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HEAR TWICE BEFORE YOU SPEAK

Student's Workbook

Baranovichi 2006

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ПРЕДИСЛОВИЕ

Пособие 'Hear Twice Before You Speak. *Student's Workbook*' предназначено для студентов I курса факультета иностранных языков начально-промежуточного (Lower Intermediate) и собственно-промежуточного (Intermediate) уровней владения английским языком, для которых он является профилирующим.

Цель пособия – развитие и совершенствование умений аудирования на основе интегрированного подхода, включающего формирование у обучаемых языковой, коммуникативной, социокультурной и учебной компетенций.

Пособие состоит из трех разделов (Part I, Part II, Part III), каждый из которых имеет свою структуру, обусловленную специфическими учебными задачами, и насчитывает 40 монологических аудиотекстов длительностью звучания от 1 минуты до 5 минут, записанными в дикторском исполнении, главным образом, носителями языка. Характер изложения текстов и длительность звучания обусловлены, в первую очередь, программными требованиями, предъявляемыми к студентам первого курса, а также необходимостью формирования у них навыков и умений работы с аудиотекстами. Все тексты содержат занимательную и/или поучительную фабулу, что повышает мотивацию обучения, а языковой и речевой материал, в целом, является доступным для восприятия и понимания.

Первый раздел пособия (Part I) включает 24 аудиотекста и состоит из двух подразделов (*Home Activities*)¹ и (*In-Class Activities*), в которых содержащиеся упражнения выполняются *внеаудиторно* и *на занятиях по практике языка*. Работа над аудиотекстом осуществляется студентами самостоятельно в три этапа: предтекстовом (Pre-Listening), собственно текстовом (**Listening**) и послетекстовом (Post-Listening). Алгоритм выполнения упражнений следующий: 1) семантизация лексики на английском языке с помощью дефиниций, синонимов, антонимов, описания, толкования и др., что призвано способствовать развитию языковой догадки у студентов, готовить их к работе с толковыми словарями английского языка, приучать к самоорганизации и самодисциплине; 2) первичное прослушивание текста с целевой установкой, как правило, ориентирующей студентов на понимание общего содержания; 3) вторичное прослушивание, акцентирующее внимание на извлечение конкретной информации; 4) последующее прослушивание, готовящее студентов к пересказу на основе *полного понимания текста*. Кроме того, в пособие включены упражнения на предупреждение типичных грамматических и фонетических ошибок, а также на трансформацию прямой речи в косвенную. Рекомендуется выполнять все подготовительные упражнения домашнего цикла *в письменной форме*.

Аудиторная работа над текстом включает обычный пересказ с комментариями рассказчика, а также пересказ от имени персонажей, реальных или вымышленных, драматизацию с расширением сюжета, создание сценариев минифильмов и радиопьес. При выполнении подобных упражнений должны учитываться индивидуальные академические и творческие возможности обучаемых, а также должен готовиться дополнительный дидактический материал. Тем самым

¹ Если выполнение внеаудиторных заданий невозможно по техническим причинам, следует прорабатывать их на занятиях по практике языка, корректируя упражнение на семантизацию лексики, которое должно выполняться преподавателем *в устной форме*.

обеспечивается перенос усвоенного языкового и речевого материала в новые ситуации, в том числе ситуации общения.

Упражнения, представленные в рубрике *Culture Focus*, направлены на формирование у студентов социокультурной компетенции.

Второй раздел пособия (Part II) состоит из 8 текстов, предназначенных для аудиторной работы, которая также осуществляется в три этапа. Особенностью предтекстового этапа является реализация *развивающего аспекта* в обучении студентов аудированию как субъектов деятельности: выполнение упражнений на извлечение фоновой информации, прогнозирование содержания рассказа, составление собственного рассказа, сравнение с оригиналом и творческое продолжение рассказа-оригинала. Следует также помнить, что семантизация лексики осуществляется преподавателем в *устной форме* с помощью дефиниций, толкований, синонимов, антонимов, описания, миниконтекста и т.д. с последующим контролем понятого. Здесь преобладают групповые формы работы, а упражнения выполняются как письменно, так и устно, в зависимости от характера задания и целевой установки.

Третий раздел пособия (Part III) содержит восемь аудиотекстов, которые могут быть использованы преподавателем избирательно для контроля понимания и/или передачи его содержания в устной форме в рамках подготовки к экзамену по английскому языку.

Авторы отказались от презентации учебного материала по тематическому принципу, который, на их взгляд, сужает сферы общения и ограничивает использование знаний, умений и навыков, приобретенных студентами до поступления в вуз. Однако структура пособия не носит линейный характер и позволяет использовать его по усмотрению преподавателя.

Авторы

PART ONE

Story # 1

A SAD STORY

Home activities

Pre-Listening

1. Go quickly through the list of words in the left column and tick those you seem to know. Then read carefully the right column and make sure you understand them correctly. Write their Belarusian / Russian equivalents in the blanks. If you feel uncertain about them, consult a bilingual dictionary.²

New York _____ New York is the largest city in the United States.

a hotel [həu'tel] _____ * international word.

to stay at a hotel _____ to live in a hotel for a period of time

a clerk [kla:k] _____ • international word.

a night clerk (at a hotel) _____ a receptionist (Syn.). A receptionist in a hotel is the person whose job is to deal with people when they first arrive, to answer the phone and to arrange reservations.

an overcoat _____ An overcoat is another name for a topcoat.

to climb [klaim] the stairs _____ walk up the stairs

a climb _____ climbing

I don't mind... _____ It's OK with me..., I am not against...

2. Add the 2nd form of the verbs that you will hear in the story.

have _____	go _____	return _____
greet _____	say _____	turn _____
tell _____	suggest _____	start _____
sing _____	reach _____	forget _____

² It is recommended that the same procedure should be applied to all the exercises of this type.

Listening

3. Listen to the story and say why it is called 'A Sad Story.' Choose the most appropriate answer.

It's called 'A Sad Story' because:

- they were unhappy as the lifts didn't work
- they told sad stories
- they left their keys downstairs
- they left their overcoats with the night clerk
- their climb was too long

4. Listen to the story again and say whether these statements are true or false.

Mark them as T (true) or F (false) in the blanks.

- 1) ___ Three young men were on holiday in New York.
- 2) ___ They were staying at a 40-floor hotel
- 3) ___ Their names were Tom, Bill and Bob.
- 4) ___ They went to the cinema and returned to the hotel at a late hour.
- 5) ___ The night clerk told them that the lifts didn't work.
- 6) ___ The three friends agreed to walk upstairs.
- 7) ___ One of them suggested that they should tell stories and sing songs to make the time fly fast.
- 8) ___ Two of them started their long climb while the third stayed downstairs.
- 9) ___ It was Tom who told merry stories.
- 10) ___ Bob sang songs to them.
- 11) ___ When they reached the 40th floor, Bob said they had left their keys downstairs.

5. Listen to what they said and complete the sentences in writing.

- 1) We do not mind _____
- 2) To make the time fly fast, _____
- 3) On the next fifteen floors _____
- 4) Then for the last fifteen floors _____
- 5) Now Bob, _____
- 6) Oh, I have a very _____

Post-Listening

6. Now change the sentences in Ex. 5 into reported speech. Write them in the blanks below.

Model:

- 1) We do not mind walking upstairs. – *They said they didn't mind walking upstairs.*

- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

7. Look back at the previous exercises and complete the sentences. Use the verbs in brackets in the correct tense form.

- 1) Once three young men (be) _____
- 2) They (stay) at a _____
- 3) They (go) to the theatre and _____
- 4) The night clerk (greet) them with the sad news saying that _____
- 5) One of them (say) they didn't _____
but they _____
- 6) Then he (suggest) that they _____
- 7) So they (start) _____
- 8) For the first fifteen floors _____
- 9) For the next fifteen floors _____
- 10) When they (reach) the 30th floor, _____

In-Class Activities

8. Tell the story as a joke. Add comments, if necessary.

9. Tell the story in the name of

- Tom
- Bill
- Bob
- the night clerk

Culture Focus

10. With a partner, work out answers to the following questions.

- 1) Is there any difference between *New York* and *New York City*?
- 2) The adjective 'new' might mean that there should be 'old' York. Do you agree? Where might it be?
- 3) Is a 45-floor hotel the highest building in New York, do you think?
What is the highest building there? And in the whole of the USA? And in the world?
- 4) How high were the Twin Towers in New York destroyed by the terrorist attack on September 11, 2001? What did the Towers mean to the city? Why had the hijackers chosen them, do you think?

Building up vocabulary

11. If you were the night clerk, how would you *greet them with the sad news*?
Think of a suitable apology. Below are some expressions that you might find useful.

- *Sorry. / I'm sorry. / I'm very sorry indeed. / I'm terribly sorry.*
- *I want to apologize to you. / Please accept my apologies.*
- *I must apologize to you. / I really must apologize to you.*

Possible answers:

- It's all right. / Oh, it's quite all right. / Oh, that's all right.
- It's OK. / Please don't apologize. / It's perfectly all right.
- All right. Can't be helped.

12. Sort them out into formal and informal.

Story # 2

THE CONDUCTOR'S MISTAKE

Home activities

Pre-Listening

1. Make sure you understand the following words and expressions.

Write their Belarusian / Russian equivalents in the gaps.

Mark Twain _____

Mark Twain was a famous American writer

a conductor _____

* international word; a guard (Syn.). A guard is a railway official on a train who shows you to your compartment and provides other services.

Paris ['pæris] _____

Paris is the capital of France.

to put smb. off the train _____

to make smb. leave the train

to be angry with smb. _____

When you are angry with somebody, you feel strong emotion about something that you consider unfair.

Listening

2. Listen to the story just once and say why it is called 'The Conductor's Mistake'. Circle the correct answer.

The story is called 'The Conductor's Mistake' as

- the conductor didn't recognize Mark Twain
- the conductor put Mark Twain off at the wrong station
- the conductor put another passenger off the train instead of Mark Twain
- the conductor took another passenger for Mark Twain

3. Listen to the story again and write brief answers to the following questions.

1) Where did Mark Twain travel once?

In France

2) Where did he want to go?

3) He was very tired, wasn't he?

4) What did he ask the conductor to do?

5) What did he ask the conductor to do?

6) How did Mark Twain feel when he awoke in Paris?

7) What did the conductor answer?

4. Listen to what they said and complete the sentences. Then change them into reported speech.

1) I asked you _____

Mark Twain reproached the conductor for not ...

2) I'm very _____

3) You may be very _____

5. Listen for more information and complete the sentences.

1) Once Mark Twain travelled in _____

2) He wanted to go _____

3) It was very late at night, he was _____

4) He asked the conductor _____

5) It was early next morning when _____

6) Mark Twain was very angry. He went _____

7) The conductor looked at him for a moment and _____

In-Class Activities

Post-Listening

- Tell the story as a joke. Add comments, if necessary.
- Tell the story in the name of
 - Mark Twain
 - the conductor
 - the American (passenger)
 - another passenger
- Act out the scene between the conductor and Mark Twain. Extend it as necessary.

Culture Focus

- It's common knowledge that many prominent writers used *pen names* or *pseudonyms*. Mark Twain is also a pen name. Below are pen names of some prominent authors. Can you match them with their real names?

Pen name	Real name
Mark Twain	François Marie Arouet
O'Henry	William Sydney Porter
Voltaire	Samuel Clemens

- As is known, Mark Twain wrote books for children. Which book below belongs to his pen?
 - The Adventures of Robinson Crusoe*
 - The Adventures of Pinocchio*
 - The Adventures of Tom Sawyer*

Story # 3

AN OLD CAKE

Home activities

Pre-Listening

- Guess the meaning of these words. Write in the blanks their Belarusian / Russian equivalents.

a baker's (shop) _____ It's a shop where bread and cakes are sold.

a baker _____ A baker is a person whose job is to bake and sell bread and cakes.

dry (bread) _____ not fresh

2. Add the second form of the verbs that you will hear in the story.

go _____

come _____

give _____

do _____

like _____

answer _____

don't _____

make _____

look _____

happen _____

say _____

Listening

3. Listen to the story just once and write brief answers to these questions.

1) Where did that story happen?

In a baker's _____

2) Who came to that shop?

3) What did he ask the baker for?

4) Did the baker give him what he wanted?

5) Did the boy like it? Why (not)?

6) Did it look like a cake?

7) What did the baker say?

8) What was the boy's answer?

4. Listen carefully to the dialogue between the boy and the baker and arrange it as it comes in the story. Number the sentences.

a. ___ Oh, did you?

b. ___ Then it must be one of them

c. ___ Have you cakes?

d. ___ Of course, it is.

e. ___ It doesn't look like a cake.

f. ___ Is that a cake?

g. ___ I made cakes even when you were two years old, you bad boy.

5. Now change the sentences in Ex. 4 into reported speech. Make all necessary changes.

1) _____

2) _____

3) _____

4) _____

A GOOD LESSON

Home activities

Pre-Listening

1. Make sure you understand the following words. Write their Belarusian/Russian equivalents in the blanks

a dinner party _____	A dinner party is a social event where a small group of people are invited to have dinner and spend the evening at someone's house.
a host _____	A host at a party is someone who invited the guests.
a servant _____	A servant is someone who is employed to work at another person's house, for example, as a cleaner or a gardener.
a drawing-room _____	a sitting-room (Syn.), an old-fashioned use.
to order (dinner) _____	If you order a meal, you ask it to be brought or sent to you.
the latter _____ (the former... the latter)	When two people or things have been mentioned, you refer to the second one as <i>the latter</i> , and the first one as <i>the former</i> .
a good many _____	a lot of (used with count nouns).

2. Read aloud these words. Pronounce carefully the sound [ŋ].

sing	going [əʊ]
singer	drawing [ɔ:]
sang	waiting
sung	evening [i:]

3. Add the 2nd form of the verbs that you will hear in the story.

invite _____	order _____	say _____
dine _____	sing _____	enjoy _____
send _____	wait _____	meet _____
answer _____	leave _____	

Listening

4. Listen to the story just once and answer the question:

'What lesson did the singer teach the man?'

Circle the correct answer.

- He taught him to sing songs.
- He taught him to order dinner.
- He taught him his manners.
- He taught him to dine with his servants.

5. Listen to the story once again and give short answers to the following questions. Write them down in the blanks below.

1) Why was a well-known singer invited to the house of a rich man?

To sing to the guests

2) Did the host invite him to dine with his guests?

3) Where did the host order dinner for the singer?

4) Did the singer mind dining there?

5) What did he do after dinner?

6) How did his listeners feel?

7) Why did he refuse to sing to the guests?

8) What did he do?

6. Listen carefully to what they said and arrange the sentences as they come in the story. Say who these words belong to.

Model : *These words belong to ...*

a. ___ I always sing to the people I dine with.

b. ___ I never sing twice in one evening.

c. ___ Now, my good friends, I'm going to sing to you.

d. ___ I mean I have already sung for about an hour to your servants.

e. ___ What do you mean?

7. Change the sentences in Ex. 5 into reported speech.

1) *The singer said he always sang to the people he dined with*

2) _____

3) _____

4) _____

5) _____

8. Listen for more details and complete the sentences. Use the verbs in brackets in the correct tense and voice (*active or passive*).

