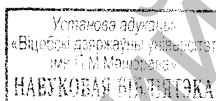


# AUDIO AND VIDEO PRACTICE



**Витебск 2018**

Министерство образования Республики Беларусь  
Учреждение образования «Витебский государственный  
университет имени П.М. Машерова»  
Кафедра германской филологии

## AUDIO AND VIDEO PRACTICE

*Методические рекомендации*



Витебск  
ВГУ имени П.М. Машерова  
2018

УДК 811.111(076.5)

ББК 81.432.1-9я73

А92

Печатается по решению научно-методического совета учреждения образования «Витебский государственный университет имени П.М. Машерова». Протокол № 2 от 21.12.2017 г.

Составители: старшие преподаватели кафедры германской филологии ВГУ имени П.М. Машерова **М.П. Ковальская, Г.Ш. Бочкова, Т.Н. Петрашко, О.В. Бельская, И.А. Кузьмина, О.В. Казиминова**

**Рецензент:**

доцент кафедры мировых языков ВГУ имени П.М. Машерова,  
кандидат филологических наук *О.И. Воробьева*

**Video and audio practice : методические рекомендации / сост.:**  
**А92 М.П. Ковальская, Г.Ш. Бочкова, Т.Н. Петрашко, О.В. Бельская, И.А. Кузьмина, О.В. Казиминова. – Витебск : ВГУ имени П.М. Машерова, 2017. – 50 с.**

Данная рабочая тетрадь содержит задания по аудированию (английский язык) для студентов специальностей 1-21 05 06 «Романо-германская филология», 1-24 01 01 «Международное право». Она предназначена для студентов I-V курсов дневной формы обучения и рекомендована для развития и совершенствования навыков понимания речи на слух. Издание может быть использовано для аудиторной или самостоятельной работы студентов.

УДК 811.111(076.5)

ББК 81.432.1-9я73

© ВГУ имени П.М. Машерова, 2018

## HUMAN PERSONALITY WEDDING RITUALS (audio)

### 1. PRE-LISTENING

1.1. Read these descriptions of wedding rituals. Are any of them common in your country?

- a) The bride and groom cut the wedding cake together.
- b) The bride and groom exchange gold coins during the church ceremony.
- c) The bride has her hands and feet decorated in henna designs.
- d) Guests pin money on the bridegroom's suit during the reception.
- e) Guests throw rice over the bride and groom as they leave the church.
- f) An older person holds a black umbrella over the bride's head as she leaves her home to go to the groom's house.
- g) The bride throws her bouquet of flowers over her shoulder into the crowd of guests.
- h) The father of the bride, the groom and the best man make speeches at the reception.

### 2. LISTENING COMPREHENSION

Listen to four people talking about wedding rituals. Match a ritual (a-h) from Exercise 1 with a person (1-4). What is the meaning of each ritual?



▲ Jorge



▲ Sandra



▲ Ilhan



▲ Laila

### 3. FOLLOW-UP ACTIVITIES

Look at the words and phrases in the box, which you use to describe wedding the UK. Now complete the task.

aisle	best man	bouquet of flowers	bridesmaid	church	confetti	honeymoon
photographer	priest	propose a toast	reception	rice	ring	speech
veil	vows	wedding cake	wedding presents			

- a) Circle the words and phrases you don't know and look them up.
- c) Cross out the words that you wouldn't use to describe a wedding in your country.
- d) Write a brief description of a typical wedding ritual in your country.
- e) Read, compare and comment on your partner's description.

## JOBS. OCCUPATIONS. A JOB INTERVIEW (audio)

### 1. PRE-LISTENING

#### 1.1 Read this job advertisement

*Live-in au-pair for two boys four and six, in Hampstead area of London. Childcare and light housework. One year contract, renewable, 100 pounds a week. Own room with television. Fare home paid at the end of contract. Applicants should be 18-25 with good English and love of children. Driving license essential.*

What is the job?

What are the requirements?

What are the benefits?

**1.2 A young man has applied for the job. Before you listen work with your partner and list the topics that the interviewer will want to ask about.**

## **2. LISTENING AND COMPREHENSION**

**2.1 Listen to the job interview. The interviewer covers seven “topics”. Write the topic for each part.**

**1. Personal details**

**2.2 Listen again and make notes on these questions.**

1. Where is Emil from? \_\_\_\_\_
2. How old is he? \_\_\_\_\_
3. When did he come to Britain? \_\_\_\_\_
4. What has he been doing in Britain? \_\_\_\_\_
5. How many brothers and sisters has he got? \_\_\_\_\_
6. How old are they? \_\_\_\_\_
7. What does he do in Finland? \_\_\_\_\_
8. What is he studying? \_\_\_\_\_
9. How long has he been doing that? \_\_\_\_\_
10. What jobs has he done? \_\_\_\_\_
11. Has he worked with children before? \_\_\_\_\_

## **3. FOLLOW UP ACTIVITY**

**Work with your partner. Study the advertisement and arrange an interview.**

### **COURIER WANTED**

*To accompany American children (11-14) and their teachers on a coach tour around Belarus. The ideal candidate will be well travelled, patient and tolerant, with a good sense of humor. Good spoken English essential. Knowledge of other languages helpful. Candidates should be able to talk about Belarusian art, architecture, literature and customs.*

## **UNIVERSITY STUDIES (audio)**

### **1. LISTENING AND COMPREHENSION**

**1.1 A new student is looking for the School of Economics at the University of Westlands. Listen and circle the appropriate letter. (1-4)**

1. The orientation meeting
  - A took place recently.
  - B took place last term.
  - C will take place tomorrow.
  - D will take place next week.
2. Attendance at lectures is
  - A optional at 4 pm.
  - B closely monitored.
  - C difficult to enforce.
  - D sometimes unnecessary.
3. Tutorials take place
  - A every morning.
  - B twice a week.
  - C three mornings a week.
  - D three afternoons a week.
4. The lecturer's name is
  - A Roberts.
  - B Rawson.
  - C Rogers.
  - D Robertson.

**1.2 Complete the notes below using no more than THREE words. (5-10)**

**Course requirements:**

**Tutorial paper:**

**A piece of work on a given topic. Students must:**

5. \_\_\_\_\_ for 25 minutes

6. \_\_\_\_\_

give to lecturer for marking.

**Essay topic:**

Usually 7. \_\_\_\_\_

**Type of exam:**

8. \_\_\_\_\_

**Library:**

Important books are in 9. \_\_\_\_\_

Focus of course:

Focus on 10. \_\_\_\_\_

**1.3 Circle the appropriate letter. (11-12)**

11. The speaker works within the Faculty of

A Science and Technology.

B Arts and Social Sciences.

C Architecture .

D Law.

12. The faculty consists firstly of

A subjects.

B degrees.

C divisions.

D departments.

**1.4 Complete the notes in no more than THREE words. (13-15)**

The subjects taken in first semester in this course are psychology, sociology,

(13) \_\_\_\_\_ and \_\_\_\_\_.

Students may have problems with

(14) \_\_\_\_\_ and (15) \_\_\_\_\_.

**1.5 Circle the appropriate letter. (16-19)**

16. The speaker says students can visit her

A every morning.

B some mornings.

C mornings only.

D Friday morning.

17. According to the speaker, a tutorial

A is a type of lecture.

B is less important than a lecture.

C provides a chance to share views.

D provides an alternative to groupwork.

18. When writing essays, the speaker advises the students to

A research their work well.

B name the books they have read.

C share work with their friends.

D avoid using other writers' ideas.

19. The speaker thinks that plagiarism is

A a common problem.

B an acceptable risk.

C a minor concern.

D a serious offence.

20. The speaker's aims are to
- A introduce students to university expectations.
  - B introduce students to the members of staff.
  - C warn students about the difficulties of studying.
  - D guide students round the university.

**HOUSE. FLAT.  
RENTING A FLAT IN LONDON (video)**

**1. PRE-WATCHING**

**1.1 Answer the questions.**

- a) Have you ever dreamt of renting a flat in England?  
\_\_\_\_\_
- b) What things should you be aware of while renting a flat?  
\_\_\_\_\_
- c) Why isn't it an easy task to rent a flat?  
\_\_\_\_\_

**2. WATCHING AND COMPREHENSION**

**2.1 Watch the video and insert the necessary prepositions**

- 1) Let's find .... what happened. 2) I moved ..... A flat. 3) We put everything in her hand.  
4) I covered it ..... lots of foil 5) It would start dripping .... the ceiling 6) The money on the  
key had run ..... 7) Massive amounts of mold appeared ..... every wardrobe.

**2.2 Find the Russian equivalents to the following sentences and expressions and put them down**

Давайте снимем квартиру! Мы подписали договор. Я проснулась посреди ночи. Я слышала, как разговаривали люди, как будто они были в моей комнате. Под окном была дыра. Хозяин пришел и починил это. Давайте включим отопление! Мы пожаловались хозяину. Наш договор не закончился. Я клялась себе, что я никогда не вернусь в это место.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2.3 List all the troubles that the girl had to survive.**

**3. FOLLOW UP ACTIVITY**

**Role play a dialogue between the girl and the landlord**

**ROOMS (audio)**

**1. PRE-LISTENING**

**Work with your partner. Compare the two photos and discuss these questions.**

- a) What kind of people do you think each of these rooms belongs to?
- b) What kind of house do you think each room is part of?
- c) Which room do you like best and why?



## 2. LISTENING AND COMPREHENSION

**2.1. You're going to listen to a psychologist talking about what each room says about the people who live there. Before you listen, match each of his interpretations (a – f) to the room you think it applies to.**

- a) This is obviously a family room.
- b) I imagine both parents go out to work and so they don't have much time to tidy up.
- c) There's plenty of evidence to suggest that this is a successful career person.
- d) This person wants to be ready to pack their bags and leave at short notice.
- e) I think the people who live here are laid back, sociable people who enjoy entertaining.
- f) I think this is someone who doesn't actually spend much time at home.

**2.2. Listen and check your ideas. Do you agree with the psychologist's comments?**

**2.3. Listen again and fill in the missing words and phrases.**

### **Room 1**

This is 1..... a family room. The leather sofa and armchair are nice, big, comfortable seats, which suggests that the priority here is comfort 2..... style. I imagine a family with young children sitting on the sofa to watch a DVD or listen to a story.

There are far too many cushions and I'd say a woman was 3..... those. Cushions may look attractive, but nine times out of ten, they don't make seats more comfortable. But that's typical of the different ways men and women 4..... homes - men tend to be more practical, whilst women are more concerned with aesthetics.

So with that 5....., I imagine a woman will have chosen the candlesticks and house plants, and she will probably have been responsible for the family photos on the wall. There are loads of different colours in this room with the green 6....., blue curtains and patterned carpet, but the big window and the mirror above the 7..... prevent the room from being too dark.

The room is rather 8..... and I imagine both parents go out to work and so they don't have much time to tidy up. I think the people who live here are laid back, 9..... people who enjoy entertaining. I don't think they're the sort of people who would worry too much if someone 10..... a little wine on the carpet.

