.
5. What shoes give height and swing to your clothes?
 - a. Shoes with medium heels.
 - b. Lace-ups.
 - c. Shoes with little platforms.
6. What colour nail varnishes should one give up?
 - a. Peach-coloured.
 - b. Coral red.

c. Pink.

7. What clothes will be popular in the near future?

- a. Stiff and tight.
- b. Soft and easy.
- c. Thin and sheer.

Task 7

Comprehension check. Answer the following questions.

1. What is Jean's opinion of a "fluid" dress?
2. Why should one try two or three sizes on when choosing a dress?
3. Can thin fabrics be very springy?
4. What fabrics fall and drape?
5. What colours are suitable for fair-skinned girls?
6. What colours are suitable for dark-skinned girls?
7. What skirt length does Jean recommend?
8. What shoes are Jean's favourites?
9. What accessories are worth every penny?

FOLLOW-UP ACTIVITIES

Task 8

With your partner, discuss the following questions.

1. Are you fashion-conscious? Do you give time and thought to what you wear each day? Do you think that having good taste in clothes is linked with being fashionable? Do you think clothes reveal character? Do you agree with Jean Muir that clothes must give freedom to move?

2. What style do you prefer in clothes? What clothes do you like wearing? What clothes don't you like wearing? What colours do you wear? What is the most important thing about shoes? When do you wear high-heeled shoes? / medium-heeled shoes? / lace-ups? / strappy sandals? / loafers? / footgloves? / sneakers? / moccasins?

ESSAY TOPICS

Choose one of the following topics.

1. Imagine you are a fashion designer. Write an article for a fashion journal in which you outline your approach to fashion. Mention fabrics, silhouette, colours, accessories, shoes.

2. Fashions come and go – these days with lightning speed. Write an essay in which you describe the season's best styles and trends.

ANSWER KEY

UNIT I. LISTENING AND UNDERSTANDING

Task 1

1 means of transport 2 symbolize 3 occasionally 4 foreword 5 conclusion
6 defect 7 except 8 run after

Task 2

Problems:

1. Doesn't identify all words correctly.
2. Finds it difficult to remember what has been said.
3. Can't follow argument.
4. Other problems:
 - a. understanding different accents
 - b. style of English
 - c. also
 - speed of lecture
 - common use of irony
 - peculiarly English humour
 - lack of cultural knowledge

Task 3

Lecturer's signals

Notes

Today I'd like to talk about.....	<u>Problems facing learners of English</u>
The purpose is.....	<u>show aware +suggest hoe overcome</u>
Firstly.....	<u>doesn't identify all words correctly</u>
Finally.....	<u>weak/reduced forms</u>
Now I want to come on to the second main problem.....	<u>difficulty of remembering</u>
Thirdly, I want to deal with a problem.....	<u>can't follow the argument</u>
Why is this? I'll suggest the following reasons here. Firstly,.....	<u>(i) signals about important parts</u>
Secondly,.....	<u>(ii) try understand everything</u>
There are, however, other problems which I'd like to mention briefly.....	<u>(i) different accents</u>
	<u>(ii) the style the lecturer uses</u>

Other factors, which I haven't the time to discuss in detail,

(i) speed at which the lecture is delivered

(ii) use of irony

(iii) _____ peculiarly

English humour

(iv) lack of cultural

knowledge

Task 4

1. False 2. True 3. False 4. True 5. False 6. True 7. True

UNIT 2. THE HAPPIEST DAYS OF YOUR LIFE?

Task 4

1 character 2 tutorial 3 tactless 4 basics 5 audience 6 collective
7 offer opinions

Task 5

1 c 2 e 3 d 4 a 5 b

Task 6

1. Sally Jennings/works in an advertising agency/a grammar school.
2. Freddie Tapper/a self-employed builder/a secondary modern school.
3. Samantha Wharton/the personnel manager/a comprehensive school
4. William Bunter/a civil servant/a public school

Task 7

- I. 1. False 2. True 3. False 4. True 5. False 6. True
 II 1. False 2. True 3. True 4. False 5. False
 III 1. False 2. False 3. False 4. False 5. True
 IV 1. True 2. False 3. True 4. False 5. False

UNIT 3. TELEPHONING IN ENGLISH: WHO'S CALLING, PLEASE?

