

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Нижегородский государственный лингвистический университет  
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# **LEARNING TO UNDERSTAND ENGLISH**

LISTENING COMPREHENSION COURSE

FOR INTERMEDIATE STUDENTS. STUDENT'S BOOK.

PART II

Нижегород  
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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.

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## CONTENTS

Introduction .....	4
UNIT 1. The Audition .....	6
UNIT 2. A Superstar .....	10
UNIT 3. Soap .....	14
UNIT 4. Television and Violence .....	19
UNIT 5. Man with Many Faces .....	24
UNIT 6. A Victim to One Hundred and Seven Fatal Maladies .....	29
UNIT 7. First Aid .....	33
UNIT 8. Describing Symptoms of Some Childhood Diseases .....	36
UNIT 9. Dicing with Death .....	41
UNIT 10. Travelling Alone: Pros and Cons .....	45
UNIT 11. Making Travel Arrangements .....	48
UNIT 12. Money Matters .....	54
UNIT 13. Dealing with Complaints .....	60
UNIT 14. Hospitality at its Best .....	66
Answer Key.....	72
References .....	83

## ***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.

There are 17 units in *Part I*; *Part II* is divided into 14 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***

### ***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.

## UNIT 1. THE AUDITION

### VOCABULARY

#### Task 1

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.

1. *obvious*, adj.

vague

evident

indisputable

2. *recently*, adv.

lately

later

currently

3. *confident*, adj.

assured

doubtful

certain

4. *self-important*, adj.

arrogant

pompous

awkward

**5. identify, v.**

associate

recognize

confuse

**6. convincing, adj.**

ambiguous

persuasive

powerful

**7. adaptable, adj.**

hideous

flexible

adjustable

**8. guidance, n.**

instruction

advice

obstacle

**9. keen, adj.**

eager

reluctant

willing

**10. break away, v.**

discharge from

separate from

detach oneself from

**TASK LISTENING****Task 2**

A TV company is about to start filming a new serial of Charles Dickens' novel *David Copperfield*. They are trying to find an actor to take the part of Mr. Micawber.

Mr. Micawber is a comic character. His plans always go wrong, he is always in debt, but he is always optimistic. He is a gentleman about fifty, who talks too much because he likes the sound of his own voice.

The producer and director have just auditioned three actors for the part. Listen to their discussion and fill in the chart below.

	GOOD POINTS	BAD POINTS
Bill Frindal		
Harry Lime		
Victor O'Brian		

## LISTENING FOR DETAILS

### Task 3

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

- \_\_\_ 1. Bill failed to catch the comic side of Micawber.
- \_\_\_ 2. Bill had a lot of experience in character parts on television.
- \_\_\_ 3. Bill was too young and too tall for the part.
- \_\_\_ 4. The producer admired Harry's timing.
- \_\_\_ 5. Harry had written the book *The Life of Dickens*.
- \_\_\_ 6. Harry had been with the Royal Shakespeare Company for years.
- \_\_\_ 7. Having Victor in the part would attract a lot of viewers.
- \_\_\_ 8. Victor had no experience in situation comedy.
- \_\_\_ 9. Victor was the obvious candidate for the part of Micawber.
- \_\_\_ 10. Victor was the right age and his face fitted.

### Task 4

Comprehension check. Answer these questions.

1. How many actors took part in the audition?
2. Was there one obvious candidate for the part of Micawber?
3. What did the director like about Bill?
4. What worried the producer?
5. Did Harry have any experience of the stage and the television?
6. What made the director think Harry did not look the part?
7. Was there any sense in working on his appearance side? Why?
9. What book on Dickens had Harry written?
10. Did Victor have a lot of experience in character parts or in situation comedy?
11. What had Victor been trying to do for years?

## FOLLOW-UP ACTIVITIES

### Task 5

Work in small groups. Appoint a spokesperson.

Go back to your notes (*Task 2*) and discuss good points and bad points of Bill Frindall, Harry Lime and Victor O'Brian. Decide who should get the part and why.

When you have come to a decision, the spokesperson should report to the rest of the class.



**Task 6**

What word or phrase is being defined?

1. A play or film in which part of the story is sung to music. (\_\_\_\_\_)
2. The total number of actors in a play or film. (\_\_\_\_\_)
3. The people who watch a play at the theatre. (\_\_\_\_\_)
4. What these people do with their hands at the end of a play. (\_\_\_\_\_)
5. The person who makes a film. (\_\_\_\_\_)
6. Journalists who write articles about films and plays. (\_\_\_\_\_)
7. The name of the article they write. (\_\_\_\_\_)
8. The translation of the story of a film across the bottom of the screen.  
(\_\_\_\_\_)
9. To reserve tickets before the performance. (\_\_\_\_\_)
10. The most important actors and actresses in a film (\_\_\_\_\_)

**ROLE PLAY**

Work in groups of three.

Student A and B

You are the producer and director. You are going to talk to Student C, who is one of the actors you have just turned down for the part of Micawber. Break the news to him, tell him why, but try not to hurt his feelings.

Student C

You are one of the actors turned down for the Part of Mr. Micawber. You're very disappointed, and want to know why.

## UNIT 2. A SUPERSTAR

### VOCABULARY

#### Task 1

The words in italics will help you understand the story. 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. Last spring Lela finished *shooting* the film adaptation of John Grisham's *THE CHAMBER*, in which she plays a lawyer.

---

2. It was *a coup* when Bert managed to sign Julia to a three-picture deal at Pan-Pacific Studios.

---

3. We *are negotiating* with our employers for higher salaries next year.

---

4. Tiffany started out as *an understudy* on Broadway.

---

5. The script was badly written and the producer thought the movie would be *a flop*.

---

6. Melissa has been acting since she was 12 when she made her *debut* in the children's series *BLUEBIRD*.

---

7. When they taped the show that evening it was *a smash*.

---

8. Tessie Brand became *a surrogate* for all the unattractive, the unloved, the unwanted.

---

9. Toby could not take his eyes off Jill who was aware that she looked *irresistible*.

---

10. Since he made his decision *to quit*, Bill has considered a variety of new roles but admits that the one thing he most wants to do is to have a good rest.

---

11. Her incredible voice turned out to be *an asset*.

---

## Task 2

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

- |                             |   |
|-----------------------------|---|
| <u>  j  </u> 1. shoot       | a. <i>inf.</i> to leave (a job/house, etc.)   |
| <u>    </u> 2. coup         | b. <i>inf.</i> play/film, etc., which is very successful                                |
| <u>    </u> 3. negotiate    | c. fascinating, ravishing   |
| <u>    </u> 4. understudy   | d. <i>inf.</i> failure  |
| <u>    </u> 5. flop         | e. valuable thing which belongs to you  |
| <u>    </u> 6. debut        | f. successful move  |
| <u>    </u> 7. smash        | g. actor who learns a part in the play so as to be able to act if the main actor is ill |
| <u>    </u> 8. surrogate    | h. first appearance (of an artist/actor, etc.)  |
| <u>    </u> 9. irresistible | i. to discuss so as to make an agreement with s.o.                                      |
| <u>    </u> 10. quit        | j. to make (a film)   |
| <u>    </u> 11. asset       | k. deputy/person who acts in place of s.o.  |

## TASK LISTENING

Look at this:

Tessie Brand  
Sam Winters  
Bert Firestone  
Paul Varrick  
Danny Thomas  
Louie Mayer

MGM – Metro-Goldwyn-Mayer,  
film studio  
Queen Midas  
to walk out (on s.o./smth.)  
– to leave s.o./smth. suddenly

## Task 3



You will listen to an extract from the book *A Stranger in the Mirror* by Sidney Sheldon. It is about Tessie Brand, the hottest singer in show business.

While you are listening, check what is said about her

appearance \_\_\_\_\_  
 voice \_\_\_\_\_  
 first album \_\_\_\_\_  
 box-office figures \_\_\_\_\_  
 first picture \_\_\_\_\_  
 second picture \_\_\_\_\_

## LISTENING FOR DETAILS

### Task 4

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

1. What was Sam Winter's job?
  - a. He was running a lunatic asylum.
  - b. He was running a motion-picture studio.
  - c. He was running a photographer's studio.
  
2. Why did the sponsor of *My Man Friday* want to cancel the show?
  - a. The star of the series walked out on him.
  - b. There had been a fire at the studio.
  - c. He had been insulted by the star of the series.
  
3. Where did Tessie Brand begin her career as a singer?
  - a. As an understudy at Pan-Pacific Studios.
  - b. As an understudy in a Broadway musical.
  - c. As an understudy at MGM.
  
4. When did Tessie make her debut on the stage?
  - a. When the ingenue fell ill.
  - b. After Sam Winters took her out to supper.
  - c. After she did the first album.
  
5. Who was the first to star Tessie in his musical?
  - a. Louie Mayer
  - b. Sam Winters
  - c. Paul Varrick

6. What sort of reviews did the musical receive?
  - a. It was unanimously criticized.
  - b. It won critical acclaim throughout.
  - c. It was a critical and box-office failure.
  
7. What happened to her first single?
  - a. It sold three million copies in the first month.
  - b. Overnight it became a hit.
  - c. It did not sell well.
  
8. Why did Hollywood producers hesitate to shoot Tessie in their films?
  - a. She was ugly.
  - b. She had never had a singing lesson in her life.
  - c. She was the daughter of a Brooklyn tailor.

### Task 5

Comprehension check. Answer the following questions.

1. Why were many studios eager to sign a contract with Tessie Brand? 2. What effect did Tessie have on the audience? Why? 3. Who happened to be among the sprinkling of people in the audience when Tessie made her debut on the stage? 4. Was Paul Varrick sorry to star Tessie in his next musical? Why? 5. Did her first single become number one overnight? 6. Why was Tessie called Queen Midas? 7. Were her first two pictures a success? 8. Did Tessie's first marriage last long? 9. Why did Sam Winters pay no attention to rumours about her second marriage?

## FOLLOW-UP ACTIVITIES

### Task 6

Go back to *Task 3*. With your partner, discuss Tessie Brand's appearance/her voice/ her first album/box-office figures/the first two pictures.

### Task 7

**How important is image?** Obviously film stars have to look right for the part, but what about other people in the public eye? For example, do politicians have to think about their appearance, too?

Albert Mehrabian studied the effect that speakers have on their audience. His research showed that only 7% of the effect depends on what you say; 38% of the effect comes from your voice; but a huge 55% of the effect comes from your appearance. So you don't have to worry too much about content! Your voice and your appearance are much more important.

Work with a partner and discuss these questions.

1. How important is image, do you think? 2. Do you agree with Mehrabian's research? 3. Can you think of any examples from your own experience which confirm his research?

## ESSAY TOPICS

Choose one of the following topics.

1. Is music an important part of your life? Why/Why not? What kind of music do you listen to? Where? When?

Write about 150 words answering these questions.

2. What does it take to be a successful pop star? What qualities are most important if you want to become a pop star? Is there any pop star you would really like to meet? Why?

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

## UNIT 3. SOAP

### VOCABULARY

#### Task 1

The following words will help you understand the article. 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. *troublesome*, adj.

trustworthy

worrying

disturbing

2. *sleep like a log*

very soundly

very easily

very deeply

3. <i>cliff-hanger</i> , n.	story with a happy end	story with uncertain ending	suspense story
4. <i>addiction</i> , n.	dependency	obsession	flexibility
5. <i>prejudice</i> , n.	preconception	predicament	prejudgement
6. <i>stereotype</i> , n.	conventional type	standardized image	tycoon
7. <i>cast</i> , n.	company	performers	list of actors
8. <i>distinction</i> , n.	significance	contrast	difference
9. <i>storyline</i> , n.	plot	fiction	scenario

## TASK LISTENING

Look at this:

Jan Bishop  
Jason Donovan  
Kylie Minogue  
Ramsay Street

Amsterdam  
Melburne  
to project s.o. into one's life –  
to imagine that smb. is real

### Task 2



Listen to the article about soaps. As you listen, circle the best answer.