### **Room 2**

This one's more difficult because there are very few 11..... here about the type of person who lives in it. I think it's a man because there are hardly any personal objects on display - for instance, there aren't any family photos around the place. But there's plenty of 12..... to suggest that this is a successful career person, someone who spends most of his time travelling. There isn't really enough furniture to make this look like a home. There are a couple of



13..... and chrome chairs which are probably Italian and worth a lot of money - he certainly has good taste and may work in 14..... or the media. I think this is somebody who doesn't actually spend much time at home, and when he does, he's obsessively 15..... You only have to look at how his CDs are organized on the shelves to see that he likes things to be 16..... The lack of decoration suggests that he wants to be ready to pack his bags and leave at short notice.

He has little time to 17....., except in a working context, and probably never 18..... at home. He's single, and may be the sort of person who has problems with commitment in 19.....

### 3.FOLLOW-UP ACTIVITY

**Prepare the description of either of the two rooms.**

#### MEALS

#### HOW TO MAKE AN OMELET (video)

##### 1. PRE-WATCHING

##### 1.1 **Answer the questions.**

d) What is the easiest meal to cook?

e) What are the ways to cook eggs?

f) Do you know how to make an omelet?

##### 1.2 **Look up the meaning and pronunciation of the following words and expressions to avoid difficulties of understanding.**

to intimidate \_\_\_\_\_

without further ado \_\_\_\_\_

to chop into a rough dice \_\_\_\_\_

to whisk \_\_\_\_\_

cohesive mixture \_\_\_\_\_

to season \_\_\_\_\_

a spatula \_\_\_\_\_

to slip \_\_\_\_\_

##### 2. WATCHING AND COMPREHENSION

##### 2.1 **Watch the video, insert the necessary prepositions and translate the sentences into Russian.**

a) I'm going to crack those \_\_\_\_\_ a bowl.

b) The butter is going to prevent eggs \_\_\_\_\_ sticking.

c) That freaks me \_\_\_\_\_.

d) Push \_\_\_\_\_ the side the cooked egg.

e) Make sure your eggs haven't stuck \_\_\_\_\_ your pen.

f) The heat of the eggs will melt the cheese and warm \_\_\_\_\_ the ham.

g) It happens \_\_\_\_\_ the best of us.

## 2.2 Put down the main steps of the cooking process

---

---

---

---

---

### 3. FOLLOW UP ACTIVITY

Do you make an omelet in the same way? What is different?

### IN A RESTARANT (audio)

#### 1. PRE-LISTENING

**1.1. What sort of things do people complain about in restaurants? Match the items (a-e) with words from the box. Use your dictionary if necessary.**

- a) The service
- b) The lighting
- c) The wine
- d) The food
- e) The other customers

bland	bright	(not) chilled
corked	dark	(un)helpful
noisy	off	over-cooked
over-done	rude	slow

**1.2. Complete the useful phrases with words from Exercise 1.**

- a) The service is very \_\_\_\_\_ this evening.
- b) It's so \_\_\_\_\_ in here that we can't read the menu.
- c) Can we have the wine \_\_\_\_\_, please?
- d) I'm afraid this steak is \_\_\_\_\_.
- e) I think the prawns are \_\_\_\_\_.

#### 2. LISTENING AND COMPREHENSION

Listen and repeat. Have you ever complained about anything in a restaurant? Tell your partner about it.

#### 3. FOLLOW-UP ACTIVITIES

**3.1. Replace the underlined phrases (a-f) with the idioms (1-6) from the conversation.**

a) He's <u>an important person</u> in the hotel industry.	1 you butter him up
b) If <u>you're really nice to him</u> , he'll give you a nice big tip.	2 take it all with a pinch of salt
c) He thinks he's <u>the greatest</u> .	3 I'm walking on eggshells
d) I feel like <u>I need to be really careful</u> .	4 the best thing since sliced bread
e) It's all going <u>very wrong</u> now.	5 a big cheese
f) You have to <u>give it all less importance</u> .	6. pear-shaped

**3.2. Work with your partner. Read the conversation below between the waitress (W) and her friend Helen (H). Choose the correct word to complete seven more idioms (1-7).**

H: How was work tonight?

W: Mad as usual. Over-booked with two waiters off sick.

H: Oh no, sounds like (1) a recipe / dish for disaster.

W: Exactly. Then r dropped a whole tray of glasses.

H: Oh poor you. r bet you felt really embarrassed.

W: I did. I (2) went as red as a beetroot / tomato.

H: Was Chef his usual bad-tempered self?

W: No, actually he was (3) as nice as sugar / pie. I think he's got a new girlfriend.

H: Oh, come on, (4) spill the soup / beans. Who is she?

W: Well, there's this new waitress. She's just finished university and wants to earn some money to go travelling.

H: Well, she'll have to earn some good tips because the restaurant (5) pays peanuts / parsnips.

W: I know - but she's (6) a smart souffle / cookie. She'll be fine. Anyway, last week ...

Listen and check.

### **3.3. Tell your partner about ...**

- someone who's a big cheese in your world.
- a time when you had to butter someone up.
- the last time you felt really embarrassed.
- the sort of thing that makes you go as red as a beetroot.
- someone you know who's a smart cookie.

## **LEISURE HARRY'S WEEKENDS (audio)**

### **1. PRE-LISTENING**

#### **1.1 Answer the questions.**

1) What are the weekend activities in your country?

2) Do you plan your weekends?

3) Give at least 5 tips for a family weekend.

#### **1.2 Discuss the meaning of the words / phrases.**

to tend to (do sth)

to take in

to let loose

to be in

#### **1.3 You are going to listen to Harry, an American, who speaks about his weekends. Match the parts of the weekend on the left with the activities of Harry's family on the right.**

- |                       |   |
|-----------------------|---|
| 1) Friday night       | a) to go to a bar for the happy hour                    |
| 2) Saturday morning   | b) to clean the house                                   |
| 3) Saturday afternoon | c) to do the laundry                                    |
| 4) Saturday evening   | d) to go for a walk on the beach                        |
| 5) Sunday morning     | e) to go to a movie                                     |
| 6) Sunday afternoon   | f) to sit in the garden over a cup of coffee            |
| 7) Sunday evening     | g) to go out to the restaurant that overlooks the ocean |
|                       | h) to quiet down a bit                                  |
|                       | i) to have an early night                               |
|                       | j) to go to the theatre                                 |
|                       | k) to wash the car                                      |
|                       | l) to go out for a lunch                                |
|                       | m) to go to watch a band in a bar                       |
|                       | n) to spend two or more hours over brunch               |
|                       | o) to watch television                                  |

## 2. LISTENING AND COMPREHENSION

### 2.1 Listen to Harry and say whether your guesses were good.

### 2.2 Listen again and answer the questions.

1) Why do Harry's weekends tend to be very busy?

2) Why do Americans try very hard to have a good time?

3) What is the happy hour?

4) Is it "in" to go to all-night parties nowadays?

5) Why do they get up very early on Saturdays?

6) Is Saturday a time to play?

7) Do they pay for music in jazz clubs?

8) Are the restaurants they go to expensive?

9) How do they spend Sunday evenings?

## 3. FOLLOW-UP ACTIVITIES

### Speaking

### 3.1 Speak about Harry's weekends.

### 3.2 Compare weekend activities in the USA and your country.

## GAMBLING (audio)

## 1. PRE-LISTENING

### 1.1 Answer the questions.

1) Is gambling a popular pastime in your country?

2) Do you ever bet on sports results?

3) How do you think gambling can affect a family's budget?

### 1.2 Discuss the meaning of the words / phrases.

to turn (sb) on  
to feed money into fruit machines  
to win the jackpot  
pathetic  
spare cash  
money down the drain  
an ex-gambler who has seen the light

association of (sport and gambling)  
a puritan  
to enjoy smth for its own sake  
to go in for lotteries  
a little flutter on (the lottery)  
to be up / down by (10%)  
to squander

## 2. LISTENING AND COMPREHENSION

You will hear a conversation about gambling. The speakers are Amanda, Tony and Debbie.

**2.1 Listen to their conversation and match these opinions to the person who expresses them. There are two opinions which you do not need to use. The first speaker is Amanda.**

- |  |        |
|--|--------|
| 1) Betting on horses requires skill and knowledge.           | Amanda |
| 2) There's nothing wrong with buying a lottery ticket.       |        |
| 3) Sports should be enjoyed for their own sake.              | Tony   |
| 4) Gambling is like a drug.                                  |        |
| 5) Gambling provides harmless enjoyment.                     | Debbie |
| 6) The National Lottery gives a lot of money to good causes. |        |
| 7) Horse racing is exciting if you've put money on a horse.  |        |
| 8) Gamblers' wives and children suffer.                      |        |
| 9) No one goes to the cinema any more.                       |        |

**2.2 Listen to the conversation again and answer the questions.**

- 1) What does Amanda find exciting about gambling?
- 2) Why does Tony think that gambling is addictive?
- 3) What is Debbie's attitude to gambling?
- 4) Who gambles, according to Tony?
- 5) Why does Amanda think Tony is a puritan?
- 6) What kind of gambling does Debbie go in for?
- 7) Why does Amanda think the best chances to win are in a horse-race?
- 8) Why does Amanda think a little flutter on the lottery is worse than betting on horses?

### 3. FOLLOW-UP ACTIVITIES

#### *Speaking*

**3.1 Arrange the ideas from the conversation around these headings.**

- 1) Gambling is terrible.
- 2) Gambling is harmless fun.
- 3) The effects of some kinds of gambling can be harmful.

**3.2 Using the ideas from the conversation express your own attitude to gambling.**

### HIKING SAFETY TIPS (video)

#### 1. PRE-WATCHING

**1.1 Answer the questions.**

- 1) How do you think picnics and hiking trips are different?
- 2) Do you ever make plans before going on a hike?
- 3) What rules do you think experienced hikers follow to be safe and comfortable?

## 1.2 Discuss the meaning of the words / phrases.

to handle	evaporation	scenic
to set out	sunscreen	rough and steep
to take along	a whistle	sturdy
to entice	a trail	breathable
to stretch out	a cliff	initial
perspiration		unattended

## 1.3 Note the constructions. Say how you could finish the sentences.

No matter where your hiking route takes you \_\_\_\_\_  
 As far as equipment goes \_\_\_\_\_  
 Be sure that \_\_\_\_\_  
 When it comes to water \_\_\_\_\_

## 2. WATCHING AND COMPREHENSION

### 2.1 Watch the video and match the words and phrases in A and B.

A	B	A	B
1) scenic	a) clothing	11) in case of	a) well marked trails
2) rough and steep	b) important	12) to carry	b) unattended
3) to handle	c) kit	13) energy	c) the trail
4) vitally	d) meadows	14) to hit	d) paths
5) to allow	e) mobile phone	15) to watch	e) one's step
6) breathable	f) plenty of time	16) to stay on	f) on the ground
7) to transfer	g) slopes	17) enticing	g) in a storm
perspiration	h) the trail	18) to leave injured	h) bars
8) first aid	i) to signal for help	persons	i) as little as possible
9) a fully charged	j) to the outside	19) to get caught	j) an emergency
10) a whistle		20) to stretch out	

### 2.2 Watch the video again and answer the questions.

- What is essential before setting out on a hike?  
\_\_\_\_\_
- What do you take into account when selecting your route?  
\_\_\_\_\_
- What equipment do you pack into your backpack?  
\_\_\_\_\_
- What is the right choice of food and drinks?  
\_\_\_\_\_
- How do you protect yourself from the changing weather conditions?  
\_\_\_\_\_
- What are the precautions to be taken before you hit the trail?  
\_\_\_\_\_
- Why is it best to stay on well marked trails?  
\_\_\_\_\_
- What do you do in case of an emergency?  
\_\_\_\_\_
- What do you do if you are caught in a storm?  
\_\_\_\_\_

### 3. FOLLOW-UP ACTIVITIES

*Writing and speaking*

**3.1 Sum up the safety tips you have learned. Think of more tips to enjoy hiking and arrive safely.**

**3.2 Draw up a Notice with Safety Rules and use it to give instructions to novice hikers.**

### SPORT

#### CYCLING (video)

#### 1. PRE-WATCHING

**1.1 Answer the questions.**

1) Do you do sports?

