

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ  
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

ФИЛОЛОГИЧЕСКИЙ ФАКУЛЬТЕТ

кафедра английской филологии

# **Listening Comprehension Activities**

*Пособие по аудированию для студентов 2-го курса  
филологического факультета специальности  
«Английский язык и литература»*

*Составители: Н.М. Ильичева, Н.В. Ильичева*

Самара  
Издательство «Универс групп»  
2008

*Печатается по решению Редакционно-издательского совета  
Самарского государственного университета*

**Рецензент**

к.п.н. СамГУ, Н.О. Липатова

**Отв. редактор**

проф. А.А. Харьковская.

**Listening Comprehension Activities** : пособие по аудированию для студентов 2-го курса филологического факультета специальности «Английский язык и литература» / состав. Н.М. Ильичева, Н.В. Ильичева. – Самара : Изд-во «Универс групп», 2008. – 51 с.

Проблема восприятия иноязычной речи в условиях профессионального овладения иностранным языком является чрезвычайно актуальной для студентов-филологов на различных этапах обучения. В частности задача формирования навыков аудирования на 2 курсе осложняется отсутствием дополнительных учебных материалов, обеспечивающих расширение тематического вокабуляра в контекстных употреблениях. Содержание настоящих учебно-методических материалов ориентировано на расширение вышеизложенных задач по обучению аудированию.

Настоящее пособие предназначено для самостоятельной работы студентов 2 курса английского отделения по развитию навыков аудирования на основе тематически подобранных аутентичных текстов, которые расширяют возможность работы над темами, включенными в программу 2 курса по основному иностранному языку (английскому), и активизируют навыки профессионального владения иноязычным материалом, ориентированные на совершенствование филологической грамотности.

Наряду с работой по фонетической расшифровке тематического вокабуляра, которая предшествует аудированию, студентам предлагаются задания, ориентированные на толкования отдельных лексических единиц, а также семантизацию текстовых реалий. Важно подчеркнуть, что данное пособие может быть использовано как для самостоятельной работы студентов, так и в аудитории для выполнения заданий под руководством преподавателя.

© Ильичева Н.М., Ильичева Н.В., составление, 2008

© Самарский государственный университет, 2008

## **Text One. How to Avoid Travelling (by George Mikes)**

**1.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

rampant, disease, germ, prosperity, recognizable, coach, infectious, nationality, pigeon, documentary, proof, gratifying, broaden, although, cosmopolitan, alien, journey, frequent (v), pudding, kidney, unfortunate, elementary, snobbery, poverty-stricken, sophisticated, souvenirs, cause (v), vernacular, mania, eccentric, forerunner, era, pause, Venice, Capri, Granada, Majorca, Tangier, Rhodes, Madagascar, Naples, Morocco

**1.2. Listen to Text One. REFERENCES** will help you to understand the text.

### **REFERENCES:**

- rampant – widespread
- travel agent (agency) – person (company) that arranges journeys and sells tickets
- to do a round of – to visit a number of places
- to board a plane (train, ship, etc.) – to get on a plane (train, ship, etc)
- to be bound for – to be travelling toward
- to be on the move – to be travelling
- Positano – a commune in South Italy on the Gulf of Salerno
- Trafalgar Square – one of the finest squares in London; commemorates Nelson's glorious death and victory in the battle of Trafalgar in 1805. In the centre of the square rises the granite Nelson Column.
- St. Mark's Square, Venice – a beautiful square in front of St. Mark's Cathedral, one of the attractions of the city.
- The Arc de Triomphe – a monument erected to glorify the French army. The corner stone was laid by Napoleon in 1806. The Arc was completed in 1836.
- to check up on his guide-books – to make sure that everything in the guide-books is true to fact.
- The Leaning Tower (in Piza) – the tower famous for the great architectural idea – it combines clearness and strength – was completed in 1350.
- to tick off – to make a mark in a list
- to catch a bug (from) – to get infected
- to linger on (idea) – to be still popular, alive

- Welsh rarebit (= Welsh rabbit) – melted cheese on toasted bread
- Steak-and-kidney pudding – a sausage of seasoned minced meat and kidneys, usually boiled or broiled, baked in butter; a traditional English dish
- people from next door – neighbours
- Capri – a small island famous for its beauty, south of the bay of Naples
- Granada – an ancient city in Spain
- to stand a drink (collog.) – to buy smb a drink
- snobbery – attitude of a snob, a person who seeks to be associated with persons of higher social position than himself and who looks down upon persons he considers of lower rank
- to get off the beaten track (here) – to go to a place that is not frequently visited
- Uffizi Gallery – a famous collection of paintings in Florence
- “David” – a statue made by Michelangelo when he was 26 years old. The “David” was first put in front of the Palazzo Vecchio, where you find but a copy nowadays; the original is in Galleria dell’Accademia in Florence
- to teem with – to be full of, to abound in
- Majorca – a Spanish island
- Tangier – a city and port in North Morocco
- Rhodes – an island in Greece
- sophisticated – worldly wise, knowing all about life and the world
- Backendl (Germ.) – fried chicken
- vernacular – mother tongue of inhabitants of a certain country, group or class
- Madagascar – an island in the Indian Ocean off the south-eastern coasts of Africa

### **1.3. After-listening exercises**

#### **a) find the English equivalents in the text:**

свирепствовать (принимать угрожающие размеры), в середине 50-х годов, передаваться возбудителем, проявлять беспокойство, может (не может) себе позволить, весьма заразное заболевание, путешествовать, жертва заболевания, делать фотоснимки, собирать документальные доказательства, проверить что-л., поставить галочку, чувство удовлетворения, расширить кругозор, избегать, подвергаться опасности, иноземец, сосед, холодно кивнуть, нежно обнять, славный парень, часто посещать, на этом не останав-

ливайтесь, не пользоваться наезженными маршрутами, нищая (деревушка), на окраине, кишеть, странная помесь, в счет не идет, небрежно, предвестник новой эры, появиться в каком-то месте

**b) answer the following questions:**

1. What disease became rampant in the mid-fifties? What germ is it carried by?
2. What are its symptoms?
3. What will the “patient” finally do?
4. Why will he proceed to foreign countries?
5. Why do Americans travel? And the German?
6. What makes the English travel? What is their aim abroad? What are they exposed to in England?
7. In what case must one learn the elementary snobbery of travelling?
8. What sort of places are you supposed to avoid according to its rules?
9. Who leads the fashion in travelling?
10. What is travelling supposed to do to you? And what does it actually do?
11. What makes the author think that the mania for travelling may be declining?
12. What does he call a Roman friend of his?
13. What do you know about the author of the fragment you’ve listened to?
14. What book is the fragment taken from? What other books by George Mikes do you know?

**Text Two. How to Be Your Best  
(from Joe Weider’s “Shape”)**

**2.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

figure, up-bringing, companion, priority, pose, problem, selfish, pamper, emotionally, physically, hectic, towards, substitute (n), independence, control, mercy, harmony, perspective, significance, factor, appearance, weight, method, reduce, aware, blood, pressure, sensible, mental, attitude, nervous, breakdown, adorable, fashionably, apply, perfume (n), energetic, exciting, radiant

**2.2. Listen to the text. REFERENCES** will help you to understand the text.

**REFERENCES:**

- to figure out – to calculate, think about smth until one understands

- all the while – at the same time as
- to set priorities – to put forward as prior, having high place among competing claims
- to pamper oneself – to be unduly kind to oneself
- hectic lifestyle – pattern of today’s life, full of excitement and without rest
- to work towards one’s dreams – to work for the purpose of making your dreams come true
- to get fit – to be in good health, in good athletic condition, to get well-adapted for smth
- at the mercy of – in power of, without defence against
- in tune with (your surroundings) – in harmony with

### **2.3. After-listening exercises:**

#### **a) find the English equivalents in the text:**

гадать (раздумывать), воспитание детей, устанавливать очередность (разрабатывать систему приоритетов), занимать первое место в списке, ставить задачу, будьте немного эгоистичной, баловать себя (потакать), быть эмоционально и физически готовой к чему-л., выдерживать трудности, напряженный (стиль жизни), не заблуждайтесь насчет этого, ключ к успеху, не существует замены труду, вы сами контролируете свою жизнь, находиться во власти, другими словами, в гармонии с окружением, приобретать особую значимость, общая обстановка (атмосфера), сохранять идеальный вес, высыпаться, следить за давлением, полноценный и здоровый образ жизни, снижать риск нервного срыва, обожаемые дети, безусловно чистый, несмотря на то, как она занята; модно одеваться, подкрашиваться, наслаждаться дорогими духами

#### **b) answer the following questions:**

1. What do you discover while analyzing the daily routine of the working woman?
2. What is number one on her priority list?
3. How can she withstand the difficulties of her hectic lifestyle?
4. What are four essential factors that make her life harmonious?
5. What doctors’ advice is of primary importance?
6. What is the image of an ideal woman?