Task 4

1. 2780040/Singapore/in a meeting
2. 5155624/Saudi Arabia/at a conference

Task 5

1. Georg Wenzel called. Call him on 0104940807055.

2. Ahmed Mansour called. He's flying back to Saudi Arabia tomorrow but will call you tonight.

Task 6

- I. 1 c 2 c 3 b
 II. 1 b 2 c 3 a

Task 7

1 calling 2 moment 3 see 4 hold the line 5 ring up 6 in 7 reach, after 8 back

Task 8

1 b 2 a 3 a 4 b 5 b 6 c

Task 9

- I. 1 c 2 e 3 a 4 h
 II. 5 g 6 f 7 b 8 d

Task 10

1. Could you tell me who you want to speak to, please?
2. Can you give me your telephone number, please?
3. Could you spell your name, please?
4. Would you repeat your address, please?
5. Can you tell me when you will be in the office tomorrow, please?
6. Would you confirm the area code, please?

UNIT 4. COLLEGES AND UNIVERSITIES IN THE USA

Task 4

1 d 2 f 3 e 4 h 5 i 6 a 7 c 8 j 9 b 10 g

Task 5

- 1 a bachelor's degree/a master's degree/the degree of Doctor of Philosophy
- 2 very similar
- 3 college tuition/the cost of room and board/the cost of books and supplies, etc.

Task 6

- I. 1 c 2 b
 II. 3 b 4 c

III. 5 a 6 b 7 a

Task 7

1. True 2. False 3. False 4. True 5. False 6. True

UNIT 5. WHAT SORT OF SHOP ARE THEY IN?

Task 3

1 i 2 f 3 d 4 a 5 h 6 g 7 b 8 e 9 c

Task 4

1. the British Prime Minister/a famous customer 2. £10 million/profit per week
3. a Polish immigrant/Michael Marks 4. shoelaces/were sold by Michael Marks in his stall in Leeds market 5. Spain/a branch of M&S there 6. Paris and Newcastle/tastes in food and clothes are the same 7. jumpers/best selling clothes
8. chiropodists/look after the staff

Task 5

1. False 2. True 3. False 4. True 5. True 6. False 7. True

Task 6

1. The British Prime Minister. 2. £ 529 million. 3. More than a hundred years ago. 4. A Polish immigrant. 5. Cotton, wool, buttons, shoelaces. 6. "Don't ask how much - it's a penny." 7. Ten years later. 8. 564 branches in America, Canada, Spain, France, Belgium, Hungary and other countries. 9. For men: shirts, socks, pyjamas, dressing gowns, suits. For women: jumpers, bras, knickers. 10. Fresh chickens, bread, vegetables and sandwiches. 11. It sells furniture and flowers. 12. Top fashion designers. 13. Yes, they are. Company doctors, dentists, hairdressers, choropodists look after the staff./Lunch vouchers.

Task 7

a at the dairy b at the butcher's c at the footwear department
d at the baker's e at the greengrocer's f at the supermarket

Task 10

1. Chinese/China 2. American/America 3. Turk/Turkey 4. French/France
5. German/Germany 6. Japanese/Japan 7.

Spaniard/Spain

8. Dutch/the Netherlands 9. Swiss/Switzerland 10. Canadian/Canada
11. Malaysian/Malaysia 12. Swede/Sweden 13. Hungarian/Hungary
14. Belgian/Belgium 15. Pole/Poland 16. Irish/Ireland

UNIT 6. ENGLAND AS SEEN BY AMERICANS

Task 3

1 d 2 f 3 h 4 a 5 b 6 c 7 e 8 g

Task 4

1. Terry's general impression of the country/In a way she liked England; finds life there safer, more relaxed, more enjoyable.
2. The people/cold, not very open; work less than Americans; find ridiculous excuses not to go to work.
3. Shops/are closed at 5.30 p.m.
4. Life-styles/Life is more inefficient, holiday are longer.