- Why were continuing stories on radio given the tag “soap operas”?
  - They were about soap manufacturers and their families.
  - They were sponsored by soap manufacturers.
  - They advertised soap.
- How are soap operas viewers stereotyped?
  - As soapsters.
  - As soap fans.
  - As soap addicts.
- Where is the popular soap *Neighbours* set?
  - At the University of Amsterdam.
  - In a Melbourne suburb.
  - In Britain.

4. Why do some people project soap characters into their lives?
  - a. Perhaps they are lonely.
  - b. Perhaps they are mad.
  - c. Perhaps they are unhappy.

## LISTENING FOR DETAILS

### Task 3



Listen to the article again. While listening, complete the following notes.

1. The original soap operas were \_\_\_\_\_  
\_\_\_\_\_
2. The text suggests that soaps are popular because
  - (i) They are about \_\_\_\_\_, not ideas.
  - (ii) They give us \_\_\_\_\_  
\_\_\_\_\_
  - (iii) They allow us \_\_\_\_\_  
\_\_\_\_\_
3. There is no doubt that a lot of people \_\_\_\_\_  
\_\_\_\_\_
4. For some young people, soap \_\_\_\_\_  
\_\_\_\_\_
5. Some soap viewers make no distinction \_\_\_\_\_  
\_\_\_\_\_
6. People who write to the characters, often sending money and gifts, hope  
\_\_\_\_\_

### Task 4



Comprehension check. Answer the following questions.

1. How many hours of soap opera are there on television in Britain each week?
2. How long have soaps been popular?
3. What were the stories aimed at women at home about?
4. Why were they called soaps?
5. Why is soap opera so popular?
6. Is *Neighbours* an American or a British soap?
7. Why is this soap popular with young people?
8. Why do some soap viewers write to the characters, sometimes offering to marry or adopt them?



## FOLLOW-UP ACTIVITIES

### Task 5

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

1. Do you think soaps are harmful? Why/Why not?
2. Do you prefer soaps which are based on “real life” or soaps where the people lead exciting and attractive lives? Give reasons for your answer.

### Task 6

Here are some useful words and phrases connected with television. Match the words on the left with the correct definition on the right.

- |                                     |   |
|-------------------------------------|---|
| 1. <i>Soap opera</i>                | a. a programme where a presenter talks to famous people about their lives and careers; sometimes there is music as well   |
| 2. <i>Quiz show</i>                 | b. a number of programmes about the same situation or the same characters in different situations   |
| 3. <i>Chat show</i>                 | c. a programme often on two or three times a week, which follows the lives of a group/community of people; the stories are often exciting, dramatic and hard to believe |
| 4. <i>Documentary</i>               | d. advertisement between programmes   |
| 5. <i>A series</i>                  | e. individuals, teams or families who answer questions or play different games against each other. The winner gets a prize, e.g. a car, a holiday, money.               |
| 6. <i>Current affairs programme</i> | f. most interesting event   |
| 7. <i>Commercial</i>                | g. a film with factual information, often analysing a problem in society  |
| 8. <i>Highlight</i>                 | h. a programme about a current social/political event   |

**Task 7**

Who are your favourite media people?

a. Write the name of your favourite

- newsreader \_\_\_\_\_
- TV presenter \_\_\_\_\_
- DJ \_\_\_\_\_
- newspaper \_\_\_\_\_
- magazine \_\_\_\_\_
- TV station \_\_\_\_\_
- TV programme \_\_\_\_\_
- radio station \_\_\_\_\_
- film star \_\_\_\_\_
- film director \_\_\_\_\_

b. Tell you partner about your choices.

**Task 8**

Work in small groups.

Find out what kinds of programmes people in your group like. Write down the names of one or more programmes in each of the categories below.

Kind of programme	Name of programme
• chat show	
• soap opera	
• current affairs programme	
• game show	
• sports show	
• documentary	
• music programme	
• crime series	

**ESSAY TOPICS**

Choose one of the following topics.

1. Some people argue that even trivial soaps raise issues which are of educational value to their children. Do you think this is true?

Write an article for a young people's magazine in which you argue the educational value of soaps. You could comment on

- examples of issues raised in soaps which you believe have been dealt with effectively;
- how a soap may be a better way of dealing with certain issues than a documentary.

2. Write an appraisal of a soap that you have liked.

Organize your paragraphs like this:

*Paragraph 1.* Factual information about the soap.

*Paragraph 2.* An introduction to the setting and the characters. A description of the plot. (This might need two paragraphs.)

*Paragraph 3.* Your reactions, and the reason why you liked it.

*Paragraph 4.* A conclusion.

## UNIT 4. TELEVISION AND VIOLENCE

### VOCABULARY

#### Task 1

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 definition of the words.

1. Broadcasters seek to excuse *violence* or pornography by the “integrity” or “quality” of this or that film.

---

2. Denise complains that her younger son Peter is a total television *addict*.

---

3. Whether movies reflect or *distort* what's going in society is always open to debate.

---

4. If you always *exaggerate*, people won't believe what you say.

---

5. What we watch has the biggest *impact* on our thinking.

---

6. Television invades our senses; it is frightening how quickly we get used to its *coarsening* influence.

---

7. Three young women were suspected of committing a series of *callous*, cold-blooded murders.

---

8. It is the duty of parents to give their children parental guidance and *monitor* their progress.

---

9. Many families are ruled by the box. Babies are *weaned* on television, children are placated by it.

---

10. Television, this most potent medium of communication, must not *corrupt* the public it should serve.

---

## Task 2

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

- \_\_\_ 1. violence
- \_\_\_ 2. addict
- \_\_\_ 3. distort
- \_\_\_ 4. exaggerate
- \_\_\_ 5. impact

- a. cruel
- b. forceful shock/effect
- c. pervert, deprave
- d. check
- e. person who cannot stop himself from

\_\_\_6. coarsening

\_\_\_7. callous

\_\_\_8. wean

\_\_\_9. monitor

\_\_\_10. corrupt

doing smth (usually which is harmful to himself)

f. make (a baby) start to eat solid food after only drinking milk

g. rough action

h. offending moral standards

i. go beyond the truth

j. pull or twist out the usual shape

## TASK LISTENING

Look at this:

Alan Yentob

*Casualty*

exhume, v

vilify, v

gore, n

custodian, n

output, n

– popular hospital series

– dig up (a dead person who has been buried)

– say extremely bad things about (s.o.)

– blood which has thickened after coming from a wound

– protector

– amount which a firm/person produces

### Task 3



Television has had its fair share of criticism over the years. The article you are going to listen to, voices rising public concern about violence on television.

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

According to the article, ...

1. Why are we bombarded by images of violence and death day after day?

- TV reflects the world as it is.
- TV distorts real life.
- TV offers good entertainment.

2. Why do many people condemn violence on TV?

- Soaps and detective series have no educational value.
- Juveniles turn early to crime.
- Violence on TV creates a violent society.

3. Who is responsible for drip-feeding violence to the imagination of millions of people?
  - a. The Prime Minister
  - b. Broadcasters
  - c. Commercial television
4. Why is the TV on from dawn till midnight in many homes?
  - a. It is a drug.
  - b. It is a remedy.
  - c. It is a disaster.

## LISTENING FOR DETAILS

### Task 4

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.

According to the article,...

- \_\_\_ 1. Television today is obsessed with violence and perversion.
- \_\_\_ 2. Television grotesquely exaggerates the violence in modern society.
- \_\_\_ 3. Brutal images do not have any impact on moral reflexes of children.
- \_\_\_ 4. Television is far more powerful than the press.
- \_\_\_ 5. The Prime Minister claims credit for *Casualty*, this popular hospital series.
- \_\_\_ 6. In many homes children are glued to the box from morning till night.
- \_\_\_ 7. There is no relationship between violence on television and violence in society.
- \_\_\_ 8. TV producers, directors and administrators accept blame for the blood-lust and violence screened on television.

According to TV promoters, ...

- \_\_\_ 9. Television is the mirror of a grim life.
- \_\_\_ 10. It is the responsibility of parents to stop their children viewing unsuitable programmes.

### Task 5

Comprehension check. Answer the following questions.

1. What invades our senses and our homes hour after hour, day after day? 2. What news footage comes from Bosnia? 3. What popular hospital series is famous for its brutal episodes? 4. What point of view do TV promoters argue? 5. What medium of communication is more powerful – television or the press? Why? 6. Who condemns “the relentless diet of violence on TV”? 7. What is the response of Alan Yentob, the controller of BBC1? 8. Why is the TV on from dawn till midnight in many homes? 9. Do broadcasters acknowledge their responsibility for the violent totality of their present output? 10. What must TV do not to corrupt the public it should serve?

## FOLLOW-UP ACTIVITIES

### Task 6

Complete the text using the following words and expressions *once only*.

although	in conclusion	unless
first of all	in my opinion	what is more
however	provided that	furthermore

The general opinion about television is that it is terrifically exciting, immensely powerful, and potentially very dangerous.

Undoubtedly television has advantages. \_\_\_(1), it has the power to educate. It is a window on the world and children can learn a lot from watching it. \_\_\_(2), it is a cheap form of entertainment which gives pleasure to millions of people, especially those who live alone.

\_\_\_(3), some people argue that television is so powerful that the disadvantages outweigh the advantages. \_\_\_(4) it can turn children into professors, it can also turn them into criminals, and there is increasing concern about the effect of violence on television when even wars are brought into our living room. \_\_\_(5), some people argue that television has had a terrible effect on family life. People no longer talk to each other, and families spend hours in front of ‘the box’ instead of going out together or simply having a conversation.

Opponents of television suggest that \_\_\_(6) we do something about reducing the amount of television, young people today will all grow up to be telly addicts. \_\_\_(7), the power of television for good and evil is exaggerated. It does not bring the world closer to me. It pushes me further away. In fact, as soon as a subject appears on

television, it loses its importance. I no longer care about problems, I just view them. \_\_\_(8), I think television is just another form of entertainment and, \_\_\_(9) you have other interests, it is neither harmful nor addictive.

### **Task 7**

With your partner, discuss the following questions.

I. 1. How many terrestrial channels are there in your city? 2. Do you watch satellite TV and/or cable TV? 3. “Television is chewing-gum for the eyes.” Do you sometimes watch television because you have nothing better to do? 4. On average, how many hours a week do you watch television? 5. What are your favourite programmes on TV at the moment? 6. Do you enjoy watching the commercials?

II. 1. Do you agree that there is an unsavoury relationship between violence on television and violence in society? 2. What would you want banned from television? 3. Would you want to remove violent deaths from the news? Where would you want to draw the line?

### **ESSAY TOPICS**

Choose one of the following topics.

1. “*Violence on television is a primary cause of violence in real life.*” Do you agree or disagree with this statement? What is your answer – yes, no or are you unsure?

Write an essay in which you argue your point of view. Use evidence and persuasive language to prove it is strong and valid. You need at least five or six points to make.

2. Imagine a time when there was no television. Write a diary describing how you and your family might have spent your evenings at home together.

You could include information about

- family relationships
- entertainment
- whether you as a member of the family were satisfied with the lifestyle.

## **UNIT 5. MAN WITH MANY FACES**

### **VOCABULARY**



**Task 1**

The following words will help you understand the article. 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.