2) Can you ride a bike?

3) What advice would you give on how to ride a bike safely?

**1.2 Discuss the meaning of the words / phrases.**

the right equipment

a tool kit

to be cautious

to be out there with a flat tire

in terms of sth

to use the proper gear

lights on the front and back

to ride within one's limits

#### 2. WATCHING

You are going to watch a video in which Randall gives advice on cycling.

**2.1 Watch the video and say whether you agree with Randall's advice.**

**2.2 Watch the video again and answer the questions.**

1) How popular is cycling?

2) What are the two main points Randall explains in the video about cycling?

3) What may you want to have in terms of equipment?

4) What does Randall suggest about having lights for your bike?

5) Why does he think it is important to learn to use the tools before setting off?

6) How can you make cycling as safe as it is possible?

### 3. FOLLOW-UP ACTIVITIES

*Speaking*

**3.1 Choose a partner and develop a conversation based on what you have seen.**

**3.2 Choose a sport and give advice on how to do it safely.**

## MARTIAL ARTS (audio)

### 1. PRE-LISTENING

#### 1.1 Answer the questions.

- 1) Have you ever practised a martial art?  
\_\_\_\_\_
- 2) Why do you think martial arts are popular?  
\_\_\_\_\_
- 3) How are martial arts different from other fighting sports?  
\_\_\_\_\_

#### 1.2 Discuss the meaning of the words / phrases.

Zen philosophy	warfare
a praying mantis	un-armed self-defence
a crane	to deliver blows
a gentle way	kicking, striking and punching
a throwing technique	a bare-handed fighting
health development	non-violent attitude
an armed combat	a grappling art
a weapon	a trademark

### 2. LISTENING AND COMPREHENSION

You are going to listen to Michael Ross, a martial artist, who answers an interviewer's questions about various martial arts.

#### 2.1 Listen to the interview and match a martial art with its origin.

1)	aikido	a)	Korea
2)	kung fu	b)	China
3)	judo	c)	Japan
4)	jujutsu	d)	India
5)	karate		
6)	tae kwon do		

#### 2.2 Listen to the interview again and match a martial art with its techniques.

aikido	- - - -	is used for fighting, health development and dance uses energetic kicking and striking or punching uses many types of weapons uses body movements which resemble the fighting styles of animals
kung fu	- - -	is not a grappling art is used in un-armed fighting teachers students to deliver blows with their hands and feet
judo	- - -	uses throwing techniques is a method of un-armed self-defence develops physical fitness and non-violent attitude



karate	-	means "art of kicking and punching"
	-	teachers students to use their hands
	-	places great emphasis on the use of the feet
	-	can be very beautiful
tae kwon do	-	is based on turning the opponent's strength against him
	-	is based on throwing techniques

### 3. FOLLOW-UP ACTIVITIES

#### *Speaking*

**3.1 Give a summary of the fighting techniques that martial artists use.**

**3.2 Do research on a martial art not discussed in the interview and present your findings in class.**

## CHILDREN IN SPORT (audio)

### 1. PRE-LISTENING

**1.1 Read the comments on the participation of children in top-class international sports and say which ones you share and why. Add more of your own, if possible.**

- It's unnatural for young people to earn so much money.
- It's unnatural to exploit their talents.
- Their parents are pushing them.
- They miss all the enjoyment of youth.
- They have fun and see the world.
- They learn to be independent very early.

**1.2 Discuss the meaning of the words / phrases.**

- |                                       |  |
|---------------------------------------|--|
| to motivate sb                        | to show the pressures on one's body and mind |
| to have social problems               | to push sb                                   |
| to give sport the whole of one's life | to train under a coach                       |

### 2. LISTENING AND COMPREHENSION

You are going to listen to big sports people discussing children's involvement in rigorous training for international competitions.

Note people on the programme:

- Alan Baker (a former British Athletics coach)
- Pam de Cruchy (the team manager of the English Lawn Tennis Association)
- Tracy Austin, Andrea Jeager, Robert (big sports youngsters)

**2.1 Listen to the programme and say which of these ideas it discusses.**

The programme:

- 1) gives advice to children about how to become professional.
- 2) suggests that children should not become professional.
- 3) says that children should specialize as early as possible.
- 4) speaks about the pressures on teen champions in the world of sport and where they come from.
- 5) says that children should live a normal life.
- 6) gives examples how to find balance between sports challenges and well-being.

**1.2 Listen to the programme again and answer the questions.**

- 1) What is the advantage / disadvantage for a child to begin a sport at an early age?
- 2) What happens at a tennis school in America?
- 3) What is Pam de Cruchy's advice to young tennis players?
- 4) What is Robert's ambition? What are some of the things he likes doing?

**3. FOLLOW-UP ACTIVITIES**

**Speaking**

**3.1 Using the ideas from the programme refute or endorse the following opinion. Begin with these or similar words:**

*However / On the other hand / Though...*

*Moreover / Furthermore / Additionally...*

For many young people sport is no longer a game of tennis on a warm day. It is a serious and expensive business involving hours of daily of training. For some, training starts at a very young age, which is reflected in the increasing number of world champions in their teens. However, there is a flip side to teens' involvement in top-scale sports. Overtraining can lead to stunted growth, skeletal injuries, and eating disorders in young athletes.

**3.2 Think of some children who have excelled in the world of sport and say how they were affected by their success and fame.**

**HEALTH**

**FIRST AID (audio)**

**1. PRE-LISTENING**

**1.1 Answer the questions.**

- 1) How good is your knowledge of first aid?
- 2) Why do you think first aid is important?
- 3) Does first aid always require professional training?

**1.2 Discuss the meaning of the words / phrases.**

people of the general public  
Little knowledge is a dangerous thing.  
to take the right action

to give sb artificial respiration  
to follow one's common sense  
to freeze and panic when faced with a crisis

**2. LISTENING AND COMPREHENSION**

**2.1 Listen to the interview with Dr Clarke and say what advice (a, b, or c) he gives about the right actions in these circumstances.**

- 1) If someone has a minor burn, you should:
  - a) put cold water on the burned area;
  - b) put a tight bandage on it;
  - c) put butter on it.

- 2) If someone has a bad burn, you should:
  - a) put cold water on the burned area;
  - b) put a tight bandage on it;
  - c) put a loose, clean covering on it.
- 3) If you are first to arrive at the scene of a car accident, you should:
  - a) lie the victims flat and keep them warm;
  - b) avoid moving the victims and keep them warm;
  - c) avoid coming close to the victims.

## **2.2 Listen to the interview again and answer the questions.**

- 1) Who are the people who are most likely to be around a scene of accident?
- 2) How much of first aid is common sense and how much of it is specialist knowledge?
- 3) What should you do if someone is bleeding or not breathing?
- 4) Who makes the decision whether the victim should be taken to hospital or left alone?
- 5) What example does the doctor give to show that our common sense sometimes lets us down.
- 6) What are the three things to do at the scene of a car accident?
- 7) Why is it a good idea to learn about basic first aid?

## **3. FOLLOW-UP ACTIVITIES**

### *Speaking*

#### **3.1 Sum up the first aid tips in the interview.**

#### **3.2 Find out what you should do if someone is choking / has an electric shock / has swallowed some kind of poison and speak about it in class.**

## **HOLISTIC MEDICINE (audio)**

### **1. PRE-LISTENING**

#### **1.1 Match the following alternative approaches to medicine with their definitions.**

- |                    |  |
|--------------------|--|
| 1) herbal medicine | a) method of treating disease by the use of medical herbs  |
| 2) homeopathy      | b) treatment of a sick person through the power of religious faith   |
| 3) osteopathy      | c) medical treatment that involves pushing special needles into various parts of the body to stimulate the nerve impulses      |
| 4) acupuncture     | d) system of healing based on manipulation of bones and muscles  |
| 5) faith healing   | e) consideration of the complete person in the treatment of disease  |
| 6) holism          | f) a system of medicine in which a disease is treated by giving extremely small amounts of a substance that causes the disease |

## **1.2 Discuss the meaning of the words / phrases.**

holistic/Eastern approach

orthodox / modern/ conventional / Western approach

to treat patients as a series of parts that are isolated

try to remove the symptoms

symptomatic

to take into account an individual's age, habits, emotions and lifestyle

to try to build an overall picture

to prevent illness

major operations

to allow not more than six minutes to explain the trouble

## **2. LISTENING AND COMPREHENSION**

### **2.1 Listen to the radio programme and group the words / phrases from 1.2 under these heading.**

Traditional Medicine	Alternative Medicine

### **2.2 Listen to the programme again and answer the questions.**

- 1) What does holistic approach in medicine mean?
- 2) How does Western medicine treat patients?
- 3) What is the opposite of holistic? How is the alternative approach different from conventional?
- 4) What is being healthy / ill?
- 5) How does holistic medicine treat illnesses?
- 6) What are the three success stories discussed on the programme?
- 7) What is the system Glenna Gillingham is trying to set up?
- 8) What are the two reasons (in Glenna Gillingham's opinion) why holistic medicine is becoming popular?

## **3. FOLLOW-UP ACTIVITIES**

*Speaking*

### **What do you think?**

In your opinion, are orthodox and alternative medicines opposed to each other or should work hand in hand?

**SOCIAL MALADIES**  
**THE ASH MAN 1 (audio)**

**1. PRE-LISTENING**

**1.1 Answer the questions.**

- 1) Are there any age restrictions on buying cigarettes in your country?  
\_\_\_\_\_
- 2) Do you agree with the restrictions on cigarette sales and advertising (if any) in your country?  
\_\_\_\_\_
- 3) What are the other regulations in your country that are supposed to prevent people from developing harmful habits?  
\_\_\_\_\_

**1.2 Discuss the meaning of the words / phrases.**

to object to sb doing sth  
in close confines  
premature death  
to be scientifically established  
unanimity amongst scientists  
to meet an early grave

to affect one's health  
one in four chances  
to be socially acceptable  
to be taken for granted  
exposure to sth  
to suffer an increased rate of sth

**2. LISTENING AND COMPREHENSION**

You are going to listen to David Simpson, the Director of 'Action on Smoking and Health', who speaks about damaging effects of smoking on people's health.

**2.1 Listen to David Simpson and decide what he thinks about:**

- 1) the effect of smoking on smokers' health  
\_\_\_\_\_
- 2) the effect of other people smoking on non-smokers' health  
\_\_\_\_\_
- 3) the effect of other people smoking on children's health  
\_\_\_\_\_

**2.2 Listen to David Simpson again and answer the questions.**

- 1) Why does David Simpson object to people smoking round him?  
\_\_\_\_\_
- 2) What is the reason why he works for ASH?  
\_\_\_\_\_
- 3) Is the case against smoking scientifically established?  
\_\_\_\_\_
- 4) What are the risks of somebody smoking 20 cigarettes a day?  
\_\_\_\_\_
- 5) What is astonishing about the fact that people keep buying tobacco products?  
\_\_\_\_\_

6) What was the public's attitude to smoking before the year of 1962?