Task 5

- | | | | | | |
|----------|---------|----------|---------|---------|----------|
| 1. True | 2. True | 3. False | 4. True | 5. True | 6. False |
| 7. False | 8. True | 9. False | | | |

Task 6

1. The biggest difference/the people.
2. Making friends with Englishmen/it takes a long time.
3. An Englishman in America/feels at home, is respected.
4. Getting reaction from people/Englishmen are less enthusiastic and spontaneous than Americans.
5. The people/like a certain distance when they are talking.
6. Life-styles/It is more difficult to make money and to spend it than in the States; people work less, they do not do the job very well.
7. Important things/private life, holidays, gardens, animals/pets.
8. Funny things/ridiculous excuses not to go to work.
9. Opinion of England/loves it; finds life-style safer, more relaxed and more enjoyable.

UNIT 7. A DIVORCE LAWYER

Task 3

1 d 2 e 3 b 4 f 5 a 6 c

Task 4

1. Woman's reasons for divorce/adultery.
2. Man's reasons for divorce/his growing away.
3. Real reasons/the couple have grown apart; one of the two has found courage to put an end to an intolerable situation.
4. Grounds for divorce/a year's separation; "irretrievable breakdown".

Task 5

1 b 2 a 3 c 4 c 5 a 6 b 7 c 8 b 9 a

Task 6

1. True 2. False 3. True 4. True 5. False 6. False 7. True 8. False

UNIT 8. PHONING A LANDLORD**Task 3**

1 owner 2 fare 3 due 4 prejudiced 5 excitement
6 obvious 7 host 8 personal 9 continue

Task 4

1. Rent/ £35 a week; paid weekly; one-week deposit, payable in advance. 2. Bathroom and kitchen/shared. 3. Single or shared room/single. 4. House rules/come and go as you want. 5. Visitors, hours/guests should be out by 11 o'clock. 6. How far to public transport/5 minutes to the tube station; the bus stop is round the corner.

Task 5

1. False 2. False 3. True 4. False 5. True 6. False
7. False 8. False 9. True 10. True 11. False

Task 6

1. A room 2. An advertisement for the room. 3. £35 a week. 4. Single room/shared bathroom and kitchen/central heating. 5. No, it is not. 6. Weekly, on a Monday/there's a one-week deposit. 7. A deposit for the front-door key. 8. Should be out by eleven o'clock. 9. Yes, it is/five minutes to the tube station, the bus station is round the corner. 10. Yes, it sounds very interesting. 11. About 8 p.m.

Task 7

1. You mustn't make any noise after 11.00 or you'll wake the other guests. 2. You should give me your valuables and I'll put them in the safe. 3. You should take a seat in the dining room early because it gets full very quickly. 4. You mustn't smoke in bed because you could cause a fire. 5. You have to pay cash for drinks. I'm afraid I can't put them on your bill. 6. You mustn't arrive back late because the front door's locked at midnight. 7. You shouldn't have guests in your bedroom. They should be entertained in the lounge. 8. You must lock your room at night because we've had a few thefts.

UNIT 9. THE HALLUCINATIONS OF MR.BUTT

Task 4

1 e 2 f 3 d 4 a 5 c 6 b

Task 5

1. In the suburbs. 2. He pounded at the doors. 3. They were sleeping. 4. He chatted.
5. The time.

Task 6

1 c 2 a 3 b 4 c 5 b 6 c 7 a

Task 7

1/ 29 March 2/ 10 April 3/ dinner 4/ Watford 5/ 9 and 10 April 6/
phone number 7/ King's Head Hotel 8/ station 9/ 09237372218 10/
10.45 a.m.

