



Министерство образования и науки, молодежи и спорта Украины
Севастопольский национальный технический университет
Гуманитарный факультет

МЕТОДИЧЕСКИЕ УКАЗАНИЯ
по развитию навыков аудирования
к практическим занятиям
по дисциплине «Практика устной речи»
для студентов 3-го курса
направления 6.020303 «Филология»
специальности 7.02030304 «Перевод»
дневной формы обучения

Севастополь
2013



УДК 800

Методические указания по развитию навыков аудирования к практическим занятиям по дисциплине «Практика устной речи» для студентов 3-го курса направления 6.020303 «Филология» специальности 6.02030304 «Перевод» дневной формы обучения /Сост. Осадчая И.Ю., Опря Ю.В. – Севастополь: Изд-во СевНТУ, 2013. – 36 с.

Цель: помочь студентам сформировать навыки аудирования, лексико-грамматические навыки и навыки монологического высказывания по следующим темам: «Changing Patterns of Leisure», «Man and the Movies», «English Schooling», «Bringing up Children», «Painting», «Feeling and Emotions».

Методические указания рассмотрены и утверждены на заседании кафедры теории и практики перевода (протокол № 10 от 24 мая 2012 г.)

Допущено учебно-методическим центром СевНТУ в качестве методических указаний

Рецензент: Деревянко А.А., старший преподаватель кафедры ТПП

CONTENTS

Unit 1. Changing Patterns of Leisure	4
Problems of Travelling	4
Successful Holiday Planning	5
Unit 2. Man and the Movies	7
Critic's Opinion on Three New Films	7
Interview with Two Actors	8
Unit 3. English Schooling	10
Truancy	10
The British and American Systems of Education in Comparison	12
Unit 4. Bringing up Children	12
Brother and Sister Speak about their Childhood	13
The Qualities We Prize in our Children	14
Unit 5. Painting	16
The Great Painter and Sculptor Joe Dudley Downing. The Early Years	16
The Great Painter and Sculptor Joe Dudley Downing. On being a Painter	18
Unit 6. Feelings and Emotions	19
Ways to Avoid Depression	19
Laughter	21
Keys	23
Tapescripts	24
Bibliography	35

UNIT 1. CHANGING PATTERNS OF LEISURE

Problems of travelling

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

1. infuriating – furious
2. to go ballistic – to become very angry or irrational
3. berth – a place to sleep or stay
4. to shatter – to cause to break or burst suddenly into pieces
5. to slip one's mind – to forget about smth. (to do smth.)
6. AA – American Airline
7. to stay put – to continue to be in a place

Task 2. You will hear five people talking about the problems they faced while travelling. Before you listen discuss the following:

- The best ways to avoid problems while travelling
- What necessary things should you take on the trip in case of emergency?

Task 3. Look at the exercise below. Think over the information, which is missing from each gap.

Task 4. Now listen to the recording. For questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice.

Speaker 1 booked her tickets 1 _____ in advance

When speaker 1 call her boss and explain the situation he'll 2 _____

Speaker 2 took 3 _____ from Corfu to Bari.

Due to speaker's 3 words, the back-up 4 _____ had kicked in

Speaker 3 said that everyone was safe, but 5 _____

It was speaker's 4 responsibility to control tanks, but it completely 6 _____

The nearest petrol station was 7 _____ from Cumbria

Speaker 5 covered about 8 _____ in a week

The moral of the speaker's 5 story is 9 _____

Task 5. Listen to the recording again and choose the right answer

1. Who is to blame in speaker's 1 problems?
 - a. speaker 1 herself
 - b. speaker's 1 boss
 - c. airline company
 - d. her neighbour
2. When Speaker 2 reached Bari, the next point was.....
 - a. Corfu
 - b. Milan
 - c. Paris
 - d. London
3. What happened with speaker's 2 friend Sarah?
 - a. she broke her leg
 - b. she broke her arm

- c. she had a migraine
 - d. she died
4. Speaker 3 was a....
- a. scientist
 - b. teacher
 - c. pilot
 - d. doctor
5. When did the trouble happen in speaker's 3 story?
- a. in the evening
 - b. in the noon
 - c. in the morning
 - d. in the middle of the night
6. What did the speaker 4 want to buy in the shop?
- a. a bottle of water
 - b. a bottle of juice
 - c. a bottle of beer
 - d. a bottle of wine
7. How much did speaker's 5 bike cost?
- a. £ 1, 800
 - b. £ 1,200
 - c. \$ 1,200
 - d. € 1, 200

Task 6. Speak about the problems, which you faced while travelling

Successful Holiday Planning

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

- 1. tip – advice
- 2. smoothly – having no obstructions or difficulties
- 3. toiletry – an article, such as toothpaste or a hairbrush, used in personal grooming or dressing
- 4. sample – a portion, piece, or segment that is representative of a whole
- 5. odds and ends – miscellaneous items or articles
- 6. to deter – to prevent or discourage from acting, as by means of fear or doubt
- 7. pocketful – a large amount
- 8. self-adhesive – having a surface coated with an adhesive and not needing any substance, such as glue or paste, applied to form a bond

Task 2. You will hear a person giving advice on how to plan a successful holiday. Before you listen, discuss the following:

- What things should be taken for trip?
- Where do you prefer to your holidays: in your country or abroad? Why?

Task 3. Look at the exercise below. Try to predict the missing words in the gaps

Task 4. Now listen to the recording. For questions 1-10, complete the sentences with a word or short phrase. You will hear the recording twice.

Toiletry manufacturers pack their products in 1 _____ or _____ containers.
 You should also take with you: an alarm clock, washing powder and an adaptor plug for 2 _____

If you use very expensive designer suitcases you'll 3 _____

If you're flying with children, a pocketful of sweets can 4 _____

If you don't know your friends address by heart, use 5 _____

Another idea to send 6 _____ instead of postcards.

If we don't have much room in our suitcase, the solution is to carry a 7 _____

If you purchase smth. expensive, save 8 _____ for customs.

Little things mean a lot, they can 9 _____ or _____ your holiday.

Task 5. Listen to the recording again and choose the right answer

1. One way to cut down on the weight in your bag is...
 - a. to buy small bottles
 - b. to take few things with you
 - c. to ignore your partner's personal things
 - d. wasn't mentioned in the text
2. A simple case won't be noticed by...
 - a. by customers
 - b. by you
 - c. by your friends
 - d. by thieves
3. Children's ears will be less affected during take-off and landing if they...
 - a. sleep tough
 - b. suck a sweet
 - c. play with you
 - d. read a book
4. The labels which remain will remind you
 - a. of forgotten friends
 - b. of forgotten things
 - c. of forgotten keys
 - d. was not mentioned in the text.
5. An extra-folded bag should be carried
 - a. in your pocket
 - b. in the pocket of your husband
 - c. in the bottom of your case
 - d. in your children's bag
6. Keeping receipts can save you...
 - a. a lot of money
 - b. nerves
 - c. a lot of free time
 - d. a lot of time and trouble
7. Given tips are for a happy and....
 - a. dangerous free holiday

- b. trouble-free holiday
- c. money-free holiday
- d. calm holiday

UNIT 2. MAN AND THE MOVIES

Critic's Opinion on Three New Films

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

1. special effects – films techniques used in the production of scenes that cannot be achieved by normal techniques
2. twist – an unexpected change in a process or a departure from a pattern, often producing a distortion or perversion
3. spring – is a point where groundwater flows out of the ground, and is thus where the aquifer surface meets the ground surface.
4. fast pace movie – movie with rapid actions
5. property – something owned; a possession
6. car chase – describes the pursuit of a criminal by police

Task 2 You will hear a radio program in which a film critic discusses three new films. Before you listen, discuss the following:

- What is needed to create a real movie?
- What types of movie do you prefer?