- |                               |                                  |                            |                          |
|-------------------------------|----------------------------------|----------------------------|--------------------------|
| 1. <i>cast</i> , v.           | choose actors                    | turn actors down           | select actors            |
| 2. <i>stardom</i> , n.        | being a heavenly body            | being a famous performer   | being a film star        |
| 3. <i>yearning</i> , n.       | desire                           | indifference               | longing                  |
| 4. <i>hunky</i> , adj.        | attractive and<br>strong-looking | handsome and<br>well-built | melancholy<br>and ailing |
| 5. <i>intermittent</i> , adj. | casual                           | occasional                 | irregular                |
| 6. <i>frustrate</i> , v.      | disconcert                       | discourage                 | dishearten               |
| 7. <i>acclaim</i> , n.        | praise                           | approval                   | criticism                |
| 8. <i>sublime</i> , adj.      | outstanding                      | average                    | superb                   |
| 9. <i>accurate</i> , adj.     | exact                            | misleading                 | true                     |
| 10. <i>range</i> , n.         | interval                         | extent                     | radius                   |
| 11. <i>underestimate</i> , v. | misjudge                         | underrate                  | exaggerate               |

**TASK LISTENING**

Look at this:

Fred Koenekamp  
Mike Nichols

dude – *Am.* dandy

autistic – suffering from autism, a mental illness, which makes you withdrawn and unable to communicate

## Task 2



Dustin Hoffman, a great film star, was handed the American Film Institute Life Achievement Award in 1999.

He starred in many critically acclaimed pictures opposite highly distinguished actors and actresses. Listen to the article and fill in the chart below.

Film	Co – Stars
Papillon	
Marathon Man	
All the President's Men	
Kramer vs Kramer	
Rain Man	

## LISTENING FOR DETAILS

### Task 3



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

- What is Dustin Hoffman's greatest strength?
  - Naive optimism.
  - Acting range.
  - Cigarettes-and-cognac voice.
- Whom did he portray in *All the President's Men*?
  - A divorced father.
  - An ambitious journalist.
  - A college student.

3. What parts does Dustin regularly play?
  - a. Of the anti-hero.
  - b. Of a cool dandy.
  - c. Of a hunky hero.
4. When did Hoffman start climbing the Hollywood ladder?
  - a. In the early 1960s.
  - b. In the early 1970s.
  - c. In the early 1980s.
5. What did he study initially?
  - a. Law.
  - b. Medicine.
  - c. Art.
6. Why did he quit acting to become a teacher?
  - a. He was overawed.
  - b. He was undecided.
  - c. He was frustrated.
7. In what film did Dustin play his first lead role?
  - a. Pappilon.
  - b. Marathon Man.
  - c. The Graduate.
8. How was *the Graduate* reviewed?
  - a. Critics thought it sluggish and confused.
  - b. It won critical acclaim.
  - c. It was a flop.
9. What film earned Hoffman his first Academy Award for Best Actor?
  - a. Kramer vs Kramer.
  - b. Rain Man.
  - c. All the President's Men.
10. After how many previous nominations did he win the Academy Award for Best Actor?
  - a. Two.
  - b. Three.
  - c. Four.
11. When did he get the second Academy Award for Best Actor?

- a. Seven year later.
- b. Nine years later.
- c. Twelve years later.

**Task 4**

Comprehension check. Answer the following questions.

1. What films have given Dustin Hoffman a big name as an undisputed film star? 2. What is the unique thing in Hoffman's stardom? 3. What can be said about his theatrical skills and his acting range? 4. When did he begin his sublime acting career? 5. Was he in much in the early 1960s? 6. Were his minor screen roles of sufficient quality to cast him in his first lead role? 7. What sort of reviews did *the Graduate* receive? 8. Why was *Papillon* Steve McQueen's best film from the point of view of Fred Koenekamp? 9. What honours were bestowed on Dustin Hoffman?

**FOLLOW-UP ACTIVITIES****Task 5**

I. *Types of film.* Complete these definitions.

1. A western is \_\_\_\_\_
2. A war film is \_\_\_\_\_
3. A horror film is \_\_\_\_\_
4. A science fiction film is \_\_\_\_\_
5. A comedy is \_\_\_\_\_
6. A thriller is \_\_\_\_\_
7. An action film is \_\_\_\_\_

II. *Describing plays and films.* Define the following words used by critics in their reviews.

1. moving \_\_\_\_\_
2. violent \_\_\_\_\_
3. powerful \_\_\_\_\_
4. gripping \_\_\_\_\_
5. good fun \_\_\_\_\_
6. slow \_\_\_\_\_

**Task 6**

What famous films made in English over the last 10 years have you seen? Complete the following table using words from task 5.

Film	Type of film	Subtitles or dubbed?	Description of film (adjectives)
1. <i>Schindler's List</i> with Liam Neeson			
2.			
3.			
4.			
5.			

### ESSAY TOPICS

Chose one of the following topics.

1. Imagine you are a critic. Write an article for your newspaper about Dustin Hoffman and his roles.

2. What do you think of foreign films and television programmes? Are they better than local programmes or not? Are they a good or a bad influence? Why/Why not?

Write an opinion piece in which you give your views on foreign films and programmes.

## UNIT 6. A VICTIM TO ONE HUNDRED AND SEVEN TOTAL MALADIES

### VOCABULARY

#### Task 1

The words in italics will help you understand the story. 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. One day I went to the British Museum to read up the treatment for some slight *ailment*.

---

2. Before I had glanced half down the list of “*premonitory* symptoms”, I was convinced that I had undoubtedly got the disease.

---

3. I *patted* myself all over my front.

---

4. Cholera I had, with severe *complications*.

---

5. A miserable *wreck*, I went to my doctor.

---

6. The doctor will get more practice out of me than out of seventeen hundred of *commonplace* patients.

---

7. Life is brief and you might *pass away* before I had finished.

---

8. I told him how I came to *discover* it all.

---

9. Don't *stuff up* your head with things you don't understand.

---

## Task 2

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

- |                     |   |
|---------------------|---|
| <u>d</u> 1. ailment | a. second illness which makes the first illness worse |
| ___ 2. premonitory  | b. ordinary   |
| ___ 3. pat          | c. die  |
| ___ 4. complication | d. minor illness                                      |
| ___ 5. wreck        | e. find   |
| ___ 6. commonplace  | f. warning  |
| ___ 7. pass away    | g. press tightly into                                 |
| ___ 8. discover     | h. person who, because of illness, can do very little |
| ___ 9. stuff up     | i. give (s.o./sth) a light hit                        |

**TASK LISTENING**

Look at this:

housemaid's knee – a swelling of the knee, so called because frequently occurring in servant girls who work much upon their knees

**Task 3** 

Listen to an extract from the book *Three Men in a Boat* by Jerome K. Jerome. As you listen,

a) check the diseases that the author mentions

typhoid	fever
cholera	
diphtheria	
scarlet	fever

b) circle the answer that best expresses the main ideas of the story

1. Why did Jerome go to the British Museum one day?
  - a. To study infectious diseases.
  - b. To read up the treatment for some disease.
  - c. To idle away the time.

2. What did Jerome discover after he had read the book?
  - a. The only malady he had got was housemaid's knee.
  - b. He was as fit as a fiddle.
  - c. He had got nearly all the illnesses imaginable.
3. Why did Jerome go to his doctor?
  - a. To do him a good turn.
  - b. To be treated for diphtheria.
  - c. To talk about the weather.
4. What did the doctor advise Jerome?
  - a. Not to read medicine advertisements.
  - b. Not to eat meat.
  - c. Not to stuff up his head with things he did not understand.

## LISTENING FOR DETAILS

### Task 4

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. Having read all he came to read Jerome idly turned the leaves.
- \_\_\_ 2. The only malady Jerome had not got was typhoid fever.
- \_\_\_ 3. Students would have no need to "walk the hospitals" if they had Jerome.
- \_\_\_ 4. Jerome failed to feel his pulse at first.
- \_\_\_ 5. Jerome felt his heart beat like a hammer.
- \_\_\_ 6. Jerome had walked into the reading-room a miserable wreck.
- \_\_\_ 7. Jerome was on friendly terms with his doctor.
- \_\_\_ 8. After giving Jerome a brief examination the doctor wrote out a prescription.
- \_\_\_ 9. Jerome read the prescription attentively before taking it to the chemist's.
- \_\_\_ 10. At the chemist's Jerome had the prescription made up.
- \_\_\_ 11. Jerome followed the doctor's instructions.

## FOLLOW-UP ACTIVITIES

### Task 5

Work with a partner. In connection with what does Jerome mention the following diseases?



- typhoid fever
- cholera
- diphtheria
- scarlet fever

### **Task 6**

Work in pairs and answer the following questions.

1. Why did Jerome go to the British Museum once? 2. Why did he begin to study diseases? 3. What did he discover after he had read the book from cover to cover? 4. What made Jerome think that he was an interesting case from a medical point of view? 5. What did Jerome do trying to examine himself? 6. In what state did he leave the library? 7. Why did Jerome go to his doctor? 8. On what terms were the doctor and the patient? 9. Did the doctor ask Jerome any questions before writing out a prescription? Why/Why not? 10. What did the doctor advise Jerome to do?

### **ESSAY TOPICS**

Choose one of the following topics.

1. Write a story based on a film or a book which deals with illnesses and being ill.

2. People deal with the idea of death and dying differently. Some people feel apprehensive about death and don't even want to think about it; others are not afraid of death and accept it as a natural part of the life process.

How do people in your culture deal with death and dying? Write an essay in which you describe this cultural attitude.

## **UNIT 7. FIRST AID**

### **VOCABULARY**

#### **Task 1**

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. The first one has been done for you.

1. <i>aid</i> , n.	assistance	hindrance	help
2. <i>accident</i> , n.	commotion	disaster	misfortune
3. <i>obvious</i> , adj.	hidden	undeniable	indisputable
4. <i>anaesthetic</i> , n.	sedative	stimulant	painkiller
5. <i>injury</i> , n.	lesion	wound	inoculation
5. <i>fracture</i> , n.	split	fragment	break
7. <i>reassure</i> , v.	disconcert	encourage	cheer up
8. <i>expert</i> , adj.	qualified	amateur	professional

## TASK LISTENING

### Task 2

Correct first-aid treatment, if it is given properly and promptly, can save lives. Of course if the situation is serious, the first thing to do is seek medical attention.

How good is your knowledge of first aid? What would you do in these circumstances?

- Someone has a minor burn. Should you
  - pour cold water on the burnt area?
  - put a tight bandage on it?
  - put butter or cream on it?
- Someone has a bad burn. Should you
  - put the burnt area under the cold tap?
  - put a tight bandage on it?
  - put a loose, clean covering on?

3. The victim of a car accident is bleeding. Should you
- leave the victim alone until expert help arrives?
  - stop the bleeding before expert help arrives?
  - give the victim alcoholic drinks?

Now listen to the interview with Dr. Clarke about basic first aid and check your answers.

### Task 3

You are the first to arrive at the scene of a car accident. What are the three things you should/should not do? While listening to the interview, make notes.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## LISTENING FOR DETAILS

### Task 4

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. First aid is very important.
- \_\_\_ 2. Ninety per cent of first aid is a specialist knowledge, and ten per cent is common sense.
- \_\_\_ 3. If it is a minor burn, the best thing to do is put cream or grease on.
- \_\_\_ 4. If it is a bad burn, the best thing to do is put the burnt area under the cold tap.
- \_\_\_ 5. You must not give the victims alcoholic drinks.
- \_\_\_ 6. The most common injuries in car accidents are burns and cramps.
- \_\_\_ 7. If you are the first to arrive at the scene of a car accident, you should not move the victim unless it is absolutely necessary.
- \_\_\_ 8. You should stay with the victim until expert help arrives.