## **Text Three. Dicing with Death or Living with Statistics (by Ruth Gemmet)**

**3.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

dicing, death, statistics, fraught, pollut(ed), lead (n), petrol, bacteria, entirely, sigh, nylon, breathe, stomach, cholesterol, depressed, courage, weigh, overweight, hesitate, heart-thumping, relief, collapse, aerosol, aroma, inhale, fragrance, substance, colleague, cancer, scare, liver, failure, chronic, steering wheel, protective, ancestor, analyst, psychiatrist

**3.2. Listen to the text. REFERENCES** will help you to understand the text.

### **REFERENCES:**

- fraught – threatening with
- to pollute – to make dirty
- rash – tiny spots on the skin
- provided (you don't have tea ...) - on condition that
- a heart-thumping journey – a journey you make with your heart beating (thumping) wildly
- nearest and dearest – close relatives
- to pant – to take short, quick breaths

**3.3. After-listening exercises:**

**a) find the English equivalents in the text:**

сделать глубокий вдох (2), воздух, загрязненный свинцом; легкие, полностью удалить сыпь, направиться в, повредить десны, иметь мужество взвеситься, попасть в катастрофу, сердечный приступ, рухнуть в кресло, успокоить нервы, угроза возникновения рака, краска для волос, карандаш для подводения глаз, нарушение функции печени, хроническое несварение желудка, вздох облегчения, постукивать кончиками пальцев, руль управления, пульсировать, наши предки

**b) answer the following questions:**

1. Why isn't nylon a good material for the skin?
2. How many kilos overweight is the businessman?
3. Who are your nearest and dearest?

4. Why should the businessman use the stairs but not the lift?
5. What does his colleague need to be careful of?
6. What effect does the traffic jam have on the businessman?
7. What dangers has his wife faced all day?

**c) the text deals with quite a serious subject but it is written in a humorous way. Do you think the writer is ...**

- much too worried about the dangers of modern life?
- right to be worried about them?
- being funny about them to make a point?

## **Text Four. Cardiff (Text A, Text B)**

**4.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

Cardiff, Wales, the Bristol Channel, the Taff, the Ely, the Rhymney, castle, equipment, Metropolis, decline, approximately, reputation, advantage, atmosphere, rarely, acre, abound, reminder, turbulent, facility, frontier, personality, rewarding, the Cambrian Mountains

### **4.2. Listen to Text A and Text B.**

**4.3. After-listening exercises.** Answer the following questions;

1. What is the purpose of each text? Where are they taken from:
  - an encyclopedia?
  - a tourist-guide?
  - a history book?
2. Which description is more factual? How would you describe the style of the other text?
3. What city attractions are mentioned in Text A?
4. What industries is Cardiff famous for?
5. What is fact in Text B and what is opinion?



## **Text Five. How to Plan a Town (from “How to Be an Alien” by George Mikes)**

**5.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

Medieval, warrior, breast-plate, priest, decadent, dispense (v), effeminate, solicitor, conspiracy, curve, Leicester, increasingly, ancient, civic, camouflage, superstitious, bungalow, cute, circumstances, precautions, crescent, arch, promenade, viaduct, immodesty, vestige, device, European, ingenious, conceit

**5.2. Listen to the text. REFERENCES** will help you to understand the text.

### **REFERENCES:**

- to dispense (with) – do without, render unnecessary
- effeminate (adj) – womanish, unmanly, weak
- are sprinkled (here) – are scattered, are thrown about the surface
- muddle – a state of confusion and disorder
- civic – relating to the people who live in a city or country or the duties and responsibilities they have as citizens
- even (numbers) – that can be divided by two with no remainder
- odd (numbers) – not even, not exactly divisible by two
- bungalow – a small house with only one storey
- neglect (n) – failure to give someone or something the care or attention they need; failure to do smth you are officially responsible for

**5.3. After-listening exercises.**

**a) find the English equivalents in the text:**

это происходит в основном благодаря тому, как..., сбить с толку, становятся очень популярными, свободолюбивая нация, гражданские права, четные/нечетные номера, суеверный, совершенно одинаковые домики, по недосмотру, при таких обстоятельствах, меры предосторожности, заявить, не боясь быть нескромным; остатки способности к сопротивлению, подорвать боевой дух, следовать здравому смыслу

**b) answer the following questions:**

1. What synonyms for the word “street” do you remember? Use the dictionary for assistance.
2. Why does G. Mikes use the phrase “Spartan country” to describe Britain?
3. Which of the century-old tricks to mislead foreigners described in the text strikes you as the funniest?

## **Text Six. Eating Out**

**6.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

choice, superb, cuisine, cafe, monotonous, hamburger, establishment, personnel, voucher, employer, custard, modest, Norwegian, Ceylon, specialize, variety, enormous, exotic, unique, politics, bargain, purpose, neutral, entertain, courtyard, pint

**6.2. Listen to the text. REFERENCES** will help you to understand the text.

**REFERENCES:**

- hamburger – sandwich or bread roll filled with chopped beef
- voucher – a meal ticket
- regulars – regular visitors
- steak-and-kidney pie (pudding) – a sausage of seasoned minced meat and kidneys, usually boiled or broiled, baked in batter; a typical English dish
- spotted dick (spotted dog) – boiled pudding with raisins
- roly-poly pudding – pudding with jam
- *Food centre* has a shop where producer’s goods are displayed and sold, and a restaurant where you can eat their special delicacies
- to tuck in to (colloq.)- to eat heartily – поглощать, заглатьвать
- shepherd’s pie – minced meat baked under mashed potatoes and onions
- bangers and mash – sausage with mashed potatoes
- pint – 1) unit of measure for liquids and certain dry goods, about 0,57 of a litre;  
2) a pint of beer(colloq.) – кружка пива

### 6.3. After-listening exercises:

#### a) find the English equivalents in the text:

предлагать большой выбор, превосходная кухня, брючный костюм, однообразное меню, персонал, частые посетители, молочный коктейль, копченая рыба, дичь, не вовремя (вне сезона), домашняя птица, консервы, вызывающий слюноотделение выбор конфет, говорить о политике, заключить сделку, окна с матовым стеклом, поглощать пастушью запеканку, потягивать (прихлебывать), кружка пива

b) pick out some adjectives from the text characterizing the English cuisine, restaurants, service there, choice of dishes;

c) make up a list of traditional English and Russian dishes.