Task 3. Look at the exercise below. Try to predict the missing words in the gaps

Task 4. Now listen to the recording. For questions 1-10, complete the sentences with a word or short phrase. You will hear the recording twice.

- Film title **1** _____ - a thriller
 Film set in both **2** _____ and on the moon
 Takes place in year **3** _____
 Special feature: people travel between **4** _____ using their minds
- Film title **5** _____ - a love story
 Film set in **6** _____ in New Zealand
 Special feature: part of action filmed among **7** _____
- Film title **8** _____ - a comedy
 Film set **9** _____
 Special feature: based on the theft of **10** _____

Task 5. Listen to the recording again and choose the right answer

1. If you saw....., you'll understand where "The Circle of Fear 2" takes place
 - a. The Circle of Horror 1
 - b. The Circle of Fear 1
 - c. The Circle of Love 1
 - d. was not mentioned in the text
2. The soundtrack of "The Circle of Fear 2" is.....

- a. amazing
 - b. brilliant
 - c. exciting
 - d. wonderful
3. The film “The Circle of Fear 2” is worth seeing...
 - a. more than twice
 - b. more than once
 - c. only at once
 - d. every day
 4. The scenario of the movie “Sometime, Never” is....
 - a. thrilling
 - b. wonderful
 - c. amazing
 - d. exciting
 5. The story in the movie “Sometimes, Never” tells us about
 - a. a young couple
 - b. a single man
 - c. about a single woman
 - d. about parents of a young girl
 6. In the film “Get it back” there are
 - a. some well-known faces
 - b. some well-known places
 - c. some well-known actions
 - d. some well-known scenes
 7. The final scene of the movie “Get it back” involves.....
 - a. a real fight
 - b. a real quarrel
 - c. a real chase
 - d. troubles with the main character

Task 6. Speak about your favorite movie. Is it a new or an old one?

Interview with Two Actors

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

1. to go along with smth. – to agree with smth.
2. second-rate – second in importance
3. cult film – a colloquial term for a film that has acquired a highly devoted but relatively small group of fans
4. to come out of the blue – suddenly; without warning
5. outer space – the region of space immediately beyond Earth's atmosphere
6. with a pinch of salt – with doubts
7. typecast – to cast (an actor) in the same kind of role continually, esp. because of his physical appearance or previous success in such roles
8. ghastly – inspiring shock, revulsion, or horror by or as if by suggesting death; terrifying

9. in store – planned or likely to happen

10. pasture – grass or other vegetation eaten as food by grazing animals

Task 2. You will hear an interview with two actors who take part in a popular TV science fiction program. Before you listen discuss the following:

- What does science fiction mean? Why do you think some people enjoy this kind of story?
- What science fiction films have you seen? Did you like them? Why\Why not?

Task 3. Look at the exercise below. Try to predict the missing words in the gaps

Task 4. Now listen to the recording. For questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice.

Bob thinks that the popularity of the science fiction series is due to its excellent **1** _____

Before working on the series, Kate and Bob had both been employed in **2** _____

Kate has always preferred science fiction to **3** _____

Bob is more interested in the most recent **4** _____ than in science fiction.

Kate and Bob are both enthusiastic about **5** _____

Neither Kate nor Bob worries about the **6** _____ when they are out of doors

Kate suspects that few people know the **7** _____ of herself and her co-actor

Kate confesses that she is a very **8** _____ person

Bob considers acting to be an extremely **9** _____

Task 5. Listen to the recording again and choose the right answer

1. What is the title of the series, in which Bob and Kate took part?

- a. "Out of this World"
- b. "Out of that World"
- c. "In this World"
- d. "A New World"

2. Kate said: "What characters that counts"

- a. are playing
- b. are eating
- c. are saying
- d. are doing

3. When the series began it would become a kind of...

- a. favorite series
- b. cult series
- c. second-rate series
- d. popular series

4. Bob takes all science fiction stories....

- a. with pleasure
- b. with interest
- c. with suspense
- d. with a pinch of salt

5. Kate is not sure how many people even know her by her own name

- a. true
- b. false

- c. was not mentioned in the text
6. An actor is a very...
- pleasant profession
 - secure profession
 - insecure profession
 - popular profession
7. Bob and Kate don't tell about their plans to next year
- true
 - false
 - was not mentioned in the text

Task 6. Speak about your favorite actor.

UNIT 3. ENGLISH SCHOOLING

Truancy

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

- truancy – the act or condition of being absent without permission.
- trend – the general direction in which something tends to move
- controversial findings – disputatious conclusion reached after examination or investigation
- consumer society – society of customers
- engagement – obligation, duty
- input – contribution of information, ideas, opinions
- substitute – a person or thing acting or serving in place of another
- to deprive – to remove or withhold something from the enjoyment or possession of (a person or persons)

Task 2. You will hear a part of a radio interview about truancy. Before you listen, discuss the following:

- Have you ever played truant? Why did you do it?
- What was your teacher's reaction?

Task 3. Look at exercise below. Think over the information, which is missing from each gap

Task 4. Now listen to the recording. For questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice.

The presenter suggests that the results of Glen's survey are **1** _____

The majority of students questioned **2** _____ that they had played truant.

Truancy is not related to a student's gender, ethnic background or **3** _____

Glen's conclusion is that the **4** _____ is responsible for encouraging truancy

Students are more likely to avoid lessons that do not require their **5** _____ or _____

Modern students are more **6** _____ than those of the past

Decision-making is a useful 7 _____

Students would be more 8 _____ to go to school if they were consulted about their lessons

Truancy can show which teachers and teaching methods are 9 _____

Task 5. Now listen to the recording again and choose the right letter.

1. Students are acting as...
 - a. consumers
 - b. disorganizers
 - c. ill-bred men
 - d. law-breakers
2. What is the name of the explorer?
 - a. Glen Moll
 - b. Swell Hall
 - c. Glen Hall
 - d. Jill Doll
3. What is the title of the book written by explorer?
 - a. "Lies about Truancy"
 - b. "The Truth about ill-bred students"
 - c. "Lies and Truth about Education"
 - d. "The Truth about Truancy "
4. How many students were admitted to playing truant?
 - a. 80% from 600
 - b. 90% from 800
 - c. 40% from 500
 - d. 90% from 300
5. Students are likely to miss classes, when..
 - a. they have a test
 - b. a substitute is taking a class
 - c. the weather is bad
 - d. they don't want to study
6. If a student wants to miss the class, he must...
 - a. ask the permission of his parents
 - b. ask the permission of the teacher
 - c. ask the permission of the dean
 - d. was not mentioned in the text
7. Treating students as consumers, would not only go some way to solving the truancy problem but also
 - a. provide information on ineffective teachers
 - b. provide information on ineffective teaching methods
 - c. control truancy
 - d. control student's behavior in the lesson

Task 6. Speak about the ways to combat truancy.

The British and American systems of education in comparison

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

1. infant school - a kindergarten
2. primary school - a school usually including the first three or four grades of elementary school and sometimes kindergarten
3. pre-school - a school for children who are not old enough to attend kindergarten
4. junior school - a school for young children
5. elementary school - The first four to eight years of a child's formal education. Also called grade school, grammar school, primary school.
6. secondary school - A school that is intermediate in level between elementary school and college and that usually offers general, technical, vocational, or college-preparatory curricula
7. junior high school - A school in the U.S. system generally including the seventh, eighth, and sometimes ninth grades

Task 2. You will hear a part of a radio interview about the British and American systems of education. Before you listen, discuss the following:

- What do you know about the British and American system of education?
- What can you say about the system of education in your country?

Task 3. Look at exercise below. Think over information, which is missing from each gap

Task 4. Now listen to the recording. For questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice.

In England children 1 _____ at the age of five.