### Task 5

Comprehension check. Answer the following questions.

1. Why is first aid very important? 2. What must you do if someone is not breathing? 3. What must you do if the person is bleeding? 4. What should be done about burns? 5. If the patient complains of thirst, should you give him/her any alcoholic drinks? Why?/Why not? 6. Why is it advisable to stay with the victim of a car accident until expert help arrives?

## FOLLOW-UP ACTIVITIES

### Task 6

With your partner, discuss your answers to the following question.

What are the three things you should/should not do if you are the first to arrive at the scene of a car accident?

### Task 7

Dr. Clarke advises people to find out as much as they possibly can about first aid.

Work in small groups.

Here is a list of injuries. Look them up in your dictionary to check the meaning and the pronunciation, and fill in the chart.

Use your imagination to think of a cause for the injuries.

Injury	Cause	Treatment
a broken arm	a fall during a football match	Set the arm and put it in plaster
a bruise		
a sprained wrist		
a sting		
cramp		
concussion		
a black eye		

a blister		
a burn		

Discuss your answers. If you are not sure, find out the right answers.

### ESSAY TOPICS

Choose one of the following topics.

1. How good is your knowledge of first aid? Have you ever helped people who were in trouble?

Write an essay in which you describe your experience.

2. Write 10 instructions for your pupils entitled “Basic First Aid”.

## UNIT 8. DESCRIBING SYMPTOMS OF SOME CHILDHOOD DISEASES

### VOCABULARY

#### Task 1

The words in italics will help you understand the text. 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. Chicken pox, mumps and measles are *infectious* viral diseases.

---

2. If the child has a *rash* call or visit the doctor.

---

3. Very often the child, despite a high *fever*, will look fine and not even be very irritable.

---

4. The patient complained of *fatigue* and loss of appetite.

---

5. First the rash appears as red *splotches*.

---

6. Small *blisters*, called vesicles, are very delicate and may look like drops of water on a red base.

---

7. The spread of the rash may be accompanied by mild *itching*.

---

8. In five days the child's fever *subsided*.

---

9. *Salivary glands* under the jaw and tongue may also be involved.

---

10. Some diseases lead to life-long immunity to *recurrence*.

---

## Task 2

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

h 1. infectious

\_\_\_ 2. rash

\_\_\_ 3. fever

\_\_\_ 4. fatigue

a. tickling sensation

b. oddly-shaped spot of colour

c. the glands from which saliva (the liquid in the mouth) enters the mouth

d. bump on the skin (with water underneath)

- \_\_\_5. splotch
- \_\_\_6. blister
- \_\_\_7. itching
- \_\_\_8. subside
- \_\_\_9. salivary glands
- \_\_\_10. recurrence

- e. become lower
- f. temperature
- g. listlessness
- h. catching
- i. happening again
- j. eruption of the skin

**TASK LISTENING**

Look at this:

- shingles – infectious disease related to chicken-pox causing a painful rash (Russ. опоясывающий лишай)
- encephalitis – viral infection of the brain

**Task 3** 

Listen to the text about common childhood diseases – chicken-pox, mumps and measles. The text has been divided into three parts. You will hear a beep at the end of each part.

While listening, list the symptoms of these diseases and fill in the chart below.

Symptoms	Chicken-pox	Mumps	Measles
headache			
fatigue			
fever			
spots			
swelling of the glands			
rash			
nausea			
loss of appetite			
inflamed eyes			
nasal discharge			
.....			

**Task 4** 

What is the incubation period for

- chicken-pox?                      From                      to                      days
- mumps?                              From                      to                      days

- measles?                      From \_\_\_\_\_ to \_\_\_\_\_ days

While listening, make notes.

## LISTENING FOR DETAILS

### Task 5

Read the statements for Parts 1-3. Then listen to the text again and decide whether the statements are true or false. As you listen, write *T* or *F* next to each statement.

#### Part 1

- \_\_\_ 1. Usually there are no symptoms before the rash.
- \_\_\_ 2. Occasionally there is fatigue and some fever in the 24 hours before the rash appears.
- \_\_\_ 3. Rash appears as small blisters.
- \_\_\_ 4. The tops of blisters are difficult to scratch off.
- \_\_\_ 5. The crust falls away between the ninth and the tenth day.
- \_\_\_ 6. The blisters usually appear first on the palms of the hands.
- \_\_\_ 7. Chicken-pox spreads easily.
- \_\_\_ 8. The disease may be transmitted from 24 hours before the appearance of the rash up to about 6 days after.

#### Part 2

- \_\_\_ 1. Chewing and swallowing may produce headache.
- \_\_\_ 2. Swelling of the salivary glands lasts five to ten days.
- \_\_\_ 3. There may be no fever.
- \_\_\_ 4. Such symptoms as fatigue and loss of appetite are rare.
- \_\_\_ 5. Mumps is as easily spread as measles and chicken-pox.
- \_\_\_ 6. Mumps is most frequently seen in winter and spring.
- \_\_\_ 7. Mumps is common before the age of 3 and after the age of 40.
- \_\_\_ 8. Adults, particularly men, are unlikely to develop complications.

#### Part 3

- \_\_\_ 1. Before the rash there may be a dry cough and a sore throat.
- \_\_\_ 2. The fever occurs in the three to nine days prior to the rash.
- \_\_\_ 3. The fever ranges from 101° to 104°F.
- \_\_\_ 4. Small white spots appear first on the cheeks.
- \_\_\_ 5. The spots fade as the skin rash appears.
- \_\_\_ 6. Rash appears on about the fifth day of the illness.



- \_\_\_7. Measles most frequently occurs between the ages of 5 and 13 years.  
\_\_\_8. Complications are more frequent than for chicken-pox or mumps.

## **FOLLOW-UP ACTIVITIES**

### **Task 6**

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

1. What are the symptoms of chicken-pox?/ mumps?/ measles?
2. What is the incubation period for chicken-pox?/ mumps?/ measles?

### **Task 7**

What treatment do doctors suggest for chicken-pox?/ mumps?/ measles?  
Read the following information

## **HOME TREATMENT**

<p style="text-align: center;"><b><i>Chicken-pox</i></b></p> <p>The major problem is control of the intense itching and reduction of the fever. Warm baths containing baking soda (1/2 cup to a tubful of water) frequently help.</p> <p>When lesions occur in the mouth, gargling with salt water (1/2 teaspoon salt to an eight-ounce glass) may help comfort and will cleanse the lesions.</p> <p>The use of sedatives is sometimes necessary.</p> <p>Cut the fingernails or use gloves to prevent skin damage from intensive scratching. Hands should be washed three times a day and the skin should be kept clean in order to prevent a bacterial infection.</p>	<p style="text-align: center;"><b><i>Mumps</i></b></p> <p>The treatment of uncomplicated mumps is simple: aspirin for fever and for pain.</p> <p>Isolation is recommended until the gland swelling disappears.</p> <p>The patient with difficulty in eating may require a liquid diet for a few days.</p>
	<p style="text-align: center;"><b><i>Measles</i></b></p> <p>Aspirin should be used for temperature greater than 102°F and a vaporizer should be used for cough.</p> <p>If the eyes are involved, dim light may make a child more comfortable.</p> <p>The child should be isolated until the end of the contagious period.</p>

### **Task 8**

Work alone.

Your younger brother/sister is ill with chicken-pox (mumps/measles). Write down his/her symptoms.

When you are ready, read out the symptoms to the rest of the class. They are doctors, and must make a diagnosis and suggest the treatment.

### **ESSAY TOPICS**

Choose one of the following topics.

1. Have you (your brother/sister/friend) ever been laid up with chicken-pox (measles/mumps)? Write an essay in which you describe this medical experience.

2. Recently your room-mate has fallen ill with mumps. You have been sicknursing him/her for three days already. Write a letter to your friend in which you describe your room-mate's state and your experience.

## UNIT 9. DICING WITH DEATH

### VOCABULARY

#### Task 1

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. <i>dice</i> , v.          | gamble       | bet               | work            |
| 2. <i>pollute</i> , v.       | purify       | poison            | infect          |
| 3. <i>pant</i> , v.          | inspire      | gasp              | breathe heavily |
| 4. <i>aroma</i> , n.         | fragrance    | stench            | odour           |
| 5. <i>inhale</i> , v.        | sniff in     | breathe in        | exhale          |
| 6. <i>indigestion</i> , n.   | insomnia     | upset stomach     | gastric upset   |
| 7. <i>stroke</i> , n.        | paralysis    | apoplexy          | fitness         |
| 8. <i>ancestor</i> , n.      | predecessor  | descendant        | forebears       |
| 9. <i>collapse</i> , v.      | recover      | fall              | faint           |
| 10. <i>psychiatrist</i> , n. | pediatrician | psychopathologist | psychoanalyst   |

### TASK LISTENING

Look at this:

- stone, n – measure of weight (= 14 pounds or 6.35 kilograms)
- lead, n – (*element: Pb*) heavy soft bluish-grey metal
- cholesterol, n – substance which is said to deposit fat in the arteries
- aerosol, n – canister filled under pressure, which sends out a spray when the button is pushed

**Task 2**

You will listen to a newspaper article about the health hazards of modern-day life.

While you are listening, check the dangers attached to the following:

- cars \_\_\_\_\_
- nylon \_\_\_\_\_
- a good English fry-up \_\_\_\_\_
- tea and coffee \_\_\_\_\_
- a nylon toothbrush \_\_\_\_\_
- the lift \_\_\_\_\_
- an aerosol \_\_\_\_\_
- hair dyes and eye-liners \_\_\_\_\_
- a hair drier \_\_\_\_\_

**LISTENING FOR DETAILS****Task 3**

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

According to the author, ...

1. What is the air polluted with?
  - a. Mercury from petrol.
  - b. Lead from petrol.

- c. Asbestos particles.
2. Why isn't nylon a good material for the skin?
    - a. It won't let the skin breathe.
    - b. It won't let the skin perspire.
    - c. It won't let the skin moisten.
  3. Why should you put down a nylon toothbrush at once?
    - a. It will ruin your teeth.
    - b. It will ruin your gums.
    - c. It will ruin your enamel.
  4. Why is it dangerous to inhale an aerosol's sweet fragrance?
    - a. It will ruin your liver.
    - b. It will ruin you heart.
    - c. It will ruin your lungs.
  5. Why does the author light a cigarette?
    - a. To calm his nerves.
    - b. To calm his colleague.
    - c. To calm his mates.
  6. What does Ms Brown need to be careful of?
    - a. Shampoo and eyeshadow.
    - b. Face powder and lipstick.
    - c. Hair dyes and eye-liners.
  7. What does the author see looking in the driving mirror?
    - a. A large van following him.
    - b. A large vein on his forehead.
    - c. A large pimple on his forehead.
  8. Why won't the author's wife live long?
    - a. She smokes much.
    - b. She inhales a large amount of chemicals.
    - c. She is on a low-fibre diet.

## **FOLLOW-UP ACTIVITIES**

**Task 4**

Work in pairs. Discuss your answers to the following questions.

1. According to the writer, what dangers are attached to cars?/ nylon?/ a good English fry-up?/ tea and coffee?/ a nylon toothbrush?/ an aerosol?/ hair dyes and eye-liners?/ a hair drier?

2. Do you think the writer is much too worried about the dangers of modern life or is he right to be worried about them?

3. Are we *really* much happier in our modern technological world with all its new-found knowledge than our ancestors?

4. Is it true that we have become more aware of the need to look after our health in the past few years? What are some of the things we should and shouldn't do to stay healthy?