7) How can non-smokers be affected by other people's smoke?

8) What impact does smoking have on children?

### 3. FOLLOW-UP ACTIVITIES

#### *Speaking*

#### **What do you think?**

How strong are David Simpson's reasons for working for ASH?

#### THE ASH MAN 2 (audio)

#### 1. PRE-LISTENING

##### 1.1 **Discuss the meaning of these phrases:**

- a) 'to have a hard line on sth'
- b) 'dinner party'
- c) 'make my excuses and leave'
- d) 'berate me'
- e) 'they're very thrilled'
- f) 'tell me very last detail'
- g) 'occupational hazard'

##### 1.2 **David Simpson, the Director of 'Action on Smoking and Health', uses the phrases above to tell a story. Decide what he is going to say.**

#### 2. LISTENING AND COMPREHENSION

##### 2.1 **Listen to David Simpson and say whether you were right about what you thought in 1.1 and 1.2.**

##### 2.2 **Which adjectives best describe your impression of David Simpson?**

aggressive	
sensitive	
selfish	
thoughtless	
independent-minded	
principled	

##### 2.3 **Listen to the recording again, it is in three sections 1, 2 and 3. Take detailed notes as you listen.**

1 Other people's houses	2 The occupational hazard	3 The future of smoking

--	--	--

### 3. FOLLOW-UP ACTIVITIES

*Speaking*

**Report your notes to the class.**

---



---



---

## CITY LIFE

### A DRIVING TEST (audio)

#### 1. PRE-LISTENING

**1.1 Match the verbs in A with the words / phrases in B and write the result in C.**

A	B	C
to do	to another parked car	
to do	into the road	
to move off	the brakes	
to take off	round the corner	
to smell	a junction	
to read	a three-point turn	
to come to	on a hill	
to slow down	sth burning	
to get	an emergency stop	
to start	too soon	
to stall	a number plate about 30 yards away	
to look right	held up	
to slam on	the car	
to reverse	before pulling out into the main road	
to turn	hooting	
to get too close	the handbrake	

#### **1.2 Discuss the meaning of the phrases.**

to shake like a leaf

(not) to put sb at ease

to make a mess of things

to put one's hand to one's forehead

to lose control for a split second

to be glad when sth is over

## 2. LISTENING AND COMPREHENSION

You are going to *listen* to Jill telling her husband about her driving test.

### **2.1 Listen to Jill and say**

- 1) whether your guesses in 1.1 were good.
- 2) who did things in 1.2.

### **2.2 Listen to Jill again and answer the questions.**

- 1) How often has Jill failed her driving test?  
\_\_\_\_\_
- 2) Was she successful in the lesson before?  
\_\_\_\_\_
- 3) What did her instructor say?  
\_\_\_\_\_
- 4) Why did Jill grow nervous?  
\_\_\_\_\_
- 5) What did she forget to do when they started?  
\_\_\_\_\_
- 6) What did the examiner say?  
\_\_\_\_\_
- 7) What had she done wrong before they got into the car?  
\_\_\_\_\_
- 8) What happened when they were coming to a junction?  
\_\_\_\_\_
- 9) What thing did she do wrong before pulling out into the main road?  
\_\_\_\_\_
- 10) What did the examiner do?  
\_\_\_\_\_
- 11) What happened when she was reversing round a corner?  
\_\_\_\_\_
- 12) Was her emergency stop successful?  
\_\_\_\_\_
- 13) How did she park?  
\_\_\_\_\_
- 14) What did the examiner do when everything was over?  
\_\_\_\_\_

## 3. FOLLOW-UP ACTIVITIES

*Speaking*

**What do you think?**

- 1) Do you think Jill deserved granting a driving license? Why (not)?
- 2) What advice would you give her for her next test?



## TOWN OR COUNTRY? (audio)

### 1. PRE-LISTENING

#### 1.1 Answer the questions.

- 1) What are the attractions of living in a city?  
\_\_\_\_\_
- 2) Why do some people choose to live in the country?  
\_\_\_\_\_
- 3) Where would you rather live: in town or in the countryside?  
\_\_\_\_\_

#### 1.2 Discuss the meaning of the words /phrases.

You name it it's there.	to socialise
to help each other out	to be sociable
to have time to be friendly	to keep oneself to oneself
to generalise	to squeeze onto (a bus, etc.) to get to a place
to be divided up into smaller neighbourhoods	to be squashed together
	Nothing goes on from one week to the next.

### 2. LISTENING AND COMPREHENSION

You'll hear three friends, John, Sarah and Terry, discussing where they'd prefer to live.

#### 2.1 Listen to their conversation and decide who says what. There are two points that no one mentions.

John Sarah Terry

- 1) New York is a dangerous place.
- 2) New York is safe if you avoid going to certain districts.
- 3) There is always plenty to do in a city.
- 4) People in villages tend to be older than people in cities.
- 5) All cities are impersonal places.
- 6) Some cities are friendly places.
- 7) Life is more expensive in a city than in a village.
- 8) In a city you don't have to be sociable unless you want to be.
- 9) Underground trains are quick and convenient.
- 10) It is lovely to live in a village.

#### 2.2 Listen to the conversation again and answer the questions.

- 1) Would Sarah like to live in New York? Why?  
\_\_\_\_\_
- 2) Would John like to live in New York? Why?  
\_\_\_\_\_
- 3) What safety rules should you follow not to get robbed in a large city?  
\_\_\_\_\_
- 4) Is there anything that makes life in cities and villages similar/different? What?  
\_\_\_\_\_
- 5) What is positive/ negative about public transport?  
\_\_\_\_\_

### 3. FOLLOW-UP ACTIVITIES

#### *Speaking*

##### **3.1**

Group the

**ideas in the conversation next to these headings:**

For living in town \_\_\_\_\_

For living in the country \_\_\_\_\_

Undecided \_\_\_\_\_

##### **3.2 Divide into groups of three and develop a similar conversation.**

#### **TRAVELLING**

##### **TRAVEL TROUBLES (audio: mnts 24.21-27.28)**

##### **1. PRE-LISTENING**

###### **1.1 Answer the questions.**

1) From the title what do you think you will hear about?

2) Speak about a travel experience you had.

3) What do you like and dislike about travelling?

###### **1.2 Discuss the meaning of the words / phrases.**

carousel (airport)

long-haul flight

to tag

charter flight

peak

technical hitch

industrial action

personnel

to track

##### **2. LISTENING AND COMPREHENSION**

###### **2.1 Listen to the passage and say whether each of the statements is true or false.**

1) Many travellers face inconveniences at the airport.

True / False

2) Flight delays only happen with charter flights.

True / False

3) One reason for the flight delay is that there is a large number of passengers.

True / False

4) Airport workers often choose the holiday season to take industrial action.

True / False

5) Sometimes, travellers find on the arrival that their luggage is missing.

True / False

###### **2.2 Listen again and answer the questions.**

1) Name one inconvenience faced by air travellers at the airport.

2) Give one cause for flight delays.

3) Why is it possible for lost luggage to be found?

### 3. FOLLOW-UP ACTIVITIES

*Speaking and writing*

**With your partner, first discuss your answers to the questions below. Then write out your answers in one or two sentences.**

- 1) If you have travelled by air before, what was your strongest memory of your flight?  
\_\_\_\_\_
- 2) Do you agree that air travel can be troublesome? Give a reason for your answer.  
\_\_\_\_\_
- 3) Give one benefit of air travel.  
\_\_\_\_\_

### TRAVELLING WISELY (audio)

#### 1. PRE-LISTENING

**Answer the questions.**

- 1) Do you ever make notes about things to remember when travelling?  
\_\_\_\_\_
- 2) What things do you plan to make your trip safe and comfortable?  
\_\_\_\_\_
- 3) Have you ever had a disastrous journey?  
\_\_\_\_\_

#### 2. LISTENING AND COMPREHENSION

You will hear someone giving advice on how to travel wisely.

**2.1 Listen to the instructions complete gaps 1-10.**

First make sure your passport \_\_\_\_\_ 1: getting a new one can take up to six weeks. Find out if you need \_\_\_\_\_ 2 to travel to the country you're planning to visit. You have to go to the \_\_\_\_\_ 3 of the country you want to visit to get one. Buy some \_\_\_\_\_ 4 of the country you're going to. At a bank you'll get a much better \_\_\_\_\_ 5 than you would at an airport. It's safer to take \_\_\_\_\_ 6 cheques. Keep all \_\_\_\_\_ 7 in your hand luggage. If you're taking any \_\_\_\_\_ 8 carry the doctor's prescription with you. When flying \_\_\_\_\_ 9 make sure you wear \_\_\_\_\_ 10.

**2.2 Listen to the instructions again and say which things you have heard you always do.**

### 3. FOLLOW-UP ACTIVITIES

*Speaking*

**Sum up the tips of advice and add some of your own.**

### CINEMA

**WILLIAM FRIEDKIN ON THE ROLE OF CINEMA (video)**

#### 1. PRE-LISTENING

**1.1 Answer the questions.**

h) Do you know anything about William Friedkin?  
\_\_\_\_\_

i) Have you ever watched his films?  
\_\_\_\_\_

j) What do you think is the role of cinema?  
\_\_\_\_\_

**1.2 Look up the meaning and pronunciation of the following words and expressions to avoid difficulties of understanding.**

a tricky question \_\_\_\_\_  
a magnificent award \_\_\_\_\_  
a hammer \_\_\_\_\_  
a sorcerer \_\_\_\_\_  
on the edge of extinction \_\_\_\_\_  
nuclear weapon \_\_\_\_\_  
to search for a way \_\_\_\_\_  
leadership \_\_\_\_\_  
to make laws \_\_\_\_\_

**2. LISTENING AND COMPREHENSION**

**2.1 Watch the video and insert the necessary words.**

Art is not \_\_\_\_\_ to be held up to society  
The world today is on the \_\_\_\_\_ of extinction  
America \_\_\_\_\_ Syria  
And all it takes is one \_\_\_\_\_ who'll end the whole thing  
There are only \_\_\_\_\_ human beings like me, like you  
America cannot be the \_\_\_\_\_ of the world

**2.2 Answer the following questions .**

a) What does he say about his film (Sorcerer)?

\_\_\_\_\_

b) Why does he mention nuclear weapon?

\_\_\_\_\_

c) What is the role of cinema from his point of view?

\_\_\_\_\_

d) What does he say about the policy of his country?

\_\_\_\_\_

**3. FOLLOW UP ACTIVITIES**

**3.1 Say whether you agree with William Friedkin**

**3.2 Work with your groupmate and arrange an interview with William Friedkin.**

**CHILDREN OF MEN (audio)**

**1. PRE-LISTENING**

**1.1 Let's zoom forward in time to consider a vision of London in the year of 2027 !**

Try to make up a description of this London-of-the-future and compare your version with the one you'll hear.