In the first stage of education children do a lot of learning 2 _____

When children are eight in Britain they go to 3 _____

In America children go to elementary school at the age of 4 _____

In England start secondary school, when they are 5 _____ years old

In America, children go to 6 _____ at the age of twelve or thirteen

7 _____ go into the sixth form

American children go senior high school for 8 _____

In the final stage if a person wants to continue his/her education he/she goes on to 9 _____

Task 5. Now listen again and choose the right letter

1. In England, infant school is a part of
 - a. elementary school
 - b. primary school
 - c. high school
 - d. junior school
2. In America children go to pre-school at the age of
 - a. two
 - b. six
 - c. four
 - d. five

3. In their early stages two systems of education are
 - a. different
 - b. similar
4. Children stay in the six form until
 - a. twelve
 - b. nineteen
 - c. eighteen
 - d. twenty
5. Final stage is
 - a. similar
 - b. different
6. the third level of the education can be
 - a. university
 - b. work training
 - c. public school
 - d. state school

Task 6. Compare the British, American and Ukrainian systems of education

UNIT 4. BRINGING UP CHILDREN

Brother and Sister Speak about their Childhood

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

1. current - a steady usually natural flow
2. bed of roses – a state of great comfort or luxury
3. chores - daily or routine domestic tasks, especially a farmer's routine morning and evening tasks, such as feeding livestock
4. to chop - to cut by striking with a heavy sharp tool, such as an ax

Task 2. You will hear a conversation between brother and sister about their childhood. Before you listen discuss the following:

- Do you remember your childhood? What do you remember from your childhood?
- Were your parents too strict with you? Were they right in their methods of upbringing?

Task 3. Look at the exercise below. Think over the information, which is missing from each gap

Task 4. Now listen to the recording. For questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice.

Today kids spend their time playing with computers and 1 _____

Nowadays children are always on the phone. They even have their own

2 _____

When Sam and Sarah were young they used to play out in the 3 _____

During summer Sam's and Sarah's dad took them 4 _____ in the river.

When they were children did not have to worry about 5 _____

When Sarah was a child, she used to feed the chickens and 6 _____

Sarah's and Sam's parents made them go to bed early, especially on 7 _____
 When Sam was a pupil he used to wear 8 _____ all year round.
 Sam and Sarah used to visit their 9 _____ on the farm.

Task 5. Listen to the recording again and choose the right answer

1. When Sam and Sarah were children they were always
 - a. doing something with their friends
 - b. playing with computers
 - c. watching TV
 - d. making their home-work
2. In their childhood they used to use the phone at
 - a. at young Ms. Mantry's house
 - b. at old Mr. Mantry's house
 - c. at old Mrs. Mantry's house
 - d. at their own house
3. Why did their dad never let them swim in the river?
 - a. because of cold water
 - b. because of dangerous fish
 - c. because of their conduct in the water
 - d. because of current
4. Their Mum and Dad
 - a. were strict with them
 - b. were polite with them
 - c. always told them off
 - d. didn't speak with them deliberately
5. Sarah and Sam had to do their chores
 - a. every day
 - b. once in a week
 - c. once in a month
 - d. was not mentioned in the text
6. Sarah and Sam think that uniform was...
 - a. nice
 - b. quite
 - c. awful
 - d. terrible
7. When they came to the farm they spent the whole summer
 - a. with friends
 - b. with parents
 - c. with animals
 - d. with fish

Task 6. Speak about the changes in upbringing methods.

The Qualities We Prize in our Children

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

1. virtue - a particularly efficacious, good, or beneficial quality; advantage

2. to rate - to calculate the value of; appraise
3. to instill - to introduce by gradual, persistent efforts
4. to relegate - to banish or exile
5. to cultivate a youngster – to bring up a child or youth
6. staid – serious

Task 2. You will hear an opinion of an expert about qualities we prize in children. Before you listen discuss the following:

- What qualities of children are prized in your country?
- Do you know what qualities are prized in other countries? Which are they?

Task 3. Look at the exercise below. Think over the information, which is missing from each gap.

Task 4. Now listen to the recording. For questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice.

While the survey showed that some virtues are **1** _____
 Parents **2** _____ agree that good manners and a sense of responsibility are important qualities in children
 North Americans relegate a sense of responsibility for others to **3** _____
 A **4** _____ ranked the lowest priority worldwide
 West Europeans gave the quality of **5** _____ twice the importance any other group did
 The supposedly **6** _____ prize imaginative youth
 Belgians, Spaniards and Greeks placed the highest premium on **7** _____
 The newly-capitalist **8** _____ countries rated good manners as unimportant.
 The virtues of **9** _____ and _____ were most highly regarded in France and Britain.

Task 5. Listen the recording again and choose the right answer

1. What results did the international study show?
 - a. surprising and contradictory results
 - b. expected results
 - c. unexpected results
 - d. was not mentioned in the text
2. East Europeans and North Americans rate a sense of responsibility
 - a. the less important place
 - b. the most important place
 - c. they relegate this quality
 - d. the fourth place
3. Who stress the virtue of cultivating youngsters' more than most others surveyed?
 - a. the Greeks
 - b. the Spaniards
 - c. the Danes
 - d. the Italians
4. The Danes and Swedes put good manners
 - a. lowest in the list

- b. on medium position in the list
 - c. highest in the list
 - d. was not mentioned in the text
5. The newly-capitalist Eastern bloc prized the ability to communicate with others together
- a. with the French and Briton
 - b. with the Danes and Swedes
 - c. with the Swiss and Turks
 - d. with the Spaniards and the Greeks
6. The virtues of tolerance and respect for others were most highly regarded in
- a. Scandinavia
 - b. Russia
 - c. Ukraine
 - d. Turkey
7. The virtues of tolerance and respect for others are considered less important in
- a. Greece and France
 - b. Greece and the former Eastern bloc nations
 - c. France and Britain
 - d. Switzerland and North America

Task 6. Speak about children qualities which you will prize as a future parent. Justify your answer

UNIT 5. PAINTING

The Great Painter and Sculptor Joe Dudley Downing. The Early Years

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

1. Rural area (also referred to as " the country " or " the countryside ") is a large and isolated area of a country, often with low populations.
2. quilt – thick, hand-made bed cover
3. to shell beans - to remove beans from their shells or their natural protective covering
4. to yank out - suddenly remove someone or something
5. bumpkin - a person from the countryside who is considered to be awkward and stupid
6. optometrist – an eye doctor
7. to plunge - to throw oneself impetuously or abruptly into some condition, situation, matter

Task 2. You will hear an interview with a great painter and sculptor Joe Dudley Downing about his early years. Before you listen discuss the following:

- Have you ever heard about Joe Dudley Downing? If yes, what do you know about him?
- Do you think a regular person can be an outstanding artist? Or it is a gift, given to us by God?

Task 3. Look through the exercise below. The statements from 1 - 9 are all false. Try to correct them, after listening.

Task 4. Now you listen to the recording. You will hear the recording twice.

Joe Dudley grew in 1 _____

Joe lived in immense 2 _____

When Joe lived with his parents, he slept under 3 _____

When he was 4 _____ years old he was yanked out of country

Joe Dudley was engaged in 5 _____ of the war

When Joe came back to Chicago he studied to be 6 _____

He went to museum in Chicago which is extraordinary 7 _____ and _____

Joe was 8 _____ when he saw first painting in his life

The painting was made by 9 _____

Task 5. Listen the recording again and choose the right answer.

1. Where Joe was born?
 - a. Kentucky
 - b. Chicago
 - c. France
 - d. Germany
2. How many children were in Joe's family?
 - a. five
 - b. six
 - c. ten
 - d. seven
3. When did Joe's mother shell the beans?
 - a. in spring
 - b. in autumn
 - c. in winter
 - d. in summer
4. What did Joe's mother told him, when she was shelling the beans?
 - a. "How wonderful they are"
 - b. "How tasty they might be"
 - c. "Look, look at the colors"
 - d. was not mentioned in the text
5. In what actions did he take part?
 - a. Second World War
 - b. First World War
 - c. Spanish-american war
 - d. Battle of New Orleans
6. Why did he decide to go back to Chicago?
 - a. because he loved this place
 - b. because his parents were born here
 - c. because there lived his wife
 - d. because there was a museum, which he had not visited before

Task 6. Look at the appendix A. What do you think of Georges Surat's painting, la Grande Jatte?