## Text Seven. Admission Procedures

**7.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

procedure, basis, certificate, apply, applicant, application, advanced, council, complete, preference, account, reference, referee, photocopies, concern(ed), candidate, immediate, refusal, rejection, requirements

**7.2. Listen to the text. REFERENCES** will help you to understand the text.

#### REFERENCES:

- to admit (be admitted) – to take smb into a College or University as a student
- Ordinary Level Exams – used to be taken after the 5<sup>th</sup> form (at the age of 16), replaced in 1988 by the General Certificate of Education Exams
- Advanced Level Exams – taken after the 6<sup>th</sup> form for the General Certificate of Education Examinations (Advanced Level)
- an account – a written or spoken report about smth you have done
- a reference – statement from someone who knows you that gives information about you. You often need to provide a reference when you apply for a place in College or University, or a new job

– a referee – someone who gives information about your abilities and your school/work experience when you apply for a place in College or University, or a new job

– an applicant (here) – someone who applies for a place in College or University

– Admission board – a group of people who have the responsibility of managing admission procedure at College or University

### **7.3. After-listening exercises:**

#### **a) find the English equivalents in the txt:**

быть принятым (зачисленным), на основании, аттестат об общем образовании (аттестат зрелости), экзамены по программе средней школы на обычном уровне, экзамены по программе средней школы на повышенном уровне (после 6 класса), процедура отбора, подавать заявление о приеме, абитуриент, заполнить форму, в порядке предпочтения, отчет о внеклассной деятельности, рекомендация, директор школы, рассмотреть (обсудить), приемная комиссия, основания для отказа, человек, давший рекомендацию; выполнить требования, в течение 3-х суток

#### **b) answer the following questions:**

1. On the basis of what document are students admitted to British universities?

2. The results of a student's performance in what exams are usually taken into account?

3. Describe the steps the candidate is to take when he applies for a place in a British university.

4. What kind of offer can the University academic department make the candidate?

5. How much time is the candidate given to accept or refuse a definite offer?

## Text Eight. Into the Gap

**8.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

increasing, adventure, community, confidence, maturity, initiative, expedition, charge, halt, promptly, devise, senior, approve, effect, design, achieve, tight budget, provisos, continuity, delay, tough, numerous, enthusiasm, challenging, scheme, despite, homesick, anxious, experience

**Note the proper names used in the text:**

Simon Hepner, aged 19 – in Africa

Alice Elison, aged 18 – Washington, DC, USA

Rachel Kundra, aged 18 – Mexico

Guy Walker, aged 18 – London's Heathrow Airport, Terminal 2

**8.2. Listen to the text. REFERENCES** will help you to understand the text.

**REFERENCES:**

- community service – work for the good of the community, that is the people living in one place, district or country, considered as a whole
- instinctively – naturally, without thinking
- to charge – to rush forward and attack
- to stand one's ground – not to move
- to be put in charge of – to be made responsible for
- promptly – immediately, without delay
- to put smth into effect – to turn a plan into a real action, to realize, to put into life
- living on a tight budget – living on a small amount of money
- provisos – limitations
- to read (maths) – to study a subject, esp at a university
- to drift through – to travel from place to place without a definite purpose or plan
- to run expeditions – to organize expeditions, to manage
- to raise funds – to manage to get or bring money for a new undertaking
- character-shaping experience – process of gaining knowledge or skill by doing smth and seeing people which forms your character

### 8.3. After-listening exercises:

#### a) find the English equivalents in the text:

уверенность в себе, инициатива, зрелость, отправиться в путешествие в одиночку, нападать, застыть на месте, поручить что-л сделать, осуществить, осознание цели, привыкнуть к чему-л, ограничения, изучать математику, непрерывность, отложить принятие трудных решений, использовать с толком, организовывать поездки, добывать деньги самому, несмотря на, тоска по дому, расстройство желудка, жизненный опыт, который формирует характер

#### b) answer the following questions:

1. What is a gap-year?
2. How many types of gap-year are mentioned in the text?
3. Is the author for or against gap-years? Give your reasons.
4. Which speaker are you most sympathetic for? Why?
5. Do you think young people should take part in community service abroad? Why? / Why not?

## Text Nine. Life at College and University

**9.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

Oxford, Cambridge, Leeds, Manchester, Edinburgh, Bristol, Southampton, Birmingham, Cardiff, Glasgow, St. Andrews, Aberdeen, Sheffield, Sussex, York

**9.2. Listen to the text. REFERENCES** will help you to understand the text.

#### REFERENCES:

- “Redbrick universities” – a colloquial name for the universities which were founded in the 19<sup>th</sup> and the early part of the 20<sup>th</sup> centuries
- College of Education – specializes in teacher training and provides a three-year course of studies
- Open University – is in function since 1971
- grant – money from the government towards the cost of a university education

- Bachelor of Arts/Science – a man or a woman who has taken the first University degree
- Master’s Degree in Arts/Science – the second University degree
- Doctor’s Degree – the highest University degree
- St. Andrews – a seaside town in Scotland where the oldest university is located
- Aberdeen – a port on the North Sea in Scotland
- Sussex – a county in the south-east of England
- East Anglia – part of England to the east of London (the counties of Cambridgeshire, Essex, Norfolk and Suffolk)
- sandwich course – a course of theoretical study (e.g. at a polytechnic) between periods of practical work in industry

### **9.3. After-listening exercises:**

#### **a) find the English equivalents in the text:**

учебный год, семестр, длиться (о семестре), находиться (быть расположенным) в, собеседование, бакалавр, ученая степень магистра, научно-исследовательская работа, вести начало от, основать, давать (обеспечивать), 3-летний курс обучения, специализироваться (в), общаться, посещать летнюю школу

#### **b) answer the following questions:**

1. What institutions of higher education in Great Britain do you know?
2. In what way do British universities differ from one another?

## **Text Ten. National Sports**

**10.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

originate, proverb, encourage, association, chief, contribution, connection, amateur, wrestling, snooker, darts, participant, determine, salmon, trout, angler, squash, recent, Wimbledon, Wembley, Derby, Epsom

**10.2. Listen to the text. REFERENCES** will help you to understand the text.

#### **REFERENCES:**

- Soccer – association football

- Rugby – Rugby football
- snooker – a game (a variety of pool) played with 15 red and 6 balls of other colours on a billiard table
- darts – a game played with a small, sharp-pointed, feathered missile to be thrown at a target (marked with numbers for scoring)
- angler – a person who fishes with a rod and line. Cf. a fisherman uses nets
- squash – a game played with rackets and a rubber ball in a walled court
- The Cup Final – (football) final match to decide a competition
- Epsom – a town in the county of Surrey where the famous hippodrome – Epsom Downs is situated
- Derby – annual horserace at Epsom, England

**10.3. After-listening task.** Arrange two columns “Sports” and “Games”, writing out sports and games mentioned in the text.

### **Text Eleven. How to Avoid Winter Sports (from “Switzerland for Beginners” by George Mikes)**

**11.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

Switzerland, lurk, grasp, cease, infinity, virility, mountaineering, curling (sport), deter, aversion, duffer, maliciously, vicissitudes, interfere, funicular, passionate, infinitesimal, sleigh, efficiency

**11.2. Listen to the text. REFERENCES** will help you to understand the text.

**REFERENCES:**

- tobogganing – a sport of sliding down a hill on a toboggan (a small vehicle without wheels used for moving over snow)
- sleigh – a vehicle that is pulled by animals and used for travelling over snow
- mountaineering – a sport of climbing high or dangerous mountains
- curling – a game played on the ice in which players slide heavy objects towards a mark in the centre of a circle
- ski-joring – a sport in which people on skis are pulled across the ice by jeeps/(of late) by aeroplanes



- duffer – someone who is stupid or who does smth very badly
- vicissitudes (form) – changes and unexpected difficulties
- (giant) slalom – a race on skis down a steep slope of a hill in which people move around a series of poles, turning first one way and then the other

### **11.3. After-listening exercises:**

#### **a) find the English equivalents in the text:**

таиться (прятаться), осознать, главная цель в жизни, неисправные тормоза, это относится к ..., изматывающая гонка, испытание зрелости (мужества), не без основания, уделять внимание, предаваться (дурному) занятию, это требует гораздо большей решимости, отвращение, быть до смешного беспомощным, короткая передышка, удерживать от чего-л., пусть вас это не пугает (останавливает), извлекать удовольствие, в глубине души, бесконечно малая величина, быть склонным к

#### **b) answer the following questions:**

1. What other books (or fragments of some books) by George Mikes have you read?
2. What's his nationality?
3. How can you define the style of his books?