**1.2 Look up the meaning and pronunciation of the following words and expressions to avoid difficulties of understanding.**

global infertility \_\_\_\_\_  
a chase movie \_\_\_\_\_  
to die out \_\_\_\_\_  
an acclaimed film-maker \_\_\_\_\_  
a cautionary tale \_\_\_\_\_  
to take one's breath away \_\_\_\_\_  
hand-held camera scenes \_\_\_\_\_

to be on the edge of one's seat \_\_\_\_\_  
 a safety rail \_\_\_\_\_  
 to switch (about the plot) \_\_\_\_\_

## 2. LISTENING AND COMPREHENSION

### 2.1 Answer the questions.

- 1) Where is the film set? \_\_\_\_\_
- 2) Who is the human race's last hope of survival? \_\_\_\_\_
- 3) What is Theo's job? \_\_\_\_\_
- 4) What is the film's strength? \_\_\_\_\_
- 5) What kind of movie is it? \_\_\_\_\_

### 2.2 Explain the idea of the following sentences

It really does address those issues on a big scale  
 You feel as if you're on some kind of fast fairground ride  
 London in the Children of Men is a place torn apart by violence and anarchy.

## 3. FOLLOW UP ACTIVITY

Make up a dialogue discussing the film

## A LOW-BUDGET INDIE FILM (audio)

### 1. PRE-LISTENING DISCUSSION

What is an indie film? What's the name of an indie film you've seen? Did you like it? Why? Why not?

## 2. LISTENING AND COMPREHENSION

### 2.1. You will hear an interview with Jesse, a film director. Listen and complete the notes below.

Jesse	His movie
Age _____	Title _____
Where from _____	Shot where _____
1 <sup>st</sup> job in filmmaking _____	Cost _____
	The movie has made _____
	Kind of film _____

### 2.2. Listen again. How did Jesse make his film? Circle your answers. There may be more than one answer for some items.

- a. Money was raised for the film when people *read about it/ met Jesse/ saw Jesse's short film.*
- b. Jesse's cast and crew stayed in *people's homes/ hotel/ his hometown hotel.*
- c. Jesse didn't pay *the actors/ the cameraman/ to shoot on location.*
- d. Jesse used *celebrities/ friends/ his father* in the movie.
- e. Jesse based his movie *on a book/ his life/ a dream he had.*

## 3. FOLLOW-UP ACTIVITIES

### 3.1. Pair work. Use your notes to retell what you know about Jesse and his movie.

### 3.2. Imagine you are making a low-budget movie. What would the movie be about? Where would you shoot it? You can't pay the actors. Who would you use in your movie?

## MOVIE DIRECTORS (audio)

### 1. PRE-LISTENING

#### 1.1 Say what you know about movie directors

### 2. LISTENING AND COMPREHENSION

#### 2.1. Listen to a conversation between two film directors talking about their ideas and decide who holds the opinions below. Write M (for man) and W (for woman).

1. A film should reflect the ideas of the average citizen
2. One of my main aims is to do something that hasn't been done before.
3. The less money you have spent on a film the more freedom you have.
4. What matters is that the audience should have an emotional response to the film.
5. There is more than one way to enjoy yourself.

#### 2.2. Listen again and fill in the missing words and phrases:

I think I'd say that I always keep my audience ..... It's important not to underestimate them, but you shouldn't to ..... them either. I mean, we are not making a picture for university professors, we are making it for ordinary people, the people we ..... every day. What I really want to say, I suppose, is that we shouldn't ..... them or give them subjects too far from their own interests.

Mmm, I've got ..... point of view, I think. To be honest, I'd rather do what I want to do and what's interesting for me, something that ..... , than make a film just because it's commercial and will go down well in Hollywood. The result may not have ..... but it makes a contribution to the development of film as an art form! In fact, I always make low cost movies. If you are on a small budget, you are not ..... to anyone else and you can do what you like.

But who's going to go and see them? There has to be an audience and that audience must be made to laugh or to cry... enjoy themselves. To feel that the money they handed ..... was worth it.

Entertainment takes different forms, though, doesn't it. You can be just entertained by seeing something a bit different and which makes you think, as you can by laughing your ..... They're just different aspects of the same thing.

### 3.FOLLOW-UP DISCUSSION

#### 3.1 Discuss with your partner whose opinion you would support and why.

#### 3.2 If you were a film director would you make high-budget mainstream movies with computer-generated effects and famous stars or would prefer low-cost films of high artistic value? Which of these two would appeal to the audience?

## CAREER ADVICE – THE FILM INDUSTRY (video)

### 1. PRE-LISTENING

#### Answer the questions.

Have you ever had a dream to work in the film industry? Did you envision your career as a member of the cast or the crew?

What personal and professional qualities are required to succeed in the film industry in Hollywood?

## 2. LISTENING AND COMPREHENSION

### 2.1. Watch the video and answer the questions below:

- a) What films does Antony Hall consider interesting?  
\_\_\_\_\_
- b) What clues do kids get in a film school?  
1)....  
2)....  
3)....  
4)....
- c) How do young modern filmmakers benefit from advanced computer technologies?  
\_\_\_\_\_
- d) Do you think the speaker supports high-budget movies?  
\_\_\_\_\_
- e) How much time can it take to make a feature film?  
\_\_\_\_\_
- f) Why are agents or managers necessary today?  
\_\_\_\_\_
- g) What is meant by “green light”?  
\_\_\_\_\_
- h) What difficulties should geniuses be ready to face in Hollywood?  
\_\_\_\_\_
- i) Why do most people consider it “so cool to be that person” in the movie business?  
\_\_\_\_\_
- j) Which three tremendous things does your success in Hollywood require?  
\_\_\_\_\_

### 2.2. Listen again and complete the following sentences:

- 1. Antony Hall is a .....
- 2. “But the key thing is to .....”
- 3. “It doesn’t have to be ..... now. It can be a ..... about a ..... who walks across the street. It can be .....”
- 4. “No one’s going to trust you with a thousand dollars unless .....”
- 5. “Film is a ..... art. To make feature film ..... there are many-many different elements that need to be pulled in:  
a) ...  
b) ...  
c) ...  
d) ...
- 6. “Even the most ..... producers have to convince a studio that their idea will make money, because .....”
- 7. “There are thousands and thousands of geniuses - .....”
- 8. “Film school doesn’t matter at all. What matters is ..... and ....., .....”
- 9. “If you call a studio executive on the telephone you will have about 40 seconds for that person to .....”

## 3. FOLLOW-UP ACTIVITIES

**3.1. Role-play a dialogue with your partner. He/she intends to start a career of a Hollywood movie director. Give him/her some useful advice. Discuss possible challenges he/she should be ready face.**

**3.2. Group communication.** You are a young filmmaker with a brilliant idea for a new movie. You have 3 minutes to convince the studio (your groupmates) that your idea will go down well and will make money.

## MUSIC

### THE TRANSFORMATIVE POWER OF CLASSICAL MUSIC (video)

#### 1. PRE-WATCHING

##### 1.1 Discuss the meaning of the words /phrases.

Outcome of the experiment	to bring smb into one's mind
a gasp in the audience	a procrastinator
one buttock playing	to awaken possibility
to be tone-deaf	to survive Auschwitz
a prelude by Chopin	to make a vow

#### 2. WATCHING AND COMPREHENSION

##### 2.1 Watch the video and say whether you are impressed by the way Benjamin Zander speaks.

##### 2.2 Answer the questions.

- 1) What does he think about tone-deaf people? \_\_\_\_\_
- 2) What are the 3 groups he divides the audience into? \_\_\_\_\_
- 3) What did he ask the audience to do before he played the prelude of Chopin? \_\_\_\_\_
- 4) Why did the street-boy cry while listening to the "shopping" piece? \_\_\_\_\_
- 5) What is his definition of success? \_\_\_\_\_
- 6) What vow did the woman who survived Auschwitz make? \_\_\_\_\_

#### 3. FOLLOW-UP ACTIVITY

##### Explain the quotations and develop the ideas in groups

"Everybody has a fantastic ear"

"He depends for his power on his ability to make other people powerful"

"I will never say anything that couldn't stand the last thing I ever say"

## ECOLOGY

### YOUR CARBON FOOTPRINT (video)

#### 1. PRE-WATCHING

##### 1.1 Discuss the meaning of the words /phrases.

- To live in a cave \_\_\_\_\_
- to release carbons \_\_\_\_\_
- to extract oil from underground \_\_\_\_\_
- to reduce one's carbon footprint \_\_\_\_\_
- delivery to a petrol station \_\_\_\_\_
- exhaust fumes \_\_\_\_\_
- burning fossil fuels \_\_\_\_\_
- utensils \_\_\_\_\_

#### 2. WATCHING AND COMPREHENSION

##### 2.1 Answer the questions.

- 1) What is a carbon footprint? \_\_\_\_\_



- 2) What do you know about carbons? How are they produced? \_\_\_\_\_
- 4) What carbons do you release when you drive a car? \_\_\_\_\_
- 5) Is it possible to live no carbon footprint behind? Why? \_\_\_\_\_
- 6) How can you reduce your carbon footprint? \_\_\_\_\_

### 3. FOLLOW-UP ACTIVITY

#### 3.1 Describe the carbon footprint of the following things :

a cup of coffee, a loaf of bread, an apple from Poland, a book, a smartphone

#### 3.2 Carry out an experiment trying to reduce your carbon footprint and describe it and your feeling in English

---

---

---

---

---

---

---

---

## MASS MEDIA

### HOW TO SAVE NEWSPAPERS (video)

#### 1. PRE-WATCHING

##### 1.2 Look up the meaning and pronunciation of the following words and expressions to avoid difficulties of understanding.

- a paper boy \_\_\_\_\_
- to be in full swing \_\_\_\_\_
- advertising revenue \_\_\_\_\_
- life-threatening competition \_\_\_\_\_
- to damage the quality of news \_\_\_\_\_
- a shocking drop \_\_\_\_\_
- to fail to adjust to developments \_\_\_\_\_
- a simple click \_\_\_\_\_
- life-threatening competition \_\_\_\_\_
- coverage of events \_\_\_\_\_
- fish wrapping \_\_\_\_\_

#### 2. WATCHING AND COMPREHENSION

##### 2.1 Watch the video and try to remember the speaker who says:

- "It's all right to subscribe to the Boston Globe but it's a bit expensive" \_\_\_\_\_
- "Once the owners of news organization say the primary object of this organization is to make money – inevitably – you damage the quality of the news" \_\_\_\_\_
- "People still wanna know what's happening in the area" \_\_\_\_\_

##### 2.2 Answer the questions.

- 1) How much does Lucas get? \_\_\_\_\_
- 2) Why has the economic foundation of newspapers collapsed? \_\_\_\_\_

3) What are the potential savings of an Internet edition compared to a printed newspaper?

4) What does Politico write about?

5) Why are smaller newspapers less impacted by both recession and the Internet?

6) Is it possible to save newspapers? Are you sure we should do it?

### 3. FOLLOW-UP ACTIVITY

**Weigh all the pros and cons of newspapers in groups**

## BRITAIN AND THE MONARCH (video)

### 1. PRE-LISTENING

*Queen Elizabeth's 60<sup>th</sup> year on the throne (Diamond Jubilee) was questioned on the basis that she cannot be sacked. The British republicans were going to hold protests to call for the British monarchy to be dissolved and to be replaced by an elected head of state.*

#### **1.4 Answer the questions.**

1) What do you think is going to be said about the monarchical system in Britain?