The Great Painter and Sculptor Joe Dudley Downing. On being a Painter

The great painter and sculptor Joe Dudley Downing

Part 2 On being a painter

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

1. abstract painter – a painter that doesn't paint recognizable figures and scenes
2. follow his bent – to follow what naturally he is good at
3. still life - is a work of art depicting mostly inanimate subject matter, typically commonplace objects which may be either natural (food, flowers, plants, rocks, or shells)
4. to keep the pot boiling – make enough money to live.
5. collage - is a work of formal art, primarily in the visual arts, made from an assemblage of different forms, thus creating a new whole
6. in retrospect - in looking back on past events
7. to wither - become weak and dry and decay
8. lasagne - thin wide sheets of pasta, or savoury food consisting of layers of this combined with cheese and meat or vegetables
9. to show off - to behave in a way which is intended to attract attention or admiration, and which other people often find annoying

Task 2. You will hear a part of an interview with Joe Downing about his paintings. Before you listen, look appendix A, B., and discuss the following:

- What do you think of Joe's style?
- Do you think his paintings are real masterpieces?

Task 3. Look at the exercise below. Think over the information, which is missing from each gap.

Task 4. Now listen to the recording. For questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice.

Joe's painting belongs to 1 _____ style

In the beginning he did 2 _____ and _____

He worked as 3 _____ for _____ firm just to keep pot boiling

Joe's thinks that he had 4 _____ major exhibitions at different stages

As Joe considers if a painter doesn't change his style, he will 5 _____

For painting Joe uses 6 _____

Joe's friend had brought as a gift 7 _____

He made 8 _____, a little rectangular painting on the lasagne

The picture on lasagne was 9 _____ and _____

Task 5. Listen to the recording again and choose the right answer.

1. How many portraits did Joe, which are worth saving?
 - a. one or two
 - b. five or six

- c. three or four
 - d. two or three
2. How long did he work for an American law firm?
 - a. for ten years
 - b. for seven years
 - c. for eleven month
 - d. for twenty weeks
 3. What did he do in his free time?
 - a. paintings
 - b. abstract pictures
 - c. collages
 - d. try to invent a new style in painting
 4. When did he have his first exhibition?
 - a. in 1968
 - b. in 1958
 - c. in 1938
 - d. in 1948
 5. Joe thinks that an artist must do as
 - a. as instincts tell
 - b. as nature tells
 - c. as mother says
 - d. as fashion demands
 6. From what country Joe's friend brought pasta-making machine?
 - a. from Paris
 - b. from New York
 - c. from Milan
 - d. was not mentioned in the text
 7. How much time did he spend to find a new material?
 - a. one year
 - b. two years
 - c. ten months
 - d. he didn't find it
 8. This new material was used for
 - a. making gardens' gloves
 - b. making pancakes
 - c. making cutlery
 - d. was not mentioned in the text

Task 6. What do you think about paintings on leather? What other materials can be used for painting?

UNIT 6. FEELINGS AND EMOTIONS

Ways to Avoid Depression

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own



1. well-balanced person – a tranquil person
2. to feel down – to be in a low mood
3. bun - any of a wide variety of variously shaped bread rolls, usually leavened and slightly sweetened or plain, sometimes containing spices.
4. to run up a bill – to have a bill
5. to fancy of smth. – to dream of smth.
6. moody person – an unfriendly person because he feels angry or unhappy
7. walkman - a small cassette player
8. chat room - a part of the Internet where you can use email to discuss a subject with other people

Task 2. You will hear five people talking about what puts them in a good mood. Before you listen, discuss the following questions:

- What does make you feel depressed? The best ways to avoid depression
- What does make you feel happy? How can we save our happy mood during the whole day?

Task 3. Look at the exercise below. Think over the information, which is missing from each gap.

Task 4. Now listen to the recording. For questions 1-9, complete the sentences with a word or short phrase. You will hear the recording twice

- 1 _____ helps Speaker 1 feel better
 If post came before Speaker 2 goes to school, she will be 2 _____
 Speaker 2 likes to contact people using the computer in 3 _____
 When it is sunny in the street, Speaker 3 feels 4 _____
 Speaker 3 uses 5 _____ to listen to her favorite groups
 After a long run speaker 4 feels 6 _____
 Speaker 4 hates organized sports at 7 _____
 Speaker 5 spends hours emailing her friends and 8 _____
 When Speaker 5 is in bad mood she calls around her friends and 9 _____

Task 5. Listen to the recording again and choose the right answer.

1. Speaker 1 is ...
 - a. well-balanced person
 - b. kind person
 - c. depressed person
 - d. crazy person
2. ...instantly cheers Speaker 1 up
 - a. sugary bun and chocolate
 - b. plain bun and chocolate
 - c. cola and pancake
 - d. plain water
3. Why does speaker 2 try to avoid speaking with friends on phone
 - a. because she hate this
 - b. because she tries to avoid phone calls

- c. because she is afraid of running up a huge bills
 - d. because she likes to speak to them in chart
4. What did a friend of the speaker 3 buy?
- a. video phone
 - b. cassette recorder
 - c. new internet modem
 - d. new computer
5. The speaker 3 does not listen to music in the internet because...
- a. she tries to save her money
 - b. she has very comfortable walkman
 - c. she doesn't want smb. will be enclosed in her private life
 - d. she has a bad internet connection
6. What does the speaker 4 do to avoid depression?
- a. he spends his free time wandering about his moody feelings
 - b. he has a long run
 - c. he goes on a date
 - d. was not mentioned in the text
7. What cheers speaker 5 up for little time?
- a. Shopping
 - b. chart rooms
 - c. sitting around with friends
 - d. go for coffee

Task 6. Speak about your own methods of avoiding depression

Laughter

Task 1. Look through the words and word combinations, translate them into Russian and make up sentences of your own

- 1. disposition - natural mental and emotional outlook or mood; characteristic attitude
- 2. interaction - reciprocal action, effect, or influence.
- 3. raucous - harsh; strident; grating
- 4. tribal - of, pertaining to, or characteristic of a tribe
- 5. minor - having low rank, status, position, etc
- 6. to boost - to increase; raise
- 7. at odds with - in disagreement; in conflict
- 8. peer - a person who has equal standing with another or others, as in rank, class, or age

Task 2. You will listen to a part of a radio interview about laughter. Before you listen, discuss the following:

- What makes you laugh?
- Do you agree that laughter increases your life?

Task 3. Look at the exercise below. Try to predict the missing words in the gaps

Task 4. Now listen to the recording. For questions 1-8, complete the sentences with a word or short phrase. You will hear the recording twice.

Reasons

- reaction to humour (less than **1** _____ of cases)
- part of **2** _____

Differences between men and women

Women

- smile more
- use laughter to establish **3** _____

Men

- laugh more loudly
- use laughter to show **4** _____

Health benefits:

- reduces - blood pressure
- **5** _____
- pain
- increases ability to fight **6** _____

Children

- may suffer from lack of laughter due to being **7** _____ in spare time
- laughter helps children to - form emotional ties
- learn **8** _____
- grow more mature

Task 5. Listen the recording again and choose the right answer.