Task 8

1 b 2 e 3 g 4 a 5 f 6 c 7 d

UNIT 10. HEARING NUMBERS

Task 3

1 mixtures 2 traditions 3 chill 4 separate 5 soothe 6 case 7 withdraw
8 hinder

Task 4

Chocolate chip cookies

Ingredients

½ cup or 113 grams white sugar

½ cup or 113 grams brown sugar

2/3 cup or 168 grams butter

1 egg

1 teaspoon or 5 ml vanilla

1½ cups or 215 grams flour

½ teaspoon or 2.5 grams salt

½ teaspoon or 2.5 grams baking soda

¾ cups or 85 grams nuts

6 ounces or 170 grams chocolate
chips

Method

Heat the oven to 375° Fahrenheit or
190° Celsius. Mix sugar, butter, egg, and
vanilla thoroughly. Stir in remaining
ingredients. Drop dough by rounded
teaspoonfuls about 2 inches or 5
centimeters apart on ungreased cookie
sheet. Bake 8 to 10 minutes until
light brown.

Cool slightly before removing from
cookie sheet. This recipe makes about
3½ dozen cookies, which is 42
individual cookies._

Task 5**Cookie business**

Cookies are a big business in the U.S. One shop in Boston sells 30,000 warm cookies every day, mostly chocolate chip. On the West Coast, a 45-year-old American, Wally Amos, has made his fortune from chocolate chip cookies.

When Amos was 13 years old, he went to live with his Aunt Delia, who made cookies for him, from a recipe created in 1929. Amos joined the Air Force in 1953, and his aunt sent him cookies so he wouldn't be homesick. For Amos, as for most Americans, cookies represent love and home.

After Air Force, Amos worked for other people for 14 years. In 1975, he decided he could make more money if he had his own business. He talked some friends into investing \$24,500 in a cookie business. He worked 18 hours a day, baking cookies and thinking of clever ways to promote them. For instance, he traded \$750 worth of cookies for advertising time on a local radio station. In 1976, he began selling cookies in 15 department stores on the East Coast. That year the cookie corporation took in \$300,000. By 1982 the company made \$7,000,000. Amos now has 150 employees, and they produce more than 7,000 pounds of cookies a day.

Task 6

1 cookies 2 Wally Amos 3 his aunt Delia 4 He wouldn't be homesick
5 in 1975 6 into investing \$ 24.500 in a cookie business 7 18 hours a day
8 in 1976 9 \$ 300.000 10 \$ 7 000 000

Task 7

1 four hundred and sixty-two 2 two and a half 3 two thousand three hundred and forty-five
4 six point seven five 5 nought point two five 6 three and a third
7 one million two hundred and fifty thousand 8 ten point oh four 9
forty-seven per cent 10 the tenth of September or September the tenth 11 the third of July or July the third
12 six oh two eight four seven seven *or* double seven
13 five degrees below zero or minus five degrees centigrade 14 nineteen oh three *or* nineteen hundred and three
15 eighteen seventy six

Task 8

1 thousand 2 the tenth of September 3 two hundred and twenty 4 twenty-five out of forty
5 the thirty-first of August 6 seven two three six oh nine

Task 9

1/ 59 2/ 192 3/ 60 4/ 5 5/ 8 6/ 15

UNIT 11. ARE YOU A GOOD COOK?**Task 4**

1 b 2 g 3 a 4 f 5 h 6 i
7 c 8 e 9 d

Task 5

1 eggs 2 milk 3 water 4 cheese

Task 6

4 1 5 3 2

Task 7

1. Big's Market/mushrooms/99 cents a pound
2. William's Grocery/onions/49 cents a pound
3. Super Save Foods/tomato sauce/69 cents a can

Task 8*Possible answers*

lemon/bitter; chicken/bland or tender; honey/sweet; bacon/salty *or* fatty *or* tasty; ice-cream/sweet; fillet steak/tender *or* fatty *or* lean; chillies/hot and spicy; avocado/bland

Task 9

- 1 salmon; the others are types of meat but salmon is a fish
- 2 salmon; the others are types of shellfish but salmon is a fish
- 3 aubergine; the others are found in salad but aubergine isn't
- 4 peach; the others are vegetables but a peach is a fruit
- 5 mussels; the others are types of poultry but mussels is a shellfish