## **Text Twelve. The Beauty of Britain (by J.B. Priestly)**

**12.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

Trinidad, Tahiti, romantic, exquisitely, arterial, bungalow, enchantment, doubt, deserve, possess, greed, damage, process, assume, enterprising, heritage, illimitable, superb, suspect, conscious, adjust, scale, comparatively, compromise, nature, retain, represent, noble

#### **12.2. Listen to the text.**

### 12.3. After-listening exercises:

#### a) find the English equivalents in the text:

упоминать, утонченно (изысканно), становиться все хуже и хуже, швырять, очарование, алчность, равнодушие, наносить ущерб, быстрая нажива, уничтожить наследие, осознавать, приспособливать (подгонять по размеру), удивительное разнообразие, сочетать (смешивать), лучшее, что стоит сохранить; символизировать, дух нашего времени

#### b) comment on the following:

- the beauty of Britain as the author sees it;
- the variety of geographical features;
- a happy compromise between Nature and Man – is it possible?

## Text Thirteen. Travelling by Train in Britain

**13.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

vehicle, passenger, accident, accept, Slough, Paddington, carriage, buffet, converse, etiquette, collector, exit

### 13.2. Listen to the text.

### 13.3. After-listening exercises:

a) **point out the phenomena which are peculiar to travelling by train in Britain** (the platforms, the trains, the tickets, the classes, the passengers, the porters). **How are things in this country?**

b) **do a bit of translator's work:** At the station. Signs and Notices.

INFORMATION

WAITING-ROOM

REGISTRATION

DEPARTURES

ARRIVALS

CLOAK-ROOM

TO THE TRAIN

PASSENGERS ARE NOT WANTED HERE

HAIRDRESSER'S

TELEGRAPH

POSTAGE STAMPS

MONEY ORDERS

PARCELS

TRUNK CALLS

REFRESHMENTS

## Text Fourteen. Commuters

**14.1. Pre-listening task.** Look up the following words in the dictionary, transcribe them, practise the pronunciation of the words:

commute, antithesis, destination, earshot, whistle, hooter, pressure, property, suburbs, horrendous, congestion, generate, response, scheme, initial, magnitude, squeeze, capacity, petty, rife, associate, hazards, average, constructive, advantage, excess

**14.2. Listen to the text. REFERENCES** will help you to understand the text.

### REFERENCES:

- commuter – someone who travels regularly to and from work
- antithesis – the exact opposite of smth
- within earshot – close enough for you to hear
- horrendous – extremely bad or shocking
- to ease the commuter congestion – to make a situation in which a place is crowded with people or vehicles less severe
- are near capacity – close to the number of people that a place has room for
- petty crime – crime that is not very serious
- associated health hazards – smth that can be dangerous to health or cause accidents
- in excess – more than a particular amount
- uphill task – difficult to do or achieve
- -en route – on the way to

**14.3. After-listening exercises:**

**a) find the English equivalents in the text:**

путешествовать ради удовольствия, человек, который ежедневно ездит на и с работы из пригорода или из другого города; единственное, что имеет значение; иметь своим результатом, ужасающие пробки в часы пик, едва справляться с наплывом пассажиров, мелкое хулиганство, уменьшить напряжение (2), крайне трудное дело, города, в которых стоит жить, обратить ч-л в свою пользу, нагнать (о чтении), привести себя в отличное физическое состояние

**b) answer the following questions:**

1. Do you commute? Does any of your group?
2. How much time does it take you to get to the University?
3. What is your idea of filling in the “dead time” of commuting?

**Text Fifteen. Extracts from “PYGMALION” by G.B. Shaw**

You are going to read and hear several extracts from a play by George Bernard Shaw (1856 – 1950), which has the title “Pygmalion”. (In Greek mythology, Pygmalion was a king who fell in love with a statue he had sculptured, and which his prayers had brought to life.) Shaw was very concerned with the state of the English language, particularly its spelling, punctuation and pronunciation. He campaigned for the simplification of the written language, for example, writing short forms, like **haven’t** and **can’t**, as **havnt** and **cant**.

**Background to the play**

“Pygmalion” was written in 1913 and set in London. The main characters are as follows:

**Henry Higgins:** a Professor of Phonology and a bachelor

**Colonel Pickering:** his friend and colleague, also a language expert and also a bachelor

**Eliza Doolittle:** a Cockney flower-seller in Covent Garden. As various people speak, Professor Higgins is in the background making notes and phonetic transcriptions of the way they talk. He can identify where people come from, “sometimes within two streets”, according to their accent. He correctly notes that Liza comes from Lisson Grove, an area in London. He boasts to the crowd that he is a teacher of phonetics, and, as such “in three months (he) could pass that girl (Liza) off as a duchess at an ambassador’s garden party”. Out of sympathy, he gives her a large tip.

**15.1. Listen and read at the same time** (Extract 1 is the opening scene of Act Two):

**Higgins:** (as he shuts the last drawer): Well, I think that’s the whole show.

**Pickering:** It’s really amazing. I havnt taken half of it in, you know.

**Higgins:** Would you like to go over any of it again?

**Pickering:** (rising and coming over to the fireplace, where he plants himself with his back to the fire): No, thank you; not now. I'm quite done up for this morning.

**Higgins:** (following him, and standing beside him on his left): Tired of listening to sounds?

**Pickering:** Yes. It's a fearful strain. I rather fancied myself because I can pronounce twenty-four distinct vowel sounds; but your hundred and thirty beat me. I cant hear a bit of difference between most of them.

**Higgins:** (chuckling, and going over to the piano to eat sweets): Oh, that comes with practice. You hear no difference first; but you keep on listening, and presently you find theyre all as different as A from B. (Mrs Pearce looks in; she is Higgins's housekeeper). What's the matter?

**Mrs Pearce:** (hesitating, evidently perplexed): A young woman wants to see you, sir.

**Higgins:** A young woman? What does she want?

**Mrs Pearce:** Well, sir, she says youll be glad to see her when you know what she's come about. She's quite a common girl, sir. Very common, indeed. I should have sent her away, only I thought perhaps you wanted her to talk onto your machines. I hope Ive not done wrong; but really you see such queer people sometimes – youll excuse me. I'm sure, sir –

**Higgins:** Oh, thats all right, Mrs Pearce. Has she an interesting accent?

**Mrs Pearce:** Oh, something dreadful, sir, really. I dont know how you can take an interest in it.

**Higgins** (to Pickering): Lets have her up. Show her up, Mrs Pearce (he rushes across to his working table and picks out a cylinder to use on the phonograph).

**Mrs Pearce** (only half resigned to it): Very well, sir. It's for you to say. (She goes downstairs).

**Higgins:** This is rather a bit of luck. I'll show you how I make records. We'll set her talking; and I'll take it down first in Bell's visible Speech, then in broad Romanic, and then we'll get her on the phonograph so that you can turn her on as often as you like with the written transcript before you.

**Mrs Pearce** (returning): This is the young woman, sir.

### **Comprehension Check**

1. Which ability of Professor Higgins greatly impresses Pickering?
2. Why is Higgins so anxious to meet the common girl?
3. What does he want to do?

**15.2. LISTEN TO EXTRACT 2.** While you listen note down the ways in which Higgins teases the girl in the course of the conversation.

### **Comprehension Check**

1. Describe the attitude of Higgins, Pickering and Mrs Pearce to Liza.
2. At first Higgins is disappointed when he realizes who the girl is. Why? How and why does his interest to her revive?
3. What does Liza want?
4. How does she work out the price for the lessons?
5. How does Higgins calculate that this is ‘the biggest offer (he) ever had’?
6. What is Liza’s reaction to this calculation?
7. Why does Higgins point out the difference between her handkerchief and her sleeve?
8. Why does Pickering laugh when Liza snatches the silk handkerchief from Mrs Pearce?
9. What is the precise nature of the bet?