- Most of the time laughter is.....
 - a message we send to other people
 - love which we can not express
 - a part of social interaction
 - expression of our inner feelings
- Laughing is a kind of.....
 - social interaction
 - social relationships
 - social lubricant
 - way to assert power
- Loud, raucous laughter is much more common among
 - women
 - children
 - men
 - senior citizens
- Men are more likely to use laughter as a way of
 - asserting power
 - attracting women
 - showing their social status
 - was not mentioned in the text
- Laughing makes us....
 - wealthier

- b. happier
 - c. unhappier
 - d. healthier
6. Natural social behavior in children is....
- a. Isolation
 - b. playful behavior
 - c. emotions
 - d. was not mentioned in the text

Task 6. Do you agree with the speaker that there is a difference in laughter between men and women?

KEYS

Unit 1. Changing Patterns of Leisure Problems of Travelling

Task 4. 1. three weeks; 2. go ballistic; 3. the ferry; 4. power generators; 5. very shaken; 6. slipped his mind; 7. about 15 miles; 8. 600 miles; 9. lock your bike

Task 5. 1.C; 2.B; 3.C; 4.C; 5.D; 6.A; 7.B.

Successful Holiday Planning

Task 4. 1. large and heavy; 2. foreign sockets; 3. invite thieves; 4. save tears; 5. self-adhesive labels; 6. photographs; 7. fold up bag.

Task 5. 1.A; 2.D; 3.B; 4.A; 5.C; 6.D; 7.B.

Unit 2. Man and the Movies Critic's Opinion on Three New Films

Task 4. 1. Circle of Fear 2; 2. partly in Africa; 3. 3030; 4. planets; 5. Sometimes, Never; 6. a small town; 7. hot water springs; 8. Give it Back; 9. mountains; 10. motorbike.

Task 5. 1.B; 2.A; 3.B; 4.D; 5.A; 6.A; 7.C

Interview with Two Actors

Task 4. 1. scriptwriters; 2. theatre; 3. love stories; 4. spy movies; 5. hill walking. 6. weather; 7. real names; 8. ambitious; 9. insecure.

Task 5. 1.A; 2.C; 3.B; 4.D; 5.A; 6.C; 7.A;

Unit 3. English Schooling Truancy

Task 4. 1. (rather) controversial; 2. admitted. 3. economic class; 4. consumer class; 5. (full) engagement or output. 6. sophisticated. 7. life-skill; 8. willing; 9. ineffective.

Task 5. 1.A; 2.C; 3.D; 4.D; 5.B; 6.D; 7.A,B.

The British and American Systems of Education in Comparison

Task 4. 1. infant school; 2. through play; 3. junior school; 4. six; 5. eleven; 6. junior high school; 7. British; 8. two years; 9. Third level.

Task 5. 1.B; 2.D; 3.B; 4.C; 5.A; 6.A.

Unit 4. Bringing up Children

Brother and Sister Speak about their Childhood

Task 4. 1. watching TV; 2. private line; 3. fresh air; 4. fishing; 5. safety; 6. collect the eggs; 7. school nights; 8. a tie; 9. Grandma and Grandpa.

Task 5. 1. A; 2.C; 3.D; 4.A; 5.a; 6.C; 7.C.

The Qualities We Prize in our Children

Task 4. 1. universally prized; 2. around the world; 3. fourth place; 4. sense of imagination; 5. flexible thinking; 6. staid Swiss; 7. politeness; 8. Eastern block; 9. tolerance and respect.

Task 5. 1.A; 2.B; 3.D; 4.A; 5.C; 6.A; 7.B

Unit 5. Painting

The Great Painter and Sculptor Joe Dudley Downing. The Early Years

Task 4. 1. rural area; 2. amount of beauty; 3. patterned quilts; 4. eighteen; 5. the last year; 6. optometrist; 7. rich and beautiful; 8. twenty-three; 9. George Serat.

Task 5. 1.A; 2.D; 3.B; 4.C; 5.A; 6.A.

The Great Painter and Sculptor Joe Dudley Downing. On being a Painter

Task 4. 1. abstract; 2. landscapes and still life; 3. secretary for law firm; 4. three; 5. wither; 6. leather strips; 7. pasta-making machine. 8. tiny landscape; 9. was yellow and cracked

Task 5. 1.D; 2.B; 3.C; 4. A; 5.B; 6.C; 7.B; 8.A.

Unit 6. Feelings and Emotions

Ways to Avoid Depression

Task 4. 1. comfort food. 2. in good mood; 3. her own time; 4. better; 5. walkman; 6. exhausted; 7. school; 8. enjoying in chart rooms; 9. see who is free.

Task 5. 1. A; 2.A; 3. B; 4.A; 5.C; 6.B; 7.A

Laughter

Task 4. 1. twenty percent; 2. social interaction; 3. a relaxed mood; 4. superiority\social dominance; 5. tension; 6. disease\infection. 7. isolated. 8. social skills.

Task 5. 1. A; 2.C; 3. C; 4.A; 5.D; 6.B.

TAPESCRIPTS

Unit 1. Changing Patterns of Leisure

Problems of Travelling

Speaker 1: You know, I think it is absolutely infuriating. This can not be legal! I booked my flight tree weeks in advance, I come to the airport, I'm told that I have no seat on the plane. Have you ever heard anything most outrageous? Sure, they've offered me compensation. But what good does that do me? I won't be in London, I won't make my appointment, I won't do my job. Airlines just don't care anymore. It's shameless. Now I have to call my boss and explain this. He will go ballistic, I know he will.

Speaker 2: From Corfu we took the ferry to Bari. The crossing was a bit rough, and Alan didn't feel very well. Anyway we got to Bari and then it was straight on the train to Milan. Now, that's what I call long journey. I thought we'd save our money, so we didn't get a berth, which was a bad, bad idea. When we got to Milan we were shattered. Sarah in particular had a migraine which stayed with her for three whole days.

Speaker 3: The plane started rocking side to side, quite violently, then we lost power, and the whole cabin was in darkness. Being a pilot I knew that we were up against was an electrical failure, but I also knew that this didn't necessarily mean that the plane was trouble. The backup power generators had kicked in, making sure that the vi

instruments continued to function. We made an emergency landing shortly afterwards, the passenger cabin still in total darkness. Everyone was safe, but very shaken.

Speaker 4: I suppose it was my responsibility to make sure that the tank was full, but it completely slipped my mind. The warning light had come on, but nobody noticed. Anyway, the engine stopped. Just like that. It was the middle of the night, we were on a B-road somewhere in Cumbria, about 15 miles from the nearest petrol station. In the end, I had to call the AA on my mobile. They were within the hour and they felt the tank for me. Extremely embarrassing, though.

Speaker 5: I have covered about 600 miles a week, so I thought I'd give my legs a rest and stay put for the weekend. After a good night's sleep on Saturday I felt quite refreshed on Sunday morning, so I thought I'd cycle around the area for an hour or so – look around a bit, you know. About 5 miles down the road I came across a little shop, and I thought I'd get a bottle of water. That was it. When I came out of my shop my bike was gone. I saved for six years to buy it – it was a £ 1,200 bike. Insurance didn't cover it, because I hadn't locked it. Moral of the story? Lock your bike.

Successful Holiday Planning

With summer just around the corner, our thoughts turn to holidays. I'd like to share with you a few tips to ensure that all goes smoothly.

First things first, we'll start with packing. Most toiletry manufacturers seem to make a special point of packaging their products in containers which are either large or heavy. One way to cut down on the weight in your bag is to buy small bottles and pour into them just enough shampoo and shower gel for the holiday. Another idea is to collect samples of toiletries throughout the year. Ready for when holiday time come around.

What else needs to go in the suitcase? It's a good idea to take a few odds and ends with you such as an alarm clock, washing powder, and an adaptor plug for foreign sockets.

Still on the subjects of packing, let's look at suitcases. To keep your cases safe, keep them simple. If you use very expensive designer suitcases you will invite theft. A simple case won't be noticed as much by thieves. Make sure your case is hard to open and has tough strap around it too as it will further deter thieves.