UNIT 12. DINING OUT**Task 3**

1 tolerance 2 fault 3 wedding 4 misleading 5 calm 6 release 7 thick
8 drowsy 9 squeeze 10 mild 11 icy 12 cheerful

Task 4

1 c 2 f 3 e 4 g 5 a 6 b 7 d

Task 5

1. The menu/was filled with Chinese characters; unfamiliar words sounded terrible to Jane.
2. The food/mysterious mixtures, crinkled brown objects, strange sauces.
3. Eating with chopsticks/chopsticks separated, Jane could not control them.
4. Jane's feelings/anxious, bewildered, uncomfortable, miserable, lonely and left out.

Task 6

1. False 2. False 3. True 4. False 5. True 6. False 7. True 8. False

Task 7

1. Hing Sun Yee's restaurant. 2. A row of ducks hanging by their heads. 3. Hacked one of the ducks to pieces with a cleaver. 4. Tom, a young waiter. 5. They went to school together. 6. The dishes were unfamiliar to her. 7. Chow mein. 8. She had never tasted Chinese food before. 9. With chopsticks. 10. The pepper went sliding down the front of her blouse. 11. She didn't; it was unbearably hot. 12. She didn't like Chinese food; she spilled things over her clothes; Stan talked more to Marcy than her. 13. She didn't.

UNIT 13. AT THE TABLE**Task 3**

- 1 c 2 j 3 a 4 h 5 g 6 d 7 e 8 i 9 b
10 f

Task 4

1. Dirty fingernails/never go out with dirty fingernails.
2. Brushing teeth/every time you go out.
3. Talking at the table/don't tell dirty jokes.
4. Candles on the table/must not impair the vision.
5. Flowers on the table/must be low.
6. Wine service/show the wine to your guests and hold the bottle by the label.

Task 5

- 1 c 2 a 3 b

Task 6

1. False 2. True 3. False 4. True 5. True 6. False 7. False 8. True 9. False
10. True 11. True 12. False 13. True

UNIT 14. FISH'N CHIPS**Task 3**

- 1 enclose 2 forgiveness 3 arouse 4 sail 5 keep 6 obstinate 7 crisp
8 deny
9 remove

Task 4

1. Eating fish in the Middle Ages/was encouraged by the Roman Catholic Church.
2. Chips/came from France.
3. What made fish available in large quantities/steamboats, trawling, refrigerators.
4. The worst thing about eating fish and chips/fattening.

Task 5

1 b 2 b 3 a 4 c 5 a 6 b

Task 6

1. It was a form of abstinence/fasting.
2. It helped to provide jobs in fishing ports; it meant less land was used to rear animals for meat.
3. Frying hid the fish's smell; the fish could be kept a day or two longer.
4. By boiling or baking.
5. From France.
6. Steamboats; trawling, refrigerators.
7. From the fats, proteins, sugars and starches in our food.
8. It is not, as fish-and-chips are fattening.

UNIT 15. YOUTH CULTURE**Task 4**

1 g 2 h 3 f 4 a 5 i 6 c 7 d 8 b 9 e

Task 5

This was probably because.../ The main reason was.../...since.../because.../ consequently.../ due.../ so.../ one result was... .

Task 6

1 b 2 c 3 a

Task 7

1. False 2. False 3. True 4. False 5. False 6. True 7. False 8. True 9. True

Task 8

1. Teenagers had surplus money.
2. Clothes were expensive.
3. They are hard-wearing and long-lasting.
4. The clothing industry did not want to lose sales.
5. New fashions in clothes/dance/music spread rapidly throughout the country.