### **15.3. LISTEN TO EXTRACT 3.**

#### **CHARACTERS:**

**Mrs Higgins:** Professor Higgins’s mother, a kind and wise lady

**Mrs Eynsford-Hill:** Mrs Higgins’s high-society friend

**Freddy Eynsford-Hill:** her son, in his early twenties

**Clara Eynsford-Hill:** sister to Freddy

**Professor Higgins**

**Colonel Pickering**

**Eliza Doolittle**

## SUPPLEMENT. TEXTS FOR LISTENING

### Text One. How to Avoid Travelling

(by George Mikes)

Travel is the name of a modern disease which became rampant in the mid-fifties and it is still spreading. The disease is carried by a germ called prosperity. Its symptoms are easily recognizable. The patient grows restless in the early spring and starts rushing from one travel agent to another collecting useless information about places he does not intend to visit; then he, or usually she, will do a round of tailor's, summer sales, sport shops and spend three and a half times as much as he or she can afford; finally, in August, the patient will board a plane, train, coach or car and proceed to foreign parts along with thousands of fellow-sufferers not because he is interested in or attracted by the place he is bound for, nor because he can afford to go, but simply because he cannot afford not to. The disease is highly infectious. Nowadays you catch foreign travel rather as you caught influenza in the twenties, only more so.

The result is that in summer months everybody is on the move. In Positano you hear no Italian but only German (for England is not the only victim of the disease). In some French parts you cannot get along unless you speak American.

What is the aim of all this travelling? Each nationality has its own and different one. The Americans want to take photographs of themselves in: a) Trafalgar Square with the pigeons; b) in St. Mark's Square, Venice, with the pigeons, and c) in front of the Arc de Triomphe, in Paris, without pigeons. The idea is simply to collect documentary proof that they have been there. The German travels to check up on his guide-books: when he sees that the Leaning Tower is in its appointed place in Piza and is leaning at the promised angle – he ticks those things off in his guide-book and returns home with the gratifying feeling that he has not been swindled.

But why do the English travel? Firstly, because their neighbour does and they have caught the bug from him. Secondly, they used to be taught that travel broadens the mind and although they have by now discovered the sad truth that whatever travel may do to the mind, Swiss or German food certainly broadens other parts of the body, the old notion still lingers on. But lastly – and perhaps mainly – they travel to avoid foreigners. Here, in our cosmopolitan England, one is always exposed to the danger of meeting all sorts of peculiar aliens. Not so on

one's journeys in Europe, if one manages things intelligently. I know many English people who travel in groups, stay in hotels where even the staff is English, eat roast beef and Yorkshire pudding on Sundays and Welsh Rarebit and steak-and-kidney pie on weekdays, all over Europe. The main aim of the Englishman abroad is to meet people, I mean, of course, nice English people from next door or from the next street. Normally one avoids one's neighbour. If you meet your next door neighbour in the High Street or at your front door you pretend not to see him or, at best, nod coolly: but if you meet him in Capri or Granada, you embrace him fondly and stand him a drink or two, and you may even discover that he is quite a nice chap after all and both of you might just as well have stayed at home.

All this, however, refers to travelling for the general public. If you want to avoid giving the unfortunate impression that you belong to the lower-middle class, you must learn the elementary snobbery of travelling:

1) avoid any place frequented by others. Declare: all the hotels are full, one cannot get in anywhere. (No one will ever remark: hotels are full of people who actually managed to get in).

2) carry this a stage further and try to avoid all places interesting enough to attract other people – or, as others prefer to put it – you must get off the beaten track. In practice this means that in Italy you avoid Venice and Florence but visit a few filthy-stricken villages no one has ever heard of; and if your misfortune does take you to Florence, you avoid the Uffizi Gallery and refuse to look at Michelangelo's "David". You visit, instead, a dirty little pub on the outskirts.

3) The main problem is, of course, where to go? This is not an easy question. There is a small international lot that leads the fashion and you must watch them. Some years ago they discovered Capri, but now Capri is teeming with rich German and English businessmen, so you can't go near the place. Majorca was next on the list, but Majorca has become quite ridiculous in the last few years: it is now an odd mixture of Munich and Oxford Street, and has nothing to offer (because, needless to say, beauty and sunshine do not count). At the moment I may recommend Tangier; Rhodes is fairly safe too. The year after that, who knows, Capri may be tried again.

Remember: travel is supposed to make you sophisticated.

When buying your souvenirs and later when most casually – you must practice how to be casual – you refer to any foreign food, you should speak of



these things in the vernacular. Even fried chicken sounds rather romantic when you speak of Backhendl.

It is possible, however, that the mania for travelling is declining. I wonder if a Roman friend of mine is simply an eccentric or the forerunner of a new era in snobbery.

“I no longer travel at all”, he told me. “I stay here because I want to meet my friends from all over the world.”

“What exactly do you mean?” I asked.

“It is simple”, he explained. “Whenever I go to London, my friend Smith is sure to be in Tokyo and Brown in Sicily. If I go to Paris, Dupont is sure to be in London and Lebrun in Madagascar. And so on. But if I stay in Rome, all my friends are absolutely sure to turn up at one time or another. The world means people to me. I stay here because I want to see the world.”

And he added after a short pause: “Besides, staying at home broadens the mind.”

## **Text Two. HOW TO BE YOUR BEST (from J. Weider’s “Shape)**

I love my work and I hope you do too. Some of you may be figuring out how to find time to do the cooking, the cleaning, the upbringing of your kids, and all the while being a companion to your husband. It seems impossible to play all these roles well and have any time left over to be yourself.

Setting priorities can be a difficult task. For me, my family is the first priority, they’re always number one on my list. But finding time for myself poses a problem. I solved it by getting up early. The most important advice I can give you, as one working woman to another is: save some time for yourself each day. Be a little selfish – do something to pamper yourself.

Remember, your future happiness lies in being emotionally and physically fit enough to meet the difficulties of today’s hectic lifestyle. Your dreams can come true if you believe in them and work towards them. But make no mistake about it, work is the key to success in anything that you want to do well – there is no substitute for hard work. And the road to success is always easier if you get and stay fit.

The first thing is independence. It's the feeling that your life is under control and not at the mercy of a job, a boss or a husband or anything else.

The second factor is harmony. In other words, you have strong positive relationships at home, at work and in the community. You feel in tune with your surroundings.

Next comes perspective. Having perspective means that you can see the "bigger picture" of your life – where you're going and where you've been, so that today takes on a special significance.

The final factor is simply called tone. Tone is how you feel about your body, your physical well-being and appearance.

Doctors say we shall live longer if we

1. love our job;
2. keep our ideal weight;
3. know the methods to reduce stress;
4. do not smoke;
5. get enough sleep;
6. engage in regular physical activity;
7. are aware of blood pressure;
8. follow sensible eating habits;
9. have a good social support system;
10. keep a positive mental attitude.

You have a million details to take care of. A well-rounded, healthy lifestyle with lots of support and a balance between work and rest will reduce the risk of nervous breakdown.

Let's take a look at the ideal woman. She has a successful career, yet when she arrives home from the office, she's never too tired to spend time with her adorable children and wonderful husband. She is a great cook and her house is spotless. She exercises every day and no matter how busy she is, the super-woman takes time to dress fashionably, apply her make-up perfectly and enjoy an expensive perfume.

I want you to feel like this forever: energetic, exciting, radiant.

### **Text Three. Dicing with Death and Living with Statistics (By Ruth Jemmet )**

Every day is fraught with danger. You wake in the morning, rush to the window and take a deep breath. Don't! Hasn't anyone told you about the air being polluted with lead from petrol? Next you go to the bathroom. After touching the lavatory handle, your innocent-looking hands are covered in bacteria, which even a good wash won't entirely remove. You sigh and get dressed. Good heavens! Didn't you realize that all that nylon won't let your skin breathe?

With a rash beginning to appear on your skin, you make your way to the kitchen for breakfast. Eating must be good for you, mustn't it? Of course, it is, provided you don't have tea or coffee, which is bad for your heart, or a good English fry-up, which will fill your stomach with cholesterol-building fat.