**Task 5**

Go back to your notes and mark them like this:

- VV I agree that this is a real danger.
- V This could be dangerous, but it's not worth worrying about.
- X I don't agree that this is a danger.
- ? I don't understand the point that the writer is trying to make.

Compare your reactions with a partner's.

**ESSAY TOPICS**

Choose one of the following topics.

1. Today people often talk about the health hazards of modern-day life. Do you think they are right to be worried about them? Are we less happier than our ancestors who knew nothing of these things? Why or why not? Write an essay in which you express your opinion.

2. Write a reproduction entitled "Dicing with Death". Describe a typical day in the life of a businessman, and the dangers that he faces at different times of the day.

## UNIT 10. TRAVELLING ALONE: PROS & CONS

### VOCABULARY

#### Task 1

The words in italics will help you understand the text. 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. Whether travelling by air is more satisfactory than travelling by rail is *arguable*.

---

2. Various methods of travelling offer quite different *experiences*.

---

3. When you travel with the other people, they act as a *barrier* between yourself and the country.

---

4. In subtle ways your friends *discourage* the risk-taking and spirit of adventure.

---

5. Most people are prepared to do far more for a *solitary* traveller than they would do for a group of people.

---

6. Each person in the group is a *hostage* to fortune.

---

7. *Protracted* discussions put a strain on relationships.

---

8. Why was he so unlucky to develop *dysentery*?

---

9. If you are travelling with a large group, someone has *diarrhoea* every day.

---

10. She had to put off an appointment on account of *malaria*.

---

## Task 2

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

- |                          |                            |
|--------------------------|----------------------------|
| <u>  e  </u> 1. arguable | a. never-ending            |
| ___ 2. experience        | b. obstacle                |
| ___ 3. barrier           | c. prisoner                |
| ___ 4. discourage        | d. tropical fever          |
| ___ 5. solitary          | e. debatable               |
| ___ 6. protracted        | f. single                  |
| ___ 7. hostage           | g. disease of intestines   |
| ___ 8. dysentery         | h. prevent                 |
| ___ 9. diarrhoea         | i. knowledge               |
| ___ 10. malaria          | j. looseness of the bowels |

## TASK LISTENING

### Task 3



Listen to the text taken from a practical and humorous book called *The Tropical Traveller*.

Is the writer basically **for** or **against** travelling alone? While listening, list **any three** of the reasons for the writer's basic opinion.

1.

---



2.

3.

## LISTENING FOR DETAILS

### Task 4



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

According to the writer, ...

- \_\_\_ 1. The person who travels with companions does not see the same country as the traveller who goes alone.
- \_\_\_ 2. When you travel alone, you are less open to new friendships.
- \_\_\_ 3. Most people you meet are prepared to do far more for a couple, or a group than they would for one person.
- \_\_\_ 4. Lengthy discussions and arguable decisions put a strain on relationships.
- \_\_\_ 5. Travelling with companions is more expensive.
- \_\_\_ 6. A number of friendships come to an end during long journeys.
- \_\_\_ 7. When you are alone, you can make up your mind quickly and reach a better decision.
- \_\_\_ 8. Travel with a companion is always an adventure; travel alone is sometimes an adventure.

## FOLLOW-UP ACTIVITIES

### Task 5

Look at your notes.

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

- 1. Is the write basically **for** or **against** travelling alone?
- 2. What are the reasons for the writer's basic opinion?

Compare your list with those of other student

### Task 6

With your partner, discuss the pros and cons of travelling with companions.

## ESSAY TOPICS

Choose one of the following topics.

1. Write a summary of the writer's feelings about travelling alone or with companions (160-180 words).

2. What do you think about travel? Do you like travelling? How? Where to? Who with? Write an essay in which you express your opinion and give your reasons.

## UNIT 11. MAKING TRAVEL ARRANGEMENTS

### VOCABULARY

#### Task 1

##### *What to say – what to expect*

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

#### TRAVEL ARRANGEMENTS – RAIL

##### *Person calling*

I'd like a sleeper on the Inter City train from London to Glasgow.

That's right: the one that leaves Euston at 22.15. It gets to Glasgow at about eight o'clock, doesn't it?

Is there a dining car on the train? And can I reserve a seat there?

##### *Person called*

I'm sorry. We can't accept reservations for the dining car, but hopefully I could reserve a seat for you in an adjoining coach. Are you travelling first class or second?

#### TRAVEL ARRANGEMENTS – AIR

##### *Person calling*

Could you arrange for Mr. Rogerson to be met at the airport? He's due to arrive at Paris Charles de Gaulle at 18.25 on flight BA 355.

##### *Person called*

I'm awfully sorry, but I couldn't get you on the flight you wanted. Your name's on the waiting list, though. The other possibility would be for you to

Is there a direct flight from Dusseldorf to Geneva on Monday afternoon? I have an open ticket for this route.

## HOTEL RESERVATIONS

### *Person calling*

Is that Advance Reservations? I'd like to reserve a double room with shower for three nights, please.

Is there a room with a view over the town?

You have a reservation for me for tomorrow. I'll be checking in rather late, I'm afraid, at about 11 p.m. You will hold the room for me, won't you?

fly at 9.00 the next morning.

We are not very conveniently located for public transport, I'm afraid. You'd better take a taxi from the airport.

### *Person called*

Yes, we've booked the room you wanted. The terms are £38.50 for a single room with shower and £45 for a double room with bath. That includes breakfast service and value added tax.

Sorry, we're completely booked up, but you may try the Beach Court Hotel. This is their telephone number.

We haven't any double rooms left but I can offer you a suite at £60 a night.

I'm awfully sorry, there are no hotel rooms left. Shall I look for private accommodation for you, or try to find a hotel out of town?

## TASK LISTENING I

Look at this:

Hyannas  
Ritz Carlton Hotel

### Task 2



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

Caller	Name of travel agency	Hotel location	Hotel's name	Booking	Type of room

## LISTENING FOR DETAILS I

### Task 3



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 caller is not quite sure about her vacation plans.
- \_\_\_ 2. She would like to make some reservations.
- \_\_\_ 3. Elaine will leave on Sunday, July 26.
- \_\_\_ 4. She will fly from Chicago to Boston.
- \_\_\_ 5. In Boston Elaine is planning to stay at Ritz Carlton Hotel.
- \_\_\_ 6. She wants John to make reservations for two nights.
- \_\_\_ 7. John has already reserved a single room with bath for her.
- \_\_\_ 8. The flight for Hyannas takes off at 10.45.
- \_\_\_ 9. Elaine will pick up the tickets the next day in the evening.

## TASK LISTENING II

### Task 4



Airport arrangements vary in different countries and cities, but the vocabulary is useful for all.

Listen to your friend's directions. Write in the missing information as you hear it.

Do you have a pencil and something to write on? O.K. Well, the first thing is that your plane will arrive at \_\_\_\_\_. When you come out of the gate, \_\_\_\_\_. Look for the signs that say \_\_\_\_\_. If you follow those signs, you'll get to \_\_\_\_\_. Then you have

to look for signs saying \_\_\_\_\_. Follow them until you get to the right terminal for Delta. Don't stop to buy a newspaper or anything because you won't have time. When you get to the \_\_\_\_\_, go through the security check, keep going toward the Delta gates. You'll see TV screens for information up on the walls. Look for one that says Delta. The TV screens show the arrivals and departures, but you just \_\_\_\_\_ for your Atlanta flight. Remember that your \_\_\_\_\_, and it's supposed to leave for \_\_\_\_\_. If you look \_\_\_\_\_, you'll see the gate number. Then you better get there fast.

## LISTENING FOR DETAILS II

### Task 5



Listen to your friend's directions again and answer the following questions.

1. What is the number of your arrival gate? \_\_\_\_\_
2. Which direction should you turn when you come out of the gate? \_\_\_\_\_
3. What sign should you look for first? \_\_\_\_\_
4. What terminal should you go to? \_\_\_\_\_
5. What sign should you look for in the terminal? \_\_\_\_\_
6. Where should you go through a security check? \_\_\_\_\_
7. What part of the screen should you look at? \_\_\_\_\_
8. What's your flight number? \_\_\_\_\_
9. When is it supposed to leave? \_\_\_\_\_
10. Where is the gate number? \_\_\_\_\_

## FOLLOW-UP ACTIVITIES

### Task 6

Choose the missing words from the box.

1. Would you like a ... room or single?
2. The ... time of flight CP 603 is 13.10.
3. Several ... fly the same route, so it's mainly a question of choosing the most ... time.
4. I want to be sure of flying tomorrow, so please book me, on a ... flight.
5. Don't forget: ... times half an hour before take-off.
6. Would you like to stay in an ... or do you prefer a hotel?
7. There are good transport ... in the area.
8. Sorry to have

... you waiting. 9. All the ... have been made. You'll be ... from us soon. 10. Shall I book hotel accommodation ... or would you ... to stay in town?

airlines	apartment	arrangements	check-in	convenient
departure	double	facilities	hearing	kept
locally	prefer	scheduled		

### Task 7

Choose the best answers.

1. Do you have an open ticket, then?
  - a. Yes, it's valid for any flight on that route.
  - b. Yes, I still have to pay the fare.
  - c. Yes, I can go anywhere in the world.
2. My name's on the waiting list as a stand-by. Can I fly now?
  - a. No, there's no more standing room on the plane.
  - b. No, the flight will be announced in the transit lounge.
  - c. No, the flight is fully booked.
3. Do you want to book a sleeper, or just a seat?
  - a. As this is a long flight, I'd like to have a sleep.
  - b. As this is an overnight train, I'd like to book a sleeper.
  - c. As this is an expensive hotel, I'd like to save some money.
4. What's the public transport like? Should I hire a car?
  - a. The public usually does it.
  - b. Trains and buses do not run frequently.
  - c. Trains and buses are in bad condition.
5. Is service included in the hotel rate?
  - a. Yes, you need not add any tips.
  - b. Yes, your car will be serviced while you are asleep.
  - c. Yes, you will be served breakfast in your room.
6. Can you reserve three single rooms for our group?
  - a. I'm sorry. Please ask your travel agent for fuller details.
  - b. I'm sorry. We don't handle package tours for groups.
  - c. I'm sorry. All our rooms have been reserved.

**Task 8**

Work with your partner.

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

Scandinavian Airlines. Good morning.

1.

---

2.

---

Flight Reservations.

3.

---

How can I help you, Mr. Rogerson?

4.

---

I see.

5.

---

You're flying full economy fare, I suppose?

6.

---

Well, in that case, if there's a seat available on the plane, you'll have no problem.

7.

---

8.

---

Is the summer departure time very different, then?

9.

---

That's still very convenient.

10.

---

Yes, please.

Right, go to the SAS desk at the airport at least 60 minutes before departure.

11.

---

Yes, it's YA 712.  
12.

---

Bye.

- a. But my conference is ending earlier and I'd like to take an earlier flight back.
- b. Hold the line, sir, and I'll put you through to Flight Reservations.
- c. And there are a few seats left. Shall I reserve one for you?
- d. SK 512 is the flight that interests me. The one at 16.35.
- e. That's fine, then. Thanks very much. Bye.
- f. Good morning. I'd like to change a flight booking, please.
- g. Ah, good morning, my name's Rogerson.
- h. And they'll change the ticket, then? Is there a reference number?
- i. No, only 20 minutes later. At 16.55.
- j. Well, I'm booked on a Swissair flight to Zurich this Friday at 18.40.
- k. Yes, I am.
- l. I think your timetable must be out of date, sir. That's the winter departure time.

## **ROLE PLAY**

Work with another student.

Student A

You hold a ticket on flight BA 312 from London to Paris at 18.00 on Friday 19 May. You know you will be a little delayed. Ring a Travel Agency and change your booking to the Air France flight (AF 794) that leaves an hour later.