UNIT 16. NO EASY WAY

Task 3

1 spot 2 jump 3 stop 4 shaky 5 disbelief 6 clash 7 provoke 8 sustained 9 confidence 10 association 11 praise

Task 4

1 c 2 a 3 c 4 b

Task 5

1. True 2. False 3. False 4. True 5. True 6. False 7. True 8. False 9. False 10. True 11. True

Task 6

1. Lisa became critical about her mother. 2. They were on nodding terms. 3. To invite Lisa to spend a weekend with them. 4. She didn't/*Possible answer*. She worried how Lisa would get to the Cotswolds. 5. Mr. Johnson was to give Lisa a lift. 6. Early on Friday morning. 7. *Possible answer*. She didn't like those orphanage-looking clothes her daughter was packing. 8. Lisa was allergic to feather. 9. She did.

UNIT 17. IT'S ALL A QUESTION OF MOVEMENT**Task 4**

1 b 2 d 3 g 4 a 5 h 6 i 7 e 8 c 9 f

Task 5

1. Fabrics/must flow, drape; be soft.
2. Colours/must match the shade of your skin and hair.
3. Shoes/must suit what you have to do.
4. Silhouette/wider shoulders; bust controlled in a soft way; slim waist.
5. Accessories/are worth every penny.

Task 6

1 b 2 a 3 b 4 c 5 c 6 a 7 b

Task 7

1. The fabric feels nice, the skirt and body take on a swing and flow. 2. One can feel smaller in a big shape, thinner in a loose garment. 3. Yes, they can. 4. Soft cottons, rayon crêpe, art silk, crêpe de chine, satin crêpe, wool crêpe. 5. Beiges, olive greens, chocolates, blacks. 6. Mustard, chestnut browns, coral reds, wines, dark greens. 7. Below the knee. 8. Shoes with little platforms and lace-ups. 9. Tights, hats, make-up pencils, nail varnishes.

REFERENCES

1. Face the Issues: Intermediate Listening and Critical Thinking Skills. Student's Book. – Longman, N.Y., 1990.
2. Gilbert J.B. Clear Speech. Pronunciation and Listening Comprehension in American English. Student's Book. – Cambridge University Press, 1990.
3. Hartly B., Viney P. Streamline English. Destinations. // An Intensive English Course for Intermediate Students. – Oxford University Press, 1990.
4. James K., Jordan R.R., Matthews A. J., O'Brien J.P. Listening Comprehension and Note-Taking Course. – Collins ELT, 1991.
5. Leacock S. Perfect Lover's Guide and Other Stories. – Moscow: Foreign Languages Publishing House, 1958.
6. Mortimer C. Elements of Pronunciation. // Intensive practice for intermediate and more advanced students. – Cambridge University Press, 1985.
7. Naterop B.J., Revell R. Telephoning in English. Student's Book. – Moscow: RELOD, 1993.
8. Real-life English. A Competency-based ESL Program for Adults. Level 2. Teacher's Edition. – Steck-Vaghn Company, USA, 1994.
9. Redman S. English Vocabulary in Use. Pre-intermediate & Intermediate. – Cambridge University Press, 1997
10. Soars John and Liz. Headway. Intermediate. Student's Book. – Oxford University Press, 1995.
11. Soars John and Liz. Headway. Upper-Intermediate. Student's Book. – Oxford University Press, 1994.
12. Viney P. Streamline English. Directions. // An Intensive English Course for Upper Intermediate Students. – Oxford University Press, 1990.
13. Кашурникова Л.Д., Бойцова Т.А., Жигалев Б.А. и др. Английский язык для студентов педагогических вузов. II курс. – М.: Высшая школа, 1995.
14. Клиари Б. Пятнадцать: Книга для чтения на англ.яз. в XI кл. шк. с углубл. изуч. англ.яз. – М.: Просвещение, 1992.

Людмила Денисовна Кашурникова
Ирина Юрьевна Любавская

Learning to Understand English. Listening Comprehension Course
For Intermediate Students. Student's Book.
Part I

Редакторы: Л.П. Шахрова, Н.И. Морозова

Лицензия ЛР № 020073 от 20.06.97

Подписано	к	печати
Формат 60 x 90 1/8.		
Печ.л. 6		Тираж 300 экз.
Заказ		
Цена договорная		

© Издательство НГЛУ им.Н.А.Добролюбова
© 603155, Н.Новгород, ул. Минина, 31а