#### **1.5 Discuss the meaning of the words / phrases.**

anarchaic system of rule \_\_\_\_\_

togo out with an ark \_\_\_\_\_

to abuse a system of privilege \_\_\_\_\_

an elected official \_\_\_\_\_

accountability for \_\_\_\_\_

extended family \_\_\_\_\_

to put pressure on \_\_\_\_\_

to bring (some) cost to tax payers \_\_\_\_\_

to vary \_\_\_\_\_

austerity \_\_\_\_\_

prosperity \_\_\_\_\_

to impose \_\_\_\_\_

to promote \_\_\_\_\_

to propagate \_\_\_\_\_

areferendum \_\_\_\_\_

to take a poll \_\_\_\_\_

to fare well (under a queen) \_\_\_\_\_

### 2. LISTENING AND COMPREHENSION

**2.1 Watch the video and say whether your predictions were close to the problems discussed.**

**2.2 Watch the video again and collect information round the following:**

- Monarchy and democracy
- Effect of an unelected ruler on decision making in the country

- Cost of celebrating the Jubilee
- The role of media
- Well-being of the country under a monarch

### 3. FOLLOW-UP ACTIVITY

Do you think the arguments against a monarch are strong enough to replace him/her with an elected head of state?

## ELECTIONS IN THE UK (video)

### 1. PRE-LISTENING

#### 1.1 Answer the questions.

1) Is voting a right or a responsibility? Should it be compulsory?

2) Why must voting be secret?

#### 1.2 Discuss the meaning of the words / phrases.

compulsory \_\_\_\_\_

an electoral register \_\_\_\_\_

a ballot paper \_\_\_\_\_

to pressure to vote in a certain way \_\_\_\_\_

a ballot box \_\_\_\_\_

a polling station \_\_\_\_\_

a team of helpers \_\_\_\_\_

the reasonable majority \_\_\_\_\_

to choose ministers with specific responsibilities \_\_\_\_\_

### 2. LISTENING AND COMPREHENSION

#### 2.1 Fill in the missing words/phrases.

1. Schools, village halls and even \_\_\_\_\_ houses \_\_\_\_\_.

2. In this country voting is not \_\_\_\_\_ but you do \_\_\_\_\_.

3. When you get to \_\_\_\_\_, your \_\_\_\_\_ is \_\_\_\_\_ and then checked \_\_\_\_\_ so than no one else could vote using your \_\_\_\_\_.

4. Then you are given a \_\_\_\_\_.

5. You take the paper into a \_\_\_\_\_, put a \_\_\_\_\_ against the name of the person you want to \_\_\_\_\_ and \_\_\_\_\_ the ballot paper so no one can see how you vote it.

6. The votes are counted by \_\_\_\_\_ of \_\_\_\_\_ in the presence of the \_\_\_\_\_.

7. Tony Blair is back at Downing Street for a \_\_\_\_\_.

8. Just over \_\_\_\_\_ members of the \_\_\_\_\_ are \_\_\_\_\_ to be \_\_\_\_\_.

9. When G. Brown became \_\_\_\_\_ in \_\_\_\_\_, he chose new \_\_\_\_\_, each with \_\_\_\_\_ such as \_\_\_\_\_.

#### 2.2 Translate using the words/phrases from the video.

избирательный участок \_\_\_\_\_

отметить галочкой \_\_\_\_\_

кабина для голосования \_\_\_\_\_

сверить со списком избирателей \_\_\_\_\_

исключить риск обмана \_\_\_\_\_

избирательный бюллетень \_\_\_\_\_

гербовая печать \_\_\_\_\_

запечатывать, заклеивать (урну для голосования) \_\_\_\_\_

опустошить урны \_\_\_\_\_

подсчитывать голоса в присутствии кандидатов \_\_\_\_\_  
объявить результаты \_\_\_\_\_  
выиграть (место) \_\_\_\_\_  
получить большинство голосов \_\_\_\_\_  
сформировать новое правительство \_\_\_\_\_

### **2.3 Watch again and answer the questions.**

- 1) Is voting compulsory in Britain?  
\_\_\_\_\_
- 2) What is the process of voting in the UK?  
\_\_\_\_\_
- 3) What was the procedure of counting the votes in the 2005 election campaign?  
\_\_\_\_\_
- 4) Why did the Labour party win?  
\_\_\_\_\_
- 5) What is the obligation of the winning political party?  
\_\_\_\_\_
- 6) What are the ministers responsible for?  
\_\_\_\_\_

### **3. FOLLOW-UP ACTIVITY**

**Compare the process of voting in the UK and your country.**

## **IMMIGRATION CONFUSION (audio)**

### **1. PRE-LISTENING**

#### **1.1. Note.**

*Asylum seeker* is a person who, from fear of persecution for reasons of race, religion, social group, or political opinion, has crossed an international frontier into a country in which he or she hopes to be granted refugee status

#### **1.2. Discuss the meaning of the words / phrases.**

to be in an immigration mess \_\_\_\_\_  
abalanced immigration policy \_\_\_\_\_  
humanitarian needs of immigrants \_\_\_\_\_  
to look for asylum \_\_\_\_\_  
racial, religious, or political oppression \_\_\_\_\_  
to escape grinding poverty \_\_\_\_\_  
the loss of national identity \_\_\_\_\_  
people-smuggling \_\_\_\_\_  
weakening of traditional local cultures \_\_\_\_\_  
large-scale immigration \_\_\_\_\_

### **2. LISTENING AND COMPREHENSION**

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

1. Governments are trying to balance the \_\_\_\_\_ of their citizens, their country's economic problems, and the \_\_\_\_\_ of immigrants.
2. Some come looking for asylum because of \_\_\_\_\_ oppression in their native lands. Others are trying to escape \_\_\_\_\_ at home.
3. People fear that \_\_\_\_\_ are too expensive for the EU's social welfare systems. Others are worried that economic migrants may \_\_\_\_\_.
4. Meanwhile, criminals are making money on the desperation of \_\_\_\_\_.
5. In \_\_\_\_\_, \_\_\_\_\_ illegal immigrants from China asphyxiated in a locked truck at the English port of Dover.

2. In the past we have thought purely about \_\_\_\_\_. Now we need to think about \_\_\_\_\_.
3. Some countries are short \_\_\_\_\_.
4. In Spain, whose population is decreasing, \_\_\_\_\_ and Romanians do \_\_\_\_\_.
5. There are fewer than four today and, without immigration, the figure will drop to \_\_\_\_\_ by \_\_\_\_\_.

**2.2 Listen again and answer the questions.**

- 1) What measures have been taken in order to balance immigration policy?  
\_\_\_\_\_
- 2 Describe the Native-born Europeans' reaction towards asylum seekers.  
\_\_\_\_\_
- 3 What are the reasons for immigration?  
\_\_\_\_\_
- 4 Who benefits from the desperation of would-be immigrants?  
\_\_\_\_\_
- 5 What countries have successfully campaigned against immigration and why?  
\_\_\_\_\_
6. In what way does immigration contribute to the social development of European countries?  
\_\_\_\_\_
7. What fields of a social sector are short of specialists?  
\_\_\_\_\_
8. What is the general tendency in most European nations?  
\_\_\_\_\_

**2.3 State whether the statements are true (T) or false (F).**

1. Many European countries have a lack of skilled workers in areas like information technology.  
\_\_\_\_\_
2. Low-grade medical workers are not the only ones who are needed.  
\_\_\_\_\_
3. In Spain, whose population is abating, North Africans work on the farms.  
\_\_\_\_\_
4. Governments will be able to pay retirees without large-scale immigration.  
\_\_\_\_\_

**3. FOLLOW-UP ACTIVITIES**

Find the *push and pull* factors for immigration.

Prove that immigrants increase the speed limit of the economy.

Prove that migration inevitably causes various social consequences for the country.

**SOCIAL MOBILITY (video)**

**1. PRE-LISTENING**

**1.1 Answer the questions.**

- 1) What is social mobility?  
\_\_\_\_\_
- 2) Does social position often vary during the life-span of the individual?  
\_\_\_\_\_

**1.2 Discuss the meaning of the words / phrases.**

to climb (move up) a ladder \_\_\_\_\_  
 to set out a series of measures \_\_\_\_\_  
 to push up a ladder \_\_\_\_\_  
 to improve social mobility \_\_\_\_\_  
 to benefit from a privileged background \_\_\_\_\_  
 to boost opportunity \_\_\_\_\_

to be predetermined \_\_\_\_\_  
to be sealed \_\_\_\_\_  
to open up internships \_\_\_\_\_  
meritocracy \_\_\_\_\_  
to be down a few rungs \_\_\_\_\_  
to pontificate on \_\_\_\_\_  
an assault on the opportunities \_\_\_\_\_

## 2. WATCHING AND COMPREHENSION

### 2.1 Listen and answer the questions.

- 1) What are the reasons for moving down the ladder? \_\_\_\_\_
- 2) What is social mobility predetermined by? \_\_\_\_\_
- 3) What is the evidence that people find it hard to climb out to the backgrounds? \_\_\_\_\_
- 4) Does the access to education affect one's life? \_\_\_\_\_
- 5) What are today's government proposals to improve social mobility? \_\_\_\_\_
- 6) What has already been done by the British government? \_\_\_\_\_

## 3. FOLLOW-UP ACTIVITIES

How much social mobility do people really want?

What is the ideal amount of social mobility?

### LEGAL CASE OF ARSON (video)

#### I. PRE-LISTENING

##### 1.1 Discuss the meaning of the words / phrases.

to insure against \_\_\_\_\_  
to pay a premium payment \_\_\_\_\_  
to file a claim \_\_\_\_\_  
to consume \_\_\_\_\_  
to sue and win \_\_\_\_\_  
to deliver/ to accept the ruling \_\_\_\_\_  
to hold a policy from a company \_\_\_\_\_  
to warrant \_\_\_\_\_  
insurable \_\_\_\_\_  
unacceptable fire \_\_\_\_\_  
to pay the claim \_\_\_\_\_  
to endure (a lengthy and costly appeal process) \_\_\_\_\_  
counts of \_\_\_\_\_  
insured property \_\_\_\_\_

#### II. LISTENING AND COMPREHENSION

##### 2.1 Listen to the story and choose the best alternatives.

- 1) An individual from North Carolina insured a stockpile of expensive cigars against
  - a) theft
  - b) natural disasters
  - c) fire
  - d) improper quality

- 2) The insurance company refused to pay the claim on the grounds that the cigars were consumed
  - a) in a frivolous manner
  - b) in a series of small fires
  - c) in a normal fashion
  - d) in a series of floods
- 3) The policy from the insurance company warranted that the cigars
  - a) were insurable
  - b) were not insurable
  - c) were insurable against unacceptable fire
  - d) were insurable against improper consumption
- 4) How much money did the individual who burned the cigars get from his insurance claim?
  - a) \$16,000.00
  - b) \$50,000.00
  - c) \$15,000.00
  - d) none
- 5) What was the sentence and fine for the crime of arson?
  - a) 2 years in jail and \$15,000.00 fine
  - b) 12 years in jail and \$24,000.00 fine
  - c) 2 years in jail and \$24,000.00 fine
  - d) It's a trick question. He was not fined and did not spend any time in jail.