Student B

You work for Interworld Travel, London. The flight the caller would like is full and there are 17 people on the waiting list. Offer the caller, as alternatives, BA 314 at 20.00 or British Caledonian (BR 106) at 19.20 from London's Gatwick Airport.

## **UNIT 12. MONEY MATTERS**



**VOCABULARY****Task 1**

The words in italics will help you understand the conversations. 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. In common with most large hotels, our *room rate* policy is quite complicated.

---

2. The *exchange rate* is one dollar forty to the pound.

---

3. We charge a *flat rate* of £2 per transaction.

---

4. We add a *service charge* to your bill.

---

5. Our weekly rate *is calculated* on the basis of seven nights for the price of six.

---

6. Furthermore, we are able to offer you a special 10% weekend *discount* on these rates.

---

7. You can secure your reservation by sending a 25% *deposit*.

---

8. The customer pays them directly and they take *commission* and pass on what is left to the hotel.

---

9. I will be paying by *credit card*. It's Visa.

---

10. You have *an account* with us, don't you?

---

11. We expect guests *to check out* before twelve noon.

---

## Task 2

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.

- |                           |  |
|---------------------------|--|
| <u>  j  </u> 1. room rate | a. money deposited in a bank   |
| ___ 2. exchange rate      | b. reduction in the usual price of something (usually a percentage)                                  |
| ___ 3. flat rate          | c. small plastic card that allows you to get goods or services without using money                   |
| ___ 4. service charge     | d. to pay your bill and leave the hotel  |
| ___ 5. calculate          | e. percentage of sales value given to the salesman   |
| ___ 6. discount           | f. value of the money of one country compared to that of another                                     |
| ___ 7. deposit            | g. fixed charge which never changes  |
| ___ 8. commission         | h. sum of money which is the first payment for something with the rest of the money to be paid later |
| ___ 9. credit card        | i. amount (usually a percentage) added to a bill for the work carried out                            |
| ___ 10. account           | j. fixed amount at which a room in a hotel is charged  |
| ___ 11. check out         | k. to work out (a sum)   |

## TASK LISTENING

Look at this:

- = equals, is equal to, makes, is
- + plus, and
- minus, less, take away
- x times, multiplied by
- : divided by

### Task 3



Listen to three conversations involving money which take place in a hotel. Each dialogue is about one of the following situations. Write the number of the dialogue by the situation you hear.

- a  paying the bill in the restaurant
- b  buying goods from a hotel shop
- c  checking in
- d  changing money
- e  checking out
- f  leaving a tip

## LISTENING FOR DETAILS

### Task 4



In the dialogues, several questions are asked. Listen to the cassette again and complete the questions below.

#### *Dialogue 1*

- a How would you like \_\_\_\_\_?
- b Could you just \_\_\_\_\_ here, please?
- c How much do you \_\_\_\_\_?

#### *Dialogue 2*

- d Would you just like to \_\_\_\_\_ it \_\_\_\_\_?
- e Can you tell me what this \_\_\_\_\_ is for?

**f** Do you \_\_\_\_\_ Visa?

*Dialogue 3*

**g** Can you tell me what the \_\_\_\_\_ is?

**h** Cash or \_\_\_\_\_?

**i** Is \_\_\_\_\_ charged on that?

Which questions are asked by the guest and which by the hotel employee?

## FOLLOW-UP ACTIVITIES

### Task 5

Look at the way numbers and figures are used in the dialogues. Compare the spoken form with the written form on the right.

‘That’ll be thirty-seven pounds twenty, please ...’	(£37.20)
‘Two hundred divided by one point four equals one hundred and forty-two pounds eighty-six ...’	( $200 \div 1.4 = \text{£}142.86$ )
‘... less two pounds commission ... comes to one hundred and forty pounds eighty-six pence.’	( $-\text{£}2.00 = \text{£}140.86$ )

**A.** Now match these figures with the spoken sentences which follow.

<b>1</b> £2.50	<b>5</b> \$100 bill
<b>2</b> \$2,216	<b>6</b> Room 504: £273.45
<b>3</b> £1.00 = \$1.86	<b>7</b> 4 x \$4.25 = \$17
<b>4</b> £24 + 15% service = £27.60	<b>8</b> \$100 – 10% = \$90

- a** We’re currently exchanging at one dollar eighty-six to the pound.
- b** The total charge for the group is two thousand, two hundred and sixteen dollars.
- c** I gave you a hundred-dollar bill!
- d** That will be two pounds fifty, please.
- e** One hundred dollars less ten per cent commission makes ninety dollars.
- f** Four times four dollars twenty-five is seventeen dollars in all.
- g** The bill for room five oh four comes to two hundred and seventy-three pounds forty-five (pence).
- h** Twenty-four pounds plus fifteen per cent service equals twenty-seven pounds

sixty.

**B.** Read these amounts to a partner and get him/her to make the final calculation.

1. £2.50 + £4.15 =
2. 10% of \$150 =
3. 5 x £14 =
4. £206 + £2,314 =
5. \$16.95 x 2 =
6. \$1000 – 10% =
7. £60 + 15% =
8. \$4,396 + 3,221 =

### Task 6

With your partner, discuss the following questions.

1. What items would you expect to find on a hotel bill? 2. What are the possible methods of payment? Think of an item or service which can be paid for by each.
3. What are the advantages and disadvantages of different methods of payment?

### Task 7

Below are some extracts from conversations between the hotel employee and the guests. Put them in order in which you think you will hear them.

#### CHANGING MONEY

- a**     Certainly. How many have you got?
- b**     2.91 to the pound. How would you like the money?
- c**     Can I change these German marks into pounds, please?
- d**     In fives, please.
- e**     200. What's the exchange rate today?

#### CASHING TRAVELLER'S CHEQUES

- a**     Yes, I've got my passport somewhere... Yes, here it is.

- b**  In tens and a few fives, please. Thank you.  
**c**  Here?  
**d**  Yes. Have you got any identification?  
**e**  Yes, that's right...How would you like the money?  
**f**  Hello. I'd like to cash these traveller's cheques, please.  
**g**  Thank you. Can you write today's date and then just sign them, please?

## ROLE PLAY

1. Work in pairs. Complete columns 1 and 2 of this chart by looking at today's newspaper. Together, complete columns 3 and 4. You will need to set buying and selling rates for each currency, and decide whether you are going to charge commission.

COUNTRY	CORRENCY	TODAY'S EXCHANGE RATE (to your currency)		
		Rate from paper	Cash	
			Your buying rate	Your selling rate
UK				
USA				
Japan				
Germany				
Greece				

2. Take turns to be A and B.

Student A

You work in the exchange office of a large hotel. Using the rates you have just set, answer the questions of the tourists who come to your office to change money.

Student B

You are a tourist. Choose one of the currencies and decide how much you have. Go round the class, visiting other students' exchange offices and trying to get the best rate. Act out the conversation.

## UNIT 13. DEALING WITH COMPLAINTS

### VOCABULARY

#### Task 1

##### *What to say – what to expect*

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

#### MAKING AND RECEIVING COMPLAINTS

##### *Person calling*

I'm afraid I have to make/register a serious complaint.

I must make a complaint about the service at your hotel.

You may think I'm a nuisance, or that I'm too fussy, but I really can't accept this kind of thing again.

The taxi came so late that I missed my flight to Rome.

##### *Person called*

I'm afraid there's been a mix-up.

What seems to be the trouble?

When did you place the order?

#### ESTABLISHING A GOOD COMPANY IMAGE

##### *Person called*

Hello, can I help you?

Yes, there does seem to have been a mistake at our end. Thanks for telling me about it. Something has obviously gone wrong. Please excuse us for this mistake.

#### POSITIVELY-ORIENTED QUESTIONS

##### *Person calling / person called*

Have you thought of this possibility?

Would you be interested in hearing our point of view?

May I make a few suggestions?

What do you think of this idea?

## TASK LISTENING

### Task 2



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

Caller	Called person/ company	Reason for calling	Action	Number of baggage checks	Next contact
				1. 2.	

## LISTENING FOR DETAILS

### Task 3



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. Mr. Rodriguez is phoning Flyway Airlines to check on some flight booking.
- \_\_\_ 2. His luggage has been lost.
- \_\_\_ 3. He contacted Lost and Found office immediately.
- \_\_\_ 4. His flight was FL 879.
- \_\_\_ 5. The flight should have arrived at 8 o'clock.
- \_\_\_ 6. Mr. Rodriguez had a four-hour stopover in New York.
- \_\_\_ 7. He had two cases in dark grey leather.
- \_\_\_ 8. Mr. Rodriguez will have to fill in some forms and declarations.
- \_\_\_ 9. Mr. Rodriguez' phone number is 691273.
- \_\_\_ 10. He stays at the Grand Hotel.
- \_\_\_ 11. The company will trace his missing luggage.

### Task 4





Comprehension check. Answer these questions.

1. What is the reason for Mr. Rodriguez' calling Flyway Airlines? 2. What country did he fly from? 3. Did he report his missing luggage when he landed? 4. Did the flight arrive on schedule? 5. What flight was it? 6. How many cases did the passenger have? 7. Where did he find the number of his baggage check? 8. At what hotel does Mr. Rodriguez stay? 9. What is his phone number until four o'clock? 10. When will Flyway Airlines be able to trace his missing luggage?

## FOLLOW-UP ACTIVITIES

### Task 5

Choose the missing words from the box.

1. I have to phone you because your payment is ... . 2. If you let us have fuller ..., we can ... out the question. 3. It's really a ..., arriving here without my luggage. 4. I can do ... about it if you can provide me with some more ... . 5. And will I have to fill in and sign a ... or a ...? 6. Let me see if I've got the ... check number. 7. In the evening I can be ... at my hotel. 8. If I'm not there, please ... a message for me.

luggage	declaration	details	form	information
leave	nuisance	overdue	reached	something
sort				

### Task 6

Choose the best responses.

1. I think there's been a slip somewhere.
  - a. What message?
  - b. Where's the note now?
  - c. What sort of mistake?
  
2. There may have been a mistake at our end.
  - a. So you've found it at last.
  - b. I don't know when the mistake was made.
  - c. Well, it certainly wasn't my fault.
  
3. I hope you can sort it out.
  - a. It's difficult to arrange.
  - b. I'm sure we'll find out what went

- wrong.
- c. What sort do you want?
4. My luggage is missing.  
It's a damned nuisance.
    - a. I'm sorry it's giving you problems.
    - b. So you have a lot of cases?
    - c. We don't have any here.
  5. If you give me the check number, we'll trace your baggage for you.
    - a. It's already labelled.
    - b. I don't need a duplicate number.
    - c. It's FL 052273
  6. I'm sure your complaint is justified.
    - a. I'm glad you've done it.
    - b. Yes, I've just made it.
    - c. It's not the first time either.

**Task 7**

Look at this example of responding to a complaint.

<b>Complaint</b>	<b>Apology</b>	<b>Action</b>
▶ <i>This room is filthy!</i>	<i>I'm terribly sorry.</i>	<i>I'll send someone up to clean it immediately</i>

Now respond to the following complaints in a similar way.

<u><b>Complaint</b></u>	<u><b>Apology</b></u>	<u><b>Action</b></u>
a. This soup's disgusting!	_____	_____
b. I'm sorry to trouble you, but I don't seem to have any towels.	_____	_____
c. It's really noisy. Can't you do something about it?	_____	_____
d. The central heating's not working.	_____	_____
e. Look. Our sheets haven't been changed.	_____	_____
f. Sorry, but I ordered tea,	_____	_____

not coffee.

g. I can't seem to get  
the shower to work.

h. We've been robbed!