Depressed – not to mention hungry – you go to clean your teeth. Put down that nylon toothbrush and once! It will ruin your gums. Do you have the courage to weigh yourself? Horrors! You're at least half a stone overweight, which is sure to help to send you to an early grave.

Hesitating, you make your way to the car, knowing that (according to statistics) there's good chance that either you or your nearest and dearest will be involved in an accident sometime during your life. After a heart-thumping journey you reach work.

Filled with relief you get into the lift. Get out at once and race up those stairs, unless you want a heart attack tomorrow.

Panting, you reach the office, where you collapse into a chair. The cleaner has just left, leaving an aerosol's delightful aroma floating in the air. You inhale deeply, enjoying the sweet fragrance. Danger! Breathing in the substance will ruin your lungs (not to mention our atmosphere, if we are to believe the experts.)

With trembling hands you light a cigarette to calm your nerves. A what? How dare you? In comes your colleague, Ms Brown, all ready for a busy day, blond hair and make-up in place. Do you think she's heard about the cancer scare concerning hair dyes and eye-liners?

At last lunch-time comes. You join your mates in the local for a sandwich. White bread, eh? You have "just one more drink", which helps you on your way to liver failure, and you return to the office. You spend the afternoon fighting a battle with high blood pressure and chronic indigestion (or is it your heart at last?) and give a sigh of relief as 5.30 arrives.

What a jam on the by-pass tonight! It gets your fingers tapping on the steering wheel, doesn't? You look in the driving mirror and see a large vein throbbing up and down on your forehead. It throbs even faster as you suddenly remember that article you were reading about strokes.

A nervous wreck, you reach home. You crawl up the path and fall into your wife's protective arms. She won't last much longer, of course. She's inhaled a large amount of washing powder and a great number of chemicals from aerosol sprays.

But do not fear, civilization is here. Are we really that much happier in our modern technological world with all its new-found knowledge than our ancestors who knew nothing of these things? Is it any surprise that there were no analysts or psychiatrists in any century before ours? I'm sure they didn't need any.

### **Text Four. Cardiff**

**Text A.** Cardiff is the capital and the largest city of Wales, and it is also the country's main economic and cultural centre. It is situated on the southeast coast of Wales, and three rivers – the Taff, the Ely and the Rhymney – flow through it into the Bristol Channel.

A large area of parkland lies near the centre of Cardiff, and many of the city's major commercial buildings are found round Cathays Park. The Civic Centre is also situated here, and this includes the Law Courts, the National Museum of Wales and the University College. Nearby there are many fashionable shops and modern hotels, and Cardiff Castle, which was built in 1090. Factories in Cardiff produce parts for cars, chemicals, electronic equipment, engineering products, processed food and tobacco. Modern rail and road communications link Cardiff with the rest of Great Britain, and an airport lies outside the edge of the city.

In about AD 75, Roman soldiers built a fort on the site of what is now Cardiff – the name itself means "fort on the Taff". Normans settled the area around 1050, building the Castle, and a walled town grew up around. By the early 1800's it was still a small town. Then, when Wales became a major centre of coal mining and iron and steel production, Cardiff served as the shipping centre for those products and grew rapidly. By 1890 it had become known as the "Coal Metropolis of the World", but the industry declined after the First World War.

Since the mid-1940's Cardiff has grown steadily as the administrative and commercial centre of Wales. Its current population is approximately 300,000.

**Text B.** Wales has reputation for giving its guests a warm welcome, and nowhere is this more true than in Cardiff, which has all the advantages of a capital city together with the friendly atmosphere that is rarely found elsewhere. Cardiff is a city of contrasts. The Castle, with 1900 years of history, stands alongside a modern shopping centre and one of the world's great civic centres. Hundreds of acres of beautiful parkland reach into the very heart of the city. Castles abound in around Cardiff – a reminder that for centuries this was turbulent frontier land.

Mountains and beaches are only a short drive from this community with all the facilities you could want – good shopping, excellent restaurants, live theatre, art galleries, night clubs, great sporting occasions. It combines the bright lights of the big city with the warmth and personality of a small town, making it an ideal place to live and work in. You'll find it an exciting place to visit and a most enjoyable and rewarding place to move to.

### **Text Five. How to Plan a Town (from "How to Be an Alien" by G. Mikes)**

Britain, far from being a 'decadent democracy', is a Spartan country. This is mainly due to the British way of building, which dispenses with the reasonable comfort enjoyed by all the other weak and effeminate peoples of the world.

Medieval warriors wore steel breast-plates and leggings not only for defence but also to keep their fighting spirit; priests of the Middle Ages tortured their bodies with hair-shirts; Indian jogis take their daily nap lying on a carpet of nails to remain fit. The English plan their towns in such a way that these replace the discomfort of breast-plates, hair-shirts and nail-carpets.

On the Continent doctors, lawyers, booksellers – just to mention a few examples – are sprinkled all over the city, so you can call on a good or at least an expensive doctor in any district. In England the idea is that it is the address that makes the man. Doctors in London are crowded in Harley Street, solicitors in Lincoln Inn Fields, ... theatres around Piccadilly Circus, etc. If you have a chance of replanning London you can greatly improve on this idea. All greengrocers

should be placed in Hornsey Lane (№6), all butchers in Mile End (E1), and all gentlemen's conveniences in Bloomsbury (WC).

Now I should like to give you practical advice on how to build an English town. You must understand that an English town is a vast conspiracy to mislead foreigners. You have to use century-old little practices and tricks.

1. First of all, never build a street straight. The English love privacy and do not want to see one end of the street from the other end. Make sudden curves in the streets and build them S-shaped too; the letters L, T, V, Y, W and O are also becoming increasingly popular. ... it would be an ingenious compliment to the Russians to favour the shape Я...

2. Never build the houses of the same street in a straight line. The British have always been a freedom-loving race and the 'freedom to build a muddle' is one of their most ancient civic rights.

3. Now there are further camouflage possibilities in the numbering the houses. Primitive continental races put even numbers on one side, odd numbers on the other, and you always know that small numbers start from the north or west. In England you have this system, too; but you may start numbering your houses at one end, go up to a certain number on the same side, then continue on the other side, going back in the opposite direction. You may leave out some numbers if you are superstitious.

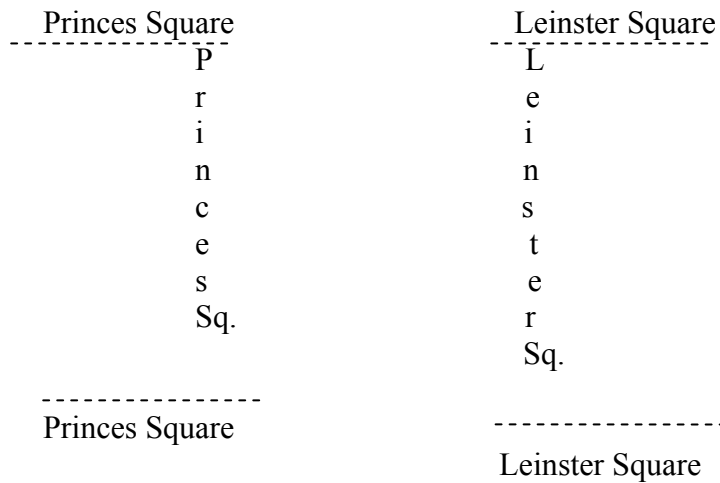
But this is far from the end. Many people refuse to have numbers altogether, and they choose names. It is very pleasant, for instance, to find a street with three hundred and fifty totally similar bungalows and look for "The Bungalow". Or search for "Seven Oaks" and find a house with three apple-trees.

4. Give a different name to the street whenever it bends, but if the curve is so sharp that it really makes two different streets, you may keep the same name.

5. As some cute foreigners would be able to learn their way about even under such circumstances, some further precautions are necessary. Call streets by various names: street, road, place, mews, crescent, avenue, lane, way, grove, park, alley, arch, path, walk, Broadway, promenade, gate, terrace, vale, hill, etc.