1) Once a well-know singer (invite) _____

- 2) Instead of _____
the host (order) dinner _____
- 3) The singer (say) _____
- 4) After dinner he (say) _____
- 5) The servants (surprise) but _____
- 6) The singer (sing) a good many _____
- 7) After some time, the host (send) _____
- 8) But the singer (say) that he _____
- 9) The host (surprise) and _____
- 10) The singer (explain) that he _____
- 11) And with these words _____

In-Class Activities

Post-Listening

9. Retell the story as a joke. Add comments, if necessary.
10. Retell the story in the name of
- *the singer*
 - *the host*
 - *one of the servants*
 - *one of the guests*
11. Act out a conversation of the singer sharing this experience with:
- a friend (2 students)
 - some friends (3 - 4 students).

Building up vocabulary

12. Which of the following words in the box might be used to describe the singer and the host? Sort them out into two columns.

easy-going, ill-mannered, friendly, superior, polite, self-important, sociable, generous, proud, well-behaved, unfriendly, pompous

Give examples from the story to prove your choice.
Model: *I think the singer was friendly as he agreed to...*

Culture Focus

13. Are you good at music? Try to do this quiz.

- 1) Which of the voices below can sing the highest/lowest notes?
Soprano, contralto, tenor, bass, baritone
- 2) What kind of voices do these singers have? What do you know about them? Are they living or dead? Where do they come from?

*Luccano Pavarotti, Placido Domingo, Montserrat Caballe,
Fyodor Shalyapin, Enrico Caruso, Dmitry Khvorostovsky*

- 3) Name at least 1 Belarusian singer of
 - *opera*
 - *musical comedy*
 - *pop*
 - *rock*
 - *folk rock*
 - *other genre or trend*
- 4) Can you spell the name of the outstanding British composer whom once British papers called ' ['greit `britn]?'

- 5) What is the name of the group that revolutionized pop music in the world?
 - *The Rolling Stones*
 - *The Beatles*
 - *The Scorpions*
 - *The Backstreet Boys*

Story # 5

A GOOD SOLUTION

Home Activities

Pre-Listening

1. Make sure you understand the words and expressions below. Write their Belarusian / Russian equivalents in the blanks.

solution _____	A solution is a way of dealing with or removing a difficulty. E.g. 'It's a good solution to our problem.'
fare _____	The fare is the money that you pay for a journey by bus, taxi, train or boat, or aeroplane
bus conductor _____	A bus conductor is an official on a bus who sells tickets.
to be stifled [stɪfəld] _____	If you are stifled, you can't breathe properly.
to catch a cold _____	If you catch a cold, you sneeze a lot, have a sore throat or cough.
to be in peace _____	If somebody is in peace, they are not disturbed by anyone.
an attack of apoplexy [ˌæpəˈpleksi:] _____	A stroke; sudden paralysis with some loss of consciousness.
to rid smb. of smth. _____	To get rid of smth. (Syn.), formal use. If you get rid of something or someone unwanted, you take action that you no longer have them.
nothing of the kind _____	You say 'Nothing of the kind!' to emphasize a refusal or a negative statement.

2. Add the second form of the verbs that you will hear in the story.

get _____	take _____	ask _____
do _____	start _____	close _____
open _____	suggest _____	

Listening

3. Listen to the story just once and say whether these sentences are false or true. Mark them as F (false) or T (true).

- 1) _____ Three ladies got into a bus at the same time and took their seats side by side.
- 2) _____ One them ladies asked the conductor to open the window because it was a very hot day.
- 3) _____ The conductor did as he was asked.
- 4) _____ The other lady asked the conductor to shut the window, as she was unwell that day.
- 5) _____ The conductor did as he was asked.
- 6) _____ The three ladies started to quarrel.
- 7) _____ A woman passenger suggested a good solution to the problem.

4. Listen to the story once again and say who these words belong to.
- 1) Please open the window. It's so hot today that one is quite stifled here.
These words belong to the first lady
 - 2) Conductor! If that window stays open, I shall certainly catch a cold, which will kill me.
 - 3) If you close it, I'm certain to die from an attack of apoplexy.
 - 4) Close it, conductor!
 - 5) Do nothing of the kind!
 - 6) Conductor! Just close the window. That will kill one of the ladies, then open it. That will rid us of the other.

5. Listen for details and change the sentences in Ex. 4 into reported speech.

- 1) ... asked the conductor to ... as it was so hot that...
- 2) ... exclaimed that if...
- 3) ... told him to ...
- 4) ... told him to ...
- 5) ... demanded ...
- 6) ... suggested that the should ...

6. Listen for further details and complete the sentences.

- 1) Two ladies got into a bus at the same time and _____
- 2) One of the ladies asked the conductor _____ as it was so hot that day that _____
- 3) The conductor _____
- 4) The other lady told the conductor _____ as she was afraid _____
- 5) The poor conductor was going to _____
- 6) But the second lady interfered telling the conductor _____
- 7) The first lady _____
- 8) The poor conductor _____
- 9) Then an old man suggest that the conductor should _____ which would kill _____ and then open that _____ and they would be _____

Post-Listening

7. Which words in the box would best describe the characters of the story?

<p>quarrelsome argumentative bad-tempered ill-mannered rude impolite self-important envious complacent indifferent witty clever sophisticated smart bright brainy</p>

Fill in the grid with suitable words.

The ladies	The conductor	The old man

In-Class Activities

8. Retell the story as a joke. Add comments, if necessary.

9. Retell the story in the name of

- *the first lady*
- *the second lady*
- *the conductor*
- *the old man*
- *a passenger*

10. Act out the scene in the bus. Pick up suitable expressions.

- *It's awful (terrible)! It's monstrous! It's outrageous!*
- *What a shame! Shame on you!*
- *For heavens sake!*
- *I like it! Damn!*
- *Leave me alone! What do you think you're doing!*
- *It's a nightmare!*

Writing

11. Write a script of a short-length film based on the above story.

Model: *A bus stop. Two middle-aged ladies get into a bus.*

In the bus they both look for a vacant seat and sit down side by side.

The conductor comes up to them.

Conductor: *All fares, please.*

WHY SHE WAS ANGRY

Home activities

Pre-Listening

1. Make sure you understand the following words and expressions.
Write their Belarusian / Russian equivalents in the gaps.

to be in love with smb. _____

If you are in love with somebody, you love them.

a flower shop _____

A shop where flowers are sold, a florist's.

a customer _____

A customer is someone who buys something.

to be angry with smb. _____

If you are angry with somebody, you are cross with them.

2. Add the second form of the verbs.

say _____	think _____	go _____
pay _____	buy _____	do _____
come _____	tell _____	ask _____
know _____	receive _____	

Listening

3. Listen to the story just once and write brief answers to the following questions.

1) A young man was in love with a beautiful girl, wasn't he?

Yes, he was./ No, he wasn't.

2) What did she say to him one day?

3) What did the young man promise the girl?

4) Where did he go the same evening?

5) How old was the girl?

6) How many and what kind of flowers did the young man buy?

7) What did the young man ask the florist to do?

8) Did the florist know the young man very well?

9) What did he think of him?

10) What did he decide to do?

11) How many roses did the girl receive the next morning?

12) What happened when the young man came to see the girl?

4. Listen to the story again and say who these words belong to.

Model: *These words belong to ...*

It's my birthday tomorrow.

1) I'll send you roses, one for each year of your life.

2) That young man is a very good customer.

3) I think my price was too high.

4) I'll send ten more roses.

5. Change the sentences in Ex. 4 into reported speech.

1) *The girl said it was her birthday the next/following day.*

2)

3)

4)

5)

6. Listen to the story once again and complete these sentences.

Use the verbs in brackets in the correct tense form.

1) A young man (be) _____

2) One day she (tell) him that _____

3) The young man was glad to hear it and (say) that _____

4) The same evening he (go) _____

5) As he (know) that the girl _____

6) So he (ask) the florist _____

7) The florist (know) the young man very well as _____

8) So he (think) that he would _____

9) The next morning the girl _____

10) When the young man _____

11) And he never (know) _____

In-Class Activities

Post-Listening

- Tell the story as a joke. Add comments, if necessary.
- Tell the story in the name of
 - *the young man*
 - *the beautiful girl*
 - *the florist*
- Write a conversation between the young man and the florist.

Model:

Young man: *Good morning, sir / Mr. Flower. How are you?*

Florist: *Oh, John! Glad to see you. Oh, I'm just fine,*

*Do you need anything special today? Look at these tulips.
Beautiful, aren't they?*

Story # 7

THE PRICE OF A GOOD TEACHER

Home activities

Pre-Listening

- Study the words below and guess their meaning. Write their Belarusian / Russian equivalents in the blanks.

Toscanini _____

A great Italian musician and conductor of the 20th century who once lived and worked in the United States

a notice _____

A written announcement in a place where everyone can read it. E.g. 'The notice said: 'Keep off the Grass!'

a musician _____

* international word. A musician is someone who plays a musical instrument as their job or hobby.

Tchaikovsky _____

The great Russian composer.

to ring the bell _____

When you ring the bell at the door, the bell makes a sound and warns the people in the house that there is a visitor.

to meet smb. _____

When two people meet for the first time, they are introduced to each other or get to know each other. E.g. 'They met each other at a party in London.'

2. Add the second form of the verbs that you will hear in the story.

live _____	go _____	see _____
read _____	hear _____	ring _____
stop _____	open _____	ask _____
play _____	arrive _____	

Listening

3. Listen to the story and give brief answers to the questions.

1) Where did Toscanini go one day?

To a very small town in America

2) What did he see in the window of a house?

3) What did the notice say?

4) What did he suddenly hear?

5) Who played it?

6) Did she play it well?

7) What did Toscanini do? Why?

8) What happened when he rang the bell?

9) Was Mrs. Smith glad to meet the great musician?

10) Did she invite him to come in?

11) What did Toscanini play for her?

12) What did Toscanini do when he visited the same town the next year?

13) What did the notice in the window say this time?

4. Listen to the story again and arrange the sentences as they come in the story. You may number the sentences.

- Somebody is playing Tchaikovsky. It must be Mrs. Smith. She's not a very good musician. She doesn't play Tchaikovsky well. I must show her how to play
- Are you Mrs. Smith?
- Mrs. Smith. Music lessons. 2 dollars a lesson..
- My name is Toscanini and I want to show you how to play Tchaikovsky.
- Mrs. Smith, pupil of Toscanini. Music lessons. 4 dollars a lesson.

5. Listen for more details and complete the sentences.

- 1) When Toscanini lived in America, he once _____
- 2) He went up to the window and _____
It said that _____
- 3) Suddenly he _____
He thought that it must be _____
But he didn't like _____
And wanted to _____
- 4) So he _____ . The music _____
and in a moment _____
- 5) Toscanini asked if she _____
then _____ himself and said that _____
- 6) Mrs. Smith was very _____
- 7) So Toscanini played _____
- 8) When he visited _____
he arrived _____
- 9) This time the notice said that _____

In-Class Activities

Post-Listening

6. Tell the story as a joke. Add comments, if necessary.
7. Tell the story in the name of

- *Toscanini*
- *Mrs. Smith*
- *a pupil of Mrs. Smith's*

Writing

8. Write a dialogue between the great musician and the music teacher.
Add any necessary details. (Don't be too critical of Mrs. Smith's playing).
Act the dialogue out.

Model:

Toscanini: *Good morning. Are you Mrs. Smith?*

Mrs. Smith: *Yes. What can I do for you? (Can I help you?)*

Toscanini: *Well, my name is Toscanini... I've heard you play Tchaikovsky...
and I thought, er ... I might show you, er...how to **play him, er...***

Mrs. Smith: *Toscanini? Arthur Toscanini? The great maestro!*

Oh, Mr. Toscanini! I'm so happy to meet you!.....

Culture Focus

9. Pyotr Ilyich Tchaikovsky composed different kinds of music: operas, ballets, symphonies, piano concertos, romances, suites, and overtures, chamber music, etc. Below are some of his well-known works. Can you match the names with the genres?

The Swan Lake

The Seasons

Eugene Onegin

Snowmaiden

The Sleeping Beauty

Romeo and Juliet

The Nutcracker

First Piano Concerto

- opera
- piano piece
- ballet
- overture
- concerto

Story # 8

A WAY OUT

Home Activities

Pre-Listening

1. You will hear another story about Mark Twain. First go through the list of words and make sure you understand them. Write their Belarusian / Russian equivalents in the gaps.

a way out _____ the solution of a problem; a way out of the situation.

to make a speech _____ If you make a speech, you give a talk to an audience.

a quarter of an hour _____ 15 minutes, a formal use.

to be a success _____ If the book is a success with the readers, it is very popular with them and sells well.

notes _____ A note is something that you write down to remind you about something.

to have a good laugh _____ to laugh well as at a funny story or joke.

2. Add the second form of the verbs you will hear in the story.

speak _____	stand _____	exchange _____
agree _____	make _____	receive _____
lose _____	want _____	sit _____

Listening

3. Listen to the story just once and say why it is called 'A Way Out.'
Choose the most appropriate answer.

It's called 'A Way Out' because

- *Mark Twain and his friend found a way out of the house*
- *Mark Twain found a way out of the situation*
- *Mark Twain's friend found a way out of the situation*

4. Listen to the story again and say whether these sentences are true or false.

- 1) ___ Once Mark Twain and his friend were at a dinner party.
- 2) ___ Mark Twain was asked to make a speech.
- 3) ___ Though he spoke for half an hour, his speech was a great success.
- 4) ___ Then his friend spoke.
- 5) ___ He said that Mark Twain had taken the notes of his speech.
- 6) ___ That's why he couldn't make his speech.
- 7) ___ When Mark Twain's friend sat down, everybody laughed.

5. Listen for more details. Fill in the blanks and complete the sentences.
Use the verbs in brackets in the correct tense and voice.

- 1) Once M. Twain and his friend (invite) _____
- 2) When it was time to make speeches, M. Twain (ask) _____
- 3) He (speak) for _____
and his speech _____
- 4) Then it was his friend's _____
- 5) His friend (stand) up and (say) that he and M. Twain _____
- 6) He (explain) that M. Twain had just _____
and he had (lose) the _____
- 7) He added that he (can't) _____
- 8) Then he (sit) down and everybody _____

In-Class Activities

Post-Listening

6. Tell the story as a joke. Add comments, if necessary.
7. Retell the story in the name of

- *Mark Twain*
- *his friend*
- *the host*
- *a guest*

8. Mark Twain addressed the party with the words 'Ladies and gentlemen!' How would you address different people in English? Match the forms of address with the people.

a Policeman	• <i>officer</i>
your teacher(male/female)	• <i>ma'am</i>
a university professor	• <i>excuse me</i>
a shop assistant	• <i>Mum/mother</i>
your father	• <i>Dad/father</i>
your mother	• <i>dear</i>
your boy/girl friend	• <i>baby(babe, sweetie)</i>
a stranger	• <i>honey</i>
your wife/husband	• <i>dear</i>
an old man	• <i>sir</i>
an old woman	• <i>man/mate</i>
a group of students	• <i>guys</i>
your best friend (male)	• <i>professor/sir</i>
	• <i>Mr Strict</i>
	• <i>Mrs Kind</i>

9. With a partner, act out situations when you need to address people.
Model: *Excuse me, officer. I'm looking for... (Could you tell me the way to...)*
Try as many situations as possible.

Story # 9

A COMPETENT CRITIC

Home Activities

Pre-Listening

1. Go through the list of words and guess their meaning. Write their Belarusian / Russian equivalents in the blanks.

competent _____

* international word. If you are competent in something, you know it very well.

governor _____

* international word. A governor is a person who is responsible for the political administration of a region (modern use); a ruler of a country or province or a city, etc. (old use)

sculptor _____

* international word. A sculptor is someone who makes sculptures.

statue _____

* international word. A statue is a large stone or metal sculpture of a person or an animal.

marble _____

Marble is a very hard rock often used to make statues.

marble dust _____

Marble dust is dry, fine powder that is left while you cut or carve marble.

pretend _____

To make-believe (Syn.). When you pretend to do something, you want people to believe that you really do it, though you don't do it, actually.

handful _____

A handful of something is a small quantity of it that you can hold in one hand. E.g. 'A handful of stones, a handful of sand, etc.'