## Task 8

Divide into pairs, A and B. A should read letter 1. B should read letter 2. Answer the questions which follow, then compare answers with your partner.

### 1

Dear Sir,

I am writing to you concerning my recent stay at your hotel. My wife and I arrived on Saturday 15<sup>th</sup> May and stayed for a week. Although we were treated well and found the service and your staff excellent, there are one or two matters which we feel we should bring to your attention.

Firstly, we had hoped for a complete break from our busy work lives, and indeed your advertisement promised 'peace and quiet' and the chance to relax. However, we were surprised to find that there was a lot of noisy building work. I understand that repairs are sometimes needed, but is it really necessary to start at seven o'clock in the morning?

Secondly, we had hoped to make use of the 'luxurious pool'. To our astonishment, we found that this was closed for the entire period of our stay.

I hope you do not mind me writing to you about these things, but I would be grateful if you could give me some explanation. As I said at the start, it is a pity when your service is so excellent in other areas.

I look forward to hearing from you.

Yours faithfully,

Mr. Hector Bradley

### 2

Dear Sir

I recently had the bad luck to stay in your hotel, and I am now forced to write to you to express my disgust with the service you provided.

From the moment I arrived I was treated in an unfriendly manner. I also found that the promises you made in your advertisement were not true. The hotel was not relaxing – it was noisy and uncomfortable. The restaurant was not romantic, and indeed it was hardly a restaurant, as it offered very little variety of food.

Furthermore, there was no transport into town. When I complained about this I was simply told there was a bus strike. Surely you could have provided a taxi for your guests.

I am a fairly reasonable man, and I am quite prepared to put up with a little inconvenience, but this was too much for me. If I do not receive a satisfactory explanation and appropriate compensation, I shall be forced to take the matter further.

I am sending a copy of this letter to my solicitor and to the local tourist board.

Yours faithfully

P. Pryke

1. Who is the letter from? 2. What is the writer complaining about? 3. Was there anything positive? 4. What action does the writer want the hotel to take? 5. What is the tone of the letter? 6. Underline expressions used to complain.

## ESSAY TOPIC

You are the manager of *The Country Village Hotel*, and you must reply to the unhappy guests (see the letters in *Task 8*). You don't want to make excuses but you know there were reasons why the things promised in the advertisement did not happen. Here are your notes.

### PROBLEM

swimming-pool closed	– essential maintenance due to damage to pump system
incomplete restaurant service	– head chef had to go to hospital suddenly
noisy building work	– building new recreation centre (and this is least busy time of year)
bad transport services	– bus strike

Write a letter to one of the guests apologizing for the difficulties they had, and explaining the reasons. If you want to, you can offer some compensation.

Follow this structure:

Paragraph 1: Thank writer for letter. Make general apology.

Paragraph 2: Make specific apology and give explanation/reasons for each complaint.

Paragraph 3: Offer some compensation (if you want).

Paragraph 4: Repeat general apology and make closing remarks.

Here are some expressions which may be useful:

*Thank you for... / I was sorry to hear... / I would like to explain... / I can assure you... / As a sign of our concern, we would like to offer... / I hope... / Please accept...*

## UNIT 14. HOSPITALITY AT ITS BEST

### VOCABULARY

#### Task 1

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. <i>adjustment</i> , n. | confirmation    | alteration  | rearrangement |
| 2. <i>badge</i> , n.      | emblem          | souvenir    | insignia      |
| 3. <i>ensure</i> , v.     | guarantee       | endanger    | make certain  |
| 4. <i>designate</i> , v.  | extend          | label       | name          |
| 5. <i>abundant</i> , adj. | ample           | plentiful   | scarce        |
| 6. <i>drain</i> , n.      | sewer           | bath        | pipe          |
| 7. <i>security</i> , n.   | safety measures | protection  | danger        |
| 8. <i>promotion</i> , n.  | demotion        | advertising | publicity     |
| 9. <i>obvious</i> , adj.  | noticeable      | hidden      | evident       |
| 10. <i>prompt</i> , adj.  | early           | slow        | immediate     |
| 11. <i>benefit</i> , n.   |                 |             |               |

profit

advantage

loss

**TASK LISTENING**

superstition, n  
yukata, n  
sachet, n

Look at this:  
belief in magic and the supernatural  
cotton dressing-gown  
small bag

**Task 2**

A significant proportion of business travellers are Japanese. The article you are going to listen to, suggests how hoteliers can make adjustments to satisfy their specific requirements.

According to the text, which of these things are especially important to a Japanese visitor?

- a. plenty of staff on duty
- b. a courtesy bus to the town centre
- c. TV and video in their room
- d. a Japanese-speaking staff member
- e. politeness
- f. Business Centre
- g. a high level of security
- h. Japanese food
- j. Japanese newspapers

**LISTENING FOR DETAILS****Task 3**

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

According to the text, ...

1. By whom should a party of Japanese visitors be met?
  - a. The assistant manager or a Japanese national.
  - b. The manager or a senior member of staff.
  - c. The marketing director or a Japanese linguist.

2. What should this member of staff have?
  - a. A Japanese business card and a lapel badge.
  - b. A Japanese flag and promotional leaflets.
  - c. A Japanese laptop and a calculator.
  
3. The rooms with what numbers are considered unlucky?
  - a. 5, 55, 555
  - b. 4, 44, 444
  - c. 8, 88, 888
  
4. What level of service are the Japanese used to?
  - a. Low
  - b. Standard
  - c. High
  
5. What is much appreciated by Japanese visitors?
  - a. Cable television and air-conditioning.
  - b. Note pads and pens.
  - c. Notices and signs in Japanese.
  
6. What should be available at Reception or in rooms?
  - a. Japanese print.
  - b. Local souvenirs.
  - c. Japanese word processors.
  
7. What should be provided in bathrooms?
  - a. A letter of welcome and guidance notes.
  - b. Cups and a kettle.
  - c. Toiletries and a hair-drier.
  
8. With so many ladies travelling unaccompanied, evidence of what do the Japanese like to see?
  - a. A high level of medical care.
  - b. A high level of security.
  - c. A high level of technology.

**Task 4**

Comprehension check. Answer these questions.

1. Who should be on duty when a party of Japanese visitors is checking in? 2. Why would a Japanese visitor probably not want to stay in room 44? 3. What will make the Japanese guests feel more at home? 4. What basic training should the staff receive? 5. What Japanese print should be available at Reception or in rooms? 6. What particular features would a Japanese visitor want to find in a hotel bathroom? 7. Why should there be a drain in the bathroom floor or a notice in Japanese advising on the correct use of the shower and bath? 8. Would a Japanese couple prefer twin beds or a double bed? 9. What tea do the Japanese like to have for refreshment? 10. What business facilities can be provided for business executives?

## FOLLOW-UP ACTIVITIES

### Task 5

Read the following extract from the *Welcome Information* notes. Complete the gaps with these words:

VHS\*, software, stationery, fax and phones, busy executive, tea- and coffee-making facilities, screen, flip-chart, PC, equipment, overhead projector

=====

\*video recording system

## THE RIGHT FACILITIES

The *Abela Hotel* has a particular understanding of the needs of the (1) \_\_\_\_\_, and each Business Apartment is furnished to create a professional atmosphere in which you would wish to do business.

The (2) \_\_\_\_\_ in your Business Apartment has been carefully chosen to place at your fingertips all the essentials of the modern office: (3) \_\_\_\_\_, (4) \_\_\_\_\_ with printer (loaded with the latest (5) \_\_\_\_\_).

A (6) \_\_\_\_\_ player and teletext television are conveniently situated for group viewing. A (7) \_\_\_\_\_ is ceiling-mounted for use with slide or (8) \_\_\_\_\_.



. (available on request) and there is a large white marker board, a (9) , and a supply of (10)\_\_\_\_\_.

Fridge and (11)\_\_\_\_\_ are provided, and full room service is, of course, available at all times.

## Task 6

Business today is very much an international and multinational activity. It is often in the hotel where the cultural differences resulting from this fact are most evident.

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

1. What special cultural difficulties and needs would a British business person have in your country?

Think about social customs/behaviour, greeting people and meeting in general, language difficulties, food and eating habits (and meal table etiquette), and business situations (dress, negotiating, making deals, etc.)

2. How would a hotel find out about the details of these different cultural practices and customs?

3. What can the hotel do to help people of different nationalities and cultures feel at home and feel able to mix with others?

Think about reception procedures, room design and facilities, information sheets and signs, restaurants, and staffing.

## ESSAY TOPICS

Choose one of the following topics.

1. Imagine you are a business executive who travels quite a lot in your job. Write about your last business trip abroad.

Consider the following: general description of the hotel, its location/staff and service/facilities in the hotel/facilities in the room/entertainment.

2. You stay at Copthorne Tara Hotel was comfortable and easy. Write a letter recommending this hotel to a friend who is planning to visit London.

## **ANSWER KEY**

### **UNIT 1. THE AUDITION**

#### **Task 1**

1 vague    2 later    3 doubtful    4 awkward    5 confuse    6 ambiguous    7 hideous  
8 obstacle    9 reluctant    10 discharge from

**Task 2**

1. Bill Frindall / *Good points*: right voice; caught the character very well; a lot of experience in character parts; the right age. *Bad points*: out of work for about nine months; had a drink problem; forgot one or two lines; no experience on television.
2. Harry Lime / *Good points*: confident, convincing; superb timing; really made for the part; wrote a book on Dickens; caught the spirit of Micawber; much experience of the stage and the television. *Bad points*: too young for the part; too tall for the part.
3. Victor O'Brian / *Good points*: a lot of experience in light/situation comedy; very keen; the right age; the face fits; trying to break away from situation comedy roles. *Bad points*: no experience in character parts; the audience would identify him with his other characters.

**Task 3**

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

**Task 4**

1. Tree actors. 2. No, there was not. 3. The voice was right/caught the comic side of the character/ the right age. 4. No experience on television/out of work for about nine months/had a drink problem/forgot one or two lines. 5. Yes, he did. 6. Too young and too tall. 7. No, there was not. Make-up never looked quite right on television. 8. *The Spirit of Dickens*. 9. In situation comedy. 10. To break away from situation comedy roles.

**Task 6**

- 1 musical    2 the cast    3 the audience    4 clap    5 director    6 critics    7 reviews  
 8 subtitles    9 to book    10 stars

**UNIT 2. A SUPERSTAR****Task 2**

1 j   2 f   3 i   4 g   5 d   6 h   7 b   8 k   9 c   10 a   11 e

### Task 3

1. Appearance / ugly
2. Voice / amazing, incredible; rocked the rafters
3. First album / sold 2 million copies in the first month
4. Box-office figures / producers and record companies made fortunes
5. First picture / Tessie received an Academy nomination for that
6. Second picture/ was awarded the golden Oscar for it

### Task 4

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

### Task 5

1. She was the hottest singer in show business.
2. They went wild. / Her voice was incredible. She became a surrogate for all the unattractive, the unloved, the unwanted.
3. Paul Varrick, a Broadway producer.
4. No, he was not. The musical was a smash hit.
5. Yes, it did.
6. Broadway producers and record companies made fortunes with her.
7. Yes, they were.
8. No, it did not; she divorced her husband after the retakes.
9. He felt it was none of his business.