6. Street names should be painted clearly and distinctly on large boards. Then hide these boards carefully. Place them too high or too low, in shadow and darkness, upside down and inside out, or, even better, lock them up in a safe in your bank, otherwise they may give people some indication about the names of the streets.

7. In order to break down the foreigner's last vestige of resistance and shatter his morale, one further trick is advisable: introduce the system of squares – real squares, I mean – which run into four streets like this:



With this simple device it is possible to build a street of which the two sides have different names.

P.S. – I have been told that my above-described theory is all wrong and is only due to my Central European conceit, because the English do not care for the opinion of foreigners. In every other country, it has been explained, people just build streets and towns following their own common sense. England is the only country of the world where there is a Ministry of Town and Country Planning. That is the real reason for the muddle.

### **Text Six. Eating Out**

Eating out? London offers something for everyone, rich or poor. For the one who also wants a little style, London offers a big choice. In London's top restaurants one pays not just for the food, but also for the bands, the show and the name. They are famous for superb French and English cuisine and must be treated with respect – you may be asked to observe the dress-code. You must also be rich enough not to worry about the bill.

For the working Londoner many cheap cafes offer the same monotonous menus of 'meat and two veg', 'fish and chips', 'beans on toast'. In the busy main streets American-style fried chicken and hamburger bars are highly popular.

In the City there are many lunch places. A fixed menu of three courses there may cost less than at one of the greater establishments. Extremely popular

with the office personnel, who may have ‘luncheon vouchers’ from the employer, they provide the main meal of the day to many regulars. The food can be unexcitingly English: steak-and-kidney pie, spotted dick, roly-poly pudding and custard. But at least the service is quick and the bill modest.

There are now hundreds of fast food restaurants in Great Britain. They all serve the same food. Everywhere people eat the same hamburger (cheeseburger, fishburger), chips (fries), apple pie. And they drink the same drinks: coffee, cola, orange drink or thick milk shakes.

There are several foreign food centres in the West End that sell dishes peculiar to their countries. The Norwegian Centre serves a particularly good lunch of smoked fish. The Ceylon Tea Centre also has an excellent restaurant, specializing in serving many different varieties of Ceylon teas.

The foodshops cover most national specialties and offer some very unusual foods as well. The selection of English and French cheeses is enormous, the variety of game, fish and poultry is endless, and in the fruit and vegetable department you can buy exotic fruits, or strawberries out of season. Some specialize in tinned and bottled foods from all over the world, and also have a mouth-watering selection of sweets and chocolates.

The English pub is a unique institution – it is a home from home. A long tradition stands behind the British pub (‘pub’ is short for ‘public house’). In earlier times Britons met in pubs to talk politics, strike a bargain or prepare for wars. Now the pub serves many useful purposes. First, it is neutral ground, a place where you can entertain a friend. Also it is a place that is easy to leave, without all the formalities of a home visit. Secondly, the pub is classless, people of different social levels visit it. Surprisingly, many pubs in the middle of London have delightful gardens, attractive courtyards or tables outside where one can enjoy some fresh air. The pub may be decorated with old clocks, copper and frosted windows and have pleasant furnishings. Every pub has a name and a sign outside the door with the name on it.

The pub garden is one of the ways that enables the Englishman to take children to a pub at lunchtime, and while they tuck in to a plate of shepherd’s pie or bangers and mash, the father can sip that much needed pint of beer.



## **Text Seven. Admission Procedures**

Students are admitted to British Universities largely on the basis of their performance in the examinations for the General Certificate of Education at ordinary and advanced levels. The selection procedure is rather complicated.

A student who wants to go to University usually applies for admission before he takes his Advanced exams. First of all, he must write to the Universities Central Council on Admission (UCCA) and they send him a form which he has to complete. On this form he has to write the names of 6 universities in order of preference. He may put down only 2 or 3 names, stating that if not accepted by these universities he could be willing to go to any other. This form, together with an account of his out-of-class activities and 2 references, one of which must be from the head-teacher of his school, is then sent back to the UCCA.

The UCCA sends photocopies of the form to the universities concerned. Each applicant is first considered by the university admission board. In some cases the board sends the applicant a refusal. This may happen, for example, if the board receives a form in which their university is the applicant's sixth choice and the university already has many candidates. If there are no reasons for immediate refusal, the university admission officer passes the candidate's papers on to the academic department concerned. One or two members of the department will then look at the candidate's application: see what he says about himself, look at his marks at the Ordinary Level examinations, see what his head-teacher and the other referee say about him. On the basis of this, the department may make the candidate an offer (either a definite or a conditional one) or send him a definite rejection.

As a rule the department makes a conditional offer. This means that the candidate will be accepted by the university if he fulfills the requirements stated in the offer. In his turn, the student may accept the offer conditionally.

When the Advanced Level examination results come out in August, the university admission department sees whether the candidate has fulfilled his conditions and, if he has, sends him a definite offer. The candidate must accept or refuse within 72 hours.

## **Text Eight. Into the Gap** **(If Mum Could See me Now!)**

An increasing number of school-leavers in Britain take a gap-year between school and university. For young people this is a chance for adventure, travel and community service. It is also a chance to develop confidence, maturity and initiative. A gap-year can take many forms.

**Simon Hapner** went on a solo expedition across Africa and was walking along a dirty road when an elephant burst out of the bush and charged. Instinctively, the 19-year old stood his ground. The tactic worked and the elephant halted in a cloud of dust. Gosh, if Mum could see me now.

**Alice Elison**, 18, worked in a shelter for the homeless in Washington, DC, USA. One morning Alice was put in charge of making the evening meal for 1,400 people. Oh, Mother!

**Rachel Kundra** went to teach in Mexico only to find that her classroom was nothing more than a pile of bricks. The 18-year-old Londoner promptly organized a construction programme. Hour after hour in the heat, she stood in a chain of mothers and children, passing bricks to the fathers who built her classroom.

**Guy Walker** spent his year at London's Heathrow Airport. Terminal Two had to prepare for its busiest summer ever, and the 18-year-old Guy was asked to devise and present to senior managers a detailed plan to ensure that the crowds flowed smoothly. The scheme was approved and he put it into effect. He even designed the signposting.

Gap-year adventures arrive at college wiser and more positive. They go to university with a greater sense of purpose of what they want to achieve and they get used to being independent and living on a tight budget. In principle, universities are very much in favour of gap-years but there are two provisos. First, gap-years are not recommended for students reading maths, where continuity of study is particularly important. Second, a gap-year must be carefully planned. It is very easy to waste the year and drift through it to delay tough decisions about the future.

Fortunately, there are numerous organizations helping school-leavers to make good use of their gap-year. They aim to fire young people with enthusiasm for careers in industry by providing challenging work experience. Guy Walker, for instance, got his Heathrow job through such a scheme.

Other organizations help young people find work and adventure abroad. They offer a range of jobs from caring for the blind in Warsaw to working on Australian sheep stations. One organization runs expeditions to remote parts of the globe. Selection is tough, however, and many applicants have to raise their own funds.

There are dangers, of course, but despite tummy upsets, homesickness, loneliness and anxious moments, the gap-year is a character-shaping experience.

### **Text Nine. Life at College and University**

The academic year in Britain's Universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

Good A-Level results in at least two subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

British universities differ greatly from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take the Master's Degree and then the Doctor's Degree. Research is an important feature of university work.

The two intellectual eyes of Great Britain – Oxford and Cambridge Universities – date from the 12<sup>th</sup> and 13<sup>th</sup> centuries.

In the 19<sup>th</sup> and the early part of the 20<sup>th</sup> centuries the so-called Redbrick universities were founded. These include London, Leeds, Manchester, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some twenty new universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the Government set up thirty Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject.

Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking or hairdressing, full-time or part-time. Further Education colleges have strong ties with commerce and industry.

There is an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who 'attend' lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or industry.