David _____

David is a personal name.

Michelangelo _____

An outstanding Italian sculptor, painter, architect and poet (1475-1564)

Florence _____

* international word. A city in Italy.

Listening

Listen to the story and say whether these sentences are true or false, or not mentioned. Mark them as F (false), T (true), NT (not mentioned).

- 1) ___ The governor of Florence liked Michelangelo very much.
- 2) ___ Once he asked him to make a statue out of a large piece of marble.
- 3) ___ Michelangelo worked on it for four years.
- 4) ___ The statue was very beautiful and he called it 'David'.
- 5) ___ A lot of people came to see the statue.
- 6) ___ The governor of Florence didn't like the statue right away.
- 7) ___ He was looking at it for a long time.
- 8) ___ He said he didn't like the statue's arms as they were too long.
- 9) ___ Michelangelo didn't want to spoil the statue.
- 10) ___ He took a handful of marble dust and pretended to be working on it.
- 11) ___ From time to time he dropped some dust pretending he was changing it.
- 12) ___ When Michelangelo had finished his work, the governor said he now liked the statue very much.

3. Listen to the story again and give short answers to the following questions.

- 1) Who asked Michelangelo to make a statue?

The governor of Florence did.

- 2) What material did Michelangelo use for his statue?

- 3) How long did he work on it?

- 4) What did he call it?

- 5) How many people came to look at the statue?

- 6) Did the governor also come?

- 7) Why didn't he like the statue?

He said the nose....

8) Why did the sculptor pretend to be changing it?

Because...

9) Why did the governor find the work excellent after all?

Because he thought ...

10) What did he say to Michelangelo?

4. Listen to the story for more details and complete the following sentences.

1) Once the governor of Florence _____

2) Michelangelo worked _____

3) When the statue was ready, _____

4) He was looking _____

5) Michelangelo didn't want _____

6) While working, he _____

7) When he had finished, the governor _____

In-Class Activities

Post-Listening

5. Discussion:

In groups of 2-4, consider the following and then explain:

A. Why didn't Michelangelo have an argument with the governor? He understood sculpture much better than the latter, didn't he? Was he afraid of him, do you think? Or was there something else that made him 'take criticism'? Was the governor really competent? Where did his competence come from?

B. There is a saying: *He who can, does. He who can't, teaches.*
How would you interpret it?

6. Tell the story as a joke. Add comments, if necessary.

7. Tell the story in the name of

- *the governor*
- *Michaelangelo*
- *some people from the crowd*

Culture Focus

10. Below are names of some renowned English painters of the 18th-19th centuries. Can you match their names with the genres their works are commonly associated with?

Name	Genre
William Hogarth	• <i>marine painting</i>
Sir Joshua Reynolds	• <i>landscape painting</i>
Thomas Gainsborough	• <i>portrait and landscape painting</i>
John Constable	• <i>portrait painting</i>
Joseph Turner	• <i>genre painting</i>

11. You are sure to remember the enigmatic smile of 'Mona Lisa' (Gioconda). But do you know who painted it? Choose the correct name.

- *Michaelangelo Buonarotti*
- *Rubens*
- *Leonardo da Vinci*
- *Titian*

Story # 10

SHOPPING WITHOUT MONEY

Home Activities

Pre-Listening

Go through the list of words below and guess their meaning. Write their Belarusian / Russian equivalents in the blanks.

a farmer _____ • international word. A farmer is a person who owns or runs a farm.

a grocer _____ A grocer is a person who owns or runs a grocer's (shop).

to wrap up _____ If you wrap something up, you fold paper or cloth tightly to cover it. E.g. 'Could you wrap the vase up?'

a tin of tomatoes _____ Tomatoes preserved by being sealed in a metal container (tin), tinned tomatoes.

a loaf of bread _____

A loaf of bread is bread in a shape that can be cut into slices.

eightpence ['eitpens] _____

The sum of 8 pennies.

Listening

Listen to the story just once and answer the question:

'Did the farmer pay for the purchase?'

3. Listen to the story again and give short answers to the following questions.

1) Where did the farmer go while shopping in town?

2) What did he want to know?

3) How much did the bread cost?

4) How many loaves of bread did the farmer take?

5) What did the grocer do?

6) What else did the farmer want to know?

7) The tomatoes were the same price, weren't they?

8) How many tins of tomato did the farmer take?

9) Did he pay for the tomatoes?

10) Why didn't he pay for them?

4. Listen to the story once again. Write questions to which the following are answers.

1) _____

Eightpence a loaf.

2) _____

Eightpence.

3) _____

Of course, I have. I gave you the bread for them. They're the same price, aren't they?

4) _____

Of course, I didn't. Why should I? I'm not taking it, am I?

5. Listen to what they said and complete the sentences.

1) Oh, I but I won't take the bread.

2) Well, I suppose you're right. But _____

Post-Listening

6. Change the sentences in Ex. 5 into reported speech.

1) _____

2) _____

7. Do you remember the story well? Complete the sentences without listening to it.

1) Once an old farmer _____

2) He asked the grocer the _____

3) The farmer said that he _____

4) The grocer wrapped one _____

5) But the farmer had _____

6) He asked how _____

7) The grocer answered that _____

8) Then the farmer said that he _____

since the bread and the tomatoes were _____

9) He handed back _____

and put the _____

10) The grocer wondered why _____

11) The farmer explained that he _____

12) But still the grocer said that he _____

to which the farmer said that he _____

13) The grocer agreed with him but hoped that _____

8. Tell the story as a joke. Add comments, if necessary.

9. Tell the story in the name of

- *the old farmer*
- *the grocer*
- *a customer*

10. Act out a conversation between the old farmer and the grocer. Extend it as necessary.

Model:

Farmer: *Hi.*

Grocer: *Good morning, sir. Can I help you?*

Farmer: *Yes. I need....*

Story # 11

SERVED HIM RIGHT

Home Activities

Pre-Listening

1. Go through the list of words below and guess their meaning. Write their Belarusian / Russian equivalents in the blanks.

to serve someone right _____	A phrase. If you say <i>it serves</i> someone <i>right</i> when something unpleasant happens to them, you mean it is their own fault and you have no sympathy for them.
to rush _____	If you rush somewhere, you go there quickly. E.g. 'When he saw us, he rushed towards us.'
in search of _____	If you go in search of something, you try to find it. E.g. 'We went round the town in search of a place to stay.'
a compartment _____	A compartment is one of the sections of a railway carriage. E.g. 'When I found my compartment, there was nobody in it.'
crowded _____	If a place is crowded, it is full of people. E.g. 'The bar was crowded...'
stout _____	A stout person is rather fat.
a newcomer _____	A newcomer is a person who has recently arrived to live in a place, joined an organization or started a job.
to hoot _____	When the train hoots, it makes a loud noise.

to pull out of _____	When a vehicle pulls out from the place, it moves out of the place. E.g. 'The train pulled out of the station.'
to miss (a bus, train, plane, etc.) _____	If you miss a bus, you arrive too late to catch it. E.g. 'If you don't hurry, we'll miss the plane.'
to be engaged _____	If a seat on a train is engaged, it has already been taken by someone else.
at any rate _____	A phrase. E.g. 'Their car is a mess after the accident. - At any rate, they are all alive.'
luggage _____	Luggage is the suitcases and bags that you take when you travel. E.g. 'They did not have much luggage.'
a reply _____	A reply is an answer.

2. Guess the meaning of these international words. Write their Belarusian / Russian equivalents in the blanks.

- a platform (n) _____
 a passenger (n) _____
 to occupy (a seat) _____
 vacant (seat)(a) _____

Listening

3. Listen to the story just once and give short answers to the following questions.

- 1) Why did the man rush along the platform?
He was looking for... _____
- 2) Did he see a vacant seat? _____
- 3) Who was sitting next to it? _____
- 4) What was there on the vacant seat? _____
- 5) Was the seat engaged? _____
- 6) Who did the bag belong to, according to the stout passenger? _____
- 7) Did the first man take that seat? _____
- 8) What did he say to the stout man?
He said he would leave... _____
- 9) Did the stout man's friend come back when the train pulled out of the station? _____

10) What did the first man do?

11) Did it serve the stout passenger right? Why?

12) Whose bag was it?

4. Listen to what they said and arrange the sentences as they come in the story.

- ___ Yes, my friend has only got out. He will be back directly.
- ___ Your friend hasn't come.
- ___ Engaged?
- ___ I will leave the seat as soon as your friend returns.
- ___ Your friend has missed the train, but at any rate he shall not miss his luggage.

Post-Listening

5. Now change the sentences in Ex. 4 into reported speech.
See the model.

1) *Engaged? – The man asked if the seat was engaged.*

2) _____

3) _____

4) _____

5) _____

6. Do you remember the story well? Complete the sentences without listening to the story.

1) A man rushed along _____

2) At last he saw _____

3) Unfortunately, it _____

4) But still he asked _____

5) The stout passenger explained that _____

6) Still the man _____
and said that _____

7) Soon the train hooted and _____

8) On seeing that the stout man's friend _____

9) He explained that his friend _____
but he shouldn't _____

In-Class Activities

7. Tell the story as a joke. Add comments, if necessary.

8. Tell the story in the name of

- *the first passenger*
- *the stout passenger*
- *the conductor*
- *some other passengers*

Writing

9. Write down a scene between the first and the second passenger. Extend it as necessary and think of a continuation. Act it out.

Model:

First passenger: *Hi. Excuse me, is this seat engaged?*

Stout passenger: *Yeah. My friend has only just*

Story # 12

NEWTON'S DINNER

Home Activities

Pre-Listening

1. Go through the list of words below and guess their meaning. Write their Belarusian / Russian equivalents in the blanks.

Newton _____	Sir Isaac Newton, 1643-1727, an outstanding English mathematician, mechanic, astronomer and physicist.
a study _____	A study in a house is a room used for reading, writing and studying.
to permit _____	to allow (Syn.).
to disturb _____	If you disturb somebody, you interrupt what they are doing and cause them inconvenience. E.g. ' If she is asleep, don't disturb her.'
to boil _____	When you boil food, you cook it in boiling water.

a bone _____	Your bones are the hard parts inside your body which together form your skeleton. E.g. 'Dogs like bones.'
a servant _____	A servant is a man or a woman who is employed to work in another person's house.
to cover _____	If you cover something, you place something else over it to protect it or hide it. E.g. 'She covered her face with her hands.'
a cover _____	A cover is something that is put over an object, usually in order to protect it.
to apologize _____	When you apologize to someone, you say you are sorry. E.g. 'I apologize for my late arrival.'
to lift _____	When you lift something, you move it to another position, usually upwards. E.g. 'She lifted her eyes from the ground and fixed them on me.'
to be at one's service _____	'I am at your service' means you are ready to serve somebody or listen to them, or talk to them, etc.
learned _____	Learned ['lɛ:nɪd] people are those who have a lot of academic knowledge, usually scientists and scholars.

2. Add the second form of the verbs that you will hear in the story.

pay _____	tell _____	sit _____
place _____	eat _____	cover _____
enter _____	apologize _____	lift _____
forget _____	dine _____	

Listening

3. Listen to the story just once and answer the question:

Did Newton have dinner or not?

4. Listen to the story again and give short answers to the following questions. Write them in the blanks below.

1) Who paid Newton a visit one day?

2) Did the scientist see him? Why (not)?

3) Where did the visitor wait for Newton?

4) It was near supertime, wasn't it?

5) What did the servant bring into the room?

6) What did the visitor do?

7) What did he do after he had eaten?

8) Did the servant have enough time to prepare it?

9) What was the first thing the great scientist did when he entered the dining room?

10) What did he think when he saw the bones?

5. Listen to what Newton said and complete the sentences.

1) As I feel rather tired and hungry, perhaps, _____

2) See what strange people we _____

3) I quite forgot that _____

Post-Listening

6. Change the sentences in Ex. 5 into reported speech.

1) _____

2) _____

3) _____

7. Do you remember the story well? Complete the sentences. Use the verbs in brackets in the correct tense and voice.

1) One day a gentleman (pay) _____

2) He (tell) that Sir _____

3) As it was dinnertime, the visitor (sit) _____

4) In a short time the servant (place) _____

5) Feeling hungry, the gentleman (eat) _____

6) Having finished, he (cover) _____

and _____

- 7) But before it (be) ready, the scientist (enter) _____
and (apologize) _____
- 8) He (hope) that the visitor would _____
- 9) But when he (lift) the cover and (see) the bones, he (smile) and (remark) what _____

In-Class Activities

8. Tell the story as a joke. Add comments, if necessary.
9. Tell the story in the name of
- *the visitor*
 - *Sir Isaac*
 - *the servant*
10. Write down the scene. Extend it as necessary. Then act it out.

Story # 13

WORSE THAN A SMALL CHILD

Home activities

Pre-Listening

1. Make sure you understand the words below. Write their Belarusian / Russian equivalents in the blanks.

a funfair _____

1) a funfair is an event held in a park or field at which people pay to ride on various machines for amusement or try to win prizes in games. 2) an amusement park (Syn.).

to be eager _____

If you are eager to do something, you want to do it very much.

a roller coaster _____

An amusement « Американские горки ».

A ride _____

A ride in an amusement park is a journey on a

machine or device like a roller coaster.

vast _____

If a territory is vast, it is extremely large.

2. Add the 2nd form of the verbs that you will hear in the story.

think _____	work _____	take _____
drive _____	enjoy _____	eat _____
go _____	like _____	look _____
say _____	follow _____	get _____

3. The words below are international. Do you know them? Can you pronounce them correctly?

Idea, park, naturally, automobile, territory, minute, surprise.

Listening

4. Listen to the story just once and say why Mr. Harris was *worse than a small child*. Choose the most appropriate answer.

Because:

- He had his own family.
- He had his own automobile
- He had his own money.
- He had his own children.

5. Now listen to the story again and say whether these statements are true or false. Mark them as T (true) or F (false). Correct the false statements.

- 1) ___ Mr. and Mrs. Harris had two children.
- 2) ___ Mrs. Harris wanted to take the children to a fun-fair in a park.
- 3) ___ Mr. Harris worked six days a week.
- 4) ___ At first he didn't want to go to the fun-fair.
- 5) ___ The children were eager to go to the park.
- 6) ___ Mr. Harris enjoyed himself more than the children.
- 7) ___ Mrs. Harris was happy to follow her husband from one ride to another.

6. Listen for details and complete the sentences with the best alternative.

- | | |
|--------------------------------|----------------------------|
| 1) Mr. Harris didn't work | a. on Saturdays |
| | b. on Saturday and Sundays |
| | c. on Sundays and Mondays |
| 2) The family went to the park | a. by car |
| | b. by tram |
| | c. on foot |

- 3) Mr. Harris was _____
- fifty-two years old
 - forty-seven years old
 - thirty-seven years old
- 4) Most of all the father liked _____
- the shooting competition
 - the sweets and ices
 - the roller coaster
- 5) Mrs. Harris followed her husband from one ride to another and was _____
- quite satisfied
 - quite happy
 - quite tired

Post-Listening

7. Do you remember the story well? Complete the sentences without listening to the story. Look back in the previous exercises for help.