Let's talk about the journey itself now. If you're flying with young children now, a pocketful of sweets can save tears. Children's ears will be less affected by air pressure changes in the cabin of the aircraft during take-off and landing, if they suck a sweet. Another point about travelling with children is carrying all the toys they want to take with them. This can be a nightmare for parents because some children want to take every toy they possess away with them on holiday! You can get around this problem by giving them a small bag of their own and telling them they can take anything they like, as long as it fits in the bag. Remember, if your children have a happy holiday, then so will you.

Once you've reached your destination, and you've spent a few days seeing the sights and relaxing, you'll probably want to send a few postcards home to tell everyone about it. If you don't know your friends' addresses by heart, you can write out their addresses on the self-adhesive labels before you leave home. Then, after you've written your postcards, just stick a label on the card and pop them in the post. The labels which remain will remind you of the friends you haven't sent a postcard to, and no one will be forgotten!

One more idea is to send photographs instead of postcards. They're much more personal and everyone at home will be able to see what you're up to.

Many of us enjoy shopping when we are away from home and often when we're on holiday we spot bargains or find souvenirs that we want to take back with us, but we don't have much room in our suitcase. The solution is to carry an extra fold-up bag in the bottom of your case, that way you'll have enough space to carry everything on your return journey. One more tip related to buying things: if you purchase something expensive, it's good idea to keep the receipt with you at the airport when you're going home. That way, if you are questioned by customs officials about the item, you've got proof of purchase. Keeping receipts can save you a lot of time and trouble.

So, those are my tips for happy and trouble-free holiday. Little things mean a lot, they can make or break a holiday. If you have some of your own holiday tips, I'd love to hear from you.....

Unit 2. Man and the Movies

Critic's Opinion on Three New Films

Hello! And welcome to what's new in movies. On tonight's program will be discussing three new films, which have been released this week. Toms over TO

Thanks Marisa. First of this week the movie we've been waiting for – “The Circle of fear 2”. And I can tell you now, you won't be disappointed. It is a fantastic film which must be seen to be believed. If you saw Circle of Fear 1, you will know that it was set partly in Africa and partly on the moon. Sounds crazy, I know. But you have to remember that the story takes place in the year 3003. Transport as we have today, doesn't exist. People travel by the force of their mind. The characters of the film think where they want to be, concentrating on that place for a few seconds and arrive there. So you can live and work on two planets and go out for an evening somewhere else. The special effects are amazing as is the soundtrack. A brilliant and exiting thriller with a difference. Well. It is worth seen more than once.

Now in complete contrast another movie released this week is a love story, called “Sometime, Never”. The film begins rather slowly and I thought that this would turn out a movie not worth recommending, but I was wrong. There are some very surprising twists which are set in a small town in New Zealand. Not a particularly exciting scenario but then after about the first ten minutes or so, the action switches. For not point on, quite a lot of actions are filmed around some hot water springs, which provide spectacular and I would have thought extremely dangerous shots of mud and water, shooting up into the air like huge fountains. The director had obviously found a very brave cameraman and some brave actors too. The story tells about a young couple who have agreed their future together to live realizing running away. Nothing in their life is straightforward. I don't want to spoil an ending for you, but keep your eye on that water. It turned out to be very important.

And the final movie of this week is the comedy, called “Give it back”. There are some well-known faces in this film and you can relax and enjoy a funny and a fast-pace movie full of good jokes. Although there are quite a lot of humorous visual. What makes the action visually so enjoyable is the fact that the entire film is shot on location in the mountains and there are plenty of car chases which are fast and thrilling full of shop corners and frightening shots from the very flow. You might guess from the title that the story is based around a motorbike which had been stolen and which was passed on by theft to unsuspecting member of public just before he was caught by the owner. T

owner always fails at the last moment to get his property back. The final sequence involves a really mad car chase, which takes place in the tunnel, where the owner hanging on the car roof. But as all good comedies you know that no one will come to any real harm. A fun night out and highly recommended. The next week I'll be reviewing....

Interview with Two Actors

Interviewer: Kate, Bob, welcome to the studio today.

Kate\Bob: Thanks \ It's good to be here.

I: Now you're just coming to the end of a very successful run of your latest series of "Out of this World". Why do you think it's been so popular?

Bob: Well, I think it has the right mix of ingredients – you know, mystery, suspense, alien beings – that kind of thing, but most of all it's good scriptwriters. I think that's real secret of success.

Kate: I'd go along with that. You see a lot of second-rate programs – and they are not second-rate programs because of the special effects. Or even the acting. I like Bob says. It's what characters are saying that counts!

Int: And did you imagine that when the series began it would become a kind of cult series?

Kate: Not at all. It was the last thing anyone expected. Neither of us was that well known on TV at the time. We'd mostly done work for the theatre, hadn't we Bob?

Bob: absolutely the offer to do TV work came out of a blue – and, of course, it raises your profile straight away, as everybody recognizes you after a few weeks. Bit of pain really, because you sort of lose that freedom you had when you were less well-known.

Int: But don't you get a bit tired of appearing in a series which constantly seems to be about some being from outer space, or unknown life form on this planet?

Kate: No way. I love the stories behind each series. As a child science fiction was my favorite sort of literature. My friends were all reading love stories, but I was into science fiction in a big way – beings from outer space, or strange viruses which were about to wipe out a human race!

Bob: actually, I'm a bit more skeptical, I'm afraid. I'll take all this stories with a pinch of salt. I'd rather be watching the latest spy movie than reading all this innocence about science fiction.

Int: So what else do you both do to escape from the seemingly endless round of ghastly occurrences that are part of your every day screen lives? Do you see each other off set, or have you had enough of each other's company at the end of the day's filming?

Kate: Strangely enough, we're both into hill into hill walking into a big way. It's a great way to see the countryside. We like setting off at the crack of a dawn and staying out all day. We escape whenever we can, which sad to say, isn't that often!

Bob: Yeah, that's absolutely right. It makes no difference what the weather's like – whatever it wants to throw at us – doesn't put us off in the slightest. I suppose we had such a good training in some of dreadful conditions on the set, it seems like a holiday when we are doing it for pleasure!

Int: Now looking ahead – what's in store? Do you ever feel that if you stay in the series for much longer, you're both going to get type-cast?

Kate: I suppose, in a way, we are already. I only have to get out of a taxi at the airport for someone to call out my character name in the series. I'm not even sure how many people even know us by our real names.

Int: And does that matter for you?

Bob: I think if I'm being really honest with myself, it probably doesn't. I don't care whether I'd recognized for myself or my role. I'm happy in my work and not particularly worried if nothing else comes along.

Kate: Hmm.... I have to admit that I'm ambitious. That's not to say that I wouldn't be happy to stay in the series, or even do another series, if we were offered one!

Bob: Which we might be highly unlikely!

Int: Judging by the ratings you had for the one that's just finishing, that might be highly unlikely!

Bob: Maybe, but you never know. Being an actor's, well, a very insecure profession, there's no denying the fact. But maybe Kate's right. It maybe time to move on to pastures new. But for the moment. I think we'll keep our opinions open!

Kate: Who knows what we'll be doing this time next year? We like to keep people guessing – just like we do in the series.

Int: Well, Kate, Bob, thanks for coming to the studio to talk to us today.

Bob \ Kate: It's a pleasure. \ Not at all.

Unit 3. English Schooling

Truancy

Presenter: Well, it seems truancy is not a trend among poor or troubled children as previously thought, but rather the result of students acting as consumers of their education, at least according to a study of high school students conducted by Glen Hall which forms the basis of his book "The Truth about Truancy". He's here to share with us his rather controversial findings. Glen.