**2.2 Listen to the story again and answer the questions.**

- 1) What did the individual insure?  
\_\_\_\_\_
- 2) What kind of claim did he file against the insurance company?  
\_\_\_\_\_
- 3) What did he state in his claim?  
\_\_\_\_\_
- 4) What reasons did the company cite in refusing to pay the claim?  
\_\_\_\_\_
- 5) What did the ruling of the judge state?  
\_\_\_\_\_
- 6) Did the insurance company appeal against the ruling? Why?  
\_\_\_\_\_
- 7) Why was the man arrested after cashing the check?  
\_\_\_\_\_
- 8) What evidence was used against the man?  
\_\_\_\_\_
- 9) What was he convicted of and sentenced to?  
\_\_\_\_\_

**III. FOLLOW-UP ACTIVITY**

**How can we reduce the prison population and prevent crime?**

**THE CROWN COURT (video)**

**I. PRE-LISTENING**

**1.1 Answer the questions.**

- 1) Describe the structure of the court system of your country and its legal culture  
\_\_\_\_\_

**1.2 Discuss the meaning of the words / phrases.**

discretion \_\_\_\_\_

to uphold law \_\_\_\_\_  
 public gallery \_\_\_\_\_  
 to swear \_\_\_\_\_  
 prosecuting barrister \_\_\_\_\_  
 defense barrister \_\_\_\_\_  
 learned friend \_\_\_\_\_  
 introduce witness \_\_\_\_\_  
 prosecution/defense witness \_\_\_\_\_  
 examination in chief \_\_\_\_\_  
 cross-examination \_\_\_\_\_  
 re-examination \_\_\_\_\_  
 closing speech \_\_\_\_\_  
 to postpone sentencing \_\_\_\_\_  
 contentious case \_\_\_\_\_

## 2. LISTENING AND COMPREHENSION

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

- 1) It's at \_\_\_\_\_ discretion whether or not there is a \_\_\_\_\_.
  - 2) After the jury \_\_\_\_\_, the judge \_\_\_\_\_ and informs that it's for them to \_\_\_\_\_ if the evidence they are going to hear proves that the defendant \_\_\_\_\_.
  - 3) The prosecuting barrister will ask a \_\_\_\_\_ with regards to the \_\_\_\_\_ they have given to the \_\_\_\_\_ . This is known as \_\_\_\_\_.
  - 4) The defense may ask the \_\_\_\_\_ a series \_\_\_\_\_. This is known as \_\_\_\_\_.
  - 5) The prosecuting barrister may be given an opportunity to \_\_\_\_\_. This is known as \_\_\_\_\_.
  - 6) During the closing speech the prosecuting barrister \_\_\_\_\_ and tries to \_\_\_\_\_ the jury that the defendant \_\_\_\_\_.
  - 7) If the defendant is found not \_\_\_\_\_, the jury will be \_\_\_\_\_ from the \_\_\_\_\_.
- If the defendant is found \_\_\_\_\_, the \_\_\_\_\_ will move him in a \_\_\_\_\_ and the jury will \_\_\_\_\_ in court.

### 2.2 Listen to the story again and answer the questions.

- 1) Who represents the trial at the Crown court?  
 \_\_\_\_\_
- 2) Where does the defendant sit during the trial?  
 \_\_\_\_\_
- 3) What is the role of the jury at the Crown court? What is their job?  
 \_\_\_\_\_
- 4) What is the prosecuting barrister responsible for?  
 \_\_\_\_\_
- 5) Define the notion "examination in chief"?  
 \_\_\_\_\_
- 6) What is implied by cross-examination and re-examination?  
 \_\_\_\_\_
- 7) Comment on the functions of a defense barrister.  
 \_\_\_\_\_
- 8) Does the procedure of introducing witnesses from the defense side differ from that of the prosecution side?  
 \_\_\_\_\_
- 9) What happens if the defendant is found guilty/not guilty?  
 \_\_\_\_\_
- 10) Under what circumstances can the judge postpone sentencing?  
 \_\_\_\_\_



### 3. FOLLOW-UP ACTIVITIES

Summarize your opinion about the judicial system and process how judges get to court in your country.

Can judges render justice fairly without fear of political reprisal from government, president or political parties?

### HARROW SCHOOL (audio)

#### I. PRE-LISTENING

*Listen to the interview with Mr. Ian Beer, the Headmaster of Harrow School. This is the public school that Winston Churchill attended.*

##### 1.1 Discuss the meaning of the words / phrases.

agown \_\_\_\_\_  
atall \_\_\_\_\_  
ablazer \_\_\_\_\_  
atop hat \_\_\_\_\_  
fussy \_\_\_\_\_  
courtesy \_\_\_\_\_  
to spread wings \_\_\_\_\_

#### II. LISTENING AND COMPREHENSION

##### 2.1 Listen to the interview and decide whether the statements are true (T) or false (F).

- 1) Harrow School is an "independent" school.  
\_\_\_\_\_
- 2) The majority of the independent schools were founded at the end of the 20<sup>th</sup> century.  
\_\_\_\_\_
- 3) All private schools give free education.  
\_\_\_\_\_
- 4) Public schools are independent of government control.  
\_\_\_\_\_
- 5) Harrow School is situated in the High Street.  
\_\_\_\_\_
- 6) The students of Harrow School are dressed in tails during the week and they can wear jeans and T- shirts on Sundays.  
\_\_\_\_\_
- 7) All the teachers and students of Harrow School raise their hats to greet each other.  
\_\_\_\_\_
- 8) Harrow School has changed greatly recently.  
\_\_\_\_\_
- 9) In Harrow School chemistry was one of the main subjects in the last century.  
\_\_\_\_\_
- 10) Today there are various subjects on the curriculum: Latin, Greek, Russian, computer sciences and a lot of others.  
\_\_\_\_\_

##### 2.2 Listen again and fill in the blanks with the correct words.

- 1) Therefore, before \_\_\_\_\_, all these independent schools were available to the total public. Admittedly they had to pay \_\_\_\_\_.
- 2) The boys wear straw \_\_\_\_\_, they wear \_\_\_\_\_ on a Sunday, the senior boys wear \_\_\_\_\_ hats.
- 3) All the masters have to teach in \_\_\_\_\_ and wear \_\_\_\_\_.
- 4) And the normal kinds of ill-discipline, which you would find in any family of young boys growing up and \_\_\_\_\_ their \_\_\_\_\_, are usually things which are anti-social.
- 5) We here feel strongly that we educate \_\_\_\_\_.

6) In the afternoons and evenings we devote our time to such activities as \_\_\_\_\_, all the kind of games you could possibly think of, society life – \_\_\_\_\_.

### **2.3 Answer the questions.**

1) What have you learnt about the terms *independent school* and *public school*?

2) What changes have taken place in public-school life?

3) What is said about the curriculum, especially in relation to classics, sport, science, and computers?

4) What is said about discipline?

### **III. FOLLOW-UP ACTIVITIES**

What makes a good teacher, in your opinion?

What do successes and failures in academic achievement depend on?

### **SUMMERHILL SCHOOL (video)**

#### **I. PRE-LISTENING**

##### **1.1 Answer the questions.**

1) What are the differences and similarities between traditional and alternative private schools?

2) Would you like to study at a private school and why?

##### **1.2 Discuss the meaning of the words / phrases.**

student-centered education \_\_\_\_\_

to have one's say on smth \_\_\_\_\_

to gain momentum \_\_\_\_\_

to think outside the box \_\_\_\_\_

a recipe for mayhem \_\_\_\_\_

an authentic person \_\_\_\_\_

conventional education \_\_\_\_\_

the general public \_\_\_\_\_

to push the boundaries \_\_\_\_\_

to be taught to learn \_\_\_\_\_

to have a quest to do smth \_\_\_\_\_

#### **II. LISTENING AND COMPREHENSION**

**2.1. Watch the video and say whether Summerhill can be regarded as an alternative school or not.**

**2.2 Watch the video again and answer the questions.**

1) Why is Summerhill School believed to be alternative?

2) What was the main idea with which the school was founded?

3) When can you develop as an authentic person?

4) What status do the subjects at the school have?

5) What children does the school have?

6) What is the philosophy of the school?

7) Where and how are decisions made?

8) How important is achievement at the school?

9) Who is scared of Summerhill?

10) How do children learn?

11) What causes difficulty in conventional education?

12) Why do the teachers at the school think their school is better than other schools?

What are their criteria of success?

### III. FOLLOW-UP ACTIVITIES

What does it feel like to study in a private school?

Make a note of any regulation at Summerhill school which you would like to talk about, either because you agree or disagree, or simply because you are surprised.

### A BOY WHO DIDN'T WANT TO LEARN TO WRITE OR READ (video)

#### I. PRE-LISTENING

**1.1 Look through the vocabulary and say what you think the video is going to be about.**

Indivisible

to trust one's judgment/feelings

to influence one's choice

pottery

carpentry

to cope with the world

to hitch-hike

Latin script

an English-conversation teacher

#### II. LISTENING AND COMPREHENSION

**2.1 Watch the video and say to what extent your guesses were right.**

**2.2. Watch the video again and answer the questions.**

1) What is freedom at Summerhill School?

2) What classes did Freer attend at the school? Why?

3) How did he hope to cope with the world?

4) Did he have any idea what he was going to do after leaving school?

5) How many countries did he visit and how long did he stay in them?

- 6) When did it first come home that his illiteracy was a serious drawback?  
\_\_\_\_\_
- 7) How did he teach himself to read and write?  
\_\_\_\_\_
- 8) How does he feel now about Neil and his father letting him have such minimal qualifications after school?  
\_\_\_\_\_
- 9) Why does he think Neil and his father did not seem concerned about his unwillingness to study?  
\_\_\_\_\_
- 10) What degree does he have now and what does he do?  
\_\_\_\_\_
- 11) Can you match Freer's working engagements with the countries?  
\_\_\_\_\_

## AN INTERVIEW WITH AN ENVIRONMENTAL CAMPAIGN GROUP MEMBER (audio)

### 1. PRE-LISTENING

#### 1.1 Read the information and answer the questions below.

*The WWF (World Wide Fund For Nature) and Greenpeace are well-known environmental campaign groups in the UK. The WWF was established as the World Wildlife Fund in 1961 to raise funds from the public for conservation of particular species, for example the Giant Panda, and habitats. Greenpeace is an international environmental pressure group, operating a policy of non-violent direct action supported by scientific research.*

What similar environmental campaign groups exist in Belarus? What are their aims? What kind of activities are they involved in?

Are you a member of such a group? Why/Why not?

### 2. LISTENING AND COMPREHENSION

#### 2.1 You will hear an interview in which David Cranshaw, who is an active member of an environmental campaign group, talks about the achievements of such groups. Complete the notes. Remember that you only have to write a few words in each space.

Effects of environmental campaign groups:

In business and industry

- encouraging companies to be accountable e.g. by monitoring use of \_\_\_\_\_ (1) - encouraging \_\_\_\_\_ (2) to provide financial incentives for change.

Working with \_\_\_\_\_ (3)

- encouraging consideration of environmental issues e.g. \_\_\_\_\_ (4)

Proposals in Cheshire

Working with general public

- raising awareness of need for \_\_\_\_\_ (5)

Evidence of change: more people buying \_\_\_\_\_ (6) refusal to buy \_\_\_\_\_ (7) - individual activities \_\_\_\_\_ (8)

such as: recycling, buying smaller cars, using cotton nappies, \_\_\_\_\_ (8)

Important because: could have big effect if everyone took part, encourage people to consider \_\_\_\_\_ (9)

## INTERVIEW WITH TONY BUZAN (audio)

### 1. PRE-LISTENING

#### 1.1 Answer the questions.

1. What do you know about the workings of the brain?

2. How does the human brain differ from that of animals?

#### 1.2 Do you think the following statements are true or false?

Write *T* or *F* in each box.