- Mr. and Mrs. Harris had _____
- One Saturday Mrs. Harris thought _____
- At first Mr. Harris didn't want to go because _____
- But Mrs. Harris and the children _____
- Naturally, he had to _____
- He took his car and _____
- The territory of the park was _____
- Mr. Harris enjoyed _____
- He ate a lot of _____
- He went from _____
- But most of all he liked _____
and _____
- The children looked at _____
- His wife was very _____
- Mrs. Harris was worse than a small child because _____

In-Class Activities

- Tell the story as a joke. Add comments, if necessary.
- Tell the story in the name of
 - Mr. Harris
 - Mrs. Harris
 - their children (4 students)

Culture Focus

- A fair is a place where both children and grown-ups can have a lot of fun.

- 1) Below are names of some machines and devices commonly found on a fairground. Which of them do you think Mr. Harris rode on?

A children's merry-go-round, an up-and-down roundabout, a Ferris wheel, a toboggan slide, a swing boat, a bumper car, a roller coaster

- 2) Besides machines and devices there are other amusements including shows.. Which of them would you like to see and which of them would you try? What fun would you have there? Would you expect to get prizes there?

- *a try-your-strength machine*
- *a fire eater*
- *a fortune teller*
- *a wheel of fortune (lottery)*
- *throwing rings*
- *wall-of-death riding*
- *a hall of mirrors*
- *a shooting gallery*
- *wax figures*

- 3) A fairground normally has some facilities. Look at those given below and say what you can buy there.

- an ice-cream vendor
- a hot dog stand
- a sandwich man on stilts
- a cigarette seller
- a fruit stall
- second-hand stalls
- a pottery stand

- 4) Imagine you've been to a fair. Share your experience with your groupmates. Say what amusements you have tried and what prizes you have won.

Story # 14

HE DIDN'T LIKE SAYING 'NO'

Home activities

Pre-Listening

1. Make sure you understand the words below. Write their Belarusian / Russian equivalents in the blanks.

smart _____

clever (Syn.)

loyal _____

A loyal friend is your true friend.

slow _____	A slow person is not very clever.
a striking contrast _____	If a contrast is striking, it is very noticeable or unusual.
to be devoted to smb. _____	If you are devoted to somebody, you are very true to them.
to camp _____	If you camp in a forest, you stay there in a tent, enjoy the fresh air, go fishing, etc.
picturesque [.pɪktʃə'resk] _____	A picturesque place is attractive, interesting and unspoiled.
a rock _____	A rock is a piece of stone sticking out of the ground or the sea, or that has broken away from a mountain
the foot of smth _____	The foot of something is the bottom or lower end of it. E.g. 'At the foot of a mountain, at the foot of the stairs, etc.'

2. Add the 2nd form of the verbs that you will hear in the story.

can _____	can't _____	find _____
put _____	say _____	answer _____
don't _____	go _____	buy _____
ask _____	cut _____	get _____

Listening

3. Listen to the story just once and say whether the following sentences are false or true. Mark them as F (false) or T (true). Correct the false ones.

- 1) ___ Jim and Tim were brothers.
- 2) ___ They were very different.
- 3) ___ The contrast between the young men was not striking.
- 4) ___ Once the two friends went camping.
- 5) ___ They put up a tent in a village.
- 6) ___ Tim liked cooking very much.
- 7) ___ Jim did all the work and prepared a meal.
- 8) ___ Tim was extremely lazy.
- 9) ___ It was Jim who didn't like saying 'No'.

4. Listen for details and complete the sentences with the best alternative.

1. Jim was _____ a. hardworking, smart, loyal
b. brave, kind, modest

2. Tim was
- devoted to his friend but lazy
 - slow but brave
3. They were camping
- at the foot of a mountain
 - at the foot of a huge rock
 - on the bank of a river
4. Jim asked Tim to buy
- some fish
 - some bread and butter
 - some meat
5. Tim didn't want to do anything because
- he was ill
 - he was lazy
 - he was tired
6. He didn't like saying 'No' all the time because
- he wanted to help Jim
 - he wanted to eat
 - he wanted to change
5. Now listen to the dialogue between Jim and Tim and write down Tim's answers in reported speech.

- 1) Go to the village and buy some meat. Tim said that he _____
- 2) Here's some meat. Could you, please, cook it? Tim said that _____
- 3) Jim asked his friend to cut the bread. Tim said that _____
- 4) I'd like you to go and get some water, please. Tom said that _____
- 5) The meal is ready. Come and eat it. Tom said that _____

Post-Listening

6. Do you remember the story well? Fill in and complete the sentences without looking in the previous exercises.

- 1) Jim and Tim were _____ but they _____
- 2) Jim was _____
While Tim was _____
- 3) The contrast was so striking that _____
- 4) Once the two friends were _____
- 5) They found a _____ at the foot of _____

- 6) In the evening Jim asked Tim to _____
 7) Tim refused saying he _____
 8) So Jim did it _____
 9) When he came back, he asked Tim _____
 10) And again Tim refused saying that _____
 11) So Jim had to _____
 12) The he asked his friend _____
 13) And again Tim _____
 14) At last Jim asked him to _____
 and again Tim _____ saying he didn't want _____
 15) But when Jim invited him to _____
 Tim _____

In-Class Activities

7. Tell the story as a joke. Add comments, if necessary.
 8. Tell the story in the name of
- Jim
 - Tom
 - some other campers

9. Act out the dialogue between the friends.

Culture Focus

10. This poem is about a true friend. Make sure you understand it.

*He that is thy friend indeed,
 He will help thee in thy need.
 If thou sorrow, he will weep,
 If thou wake, he cannot sleep.
 Thus of every grief in heart
 He with thee doth bear a part.
 These are certain signs to know
 Faithful friend from flattering foe.*

*thy – your
 thee – you, thy – your
 thou – you
 cannot – cannot
 doth – does
 foe – enemy*

Do you like it? Who do you think is the author? Choose correctly.

- John Gordon Byron
- Geoffrey Chaucer
- William Shakespeare
- Robert Burns

Is your best friend like the one described in the poem?

Story # 15

Home activities

Pre-Listening

1. Make sure you understand the words below. Write their Belarusian / Russian equivalents in the blanks.

a term _____ A term is one of the periods of time that each year is divided into at school or college. E.g. 'The spring term at school is the shortest.'

jam _____ • international word. Jam is a food made by cooking fruit with sugar. You usually spread it on bread.

a can _____ A can is a sealed metal container for food, drink or paint. E.g. 'A can of jam, a can of beer, etc.'

a pile _____ A pile of things is a quantity of them lying on top of one another. E.g. 'He lifted a pile of books from the table.'

to pile _____ If you pile things somewhere, you put them there so that they form a pile.

to set to work _____ If you set to work, you start working. E.g. 'After an hour's rest she took out the vacuum cleaner and set to work.'

a cooker _____ A cooker is a large box-shaped object used for cooking food. It is usually installed in your kitchen as a gas cooker or an electric cooker.

to be in a mess _____ If a room is in a mess, it is dirty or disorganized.

to turn off _____ Turn on (Ant.). If you turn something off, it stops working. E.g. 'Turn off the light. It's no longer dark in the room.'

to praise smb. for smth. _____ If you praise someone, you express your approval for their achievements.

2. Add the second form of the verbs that you will hear in the story.

decide _____ make _____ clear _____

pile _____	set _____	think _____
know _____	can _____	work _____
put _____	cut _____	call _____
forget _____	return _____	turn _____
look _____	shock _____	praise _____

Listening

3. Listen to the story and write 'Yes' or 'No' answers in the blanks.

- 1) Was it the last day of the month? _____
- 2) Jane decided to surprise her grandmother, didn't she? _____
- 3) Was the whole job a bit difficult? _____
- 4) The girl worked hard, didn't she? _____
- 5) Did she go out for a walk? _____
- 6) The jam was spoiled, wasn't it? _____
- 7) Did Jane's mother praise her? _____

4. Listen to the story again and say whether these statements are true or false. Mark them as F (false) or T (true).

- 1) _____ Jane decided to make a few cans of jam.
- 2) _____ She knew she could do the work.
- 3) _____ It took her half an hour to cut the apples.
- 4) _____ She put the cut apples into the cooker.
- 5) _____ As the film was interesting, she forgot all about the jam.
- 6) _____ Jane left the kitchen in a mess.
- 7) _____ Jane was lucky as her mother came from work a bit earlier that day.
- 8) _____ She told Jane to clear the mess.

5. Listen to the story once again. Match the words in A with those they describe in B. Recall the sentences from the story.

Model: *little daughter*

Jane's mother praised her little daughter for the tasty jam.

A	B
<i>little</i>	• film
<i>difficult</i>	• <i>daughter</i>
<i>terrible</i>	• mess
<i>interesting</i>	• job
<i>ugly</i>	• jam
<i>tasty</i>	• kitchen

Post-Listening

In-Class Activities

6. Tell the story in the name of _____

- Jane
- her mother
- her friend

7. Discussion. With a partner, work out answers to the following questions.

- 1) Was Jane's mother right when she praised her daughter?
- 2) Why didn't she scold her for the mess in the kitchen?
- 3) Was Jane's mother right when she herself cleared the mess?
- 4) Don't you think she should have told her daughter to clear the mess?
- 5) What would you do if you were Jane's mother?

Culture Focus

8. Do you know how to make apple jam? Write down its recipe and share it with the group.

Model: *You take 5 kg of apples. Then you wash them and put them in a bowl.*

Story # 16

AN ELEPHANT'S REVENGE

Home Activities

Pre-Listening

1. Make sure you understand the words below. Write their Belarusian / Russian equivalents in the blanks.

a beast _____

A beast is an animal, especially a large one.

a show _____

• international word; a performance (Syn.)

a menagerie [mi'næd ari] _____

A menagerie is a place where wild animals are kept in cages for exhibition.

an elephant _____

An elephant is a large animal with a very long trunk.

to reach smth. _____

to get hold of smth.

to take notice of smth./smb. _____

to notice something or somebody.

spectators _____

Spectators are people that watch a show or performance.

to take hold of smth. _____

If you take hold of something, you manage to hold it. To seize (Syn.)

to pull back / away _____

If you pull away from someone who is holding you, you suddenly move away from them. E.g. 'He tried to kiss her, but she pulled away.'

to hold out _____

If you hold out a hand or something that is in your hand, you move it towards someone. E.g. 'John, it's for you,' she said and held out the phone.

to tread [tred] (trod, trodden) _____

If you tread on something, you step on it. E.g. 'Don't tread on the flowers.'

shapeless _____

Something that is shapeless does not have a definite or attractive shape. For example, 'shapeless pyjamas.'

revenge _____

Revenge involves hurting someone who has hurt you. E.g. 'They had taken their revenge by blowing up his house.'

2. These are international words. Do you know them? Can you pronounce them correctly? First transcribe them.

circus (n) _____
visitor (n) _____
trick (n) _____
march (v) _____
moment (n) _____

Add the 2nd form of the verbs you will hear in the story.

come _____	have _____	give _____
offer _____	pull _____	can _____
refuse _____	begin _____	march _____
notice _____	take _____	hold _____
repeat _____	try _____	return _____

Do you remember the new words well? Divide them into those close in meaning (synonyms) and opposite in meaning (antonyms).

To offer, to hold, to take hold of, to take notice of, to hold out to, to catch, to take, to take away, to pull away, to reach, to notice, to give
 Model:

Synonyms	Antonyms
to offer – to give	to give – to take

Listening

Listen to the story just once and mark the sentences as F (False) or T (True).
 Correct the false sentences.

- ___ A travelling circus came to a big town.
- ___ It gave a beast show after the performance.
- ___ A man came to the manger to look at the beasts.
- ___ He gave the elephant a piece of bread.
- ___ The elephant ate it.
- ___ The man gave it another piece of bread.
- ___ The man pulled away the bread before the elephant could reach it.
- ___ He repeated the trick two times.
- ___ When the performance began, the elephant saw the man among the spectators.
- ___ It took hold of the man's hat and held it in his trunk for some time.
- ___ Then it gave it back to the owner.
- ___ As the hat was shapeless, the man trod on it with his foot.
- ___ In this way the elephant punished the man.

Listen to the story and write short answers to these questions.

- What came to a little town? _____
- What did it give before the performance? _____
- What did one of the visitors of the manger do? _____
- What did the man do when the animal was about to take it? _____
- He did it only once, didn't he? _____
- What did the animal do at last? _____
- When did the performance begin? _____
- What happened when the elephant marched into the circus ring? _____
- What did the animal do? _____

10) The animal repeated the same trick several times, didn't it?

11) What did the elephant finally do?

12) In this way it took its revenge on the man, didn't it?

Post-Listening

Tell the story as a joke. Add comments, if necessary.

In-Class Activities

Tell the story in the name of

- *the man*
- *a circus attendant*
- *some spectators*

Culture Focus

- 1) A circus performance is popular with both children and grown-ups, isn't it? Which acts do you think children like best?
 - *clown acts*
 - *horse riders*
 - *springboard acrobats*
 - *knife throwers*
 - *tightrope dancers*
 - *tamed (trained) animals*
- 2) Are wild animals difficult to tame, in your opinion? Which of them are most/ least difficult to train?
 - *tigers, lions, leopards*
 - *wolves, bears, foxes*
 - *seals, penguins, dolphins*
 - *cats, dogs, horses, swine*
 - *elephants, giraffes*
 - *monkeys, gorillas*
 - *pigeons, parrots*
- 3) Some animals that people keep as pets are very intelligent, aren't they? For example, a dog, if properly trained, can do a lot of things. Can you complete the list? It can:
 - *wake you up in the morning*
 - *watch your home*
 - *protect you in danger*

A FRIGHTFUL THREAT

Home Activities

Pre-Listening

1. Make sure you understand these words. Write their Belarusian / Russian equivalents in the blanks.

a countryman _____	A countryman is a person who lives in the country.
a threat _____	If someone makes a threat, they say that they will harm you, especially if you do not do what they say.
fright [frait] _____	Fright is a sudden feeling of fear. E.g. 'I was paralysed with fright.'
frightful _____	Something that causes fright. E.g. 'The smell was frightful!'
to frighten _____	If something frightens you, it makes you feel afraid, nervous, etc.
a pace _____	The pace of something is the speed at which it happens or is done.
distant _____	Something that is distant is far away. For example, 'a distant country.'
harsh-sounding words _____	Words which sound sharp and unpleasant.
to roar [ro:] _____	When something roars, it makes a very loud noise. For example, 'a lion roars; the wind roared in the forest.'
to be out of patience _____	to lose patience (Syn.). E.g. 'I waited for him until I was out of patience.'
a fellow _____	a man (Syn.), an informal use. E.g. 'He is a nice fellow, Tom.'
to desire _____	If you desire something, you want it very much.
to mistake smth/smb for smth/smb. _____	If you mistake something, you are wrong about it (a formal use). E.g. 'I've mistaken him for another person.'

to increase [s] _____

When something increases, it becomes greater in amount. E.g. 'Unemployment has increased by 3 per cent in the past year.'

to occur _____

It occurred to me ... - an idea suddenly came to my mind...

to catch (the bus, train, etc) _____

If you catch a bus, or train or plane, you get on it to travel somewhere.

to miss (the bus, train, etc.) _____

To catch (the bus, train) Ant.

2. In the story you will hear some names. Can you identify them?

Model: *France*.

France is the name of a country.