Glen Hall: Well, it isn't so much the results of the study that shocks people but the fact that ninety percent of three hundred people served actually admitted to playing truant. Some people were also surprised to find truancy has nothing to do with pupil's race, sex, or economic class, none of which surprised me, I might add. What did interest me, however, that it is also showed that many students are actively deciding what classes they want to attend. It is not always a case of them missing school because they'd rather do something else. We concluded that the consumer society in which we live is to blame in that it has trained our young people to exercise their freedom to choose based on their personal tastes and preferences. It appears that students are merely extending that freedom to their education.

The findings also showed that students often played truant because they felt that a lot of classes just weren't worth attending and rarely, if ever, demands their full engagement or input. For example, many students admitted that, when word gets out that a substitute is taking a class, rather than a regular teacher, they are far likely to miss that class because they don't feel they're going to get their money worth, so to speak.

Basically, what the survey seems to be telling us that today's students are more sophisticated than those past generations and that when you take away their right and worse, their desire to make their own decisions, you are depriving them of the opportunity a very important life-skill. We believe that involving students in curriculum

development will make them more willing to take part in their own education, So, I don't believe it's controversial to say that now is the time for educators to allow students to make decisions about their education. Furthermore, we believe this approach, that of threatening students as consumers, would not only go the same way to solving the truancy problem but also provide information ineffective teachers and teaching methods. I can say some way because of course I am not going to deny that....

The British and American Systems of Education in Comparison

The British and American school systems? Well, there are some similarities and some differences. In England children start infant school which is part of primary school at the age of five. In America, this is the age this is the age they start what is called "pre-school". For many children, this is their first experience of school, and they do a lot of learning through play.

The next stage is the start of a more formal and traditional kind of learning. When they are eight, British children move to junior school, while American children go to elementary school at the age of six. You can see that the two systems are quite similar in their early stages. It's just the schools, really that have different names.

The next stage is where two systems become quite different. In England, children start secondary school when they are eleven years old. In America children go to junior high school at the age of twelve or thirteen. Quite a big difference there.

British children go into the sixth form at the age of sixteen and they stay there until they are eighteen. American children go to senior high school for the same two years. So, that stage is pretty much the same.

And the final stage is not so different either. When they are eighteen, students from both countries who want to continue their education go on the third level. This could be university or college or some other kind of training institution.

Unit 4. Bringing up Children

Brother and Sister Speak about their Childhood

Sam: You know Sarah, things are really different today.

Sarah: Oh that's so true. Kids today seem to spend their free time alone. You know, playing with computers and watching TV. We never did any of that in our day. We were always doing something with our friends

Sam: Yes, that's true. And have you noticed that they are always on the phone as well? Some kids even have their own private line. Can you imagine that?

Sarah: We'd never have been able to do that! We didn't even have a phone when I was young. We used to use the phone at old Mrs. Mantry's house. Do you remember how she used to listen in on us?

Sam: I sure do. I also remember we'd spend a lot of time running around and playing out in the fresh air. Do you remember the games we used to play with our friends in the street? And during summer Dad would take us fishing in the river.

Sarah: That's right, but he would never let us swim there. He said the current was too dangerous.

Sam: Yes, I remember. Those were the good old days. We didn't have to worry about safety either. We would always leave our doors unlocked.

Sarah: It was certainly much safer then.

Sam: But it wasn't a bed of roses either. We had to do everything by hand, even washing. Mum and Dad were pretty strict with us, too. We had to do all our chores every day.

Sarah: Mmm. I used to feed chickens and collect the eggs.

Sam: And I had to chop woods every day for the stove.

Sarah: Yes. We all had to pull our weight around the house.

Sam: Mum and Dad made us bed early every night

Sarah: Yes. Especially on school nights. The teachers at schools rather strict too, weren't they?

Sam: Yes, we couldn't talk or do anything.

Sarah: Do you remember the school uniforms were used to wear. They were awful, weren't they?

Sam: Yes. I had to wear a tie all year around! It was terrible!

Sarah: But we were always free on Saturdays and Sundays, though. And school holidays were always a lot of fun, too. We used to visit Grandma and Grandpa on the farm and spend the whole summer with the animals.

The Qualities We Prize in our Children

A recent international study has shown some surprising and apparently contradictory results on the question of the priorities parents around the world have when raising the children. While the survey showed that some virtues are universally prized, interesting regional and national trends emerge when parents are asked to rate the importance of various qualities they wish to instill in their children.

Parents around the world seem to agree that good manners, a sense of responsibility and respect for others are important qualities to teach their children. But while West Europeans give all three qualities more or less equal importance, East Europeans and North Americans rate a sense of responsibility as by far the most important and relegate respect for others to fourth place.

Interestingly, a sense of imagination ranked the lowest priority worldwide, although West Europeans give a quality of flexible thinking twice the importance only other group did the Italians stress the virtue of cultivating their youngsters' imagination more than most others surveyed, with the exception of Switzerland. The supposedly staid Swiss prize imaginative youth.

Etiquette-minded Belgians, Spaniards and Greeks placed the highest premium on politeness, while the Danes and Swedes put good manners lowest on the list. The newly-capitalist Eastern bloc countries also rated good manners as relatively unimportant, perhaps they are becoming confronted with commercial competition for the first time. Together with the Swiss and the Turks, on the other hand, they prized the ability to communicate with others.

The virtues of tolerance and respect for others were most highly regarded in Scandinavia, France, Britain, Switzerland, the Netherlands and Spain. This was not the case in Greece and former Eastern bloc nations, which rated these as being of lesser importance.

Unit 5. Painting

The Great Painter and Sculptor Joe Dudley Downing. The Early Years

I = Interviewer

JD = Joe Dudley Downing

I: Joe, have you always known that you wanted to paint?

JD: No, no not by any means. I had no knowledge of art until I was twenty-two...er...twenty-three years old. I grew in...er.. very rural area, in Kentucky, a village of only a thousand people. The village of Horse Cave...er...

I: Sorry?

JD: Yeah, Hoarse Cave, Kentucky... and there were no paintings of any kind in Horse Cave. No good paintings, no bad paintings...er.. just no paintings, but what there was, was an immense amount of beauty. We had a farm and there were seven children but it was beautiful, there was nothing ugly in the house. We slept under the most beautiful patterned quilts, made by my mother and aunts and ... er... cousins.... er....

I: So...so, was your family quite artistic then?

JD: No, no that world couldn't apply to them – but they knew beautiful things, not just the quilts. I remember my mother calling me when she was shelling the beans that come in the fall, they were veined like marble, ...er....blue, pale purple, you know, very, very beautiful and I remember her calling me and turning the beans in her hands in the sunlight and saying: "Look, look at the colors"

I: So is it... erm... an idyllic childhood then?

JD: Well, except that at eighteen years old I was yanked out of my lovely country bumpkin life and thrown into the war – the Second World War and ...er.... I landed in France, in Normandy, then we were sent to the front and I was engaged in the last year of the war in Germany and of course war ...er.... That really changes you.

I: Yes, yes, I can imagine and did you stay in France after the war?

JD: ...er.... no, no I went back to America, to Chicago to study to be an optometrist.

I: An optometrist? How ...er....?

JD: Well, I had no real desire to be anything and had to study something. But I loved Chicago. It's an enormously vital city. It was like a second birth for me to be plunged into city life – big city life and I met people, - writers, painters, interesting people, and early on, one of them took me to museum in Chicago, which is just extraordinary rich and beautiful and there ...er.... I was twenty-three – and having never seen a painting in my life, I stood in front of La Grande Jatte, by George Seurat and ...er....

I: Oh, yes, isn't that Sunday afternoon on the banks of the Seine in Paris?

JD: Yeah, yeah – and to stand in front of La Grande Jatte, one of the most extraordinary paintings that ever existed, having never seen a painting before, was for me a remarkable experience. It reshaped my whole life.

I: So without that ...er.... You might never have become an artist?

JD: No – I don't think so really because I would eventually have gone to some museum and seen some painting,.... I think

The Great Painter and Sculptor Joe Dudley Downing. On being a Painter

I = Interviewer

JD = Joe Dudley Downing

I: But your painting is in an abstract style – not like Seurat – have you always painted like that?