## UNIT 3. SOAP

### Task 1

1 trustworthy   2 very easily   3 story with a happy end   4 flexibility   5 predicament  
6 tycoon   7 company   8 significance   9 fiction

### Task 2

1 b   2 c   3 b   4 a

### Task 3

1 continuing stories on radio   2 (i) feelings   2 (ii) something to talk about with friends  
2 (iii) to overhear the private dialogues that normally remain secret to us

3 watch several soaps a week 4 may be a way of thinking about their problems  
5 between the actor and the character 6 the stars will get in touch with them

#### Task 4

1. More than 20. 2. Since American businessmen found they could sell more of their products if they advertised them in between episodes of a continuing story. 3. About parents, children, relationships with neighbours, love and sorrow. 4. They were sponsored by soap manufacturers. 5. *Possible answers*: deals with feelings first / provides a “shared experience” / gives us something to talk about with friends. 6. Neither, it is Australian. 7. Raises important social issues / helps young people to solve their own problems. 8. They may be lonely.

#### Task 6

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

### UNIT 4. TELEVISION AND VIOLENCE

#### Task 2

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

#### Task 3

1 b 2 c 3 b 4 a

#### Task 4

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

#### Task 5

1. Brutality. 2. Of rotting bodies exhumed by one side to vilify the other. 3. *Casualty*. 4. TV reports the world as it is. 5. Television. 6. The Prime Minister. 7. He defends the “quality” of *Casualty*; parents should monitor what their children see. 8. It is a drug. 9. No, they do not. 10. Mop up some of the blood and tone down some of the sex.

**Task 6**

1. First of all, ... 2. Furthermore, ... 3. However, ... 4. Although ... 5. What is more, ... 6. ... unless ... 7. In my opinion ... 8. In conclusion, ... 6. ... provided that ...

**UNIT 5. MAN WITH MANY FACES****Task 1**

1 turn actors down 2 being a heavenly body 3 indifference 4 melancholy and ailing 5 casual 6 disconcert 7 criticism 8 average 9 misleading 10 interval 11 exaggerate

**Task 2**

1. *Papillon* / Steve McQueen 2. *Marathon Man* / Laurence Olivier 3. *All the President's Men* / Robert Redford 4. *Kramer vs Kramer* / Meril Streep 5. *Rain Man* / Tom Cruise

**Task 3**

1 b 2 b 3 a 4 a 5 b 6 c 7 c 8 b 9 a 10 b 11 a

**Task 4**

1. *Papillon* / *Marathon Man* / *All the President's Men* / *Kramer vs Kramer* / *Rain Man*.  
 2. Plays the anti-hero. 3. Theatrical skills /broad; acting range/unique, immeasurable.  
 4. In the early 1960s. 5. No, he was not. 6. Yes, they were. 7. It won critical acclaim throughout. 8. There was healthy competition between him and Dustin Hoffman.  
 9. Academy Award for Best Actor (2) / A Golden Globe / New York Film Critics Circle Award / A Berlin Film Festival Award / the American Film Institute Life Achievement Award.

**Task 5**

I. 1. A western/a film about America in the 19<sup>th</sup> century; often with cowboys and Indians. 2. A war film/a film about fighting between two or more countries or opposing groups within a country, involving large numbers of soldiers and weapons 3. A horror film/which aims to frighten the audience. 4. A science fiction film/ about the future. 5. A comedy/ a funny film which makes you laugh. 6. A thriller/an exciting

story, often about a crime. 7. An action film/about the connected series of events which capture the imagination of the audience.

II. 1. Moving/producing strong emotions, often a sadness; a positive word. 2. Violent/includes lots of scenes with fighting and death. 3. Powerful/has a big effect on our emotions. 4. Gripping/exciting and very interesting. 5. Good fun/used to describe a film that may not be very serious or important but is enjoyable. 6. Slow/boring.

## **UNIT 6. A VICTIM TO ONE HUNDRED AND SEVEN FATAL MALADIES**

### **Task 2**

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

### **Task 3**

- a) 1. Typhoid fever/had it for months without knowing.  
 2. Cholera/had it, with severe complications.  
 3. Diphtheria/had been born with it.  
 4. Scarlet fever/had all the symptoms.

b) 1 b   2 c   3 a   4 c

### **Task 4**

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

### **Task 6**

1. To read up the treatment for some disease. 2. Out of idle curiosity. 3. Had all the diseases except housemaid's knee. 4. Was a hospital in himself; students/doctors would get more practice out of him than out of hundreds of common patients. 5. Felt his pulse and heart; looked at his tongue. 6. A miserable wreck. 7. To do him a good turn. 8. On friendly terms. 9. No, he did not. 10. Not to stuff up his head with things he did not understand.

## **UNIT 7. FIRST AID**

### **Task 1**

1 hindrance      2 commotion      3 hidden      4 stimulant      5 inoculation  
 6 fragment      7 disconcert      8 amateur

**Task 2**

1 a    2 c    3 b

**Task 3**

1. Check that the victims are breathing. If not, give artificial respiration.
2. Stop the bleeding.
3. Don't move the victim unless it's absolutely necessary.

**Task 4**

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

**Task 5**

1. Lives can be saved if the right action is taken. 2. Give artificial respiration. 3. Stop the bleeding. 4. If it is a minor burn put the burnt area under the cold tap or pour on iced water. If it is a bad burn cover it lightly with something clean and go to a hospital. 5. No, you should not. If he needs an operation, he will not be given an anaesthetic. 6. Many victims suffer from shock or panic.

**UNIT 8. DESCRIBING SYMPTOMS OF SOME CHILDHOOD DISEASES****Task 2**

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

**Task 3**

1. Chicken-pox/fatigue, fever, rash (splotches, blisters).
2. Mumps/malaise, fever, pain behind the ear, swelling of the glands, headache, fatigue, loss of appetite.



3. Measles/cough, inflamed eyes, a sore throat, a nasal discharge, swollen neck glands, fever, spots, rash.

#### Task 4

1. Chicken-pox/from 14 to 17 days
2. Mumps/from 16 do 18 days
3. Measles/from 8 to 12 days

#### Task 5

##### *Part I*

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

##### *Part II*

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

##### *Part III*

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

### UNIT 9. DICING WITH DEATH

#### Task 1

- 1 work    2 purify    3 inspire    4 stench    5 exhale    6 insomnia    7 fitness    8  
descendant    9 recover    10 pediatrician

#### Task 2

1. Cars/pollute the air. 2. Nylon/doesn't let your skin breathe. 3. Fry-up/contains cholesterol-building fat. 4. Tea and coffee/bad for your health. 5. A nylon toothbrush/ruins your gums. 6. The lift/deprives you of exercise. 7. An aerosol/ ruins your lungs and our atmosphere. 8. Hair dyes and eye-liners/cause cancer. 9. A hair drier/contains asbestos particles that ruin your lungs.

#### Task 3

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

## UNIT 10. TRAVELLING ALONE: PROS & CONS

### Task 2

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

### Task 3

The writer is *for* travelling alone. *Possible* reasons:

1. Other people discourage the risk-taking and spirit of adventure.
2. When you travel alone, you are more open to new friendships.
3. You are not bothered by companions' complaints.

### Task 4

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

## UNIT 11. MAKING TRAVEL ARRANGEMENTS

### Task 2

Elaine Morrison / Continental Express / Boston / Ritz Carlton / 26 and 27 July / single with bath

### Task 3

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

### Task 4

Do you have a pencil and something to write on? O.K. Well, the first thing is that your plane will arrive at Gate E4. When you come out of the gate, turn to the right. Look for the signs that say Terminal and Baggage Claim. If you follow those signs,

you'll get to terminal 2. Then you have to look for signs saying Delta Airlines. Follow them until you get to the right terminal for Delta. Don't stop to buy a newspaper or anything because you won't have time. When you get to the Delta terminal area, go through the security check. After the security check, keep going toward the Delta gates. You'll see TV screens for information up on the walls. Look for one that says Delta.

The TV screens show all the arrivals and departures, but you just look under departures for your Atlanta flight. Remember that your flight number is 236, and it's supposed to leave for Atlanta at 5:13. If you look to the right of the flight number, you'll see the gate number. Then you better get there fast.

### Task 5

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. E4                         | 6. Delta terminal area                |
| 2. right                      | 7. under departures                   |
| 3. Terminal and Baggage Claim | 8. 236                                |
| 4. 2                          | 9. 5:13                               |
| 5. Delta Airlines             | 10. to the right of the flight number |

### Task 6

- 1 double    2 departure    3 airlines, convenient    4 scheduled    5 check-in    6 apartment  
7 facilities    8 kept    9 arrangements, hearing    10 locally, prefer

### Task 7

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

### Task 8

- 1 f    2 b    3 g    4 j    5 a    6 k    7 d    8 l    9 i    10 c    11 h    12 e

## UNIT 12. MONEY MATTERS

### Task 2

- 1 j    2 f    3 g    4 i    5 k    6 b    7 h    8 e    9 c    10 a    11 d

**Task 3**

1 b    2 e    3 d

**Task 4**

Dialogue 1 / a. to pay    b. sign    c. charge

Dialogue 2 / a. to check through    b. item    c. accept

Dialogue 3 / a. exchange rate    b. traveller's check    c. commission

**Task 5**

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

**Task 7**

CHANGING MONEY / 1 c    2 a    3 e    4 b    5 d

CASHING TRAVELLER'S CHEQUES / 1 f    2 d    3 a    4 g    5 c    6 e    7 b

**UNIT 13. DEALING WITH COMPLAINTS****Task 2**

Carlos Rodriguez / Flyway Airlines / missing luggage / Flyway Airlines to trace luggage / FL 052273 and 052274 / Flyway to contact Mr. Rodriguez

**Task 3**

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

**Task 4**

1. His luggage was missing. 2. Canada. 3. He did at the information office. 4. No, it was an hour late. 5. FL 879. 6. Two. 7. On the front of his ticket. 8. Grand Hotel. 9. 5691273. 10. In the evening or the next day.

**Task 5**

1 overdue      2 details/information, sort      3 nuisance      4 something,  
 details/information      5 form, declaration      6 baggage      7 reached      8 leave

**Task 6**

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

**Task 8**

## Letter 1

1. an unhappy guest 2. noisy building work / closed swimming pool 3. the service and the staff 4. give some explanation 5. extremely polite and restrained 6. *There are one or two matters which we feel we should bring to your attention. / We were surprised to find ... / I understand that ..., but is it really necessary ...? / To our astonishment, we found that ... / I hope you do not mind me writing to you about ... .*

## Letter 2

1. an unhappy guest 2. the service provided: unfriendly staff / the hotel was noisy and uncomfortable / little variety of food at the restaurant / no transport into town 3. nothing 4. a satisfactory explanation and appropriate compensation 5. direct and straightforward 6. *I recently had the bad luck ... / I am now forced to write to you to express my disgust with ... / The promises you made in your advertisement were not true ... / Surely you could have .. / If I do not receive a satisfactory explanation and appropriate compensation, I shall be forced to take the matter further.*

**UNIT 14. HOSPITALITY AT ITS BEST****Task 1**

1 confirmation    2 souvenir    3 endanger    4 extend    5 scarce    6 bath    7 danger  
 8 demotion    9 hidden    10 slow    11 loss

**Task 2**

a      d      e      g

**Task 3**

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

**Task 4**

1. The manager or a senior member of staff. 2. This number is considered unlucky. 3. Notices and signs in Japanese. 4. In the Japanese language. 5. A letter of welcome, guidance notes, general information, Yellow Pages, a city guide, a newspaper. 6. Toiletries and a hair-drier. 7. The Japanese are accustomed to showering outside the bath tub. 8. Twin beds. 9. Green tea, plum tea. 10. A Business Centre offering translation and word processing services.

**Task 5**

1 busy executive    2 equipment    3 fax and phones    4 PC    5 software    6 VHS  
7 screen    8 overhead projector    9 flip-chart    10 stationery    11 tea- and  
coffee-making facilities

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