France, Westmoreland, Cumberland, Northumberland, Glamorganshire, French, an Englishman, a French countryman

3. Add the 2nd form of the verbs that you will hear in the story.

take _____	go _____	want _____
try _____	understand _____	occur _____
increase _____	want _____	roar _____

Listening

4. Listen to the story and mark the sentences below as T (true) or F (false).

- 1) ___ Travelling in France an Englishman was being taken by a French countryman to a distant station.
- 2) ___ The horse was going at a quick pace.
- 3) ___ The Englishman did not want the Frenchman to drive faster.
- 4) ___ The Englishman tried his bad French but it did not help.
- 5) ___ At last the Frenchman understood him.
- 6) ___ It occurred to the Englishman that he might at least frighten the Frenchman.
- 7) ___ But the Frenchman wasn't frightened at all.
- 8) ___ The Frenchman increased his speed because he had at last understood what the Englishman wanted.

5. The Frenchman or the Englishman? Listen to the story again and say who these are spoken of.

- 1) _____ wanted him to drive faster.
- 2) _____ was afraid to miss the train.
- 3) _____ increased his speed.
- 4) _____ at last it occurred to him.
- 5) _____ roared into the man's ear.
- 6) _____ until he was out of patience.
- 7) _____ was able to catch the train.

6. Listen to the story once again and find a continuation in B for each sentence in A.

A	B
1. An Englishman was afraid to miss the train as	- the Frenchman took them for some awful threat.
2. He tried his bad French but	- the horse was going at a slow pace.
3. It occurred to him that	- the Frenchman didn't understand him.
4. When he roared some harsh-sounding words into the man's ear,	- he might at least frighten the fellow.

Post-Listening

7. Complete the sentences as close to the story as possible.

- 1) One day an Englishman was being taken by a French countryman _____
- 2) The horse was going at _____
- 3) The Englishman wanted the Frenchman _____
for he was afraid _____
- 4) So he tried his bad French until _____
- 5) At last it occurred to him that if he was not understood, he might _____
- 6) So he roared into the man's ear some harsh-sounding _____
- 7) It had the desired effect. Mistaking the words for some awful threat, _____

In-Class Activities

8. Tell the story as a joke. Add comments if necessary.
9. Tell the story in the name of
 - the Englishman
 - the Frenchman

Model: The Englishman: *Once I was travelling in France and asked a French countryman to take me to the station. Sadly, I spoke very little French. I just knew a couple of words like 'Bonjour...'*

The Frenchman: *Once a travelling Englishman asked me to take him to the station. He spoke very bad French and I could hardly understand him...*

Culture Focus

10. What would you do if you were the Englishman?
 - 1) Would you use 'body language'?
 - 2) How would you show that you were in a hurry?
 - 3) Perhaps you know a couple of words in French?

- 4) *With a partner, act out the scene between the Englishman and the Frenchman. Use **anything** to make yourself understood.*
- 5) *Do you happen to know any 'harsh-sounding words' in English? (Only not abusive language!) Think of words and phrases that could frighten the Frenchman.*

Writing

11. Write a letter to a friend in Britain describing the funny/amusing experience that you had while travelling in France. Use the above story as a basis of your experience. Give other details to add humour to your story.

Model: *Dear Jane,*

I'd like to tell you about a funny experience I had while travelling in France. Last month I visited France as an exchange student and stayed with a French family (...). I had just begun to study French so ...

Story # 18

PLAYING WITH GOD

Home Activities

Pre-Listening

1. Before listening look through the words below and make sure you understand them. Write their Belarusian / Russian equivalents in the blanks.

scenery ['si:nəri] _____

Scenery is everything you see around you, especially when you are in the countryside.

a valley ['væli] _____

A valley is a long, narrow area of land between hills, often with a river flowing through it.

a meadow ['medau] _____

A meadow is a field with grass and flowers growing in it.

a waterfall _____

A waterfall is water that falls over the edge of a steep cliff and falls to the ground below.

a politician [ˌpɒli'tiʃən]

*international word. A politician is a person

whose job is in politics, especially a member of parliament

2. Add the 2nd form of the verbs that you will hear in the story.

live _____	have _____	love _____
admire _____	work _____	visit _____
come _____	go _____	say _____
show _____	talk _____	ask _____
answer _____		

Listening

3. Listen to the story and say whether these statements are True or False. Mark them as T (true) or F (false).

- 1) ___ Neil was a five-year-old boy.
- 2) ___ Neil lived with his parents in New York.
- 3) ___ The place where they lived had very attractive scenery.
- 4) ___ They had lots of neighbours near their house.
- 5) ___ Neil had a brother and a sister.
- 6) ___ Mr. Brown was a musician.
- 7) ___ Neil liked to talk to Mr. Brown.
- 8) ___ Neil wanted to show Mr. Brown how he played football.

4. Listen to the story again and choose the right alternative.

- 1) There were _____ nearby.
 - a. some beautiful lakes
 - b. some beautiful hills and valleys
 - c. some beautiful buildings
- 2) But there was
 - a. one little problem
 - b. one big problem
 - c. no problem
- 3) Neil's father worked
 - a. in the University of London
 - b. in the University of New York
 - c. in the University of York
- 4) Mr. Brown had
 - a. two children
 - b. no children
 - c. one child
- 5) Neil was going to play
 - a. with God
 - b. alone
 - c. with Mr. Brown

5. Listen to the story once again and add details to these sentences.

- 1) The place where they lived had very attractive scenery: _____

- 2) But there was one little problem: _____

- 3) Mr. Brown was their good friend. _____

6. Listen to the story one last time and say who these words belong to.
Model: *These words belong to ...*
- 1) Stay here and talk to Mr. Brown. _____
2) And show him your toys. _____
3) I'm going to go out and play with God in the garden now. _____
4) How do you play with God, Neil? _____
5) I just throw the ball up, and then God throws it back down to me. _____

Post-Listening

7. Now change the sentences in Ex. 6 into reported speech.

- 1) _____
2) _____
3) _____
4) _____
5) _____

8. Do you remember the story well? Retell it using these as an outline.
Make use of the exercises above.

- 1) Neil and his parents.
2) The place where they lived.
3) Their friend Mr. Brown.
4) Neil and Mr. Brown.
5) Neil's playing with God.

THREE ANSWERS

Home Activities

Pre-Listening

1. Before you listen to the story, make sure that you understand the words below. Write their Belarusian / Russian equivalents in the blanks.

smart _____	clever (Syn.)
to rescue _____	If you rescue someone, you get them out of a dangerous or difficult situation.
to argue _____	If you argue with someone, you say things which show that you disagree with them, sometimes speaking angrily. E.g. 'Don't argue with me, George, just do as you're told.'
stupid _____	foolish (Syn.)
to realize _____	to understand (Syn.)

2. Add the 2nd form of the verbs that you will hear in the story.

work _____	climb _____	take _____
cross _____	write _____	like _____
argue _____	realize _____	say _____
have _____	can't _____	

3. Can you guess the meanings of these international words?
Write their Belarusian / Russian equivalents in the blanks.

journalist _____
popular _____
expedition _____
argument _____

Listening

4. Listen to the story and say why it is called 'Three Answers.'
Choose the right answer.
It's called 'Three Answers' because

- Ed liked to ask three questions.
- Ed always gave three answers.
- Stupid people sometimes said very unusual and funny things.
- There are always three answers to every question.

5. Listen to the story again and say whether these statements are true or false. Mark them as T (true) or F (false).

- 1) ___ Ed Newby was a journalist.
- 2) ___ He worked for a popular magazine.
- 3) ___ Ed travelled a lot.
- 4) ___ He was very nice strikingly modest.
- 5) ___ His weak point was his love for adventures.
- 6) ___ Once he had an argument with a man who was very clever.
- 7) ___ That man gave Ed three answers.

6. Listen to the story once again and add details to these sentences.

1) As a journalist Ed travelled a lot: _____

2) But Ed had one weak point: _____

3) The man said something that Ed couldn't forget: _____

7. Using the previous exercises, retell the story.

Story # 20

THE WRONG FAMILY

Home Activities

Pre-Listening

1. Before listening to the story, make sure you understand the words below. Write their Belarusian / Russian equivalents in the blanks.

to earn one's living _____

When you earn your living, you receive money in return for work that you do and you live on this money.

a thief _____

A thief is a person who steals something from another person.

to steal _____

If you steal something, you take it away from someone without their permission and without intending to return it.

wicked ['wɪkɪd] _____

Someone or something that is wicked is very bad.

nearby _____

If something is nearby, it is only a short distance away.
E.g. 'There was a river nearby.'

to scream _____

When someone screams, they make a loud, high-pitched cry, usually because they are in pain or frightened.

2. Add the 2nd form of the verbs you will hear in the story.

hate _____

prefer _____

become _____

don't _____

find _____

explain _____

get _____

have _____

live _____

send _____

look _____

see _____

3. Do you know these international words? Make sure you pronounce them correctly.

Plan, interesting information, teenage, daughter, details, to play a duet on a piano.

Listening

4. Listen to the story and choose the right alternative.

1. Jim was _____

- a. a clever young man
- b. a clever old man
- c. the head of the glove-making factory

2. He became _____

- a. a businessman
- b. a thief
- c. a musician

3. Once he received information about _____

- a. the head of the piano factory
- b. the head of a bus factory
- c. the head of the glove-making factory

4. The house was situated _____

- a. near a bank
- b. on the bank of the river
- c. near the forest

5. The man went to watch the house _____

- a. in the morning
- b. in the evening

6. The man understood that the people in the house were _____

- c. at night
- a. poor
- b. rich
- c. musicians

5. Listen to the story again and say whether the sentences are true or false. Mark them as T (true) or F (false).

- 1) ___ Jim did not want to steal things himself.
- 2) ___ He found clever men who worked for him.
- 3) ___ The head of the family had a little daughter.
- 4) ___ Jim sent two of his men to the house to get the exact details.
- 5) ___ The man saw a man and a girl playing a duet on a piano.
- 6) ___ The head of the company had little money and couldn't buy another piano.
- 7) ___ The man who watched the house was stupid.

6. Listen to the story once again and complete the sentences.

- 1) Jim was a clever _____
- 2) He preferred to earn his living _____
- 3) He became a thief but he _____
- 4) So he found _____
- 5) One day he got interesting information _____
- 6) The house was situated on the bank _____
- 7) Jim was pleased to get _____
- 8) It was evening and the man _____
- 9) When he went back to Jim, he screamed that that was the wrong family as _____

Post-Listening

7. Tell the story as a joke. Add comments, if necessary.

8. Tell the story in the name of

- Jim
- his man
- the head of the glove-making factory
- his daughter

Story # 21

HOW CLIMATE CAN INFLUENCE MEALS

Home Activities

Pre-Listening

1. Make sure you understand the words below. Write their Belarusian / Russian equivalents in the blanks.

heat _____	When there is heat outdoors, it is very hot. E.g. ' You shouldn't go out in this heat.'
huge _____	Something that is huge is extremely large.
by and by _____	after a while; soon.
to prove [pru:v] _____	To prove that something is true means to show definitely that it is true. E.g. ' He was able to prove that he was an American.'
the sea coast _____	The sea coast is an area of land next to the sea.

2. Add the 2nd form of the verbs you will hear in the story.

live _____	move _____	buy _____
seem _____	begin _____	can't _____
put _____	happen _____	go _____
say _____	have _____	take _____

3. Do you know these international words? Can you pronounce them correctly?

romantic (a) _____
effect (n) _____
restaurant _____
Italy(n) _____
London (n) _____
Londoner (n) _____
idea (n) _____
minute (n) _____

Listening

4. Listen to the story and say why it took Mr Jenkins so much time to eat his soup.
Tick the most appropriate answer.

It took Mr Jenkins so much time to eat his soup as

- it rained in the restaurant where he was eating.
- the soup was very hot.
- it rained outdoors where he was eating.
- he was a slow eater.

5. Listen to the story again and mark the sentences as T(true) or F(false).

- 1) ___ In southern countries people like to eat in the fresh air.
- 2) ___ Eating under big umbrellas produces a romantic effect on people.
- 3) ___ The restaurants in Italy are situated in the streets and gardens.
- 4) ___ Renato was born in a small Italian town.
- 5) ___ Renato moved to London when he was twenty-two.
- 6) ___ He liked London at first sight.
- 7) ___ Renato bought a supermarket in London.
- 8) ___ It rains in Italy as often as it does in England.
- 9) ___ It took Mr Jenkins half an hour to finish his soup.

6. Listen for details and try to give short answers to these questions.
Write them down in the blanks.

- 1) Why do people living in southern countries prefer having their meals outdoors?

- 2) Where do the restaurants put tables for their customers?

- 3) Could Renato forget his country and his hometown?

- 4) Why wasn't his idea really good?

- 5) Was Mr. Jenkins satisfied with his lunch? Why (not)?

Post-Listening

7. Retell the story. Add comments, if necessary.

In- Class Activities

8. Retell the story in the name of

- Renato
- the waiter who waited on Mr. Jenkins
- Mr. Jenkins
- another client

9. Imagine you are Renato. Write a letter to a friend of yours in Italy who understands English. Tell him/her about your life and business in London. Explain why your plan didn't work.

Model:

Dear Fortunato/Lucia,

Sorry, I haven't written to you since I arrived in London. I've been here for...

and now I can say that I've become a real Londoner, though occasionally I.....

Story # 22

NOT FINDING HIMSELF IN

Home Activities

Pre-Listening

1. Make sure you understand the words below. Write their Belarusian/Russian equivalents in the blanks.

absent-minded _____ An absent-minded person is very forgetful.

appoint _____ If you appoint a time or place for something to happen, you decide when and where it will happen; a formal use. E.g. 'I arrived at the appointed time.'

to be engaged in _____ When you are engaged in doing something, you are busy doing it; formal use. E.g. 'He was engaged in thinking a very difficult problem'.

2. Add the second form of the verbs that you will hear in the story.

arrive _____	come _____	have _____
take _____	write _____	go _____
return _____	lose _____	say _____
imagine _____	reach _____	see _____
add _____		

Listening

3. Listen to the story and give short answers to the following questions.
1) A famous man of science was rather absent-minded, wasn't he?

2) Who was he expecting one day?

3) Did the visitor come?

4) What did the scientist do then?

5) What did he write on his door?

6) When did he return?

7) What was he doing while he was going upstairs?

8) He imagined himself on his way to his friend's house, didn't he?

9) What did he do when he saw the words written on the door?

10) Did he take his own words for his friend's?

4. Listen to what the scientist said and arrange his words as they come in the story. You may number the sentences.

- 1) ___ Aha, he has gone out. What a pity.
- 2) ___ I have gone out. I shall return within two hours.
- 3) ___ Perhaps he will be able to solve it.
- 4) ___ I will speak to my friend about the problem.
- 5) ___ Very sorry not to have found you at home.

5. Now change the sentences in Ex. 4 into reported speech.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

6. Listen for details and complete the sentences.

- 1) Once a famous scientist who was rather _____
- 2) The appointed hour came and passed but _____
- 3) The scientist had to go out, so he _____
- 4) He returned _____
- 6) While going upstairs, he _____
and lost in his thoughts
- 7) He thought that he would _____
- 8) When he reached his own floor and saw the words on the door he thought _____
- 8) So he took _____

In-Class Activities

Post-Listening

- Tell the story as a joke. Add comments, if necessary.
- Tell the story in the name of
 - the scientist
 - his friend
 - his wife
 - his colleague

Culture Focus

9. Below are some names of outstanding scientists. Can you match them with their discoveries? Do you know anything else about them?