JD: Oh, no, no, in the beginning I didn't ...er.... er.... I didn't want to be an abstract painter but you must follow your bent or you are in trouble. You must forever follow

where the painting leads you ...er.... more that you lead the painting. But....erm... in the beginning I did ...erm... landscapes and still life, I love still life, I still love still life – and I did some portraits, perhaps two or three were worth saving! And then it started to become abstract.

I: And your studies? The, erm, optometry?

JD: No, no...er.... oh no.... I went back to France, to Paris and for seven years, in order to keep the pot boiling, I worked as a secretary for an American law firm and I was careful to be a good secretary so that they gave me some more free time and I started doing collages and these were abstract. I did collages obsessively for four or five years and I think they become the foundation ...er.... for my whole painter's life.

I: So when you look back, can you identify different stages in your painting?

JD: I've had, I, guess, three, in retrospect. I have had three major exhibitions at different stages, the first in 1968 – and when you look back you can see a very strong thread, what the French call a *fil conducteur**, and that remains the same, but the style changes slowly and constantly and if it doesn't, a painter should be worried, because if it doesn't change, you'll wither

I: And when you look back have you any regrets about the way your work has evolved?

JD: Oh no, no – you must do what your nature tells you to otherwise and ...er.... I have been enormously fortunate. Anyone who, writes, who paints, who composes, any kind of artist knows how fragile it is – at any moment desire, the desire to do it can go.

I: I've noticed that one of the materials you work with paint on, is leather, erm, small strips of leather. How did this come about?

JD: It's almost too ridiculous to tell. Erm... I was having dinner with friends and ...er.... and Italian friend from Milan had brought a gift, a pasta-making machine, and in order to show how the machine worked, she made green lasagne for dinner. And... it was so beautiful coming out of the machine – it was pale green and the.... The flour made little valleys and mountains. It was just beautiful, velvety-looking and I said "I'm sorry it's going to look like I'm showing off, but I really must paint on this". So I made a tiny little landscape, a little rectangular painting on the lasagna, one for everybody at the table, including me, and at the end of the dinner we all carefully took them home. And...er.... the next day the phone rang and it was my friend and she was crying and I said "Why are you crying?" and she said "Well, haven't you seen your lasagne this morning?" So I ran to the kitchen and of course it had yellowed and cracked...

I: Ugh!

JD: ... it looked awful sick. So, I said to my friend "Look, quite crying, I find something that looks like green lasagne and I'll make another painting for you". So I spent two years looking and finally I came across that pale green leather that they use for making gardeners' gloves and I made her a little painting. And it was just wonderful!

I: it's a wonderful tale – it's a wonderful technique.

JD: Yes, and so the leather work began another stage in my painting. A new door opened.

**fil conducteur* – fr. *путеводная нить*

Unit 6. Feelings and Emotions

Ways to Avoid Depression

Speaker 1: I think I am fairly well-balanced person, although there are days when I feel bit down. Even listening to my favorite music doesn't help, and I like being alone until



feel more positive. One thing that does help me feel better is what people call “comfort food”. I know it varies from person to person but for me it is something like chocolate or sugary bun that instantly cheers me up. It’s crazy, I know, but there are good scientific reasons for the way it affects one’s mood, something to do with body chemistry I’m told.

Speaker 2: I used to love getting letters. If post came before I go to school I’ll be in a good mood all day. That’s all changed now. I rush back from work to see if I got any e-mails, and that’s exactly the same effect on me. I still spend quite a lot of time on the phone with my friends but it is easy to run up a huge bills and it is hardly to put me on a good mood. One of my friends has bought a video phone, but I am not sure I fancy of one of those. The good thing about using the computer is that you can contact people in your own time and it doesn’t matter how you look.

Speaker 3: My friend Sam is quite a moody person. I am convinced it is to do with the weather. If it is sun shining I automatically feel better, but that’s completely outside my control. If I need to pick my sell, I reach for the walkman and listen to my favorite groups. I have tried to listen to the music in the internet, but it is not the same, because I don’t want that feeling to be enclosed in my own private word. I can guarantee that I will be in a good mood for the rest of the day.

Speaker 4: There is nothing worse than sitting around wandering why you feel moody. If I want get out and do something. I am sure just I carry on feeling depressed. I generally go for a long run, whatever the weather, and I come back exhausted. But my mood change completely, perhaps it is to do with tension or the need to get rid of energy, but it is weird because I don’t really like organized sports. I hate it at school and I make any excuse to run anywhere at any time.

Speaker 5: I spend hours in the internet, emailing my friends, enjoining in chat rooms and there is a suddenly a day when I bother to switch on my computer. And I feel really fed up and although going shopping cheers me up. The good mood doesn’t last long because I get home I feel depressed again. Then I rely on my friends and phone around to see who is free. We might stay in and chat or we might go for coffee, but I go home rather better in the end.

Laughter

It’s a universal phenomenon, and one of the most common things we do. We laugh many times a day, for many different reasons. Most people are surprised to hear that not even 20 per cent of laughing is a response to humour. Most of the time it’s a message we send to other people, a way of communicating joyful disposition, a willingness to bond and so on. So it plays a very important role in social interaction.

Interestingly, laughter differs between the sexes, particularly the uses to which the sexes put laughter as a social tool. For instance, women smile more than laugh, and are particularly good at smiling and laughing as a kind of “social lubricant”, to create a relaxed mood. In most cultures, loud, raucous laughter well exaggerated movements and expressions is considered “unfeminine”, and is much more common among men, particularly if they’re with other men.

Men are more likely to use laughter as a way of asserting power – for example, socially dominant individuals, from bosses to tribal chiefs, use laughter to control their subordinates. When the boss laughs, their minions laugh too.



It is certainly true that laughing can make us healthier. It's undoubtedly one of the best medicines there is. It has a range of beneficial effects it lowers high blood pressure, it eases tension, and also makes us less sensitive to pain. Some studies suggest that laughter also boosts the immune system, thus increasing our resistance to disease.

Laughter's social role is definitely important. I'm very concerned that today's children may be heading for a whole lot of social ills because their play and leisure time is so isolated and they lose out on lots of chances for laughter. When children stare at computer screens, rather than laughing with each other, this is at odds with what's natural for them. Natural social behavior in children is playful behavior, and in such situations, laughter indicates that make-believe aggression is just fun, not for real, and this is an important way in which children form positive emotional bonds, gain new social skills and generally start to move from childhood to adulthood. I think parents need to be very careful to ensure that their children play in groups, with both peers and adults, and laugh more.

BIBLIOGRAPHY

1. Evans V. Mission 2. Coursebook/ V.Evans. – Great Britain: Express Publishing, 2000. – 210 p.
2. Evans V. Upstream advanced. Student's book/ V.Evans. – Great Britain: Express Publishing, 2003. – 256 p.
3. Evans V. Upstream advanced. Work book/ V.Evans. – Great Britain: Express Publishing, 2003. – 136 p.
4. Evans V. Upstream upper-intermediate. Student's book. – Great Britain: Express Publishing, 2003. – 268 p.
5. Evans V. Upstream upper-intermediate. Work book/ V.Evans. – Great Britain: Express Publishing, 2003. – 140 p.
6. Gude K. New-Matrix upper-intermediate. Student's book/ K.Gude.– Great Britain: Oxford, 2004. – 152 p.
7. Fried-Booth K. First Certificate. Practice Tests Plus 2/ K.Fried-Booth. – Great Britain: Longman, 2002. – 118 p.
8. Soars L. New Headway advanced. Student's book/ L.Soars. – Great Britain, 2005. – 258 p.

Заказ № _____ от « _____ » _____ 200 _____. Тираж _____ экз.
Изд-во СевНТУ