1 The brain of a young child is more receptive than that of an adult.	
2 If the brain is regularly used and stimulated we can continue to learn the older we get.	
3 If you don't challenge your brain for as long as twenty years you will never be able to use it properly again.	
4 The only permanent cause of brain deterioration is disease or physical damage.	
5 People who are good with their hands are not usually very brainy.	
6 The human brain has increased in size over the years.	
7 Very soon the human brain will be so large that our bodies will become top-heavy.	
8 Scientists believe that if human beings live permanently in the weightlessness of space, the human form will change.	

### 2. LISTENING AND COMPREHENSION

#### 2.1 Listen to an interview with Tony Buzan, who has written several books on the brain and how to use it effectively.

2.2 Check your true/false answers, and amend them if necessary.

### 3. FOLLOW-UP ACTIVITIES

1. Did anything that Tony Buzan said surprise you?

2. Do you know anything about research that is being done on the functioning of the brain?

## THE BRAIN (audio)

### 1. PRE-LISTENING

#### 1.1 Match each characteristic of the human brain with the appropriate explanation.

Characteristics of left and right hemispheres of the human brain	Explanations
1. verbal	a) putting things together to form wholes
2. non-verbal	b) using words to name, describe, define
3. spatial	c) thinking in terms of linked ideas, one thought directly following another, often leading to a convergent conclusion
4. logical	d) awareness of things, but minimal connection with words

5. linear		e) drawing conclusions based on logic: one thing following another in logical order – for example a mathematical theorem or a well-stated argument
6. synthetic		f) seeing where things are in relation to other things, and how parts go together to form a whole

## 2. LISTENING AND COMPREHENSION

### 2.1 Listen to the talk and answer the questions:

1. What is the crossover effect?

2. The speaker describes the results of two split-brain experiments. What do the results indicate about left and right hemisphere characteristics?

3. The speaker believes we could improve the efficiency with which we use our brain in two ways. What are they?

## 3. FOLLOW-UP ACTIVITIES

Do you know other ways of improving our brain efficiency?

How do you prevent your brain from deteriorating?

## ARE WE ALONE? (audio)

### 1. PRE-LISTENING

#### 1.1 Match the following expressions used in the discussion to their meaning.

1) to put the cat among the pigeons	a) Unidentified Flying Objects, Flying Saucers
2) quite categorically	b) without fear of contradiction
3) mumbo-jumbo	c) object of foolish veneration or fear
4) UFOs	d) expressions used in science fiction stories
5) humanoids	e) to stir up trouble
6) frightening people out of their wits	f) terrifying people to the point of madness
7) pins and needles	g) tingling sensation when recovering from numbness
8) escapism	h) superficial, prompt
9) sci-fi jargon	i) beings which physically resemble humans
10) facile	j) form of entertainment during which worries are forgotten

## 2. LISTENING AND COMPREHENSION

### 2.1 Discuss the answers to the following questions.

1. What do we know about the three speakers taking part in the discussion?
2. What are Professor Betts' views on extra-terrestrial intelligence?
3. Why does Dr Barry describe Professor Betts' statement as "a rather facile assumption"?
4. In what way have the "highly sophisticated instruments" referred to by Dr Barry proved disappointing?

5. What does Professor Betts mean by the phrase "thinking of life in terms of humanoids"?
  6. What has been one of the major factors in the evolution of Man?
  7. Why does Professor Betts believe that Man is incapable of understanding the universe?
  8. What do people seem most concerned about when they have seen the film "The Lost Galaxy"?
  9. Who is Cosmos?
  10. How does Stewart Rider feel about science fiction in general?
- Follow

### 3. FOLLOW UP ACTIVITIES

Which speaker do you take side with? Give your grounds.

## LECTURE ON UFOs (audio)

### 1. PRE-LISTENING

#### 1.1 Find English equivalents of the following words and word combinations.

инопланетянин	
наблюдение за НЛО	
исчезать	
размазанный, нечеткий	
вмятина в земле	
не имеющий обыкновения лгать	
шаровая молния	
принимать во внимание	
северное сияние	
подвержен, склонен к чему-	
падение, сползание	
отбросить как подделку	
шутка, обман	

### 2. LISTENING AND COMPREHENSION

#### 2.1 Answer the questions:

1. What evidence do believers have to support their belief in the existence of UFOs?
2. What three types of encounter evidence does the lecturer give?
3. What are non-believers' arguments?
4. What counter arguments do they give against the encounter evidence?
5. What is Dr Hynek's opinion of UFOs?

### 3. FOLLOW UP ACTIVITIES

#### 3.1 Number and underline all main points and jot down any relevant details under them.

---



---



---



---



---

#### 3.2 At the end of the lecture, write down a title which clearly states the topic/subject.

---

### 3.3 Which of the two camps do you belong to? Give your arguments.

#### **LOOKING FORWARD: AN OPTIMIST VS. A PESSIMIST (audio)**

##### **1. PRE-LISTENING**

*It's the year 2050. Energy resources are running low. There is no domestic gas, coal, wood or oil. A new law is announced: Each private home is allowed to have no more than four pieces of electrical equipment in addition to lighting. No other fuel-consuming equipment of any kind is allowed. You have to decide which four pieces of equipment to keep.*

##### **1.1 Discuss with your partner and agree on the most important four.**

##### **2. LISTENING AND COMPREHENSION**

**2.1 Listen to a conversation about the future. What is the specific topic these people are discussing? Which of them is a pessimist? Which is an optimist?**

**2.2 Which of the speakers do you think would make these comments? Which comments reflect your own views?**

1. We should not interfere with genes at all.
2. It is good to be able to choose the characteristics of your child.
3. I've never thought about the problems caused by genetic engineering.
4. We can take advantage of scientific progress without worrying that research will be used in undesirable ways.

##### **3. FOLLOW UP ACTIVITY**

**Work in groups of four and choose one of the topics below**

1. The effects of computer technology on our lives.
2. The amount of freedom that individuals will have in the future.

Divide into two pairs: a pair of optimists and a pair of pessimists. Discuss the topic as a group.

#### **RELIGION IN THE UK (audio)**

##### **1. PRE-LISTENING**

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

chaplain (n) \_\_\_\_\_  
denominational school \_\_\_\_\_  
ebb away (v) \_\_\_\_\_  
face up to (v) \_\_\_\_\_  
percolate (v) \_\_\_\_\_  
political animal \_\_\_\_\_  
phase out (v) \_\_\_\_\_  
secularism (n) \_\_\_\_\_  
shot through (adj) \_\_\_\_\_  
slant (n) \_\_\_\_\_

##### **2. LISTENING AND COMPREHENSION**

**2.1 Listen to section one of the tape and complete the paragraph below.**

The sovereign, the (a) \_\_\_\_\_ or (b) \_\_\_\_\_, must always be a member of the Church of England and promises to (c) \_\_\_\_\_ it. The (d) \_\_\_\_\_, who are called to their posts by the (e) \_\_\_\_\_ and the \_\_\_\_\_, have to promise to be (g) \_\_\_\_\_ to the Sovereign.

**Now listen to Bishop Taylor and answer these questions:**

1. What benefits by the Church of England, according to Bishop John Taylor?



2. How does Bishop Taylor think Christianity affects British society?

---

**2.2 Listen to section two of the tape and answer these questions:**

1. What examples does Bishop Henderson give of "lip service being paid to the religious perspective"?

---

2. What section of society, which normally has "little voice", does he say the Church speaks for?

---

3. Why does Bishop Henderson think the Roman Catholic Church is more effective at criticizing the government than the established Church?

---

4. Why was the Church of England more critical of the government during the Thatcher years?

---

**2.3 Listen to section three and answer these questions:**

1. Fill in the four examples Bishop Taylor gives of the "thirty-two options for what to do on a Sunday".

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_

2. Bishop Taylor says Britain is not a "non-Christian" society. What does he say it is?

---

3. How is the Church fighting back?

---

4. What does Bishop Mumberly say many people have inherited "whether they realise it or not"?

---

**2.4 Listen to section four of the tape and answer these questions:**

1. Why did people turn away from religion in the past, according to Indarjit Singh?

---

2. What sort of society does he think we will have if people ignore religion?

---

3. How does Indarjit Singh describe the Sikh community in Britain?

---

4. Sir Sigmund Sternberg describes the several Jewish communities. What is the mainstream of the Jewish community?

---

5. What does Sir Sigmund tell us about the Reform movement?

---

6. What strands of Islam prevail in Great Britain? What does Zaki Badawi, Director of the Muslim College in London, say about relations between them?

---

**2.5 Listen to section five of the tape and answer these questions:**

1. Choose the best answer:

Yusuf Islam thinks many Muslims came to Britain because:

a) It's a Christian country b) It's a liberal and democratic country c) Muslims don't have to pay tax

2. What does Yusuf Islam think is unfair about paying taxes?

---

3. Why do you think Zaki Badawi mentions Northern Ireland in relation to Muslims?

---

4. What does he suggest the government should do if people are against denominational schools?

5. If they do not do this, what rights does he feel Muslim communities should have?

---

**2.6 Listen to section six and answer these questions:**

1. Indarjit Singh talks about the events after he told local people that they were extending the Southfields temple. Which of the following is the best summary of what happened?

a) The local people were positive about a seaside trip for handicapped children, but afterwards they viewed the Sikhs with fear.

b) The local people were negative about the Sikhs' plans at first, but after they went out together they were very happy.

c) The Sikhs had the wrong image of the local people.

2. Write your own brief summary of the old story Sir Sigmund Sternberg tells about Rabbi Shammal and Rabbi Hillel.

---

---

---

**3. FOLLOW-UP ACTIVITIES**

**3.1 Do you think that all religions should have the right to their own (denominational) schools? Give your arguments.**

**3.2 Speak on interfaith relations in the UK**

Учебное издание

## AUDIO AND VIDEO PRACTICE

Методические рекомендации

Составители:

**КОВАЛЬСКАЯ** Мира Павловна  
**БОЧКОВА** Гульчехра Шарофовна  
**ПЕТРАШКО** Татьяна Николаевна  
**БЕЛЬСКАЯ** Ольга Викторовна  
**КУЗЬМИНА** Ирина Александровна  
**КАЗИМИРСКАЯ** Ольга Владимировна

Технический редактор *Г.В. Разбоева*  
Компьютерный дизайн *Л.Р. Жигунова*

Подписано в печать 21.11.2018. Формат 60х84 <sup>1</sup>/<sub>16</sub>. Бумага офсетная.  
Усл. печ. л. 5,81. Уч.-изд. л. 2,48. Тираж 5 экз. Заказ в/п.

Издатель и полиграфическое исполнение – учреждение образования  
«Витебский государственный университет имени П.М. Машерова».

Свидетельство о государственной регистрации в качестве издателя,  
изготовителя, распространителя печатных изданий  
№ 1/255 от 31.03.2014 г.

Отпечатано на ризографе учреждения образования  
«Витебский государственный университет имени П.М. Машерова».  
210038, г. Витебск, Московский проспект, 33.