Isaac Newton	• discovered electromagnetic induction and developed the first dynamo
Albert Einstein	• The Big Bang Theory
Max Planck	• The Quantum Theory
Michael Faraday	• Three Laws of Motion
Edwin Hubble	• The Theory of Relativity

10. What theories do they describe? Identify the description with the theory.
- ...the universe is expanding exactly as if it were exploding from one central point.
 - ...for every action of a force, there is an equal and opposite reaction.
 - ...fast-moving objects increase their mass and shrink in dimension parallel to their motion; also time appears to slow down.
 - ...energy is not a continuous entity but comes in discontinuous small bundles called quanta.

Story # 23

GEORGE WASHINGTON

Home Activities

Pre-Listening

- Make sure you understand the following words. Write their Belarusian/Russian equivalents in the blanks.

George Washington _____ The first president of the United States (1732-1799)

appointment _____ An appointment is a job or position of responsibility.

have to do with _____ What something has do do with is what it is connected or concerned with. E.g. 'It has something to do with an economic crisis.'

- Add the second form of the verbs that you will hear in the story.

have _____ fight _____ become _____
think _____ appear _____ get _____

3. These are international words. Do you know their meanings? Can you pronounce them correctly? First transcribe them.

companion (n) _____
talent (n) _____
post(n) _____
vacant (a) _____
candidate (n) _____
opponent (n) _____
surprise (n) _____
private (a) _____

Listening

4. Listen to the story and say whether the statements are true or false.

Mark them as T (true) or F (false).

- 1) ___ George Washington had a friend.
- 2) ___ He fought with him in the war.
- 3) ___ His friend had a talent for business.
- 4) ___ People thought that Washington would offer a new post to his friend.
- 5) ___ But his friend didn't get the post.
- 6) ___ Washington's political opponent got the post.
- 7) ___ People were not surprised to learn this.
- 8) ___ For Washington, the interests of the country were above his private feelings.

5. Listen to the story again and arrange Washington's words as they come in the story. You may number the sentences.

- 1) ___ I'm ready to do my friend any kindness.
- 2) ___ My friend is welcome to my house and my heart.
- 3) ___ As George Washington, I'm ready to do my friend any kindness which is in my power.
- 4) ___ The other man is.
- 5) ___ But with all his good qualities, he is not a man of business.
- 6) ___ My private feelings have nothing to do with the case.
- 7) ___ But as President of the United States, I can do nothing.
- 8) ___ I'm not George Washington, but President of the United States.

6. Change the sentences in Ex. 5 into reported speech.

- 1) _____
- 2) _____
- 3) _____

- 4) _____
5) _____
6) _____
7) _____
8) _____

7. Listen for details and complete the sentences.

- 1) George Washington, the president of _____
2) This friend was _____
3) When a high government _____
4) Bot another _____
5) He was a _____
6) Everybody was surprised when _____
7) When people asked the president to explain this appointment, he said that _____

In-Class Activities

Post-Listening

8. Retell the story using the above exercises. Add comments, if necessary.

Culture Focus

9. With a partner work out answers to the following questions.

- 1) George Washington was the first American President. And who was the second?
a) J. Adams b) Jefferson c) Madison d) Lincoln
2) The current president is George Bush, Jr. And who were his predecessors? Arrange them in the reverse sequence.
a) Bill Clinton b) James Carter c) Ronald Reagan d) George Bush Sr.
3) The name 'Washington' is popular in the United States. Who is who? What is what?

Washington, D.C.

Washington

Washington Irwin

Denzil Washington

Washington Monument

- a famous American writer
- the capital of the United States
- a state in the USA
- a monument to the first president in Washington D.C.
- a famous American actor

A USEFUL LESSON

Home Activities

Pre-Listening

1. Make sure you understand these words. Write their Belarusian/Russian equivalents in the blanks.

a railway carriage _____

A carriage is one of the separate sections of a train that carries passengers.

a stranger _____

A stranger is someone you have never met before. E.g. 'The man was a stranger to all of us.'

disapproval _____

If you express disapproval of something, you indicate that you do not like it or that you think it wrong. E.g. 'The demonstrators expressed their disapproval of the President's policy.'

unbearable _____

Something that is unbearable is so unpleasant, painful or upsetting that you feel unable to accept it. E.g. 'The heat was unbearable.'

a part (in a play) _____

A part in a play or film is one of the roles in it.

a remark _____

A remark is something that you say, often in a casual way. E.g. 'At school some of the children used to make unkind remarks about my clothes.'

apology _____

An apology is something that you say or write in order to tell someone that you are sorry.

judgement _____

A judgement is an opinion that you have or express after thinking carefully about something. E.g. 'I'll make my own judgement on this matter when I see the results.'

disagreeable _____

Something that is disagreeable is unpleasant or annoying. A disagreeable person is unfriendly or unpleasant.

2. Add the second form of the verbs that you will hear in the story.

become _____ go _____ ask _____
reply _____ follow _____ turn _____

3. Do you know these international words? Can you pronounce them correctly? First transcribe them.

general (conversation) _____
opera (n) _____
gentleman (n) _____
lady (n) _____
opposite (prep) _____
critic (n) _____
critical (a) _____
confused (p.p.) _____
pedantic (a) _____

Listening

4. Listen to the story and give short answers to these questions.

1) Where were several ladies and gentlemen travelling?

2) Did they know one another?

3) Where had one of the ladies been the night before?

4) She didn't like the opera, did she?

5) What did she think of Mrs. Harding and her singing?

6) What did the gentleman advise her to do when the lady asked him his opinion?

7) Where was Mrs. Harding?

8) Did the critical lady apologize to her?

9) She said that it was the critic Thomson, who had influenced her judgement, didn't she?

10) What did Mrs. Harding advise her to do?

5. Listen to the story again and arrange the speakers' words as they come in the story. You may number the sentences.

- 1) ___ Wouldn't you rather tell all this to Mrs Harding herself.
- 2) ___ Worst of all is that Mrs Harding is much too old for her part.
- 3) ___ She is sitting opposite to you.
- 4) ___ Her singing has become unbearable.
- 5) ___ I believe it is he who is always writing against you.
- 6) ___ It is that awful critic Thompson who has influenced my judgement concerning your singing.
- 7) ___ Had you not better tell all this to Mr Thomson himself?
- 8) ___ He must be a most disagreeable and pedantic person.

- 9) ___ He is sitting next to you.

Post- Listening

6. Change the sentences in Ex. 5 into reported speech. Arrange them as they come in the story.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____

7. Look back at the above exercises and complete these sentences.

- 1) Once several ladies and gentlemen were travelling _____
- 2) They were mostly _____
- 3) But the conversation soon _____
- 4) One of the ladies had been to the opera _____
- 5) She thought that Mrs Harding was _____
- 6) Besides her singing _____
- 7) And she asked the gentleman who _____
- 8) The gentleman advised her to _____
- 9) After the general silence which followed this remark, the critical lady _____
- 10) She blamed the critic Thomson who _____
- 11) But Mrs Harding advised her to _____

In-Class Activities

8. Tell the story as a joke. Add comments, if necessary.
9. Tell the story in the name of
 - *Mrs Harding*
 - *Mr Thompson*
 - *the critical lady*
 - *some other passengers*

10. With a partner, work out answers to the following questions. Then discuss them with the group.

- 1) *When you travel with strangers in the same compartment, how do you usually start a conversation? What do you normally discuss or talk about?*
- 2) *The story says that **the conversation soon became general**. What do you think they were talking about?*
- 3) *Why is the story called 'A Good Lesson', in your opinion? What lesson did the singer and the critic teach the lady?*
- 4) *The lady called the critic 'a **most disagreeable and pedantic person**'. Why not 'the most'? What does 'a' mean here?*
- 5) *If someone is **pedantic**, what kind of person are they?*
 - a) *too concerned with their lifestyle*
 - b) *too concerned with unimportant details or traditional rules*
 - c) *too concerned with their health*
- 6) *Have you ever met a pedantic person? Is it true that most teachers are pedantic? Are you pedantic? Are such people pleasant to deal with?*

PART TWO

Story # 1

Pre-Listening

1. Listen to the explanation of the words below and try to guess their meanings. Write down their Belarusian / Russian equivalents.

a Spaniard _____
to trudge _____
to rain in torrents _____
to be wet to the skin _____
to advance _____
an inn _____
an inn-keeper _____
to give a knock at the door _____
to be confused _____
with a start _____
a title _____
to put up (for the night) _____
to swear (swore, sworn) _____

2. Look at the new words and try to group them according to their meanings. For example, 1) *to rain in torrents*, *to be wet to the skin*

How many groups do you have?

3. Judging by the groups of words, what do you think the story is about? Why is it called 'Too Many Persons'?

Listening

4. Now listen to the story just once and compare your own version with the original. Are there *many* similarities and/or differences? Say why the story is called 'Too Many Persons'. Choose the correct answer.

It's called '*Too Many Persons*' because:

- there were too many persons in the inn;
- there were too many persons who asked for a night's lodging;
- the inn-keeper thought there were too many people who asked for a night's lodging;
- the Spaniard wanted too many rooms for himself.

5. Listen to the story once again and give brief answers to the following questions.

1) A Spaniard was trudging along the road, wasn't he?

Yes, he was / No, he wasn't.

2) How did he feel? Why?

3) What did he do when he reached a small inn?

4) What did the innkeeper do?

5) Why didn't he put the Spaniard up for the night?

6) What did the Spaniard swear not to do in future?

6. Listen to the story and concentrate on the description of the weather.
Complete the sentences.

1) The night was _____.

2) It was raining in _____.

3) A strong wind _____.

Post-Listening

7. Change them into reported speech.

1) Who is there?

The inn-keeper asked who...

2) Don Pedro Anandez Rodrigo de Velanova, Count of Melafia,
Marquis of...

The Spaniard mentioned some of his...

3) I have but one room free. I can't put up all those people.

He said that... and added that...

8. Do you remember the story well? Complete the following sentences as close to the story as possible.

1) Once a Spaniard was _____

2) The night was _____

3) It was raining _____

4) A strong wind _____

5) At last he reached _____

6) The inn-keeper, who was asleep,

7) He asked _____

8) The traveller _____

9) The landlord thought that _____
so he answered that _____

10) He shut _____

11) The traveller was greatly confused and swore that _____

9. Tell the story as a joke. Add comments, if necessary.

10. Tell the story in the name of:

- *the traveller*
- *the inn-keeper*
- *some other lodger (guest) at the inn*

Think of other possible characters that might have seen the scene.

Culture Focus

11. Discuss the following.

- 1) The Spaniard mentioned some of his names and titles. Which of them are names and which are titles?
- 2) What most common English titles do you know?
- 3) There are some special titles typical of Britain like Lord, Lady, etc. Do you happen to know any other titles of this kind?
- 4) When we address people in English, we may say Mr. Black, Mrs. or Ms. Brown, Miss White, or Dr. Johnson, Professor Smith, etc. What kind of people might they be when addressed as

- *Your Majesty*
- *Your Royal Highness*
- *Sir Thomas*
- *Lady Camden*

12. Many common names in the West come from Hebrew, Greek or Latin, or from Teutonic languages. What kinds of names are these? What do they mean? Match the names with their meaning.

Name	Meaning
John	• Teutonic, means <i>will, helmet</i>
Mary	• Greek, means <i>helper of humanity</i>
Alexander	• Hebrew, means <i>gracious gift of God</i>
Helen	• Greek, means <i>light</i>
William	• Hebrew, means <i>bitter</i>

13. This name is common in many countries. It is *Schmidt* in Germany, *Lefevre* in France, *Ferraro* in Italy, and *Kaval* in Belarus. What's its English counterpart?

- *Black*
- *Smith*

- Johnson
- White

14. Most European languages have a suffix or prefix meaning *son of*. In the names below, identify the suffix or prefix and their nationality. Model: *I think McDonald is a ... name.*

- McDonald _____
- O'Hara _____
- Hansen _____
- Jackson _____
- Janowicz _____
- Romanescu _____
- Ivanovich _____
- Petrov _____

Story # 2

Pre-Listening

1. The story you are going to hear contains the following words. Listen to their explanation and try to guess their meaning. Write their Russian /Belarusian equivalents in the gaps.

stepladder _____

a combination stepladder _____

invention _____

to warn _____

fellow-countrymen _____

accident _____

ironing-board _____

to knock against smth. _____

to be willing _____

half a dozen _____

sum _____

the City _____

bench _____

to drop smth. _____

2. This story is about a stepladder and its uses. In your opinion, what uses can a stepladder have? Complete the list.

It can be used

- to wash the windows
- to remove the dust from the door
- to hang a picture
- _____
- _____
- _____
- _____

3. Judging by the vocabulary, what predictions can you make about the plot of the story? Discuss it in groups of 3-4.

Listening

4. Listen to the story and say whether the following statements are false or true. Mark them as F (false) or T (true).

- 1) ___ A stepladder is most useful to people who are moving to a new house.
- 2) ___ The master of the house will need it when he paints the window frames.
- 3) ___ The speaker warns us against buying the thing called "combination ladder."
- 4) ___ It was the speaker's friend who showed him how a combination ladder works.
- 5) ___ The speaker soon discovered that it wasn't so useful as he had expected it.
- 6) ___ First he used it as a ladder to change the electric lamps in the living-room.
- 7) ___ Then he used it as an ironing table.
- 8) ___ When his wife was ironing shirts, the ladder suddenly changed into a bench.
- 9) ___ Since then they had kept it in the kitchen.
- 10) ___ When they were having guests, the bench changed into a ladder again and hurt one of them.
- 11) ___ Now they want to sell it or give it to a friend.

5. Listen to the story again and answer the following questions.
Write your answers in the blanks below.

- 1) Why did the speaker decide to buy the combination ladder?

- 2) What did he soon discover?

- 3) What did he want to do when he used it as a ladder?
- 4) What were they going to do on the following Tuesday? What happened then?
- 5) What happened when the ladder was in the kitchen?
- 6) Why do they want to sell it or give away?

6. Listen to the story once again and fill in the gaps with the words from the story.

- 1) I would, however, warn my _____ against the thing which is offered to them under the name of "_____."
- 2) I bought one in the _____ just before we moved because the _____ showed me how by a simple _____ a ladder could be changed into _____, and from that into a comfortable _____ for the kitchen, and, finally, back into a _____, if the owner wished.
- 3) ...someone passed by and _____ accidentally. The _____ dropped the _____, threw the _____ into the yard, and took the form of a _____
- 4) But one night, when we were having visitors, the _____ made a jump and appeared once more in the form of an _____, and one of the _____ was _____.

7. Which of the following titles would suit the story best, in your opinion?

- A Very Useful Invention
- A very Dangerous Invention
- A Very Intricate (сложный) Invention
- A Very Convenient Invention

Post-Listening

8. Tell the story as a joke. Add comments, if necessary.

9. Tell the story in the name of

- *the narrator*
- *his wife*
- *the shop assistant*
- *the hurt guest*

10. Act out a conversation between the speaker and the shop assistant trying to talk the speaker into buying the combination ladder.

*Model: Shop assistant: Can I help you?
Narrator: Yes. I'm looking for a stepladder.
Shop assistant: Just a minute. Look at this one, please. This is a combination ladder. A very useful thing, sir. Look how it works. ...*

Story # 3

Pre-Listening

1. The story you are going to hear is called *Buying Skis*. Before listening, consider the following questions. Discuss them in pairs. Ask the teacher for help, if necessary.

- 1) Where and when do people normally buy skis?
- 2) Is buying skis easy or do you need special knowledge to choose a suitable pair?
- 3) Is it necessary to consider the length of skis and/or poles?
Or the size of the boots that go together with the skis?
- 4) How long should the skis and poles be? What size should the boots be?
- 5) Which pair of skis would you prefer, made of wood or plastic? Why?
- 6) Is it possible to test the skis in the shop? If yes, how?

2. Listen to the teacher's explanation of these words and write their Belarusian / Russian equivalents in the blanks.

- a sporting goods section _____
- a showcase _____
- to strap on the skis _____
- to try the skis out _____
- a ski-slide _____
- to back away _____
- to back in (through the door) _____
- to backtrack _____

3. The story contains the following utterances.
How do they sound to you? How would you comment on them?

- 1) *Skiing today is not only a sport, but a social duty.*
 - 2) *The important question is not «Can you stand up on skis?» but "Do you fall down with the best people?"*
4. What predictions can you make about the plot of the story?
Discuss it with your partner and then in a group of 3-4.

Listening

5. Listen to the story and say whether these sentences are true or false or not mentioned in the story. Mark them as F (false) or T (true) or NT (not mentioned).

- 1) ___ The man went to a department store to buy a new pair of skis, as he was an experienced skier.
- 2) ___ The shop assistant gave him the pair of skis he did not want.
- 3) ___ The man did not need boots as he had a pair of his own.
- 4) ___ The shop assistant helped him to put on his boots.
- 5) ___ Then he strapped on his skis.
- 6) ___ The man asked the shop assistant if he could try the skis out.
- 7) ___ The shop assistant took the man to a ski-slide to test his skis.
- 8) ___ They had covered the escalator running to the ground floor with plastic and turned it into a ski-slide.
- 9) ___ The man liked the idea of testing his new skis.
- 10) ___ The shop assistant gave him a strong push and the man went down faster and faster.
- 11) ___ At last he reached the end of the slide and stopped.
- 12) ___ The man liked the skis so he bought them.
- 13) ___ He quickly left the department store and went home.
- 14) ___ Since then he has often gone skiing and enjoyed himself very much.

6. Listen to the story again and answer the questions.

- 1) What made the narrator buy the skis?
- 2) Had he ever done skiing before?
- 3) What did he mean when he said: "*He fitted me to the boots, but not boots to me.*"?
- 4) What happened when he was leaving the store?
- 5) Why does he keep the skis on the wall crossed?

7. Listen to the story for more details. Arrange the sentences in the order they come in the story. Put numbers in the blanks before the sentences. The first number is done for you.

- ___ Have you done much skiing in this country?
___ Now stand up. Do you want to try them out?
___ These are what you want. You have boots, I suppose?

Pre-Listening

1. The story you are going to listen to contains the following names:

- Judson Webb
- Helen
- Alec

Look at them carefully and consider the following:

- What kind of names are Judson, Helen and Alec? (name, surname, male, female, etc.)
- What kind of name is Webb?
- What makes these names both similar and different?
- What predictions can you make about their roles in the story?

Discuss these questions in pairs.

2. Go through the list of words in column A and tick those that you know.

A	B
1. to break in (a house, flat)	a. to decide
2. a fishing rod	b. a pill used as medicine
3. sick (AE)	c. to slide and lose the balance
4. to make one's mind	d. to steal smth. from someone
5. to slip on smth.	e. a cupboard
6. a closet	f. feeling unwell
7. to reach for smth.	g. to get into a building by force
8. to rob smb.of smth.	h. a person who steals smth.
9. a tablet	i. a pole with a line and hook used for fishing
10. a thief	j. to try to get smth. by hand

3. Now match the words in column A with their definitions in column B.

Try to guess the meaning of the words you didn't know.

4. Go through the words in A again and try to group them according to their meanings. Write them down in the blanks below. How many groups do you have? Can you explain your choice?

5. What predictions can you make about the plot of the story?

Discuss it with your partner and then in groups of 3 - 4.

6. The title of the story you are going to listen to is "Ruthless" which means *merciless, having no pity*. Would you like to introduce changes into your plot? What kind of changes would they be?

Listening

7. Now listen to the story just once and say which of the characters would you call *ruthless* and why.
8. Listen to the story again and provide answers for the following questions.

- 1) Where is the scene of the story laid?
- 2) Where was the big closet in the house?
- 3) What did Judson keep there?
- 4) Did he like anybody to take his things?
- 5) What season was it? What was Judson doing? What was he planning to do?
- 6) Why did his face suddenly become serious?
- 7) Why was Helen surprised when she saw what Judson was doing?
- 8) What was he doing? Why was he doing it?
- 9) Was it murder, according to him?
- 10) How did he explain it to his wife?
- 11) Why did his wife go out?
- 12) What did Judson start to do? What did he suddenly remember?
- 13) What happened to him when he reached for his boots?
- 14) Did he come to himself? How long was he unconscious?
- 15) What happened then? What did he drink? Was it the poisoned whiskey, do you think? What makes you think so?
- 16) What's the message of the story?

9. Listen to the story once again and arrange the dialogue from the story in the correct order. You may number the sentences. The first sentence is done for you.

- ___ He is at the lake taking the boats out of the water. He said he'd be back in half an hour.
- ① I've packed everything. Hasn't Alec come to get the keys?
- + I'm just putting something into the bottle.
- ___ The person who broke in my closet last winter and drank my whisky will probably try to do it again while we are away.
- ___ Judson! What are you doing?
- ___ Only this time he will be sorry if he comes.
- ___ When it comes to protecting my property, I make my own laws.
- ___ Now Mr. Thief, when you break in, drink as much as you wish.
- ___ The law doesn't call it murder if I shoot a thief entering my house by force.
- ___ What are they? Will they make the man sick?
- ___ Don't do it! What right've you!

- ___ Not only sick. They will kill him.
- ___ Don't do it Judson! It's terrible! It's murder!
- ___ But all they did was to take a little whisky. Probably some boys.
- ___ It's all right, Mr. Webb. It wasn't a bad fall. Take this, it'll make you feel better.
- ___ I doesn't matter. If a man robs me of 5 dollars, it's the same as if he took a hundred.
- ___ A thief's a thief.

Post-Listening

10. Who would you side with in the following? Explain why. Comment on the statements given in italics.

Judson:

- *The law doesn't call it murder if I shoot a thief entering my house by force.*
- *When it comes to protecting my property, I make my own laws.*
- *It doesn't matter. If a man robs me of 5 dollars, it's the same as if he took a hundred. A thief's a thief.*

Helen:

- *Don't do it, Judson! It's terrible! It's murder!*
- *Don't do it, Judson! What right've you.*
- *But all they did was to take a little whisky. Probably some boys.*

11. Which of the sayings below best fit/s the story best, in your opinion? Which of them sound/s more "English" to you? Why?

- *Trouble comes to him who makes or wishes trouble to others.*
- *He that digeth (digs) a pit shall fall into it.*
- *He that mischief hatches mischief catches.*
- *Don't dig a hole for others, or you will fall into it.*
- *Cast no dirt into the well that hath (has) given you water.*

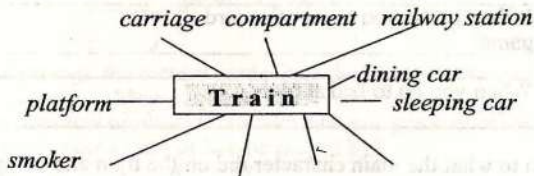
12. Act out a discussion. Make 2 groups:

- one condemning the main character;
- the other justifying him.

Work out convincing arguments in your favour.

Pre-Listening

- The story you are going to hear is called *Old Country Advice to the American Traveller*. Before listening, consider the following questions.
 - What can *Old Country* mean here?
 - When do people give other people advice?
 - What kind of advice would you give a first-time traveller to a big city?
 - The story is written by William Saroyan, an American writer. Does his name sound American? What's his background, do you think?
 - Have you read anything by this writer?
- The story deals with travel by train. What associations does the word *train* have for you? Some associations are already done for you. Add more. Work in groups of 3-4. Consult a dictionary or ask your teacher if you need help.



- The story has got the following words and word combinations. Make sure you understand them. Try to group them in accordance with their meanings. Explain your choice.

to get aboard the train / to pay a visit / to offer a cigarette
New York (city) / Uncle Melik / the dangers of travel
Fresno ['freznu] (city in California) / Uncle Garo/ to follow one's
instructions / to join a game of cards/ a poker game

- What predictions can you make about the plot of the story? Discuss it with your partner.

Listening

5. Listen to the story and say whether the main character followed the advice given to him.

6. Listen to the story again and answer the questions.

- 1) Where was Uncle Melik going to travel?
- 2) Why did he come to see Uncle Garo before leaving?
- 3) He respected Uncle Garo, didn't he?
- 4) Do you think Uncle Garo was an experienced traveller?
- 5) Why couldn't Uncle Melik follow his Uncle Garo's advice?
- 6) Uncle Melik had a good time on the train, didn't he?

7. Listen to the story once again and complete Uncle Garo's instructions.

- 1) Choose your seat carefully and _____
- 2) When a young man offers you a cigarette _____
- 3) When a beautiful lady sits at your table, _____
- 4) If they invite you to join the card game, _____
- 5) When you go to bed at night, _____

8. Now listen to what the main character did on the train and complete the sentences.

- 1) He himself _____
- 2) In the diner he _____
- 3) He started _____
- 4) Long before the train got to New York, he _____

Post-Listening

9. Tell the story in the name of

- *Uncle Garo*
- *Uncle Melik*
- *the beautiful girl (on the train)*
- *the guard (conductor)*
- *the main character*
- *the card players (3 students)*

10. Act out the following situations from the story.

- *the main character starting a conversation with the beautiful girl in the diner*
- *the main character inviting some young men to start a game of poker*

11. Act out a radioplay involving the characters in Ex. 9.

Culture Focus

12. You are sure to know something about playing cards. Try to do this multiple-choice quiz. Guess the meaning of the words in bold.

1) How many playing cards are there in a **pack**?

38 46 52 64

2) The cards are divided into _____ **suits**.

2 3 4 5

3) The black suits are _____ and _____ while the red suits are _____ and _____.

spades hearts clubs diamonds

4) There are _____ **picture cards**.

1 2 3 4

5) Can you arrange the picture cards from the lowest to the highest?

ace jack king queen

6) Various numbers of players can take part in a game of cards.

How many people can **poker** be played by?

2 4 6 8 10

7) It is believed that there are hundreds of card games.

Are all of these card games, do you think?

patience casino bridge preference baccarat

8) An opera by P. Tchaikovsky made after A. Pushkin's story is called "The Queen of _____".

Hearts Clubs Spades Diamonds

9) The main character of a F. Dostoyevsky's novel plays cards for money. What is the name of the novel?

- *Crime and Punishment*
- *The Gambler*
- *The Brothers Karamazov*

Pre-Listening

- The story you are going to listen to is called 'The Errors of Santa Claus'. Before listening, do this multiple-choice quiz.
 - What holiday is the name of Santa Claus ['sæntə 'klo:z] associated with?
a. Easter b. Christmas ['krɪsməs] c. New Year
 - This holiday commemorates the _____ of Jesus Christ [kraɪst].
a. death b. birth c. resurrection d. life
 - When is this holiday celebrated abroad and in this country?
a. on December 25th b. on December 31st c. on January 1st
d. on January 7th e. on January 14th
 - Santa Claus may have other names. What are they?
a. Daddy Frost b. Father Christmas c. Father Frost
d. Jack Frost e. St. Nicholas
 - The day before the holiday is called Christmas Eve. What is its Russian version?
a. пасха b. рождество c. масленица d. сочельник
 - What is the name of the tree people normally put in their home to celebrate the occasion?
a. a fir-tree b. a Christmas tree c. a New Year tree d. a pine-tree
 - Where does Santa Claus usually put the present/s he brings?
a. in a box b. under the tree c. in a stocking d. in a shoe
- Judging by the name, what predictions can you make about the plot of the story? What mistakes could Santa Claus have made, in your opinion? Discuss it with your partner and then with other groupmates. You may use these structures:
 - *Perhaps, he gave ...*
 - *Maybe he brought...*
 - *He might have given....*
 - *He could have brought ...*
 - *He must have confused...*
- The story contains the following words. Can you group them according to their meanings? How many groups will you have?

The Browns / a toy train / Willie / a doll / The Joneses a toy aeroplane / Alvina / a box of cigarettes / Edwin / a pack of cards / Clarice / cigars
--

-
-
-
- Would you like to introduce changes into your story? What kind of changes would they be?

5. Below are some other words that you will hear in the story. Listen to their explanation and write their Belarusian / Russian equivalents in the blanks. Write the transcription, if necessary.

dandy _____
a parcel _____
to wrap up _____
to unwrap _____
rails _____
to fix _____
to suit (smth/smb) _____
a collar _____
to turn back the collar _____
a set of cards _____
bridge _____
to put in (the money) _____
blind _____
to turn out _____
ch? _____

6. These words are international. Can you guess their meaning?

automatic (a) _____
locomotive (n) _____
absolutely (adv.) _____
idea (n) _____

Listening

7. Now listen to the story and say why it is called 'The Errors of Santa Claus.'
8. Listen to the story again and pick up correct answers to these questions.

- 1) Where were Brown and Jones?
 - a. in the living room
 - b. in the dining room
 - c. in the drawing room
- 2) What were they doing?
 - a. discussing the things they were giving their children
 - b. watching television
 - c. talking and smoking
- 3) What did they start to do?
 - a. to play a game of cards
 - b. to play with the toy train
 - c. to play with the toy aeroplane
- 4) Where were their wives?
 - a. upstairs in the living room

- b. upstairs in the bedroom
c. upstairs in the drawing room
- 5) What were they doing?
a. discussing the present Mrs. Jones was giving her daughter
b. discussing the present Mrs. Brown was giving her daughter
c. discussing the presents their husbands were giving them for Christmas
- 6) What did they start to do after that?
a. to make doll's clothes
b. to make their clothes
c. to make 3 little dresses for the doll
- 7) Where were the boys?
a. in Willie's bedroom
b. in Edwin's bedroom
- 8) What were they giving their fathers for Christmas?
a. cigars
b. cigarettes
c. cigars and cigarettes
- 9) What did they start to do?
a. to smoke cigarettes
b. to smoke cigars
c. to smoke cigars and cigarettes
- 10) What was Clarice showing Alvina?
a. a moneybox
b. a set of cards
c. a card game
- 11) What did they start to do?
a. to play a game of cards
b. to play with the dolls
c. to play for money
- 12) Where did Santa Claus place their presents?
a. in their stockings
b. in their socks
c. in their shoes

9. Listen to the story once again and identify the members of the families. Fill in the chart.

<i>The hosts</i>		<i>The visitors</i>	
Parents	Children	Parents	Children
<i>Mr. Jones</i>			

10. Listen to the story one last time and say what presents they were giving each other for Christmas. Complete the sentences.

Mr. Jones
His son
Mrs. Jones
Her daughter was giving
Mr. Brown
His son
Mrs. Brown

Post-Listening

- Look at this statement: 'Grown-ups are like children.'
Do you agree? Now reverse it. What will you have? Do you also agree? Can you prove it using the story?
- Santa Claus gave the wrong things to the wrong people. Who should he have given the presents to? Use this structure: *He should have given the... to...*

the toy train / the toy aeroplane / the doll/ the cigarettes /the cigars/ the cards
- Act out a radioplay called 'The Errors of Santa Claus.' Divide into characters:
 - the narrator*
 - Mr. and Mrs. Jones*
 - their children (2 students)*
 - Mr. and Mrs. Brown*
 - their children (2 students)*

You may put on some background music. If necessary, listen to a story once again.

Story # 7

Pre-Listening

- The story you will hear is called 'Art for Heart's Sake.' Which of the themes below do you think the story deals with? Explain why? Discuss it with your partner.
 - art*
 - business*
 - medicine*
 - religion*
 - education*
 - other*
- The characters of the story are:
 - Copple the servant*
 - Doctor Caswell*

- Collice P. Elseworth, a businessman
- Frank Swayne, a student of art

Look at the names and work out answers to the following questions.

- 1) Who is the principal character here?
 - 2) What roles (except the servant) do the other characters play?
 - 3) Considering the title of the story, how are they interrelated?
3. There are some other words and expressions that you will hear in the story. Can you divide them into groups according to their meanings? How many groups would you have? Make sure you understand everything.

the Atlantic Art Institute / to treat a patient for smth./ to run a shop (business) / to suffer a heart attack / an art school / to purchase smth./ the Leithrub Gallery / to go bankrupt / bankruptcy / doctor's orders / a summer show / a box of water colours/ to award a prize to smb. / crooked (house, proportion) / to exhibit a painting / a tube of oil / 'Trees Dressed in White' / salad dressing thrown on the outside wall of the house /

4. What predictions can you make about the plot of the story? Share your ideas with a partner and then with the group.

Listening

5. Listen to the 1st part of the story and arrange the main points as they are dealt with in the story. Put numbers in the blanks.

- ___ Doctor Caswell pays his regular visit.
- ___ Mr. Elseworth refuses to follow the doctor's instructions.
- ___ Doctor Caswell goes to his friend to enquire about an art student.
- ___ Doctor Caswell suggests that his patient should take up art.
- ___ Soon art lessons begin.
- ___ Mr. Elseworth agrees to study art.
- ___ One day he draws a picture.
- ___ He gets more interested in painting.

6. Listen to the story again and complete the sentences with the best alternative.

- | | |
|---|------------------------------|
| 1) Copple the servant complained that Mr. Elseworth | a. didn't like anything |
| | b. didn't like to read books |
| | didn't sleep well |

- 2) Mr. Elseworth had suffered
- a heart attack
 - two heart attacks
 - three heart attacks
- 3) Because he had made
- an unsuccessful purchase
 - two unsuccessful purchases
 - three unsuccessful purchases
- 4) The doctor thought that by taking up art his patient would be kept from
- buying grocery shops
 - buying a railroad
 - buying things
- 5) The doctor' friend was the head of
- one of the art schools
 - the Leithrub Gallery
 - the Atlantic Art Institute
- 6) The student was to receive
- 18 dollars a week
 - 10 dollars a week
 - 5 dollars a week
- 7) When the student came again, he saw a drawing that looked like
- trees dressed in white.
 - a vase.
 - salad dressing thrown on the outside wall of the house
- 8) The picture looked crooked as
- the halves were not the same
 - he coloured the open spaces blue
 - he played with the picture like a little child
- 9) They agreed that the student would come
- Monday, Tuesday, Wednesday
 - Monday, Wednesday, Friday
 - Monday, Thursday, Saturday
7. Look back at the words in Ex. 3 that have not been mentioned in the story. Can you predict its continuation? Share your ideas with your groupmates.
8. Now listen to the second part and mark the sentences as F (false) or T (true).
- ___ Soon the student would come more and more often.
 - ___ The old man would paint in oil and water-colour.
 - ___ The doctor and Elseworth visited art galleries, exhibitions and museums.
 - ___ When spring came, Mr. Elseworth made a beautiful picture.
 - ___ He wanted to exhibit it in the Summer Show with the Leithrub Gallery.
 - ___ But everyone was against his plan.
 - ___ The picture was accepted for the show.
 - ___ Before the close of the exhibition, Mr. Elseworth received a formal letter which said that he had won the first landscape prize.
 - ___ They all were astonished to hear that.
 - ___ Only Mr. Elseworth wasn't surprised as he knew his picture was really beautiful.

9. Listen to the second part once again and comment on the following sentences from the story. Make notes, if necessary.

1) The treatment was working perfectly.

2) An idea was forming in his brain.

3) No, we can't do that! No! We may spoil all the good work that we've done.

4) To the astonishment of all three and especially Swayne, 'Trees Dressed in White' was accepted for the Leithrub Show.

5) Congratulations, Mr. Elseworth! Fine! Fine!

6) Art's nothing.

Post-Listening

10. Tell the story in the name of

- *Copple the servant*
- *Mr. Elseworth*
- *Doctor Caswell*
- *Frank Swayne*
- *the head of the Leithrub Gallery*

11. Discussion.

- 1) *The story is called 'Art for Heart's Sake.' It's a periphrasis of the famous aesthetic concept 'Art for Art's Sake', that is 'pure art', free from politics and social demands. The renowned English writer and critic Oscar Wilde was a noted proponent of this concept. Do you think this story approves or disproves this concept? Can art be independent of society, in your opinion?*
- 2) *The main character of the story says 'Art's nothing. I bought the Leithrub Gallery last week.' How does this characterise him? Can art and business go together?*
- 3) *Below are some proverbs, which might characterise Mr. Elseworth. Which would you prefer?*
 - *The leopard can't change his spots.*
 - *Art is long, life is short.*
 - *You can take a horse to the water, but you cannot make him drink*
 - *Man shall not live by bread alone.*

Pre-Listening

- I. This is another story about Christmas Eve. Actually, it's a sad story about a young married couple, *Della* and *Jim*, who are going to give each other Christmas presents. Before listening to the story, with a partner work out answers to the following questions.
- 1) What do normally people give as Christmas/New Year presents to their family members?
 - 2) What do men give to women, and vice versa?
 - 3) Should the presents be expensive? Why (not)?
 - 4) This story is sad. What might be sad about it, in your opinion? Don't they know what to give each other? Or may be they don't have enough money to buy them with? Or may be they have quarrelled? Or... Can you continue the list?
 - 5) Finally they give each other present, but still they are unhappy. Why, do you think?

- II. Now listen to the explanation of the words you will hear in the story. Make sure you understand them. Write their Belarusian/ Russian equivalents in the blanks.

fence _____

backyard _____

pull down one's hair _____

let one's hair fall to its full length _____

possession _____

cascade of water _____

to do one's hair up _____

store _____

chain _____

chorus girl _____

live through smth _____

package _____

comb, a set of combs _____

chop _____

- III. Look carefully at the words in Ex. 2 and try to group them according to their meanings. How many groups do you have?

- IV. What inferences can you make from the given vocabulary about the plot of the story? Discuss it with a partner, and then with the group.

Listening

- V. Now listen to a passage and choose the most appropriate answer to the question:

Why did Della cry?

Because:

- *she didn't know what to buy him.*
- *she didn't have enough money for the present.*
- *she didn't have any money for the present.*

- VI. Listen to another portion and answer the question:

What do you think Della was going to do?

Write your answer in the blanks below.

- VII. Listen to the next passage to see whether your prediction is correct. Answer the questions.

- 1) Where did Della go? _____
- 2) What did she do there? _____
- 3) How much was she paid? _____
- 4) What kind of present did she buy for Jim? _____
- 5) How much did she pay for it? _____
- 6) How did she feel when she came home? _____
- 7) What was her excuse for what she had done? _____

- VIII. Now let's make a pause in listening and discuss the following:

- 1) Was Della afraid to face her husband, do you think?
- 2) What would Jim do when he saw her new appearance?
- 3) What would *he* give her for Christmas?
- 4) Would she expect such a present from him?
- 5) As the story is sad, what is its outcome, in your opinion?

- IX. Listen to the final portion to see if your prediction is correct.

- X. Now that you know the whole story, how would you entitle it? Write your version/s in the blanks below.

Post-Listening

XI. Do you remember the story well? Answer the questions.

- 1) Why was Della crying?
- 2) How much money did she have to buy her husband a present with?
- 3) What decision did she make?
- 4) What were the two possessions that they were very proud of?
- 5) Did Della hesitate to sell her hair?
- 6) What did she think about herself when she came home?
- 7) How do you think Jim feel when he saw Della's hair cut short?
- 8) What did Jim buy her as a Christmas present?
- 9) Why was it useless for her?
- 10) Why was Della's present also useless for Jim?

XII. Retell the story. Use the vocabulary in Ex. II.

XIII. Tell the story in the name of

- Della
- Jim

XIV. Act out the final scene of Jim returning home. Extend the situation as necessary. You may listen to the story again.

Culture Focus

XV. Now it's time to tell you the real name of the story. This very story is called 'Two Presents', and it's an adaptation of O'Henry's original story called 'The Gifts of the Magi' ['meid \square ai]. 'Gifts' are presents and 'magi', according to the Bible, are the wise men from the East who brought gifts to the infant Jesus Christ.

- a) *With a partner, work out why the story has this title.*
- b) *Then share your ideas with the group.*

You may write down your thoughts in the blanks below.

PART THREE

Story # 1

Which Is More Foolish

1) Read the words and make sure you understand them.

<i>Jones</i>	- a personal name
<i>a store</i>	- a shop (US English)
<i>to milk a cow</i>	- when you milk a cow, you get milk from it by pulling its udders.
<i>to ride a bicycle</i>	- when you ride a bicycle, you sit on it and push the pedals with your feet.

2) Listen to the story just once and write brief answers to these questions.

- 1) What was Jones' job? _____
- 2) Where was he? _____
- 3) What did the storekeeper want? _____
- 4) How much did the bicycle cost? _____
- 5) According to the storekeeper, why might the farmer need it?

- 6) What was the storekeeper's argument? _____
- 7) What was the farmer's answer? _____
- 8) How would you characterise the farmer's answer?

3) Listen to the story again and retell it as a joke.

Story # 2

Scotch Boast

1) Read the words and make sure you understand them.

<i>superiority</i>	- feeling of being better than other people
<i>to beat smb.</i>	- If somebody beats you in a competition, they win or do better than you
<i>to admit</i>	- If you admit something bad, unpleasant, or embarrassing, you agree that it is true.
<i>to roll out flat</i>	- When you roll out something flat, you make its surface flat.

boast (n,v)

If you boast about something you have done, you talk about it in a way, which shows that you are proud of it.

2) Listen to the story just once and write brief answers to these questions.

1) Who are the two characters of the story?

2) What are they doing?

3) What is the Englishman trying to prove?

4) Who is beaten at every point?

5) What is his last argument?

6) What is the Scotchman's counter argument?

7) How would you characterise the Scotchman?

8) Who is more boastful, in your opinion?

3) Listen to the story again and retell it as a joke.

Story # 3.

A Pound of Soap

1. Read the words and make sure you understand them.

a pound

- 0.454 kilo

soap

- a substance used with water for washing

a weight

- a metal object which weighs a certain amount. For example, a 100-gram weight, a pound weight

2. Listen to the story just once and write brief answers to these questions.

1) Who are the characters here?

2) How come that they met?

3) How much did he buy?

4) How was the soap packed?

5) Why was the man displeased?

6) What did the woman use as a weight to weigh her butter?

7) Who cheated while selling, do you think?

3. Listen to the story again and retell it as a joke.

A Handful of Reasons

1. Read the words and make sure you understand them.

<i>a handful (of smth.)</i>	- A handful of something is a small quantity of it that you can hold in one hand. For example, <i>a handful of stones, a handful of sand, etc.</i>
<i>reason</i>	- cause (Syn.)
<i>to help oneself</i>	- If you help yourself to something, you eat it or drink it. E.g. 'Please help yourself to some more salad.'
<i>cherries</i>	- small, round fruit with red or black skins.

2. Listen to the story just once and write brief answers to these questions.

- 1) Where did a woman go one day? _____
- 2) Who did she go there with? _____
- 3) What did the grocer tell the boy? _____
- 4) What did the boy do? _____
- 5) What did the grocer ask him? _____
- 6) What did the grocer do? _____
- 7) How did the boy explain why he hadn't taken the cherries himself? _____
- 8) What do you think of the boy? How would you characterise him? _____

3. Listen to the story again and retell it as a joke.

The Bellboy

1. Read the words and make sure you understand them.

<i>a bellboy</i>	- a porter in a hotel, someone who helps visitors with their luggage
<i>a cash desk</i>	- the office where you pay for your stay at a hotel
<i>to pay the bill</i>	- to pay for services, for example, <i>to pay an electricity bill or a phone bill, etc.</i>
<i>a parcel</i>	- something wrapped in paper.

2. Listen to the story just once and write brief answer to these questions.

- 1) Where did the traveller stay? _____

- 2) Where did he go and what for? _____
- 3) How much time did he have at his disposal? _____
- 4) What did he suddenly remember? _____
- 5) What did he ask the bellboy to do? _____
- 6) What was the number of the room the traveller stayed in? _____
- 7) Did the boy bring the parcel? _____
- 8) What did he say? _____
- 9) How would you describe the bellboy? _____

3. Listen to the story again and retell it as a joke.

Story # 6

A Mutual Mistake

1. Read the words and make sure you understand them.

<i>mutual</i>	-You use <i>mutual</i> to describe something that two or more people do to each other or for each other. <i>A mutual mistake is the same mistake made by 2 people.</i>
<i>a purse</i>	- a very small bag that people, especially women, carry their money in; a wallet
<i>to steal (stole, stolen)</i>	- If you steal something, you take it away from someone without their permission and without intending to return it.
<i>a thief</i>	- a person who steals something
<i>to accuse smb. of smth./doing smth.</i>	- If you accuse somebody of something, you say they have done something wrong.
<i>to beg one's pardon</i>	- You say ' I beg your pardon' to apologize (for making a mistake).
<i>take smb. for (another person)</i>	-If you take somebody for another person, you confuse them.

2. Listen to the story just once and write brief answers to these questions.

- 1) Who was travelling in the same compartment? _____
- 2) What happened there? _____
- 3) Where did he find his purse? _____
- 4) What did he do after that? _____
- 5) What did the other man say? _____
- 6) Why was the mistake mutual? _____

3. Listen to the story again and retell it as a joke.

The Value of His Life

1. Read the words and make sure you understand them.

<i>value</i>	- The value of something is the amount of money it is worth.
<i>Robert Burns</i>	- a personal name.
<i>the port of Greenoch</i>	- a port in Scotland.
<i>a merchant</i>	- a person who buys and sells goods in large quantities.
<i>wealthy (a)</i>	- rich (Syn.)
<i>to drown [draun]</i>	- When someone drowns or is drowned, they die because they have gone under water and cannot breathe.
<i>to recover</i>	- when you recover from an unhappy or unpleasant experience, you stop being upset by it.
<i>fright</i>	- a sudden feeling of fear. E.g. 'He was paralysed with fright.'
<i>a shilling</i>	- a unit of money equivalent to 5 pence which was used in Britain until 1971.
<i>to interfere</i>	- If you interfere in a situation, you become involved in it although it does not really concern you.

2. Listen to the story just once and write brief answers to these questions.

1) What was Robert Burns doing one day?

2) What happened in the port?

3) What would have happened to the merchant had not a sailor saved him?

4) What did the merchant do after he had recovered?

5) Why did the people protest?

6) Why did Robert Burns beg them not to interfere?

3. Retell the story as a joke.

The Only Time

1) Listen to the story and answer the questions.

1) Who are the characters of the story?

2) What was the boy doing?

3) What was the weather like?

4) Why was he doing it?

5) Who needs the umbrella when it rains?

6) Who needs it when the sun shines?

7) What is the only time when he can use it?

2) Retell the story.