### **Text Ten. National Sports**

Many kinds of sport originated from England. The English have a proverb "All work and no play makes Jack a dull boy". They do not think that play is more important than work; they think that Jack will do his work better if he plays as well, so he is encouraged to do both. Association football, or soccer is one of the most popular games in the British Isles played from late August until the beginning of May. In summer the English national sport is cricket. When the English say: 'That's not cricket' it means 'that's not fair'; 'to play the game' means 'to be fair'.

Golf is Scotland's chief contribution to British sport. It is worth noting here an interesting feature of sporting life in Britain, namely, its frequently close connection with social class of the players or spectators except where a game may be said to be a 'national sport'. This is the case with cricket in England which is played and watched by all classes. This is true of golf, which is everywhere in the British Isles a middle-class activity. Rugby Union, the amateur variety of Rugby football, is the Welsh national sport played by all sections of society, whereas, elsewhere, it too is a game for the middle class. Association

football is a working-class sport as are boxing, wrestling, snooker, darts and dog-racing. As far as fishing is concerned, it is, apart from being the most popular British sport (from the angle of the number of active participants), a sport where what is caught determines the class of a fisherman. If it is salmon or trout, it is upper-class, but if it is the sort of fish found in canals, ponds or the sea, then the angler is almost sure to be working-class.

Walking and swimming are the two most popular sporting activities, being almost equally undertaken by men and women. Snooker (billiards), pool and darts are the next most popular sports among men. Aerobics (keep-fit-exercises) and joga, squash and cycling are among the sports where participation has been increasing in recent years.

There are several places in Britain associated with a particular kind of sport. One of them is Wimbledon – a suburb to the south of London where the All-England Lawn Tennis Championships are held in July (since 1887). The finals of the tournament are played on the Centre Court. Another one is Wembley – a stadium in north London where international football matches, the Cup Finals and other events have taken place since 1923. It can hold over 100,000 spectators. The Third one is Derby. The most famous flat race in the English racing calendar is run at Epsom near London since 1780.

### **Text Eleven. How to Avoid Winter Sports (from “Switzerland for Beginners” by G. Mikes)**

Whenever I go to Switzerland in winter, my chief problem is how to avoid winter sports. It is not an easy task. Dangers lurk in every corner. In November or so, the whole country is transformed into one vast – well, not so terribly vast – ski-run, and few of your very kind and hospitable Swiss friends seem able to grasp that your main purpose in life is not to run down a mountain slope at fifty miles an hour as if you were a sixty-horse-power motor-car with faulty brakes.

The railways cease to carry any other goods but skis; and the countryside is transformed into a white infinity, broken only by ski-lifts, carrying small, blue figures and their equipment. Whoever is not actually skiing, has just finished skiing, or is just about to go skiing – and that applies to the ski-lift operator, the railway conductor, the waiter in your hotel, and also the that elderly chambermaid who you thought could hardly walk. You were right. She can hardly

walk, but he can ski. ‘Skiing’ nowadays does not mean – at least for a large number of people – just skiing in the old sense of the word, but the long, endless, exhausting run from valley to valley. I suppose this is one of those modern virility tests.

Those few people who are not skiing are busy skating, tobogganing, mountaineering, curling, or are out on a run of ski-joring.

If I am so keen to avoid winter sports, the reader might – not unreasonably – ask, why do I go to Switzerland in winter? The first answer is that I usually have some other business to attend to; secondly, I love Switzerland in the winter, just as in any other season; thirdly, I am addicted to my own private winter sport – that is: avoiding skiing. Believe me, it needs much more determination and skill not to ski in Switzerland than to indulge in it.

My aversion to skiing is purely personal. I am not too much of a duffer in sports that depend largely on one’s hands (such as tennis, golf, boxing, or preferably darts, table-tennis and billiards) but I am utterly and ridiculously hopeless in all sports in which you have to rely on your feet. Ever since my earliest youth I have been at war with my feet – and my feet have always won. They have defeated me regularly. For eleven years I went skating; one day my younger brother joined me and I was deeply moved to see that after one single afternoon’s practice he was a much better skater than I after eleven years. That was the end of my career on ice.

Or rather the end of it, with the exception of curling. Curling is game the Swiss play as a breather between giant slalom and a round on skates, or whenever they can spare a little time between tobogganing and joring. The game consists of pushing two metal hot-water bottles about on the ice – a pastime which rather suits my skill and temperament. Further than that I am not prepared to go.

Being unable to do something myself has never deterred me from giving advice and instruction to others, so I shall now tell you what you are to do if you are still determined to ski.

(1) First of all, you must join a ski school. If you are a beginner, the teacher will convince you in the first lessons that, however long you live, never in your life will you be able to learn how to ski. If you are a more advanced pupil, the first lessons will recall and confirm these early impressions. You will be ordered to make clumsy and undignified motions which you could perform with ease and grace if your skis were not in your way; yet you are not allowed to take them off. Further, whenever you look round, you will meet maliciously amused

eyes of people like me – who watch from the windows of a comfortable hotel lounge or a well-heated car and derive great entertainment from your sufferings. Do not be put off by all this. In a few days you will be surprised to see that you have made great progress and are ready for further suffering and vicissitudes.

(2) Every day you must do some shopping. As most people – whether in Switzerland in winter, or at summer sales in Knightsbridge – prefer, at the bottom of their hearts, shopping to skiing. I have never met a skier who had all he (or, even more often, she) needed and who did not dash out to buy various items at least twice a day. One either needs different boots, or another pullover, thinner or thicker gloves, a wind-proof jacket, a pair of ear-flaps, or at least a pair of new sunglasses.

(3) After a few days, when the beginner can already move, you must decide what sort of skiing you want to do. You will probably take a train, a funicular or a ski-lift to reach one peak or another. You may reach the first peak by bus (three francs), the second by funicular (five francs), the third by cog-wheeled railway (six francs), the fourth by ski-lift (eight franc), the fifth by cable railway (ten francs). Some times there is a sixth peak, too; they shoot you up there by cannon at the modest price of twelve francs. (Half of the fare returnable if you do not arrive in one piece).

(4) The dangers, however, should not be overestimated. Before writing this, I met a Swiss friend, a passionate skier, whose brother is a doctor, and I asked him about the dangers of skiing. ‘It is nonsense to call skiing dangerous,’ he said. ‘Only an infinitesimal proportion of people go to grief and the great majority have no trouble whatever. Nevertheless,’ he added thoughtfully, ‘Swiss doctors are apt to complain. They are always busier in the winter than they would like to be and that, unfortunately, interferes with their skiing.’

Always carry money in your ski pants.

An English friend of mine broke his leg on a fast slope and although many people passed by, they were running so fast that no one noticed him. At last a girl, a beginner, appeared on the scene, promised to send help and she did. A Swiss gentleman appeared, after a further half hour, with a sleigh. He took out a notebook – my friend still lying in the snow, with a broken leg – and asked him his name, nationality, which hotel he was staying in, etc, and put everything down in a little book, Then he said:’ A hundred francs, please.’

My friend paid up, upon which he was placed on the sleigh and taken to hospital, with great skill and efficiency.

(5) If you are really good, soon nothing will be steep, long and fast enough for you. You need not despair. There is always ski-joring, a sport which has taken enormous strides in the last decade. People on skis used to be pulled by horses across the ice, then by jeeps and lorries. Even this, however, was soon found dull. So now the plane runs on the ice and you hang on behind (should it take off, do not forget to let go of the ropes).

### **Text Twelve. The Beauty of Britain (By J.B. Priestley )**

We live in one of the most beautiful islands in the world. This is a fact we are always forgetting. When beautiful islands are mentioned we think of Trinidad and Tahiti. These are fine, romantic places, but they are not really as exquisitely beautiful as our own Britain. Before the mines and factories came, and long before we went from bad to worse with our arterial roads and petrol stations and horrible brick bungalows, this country must have been an enchantment. Even now, after we have been busy for so long flinging mud at this fair pale face, the enchantment still remains. Sometimes I doubt if we deserve to possess it. There can be few parts of the world in which commercial greed and public indifference have combined to do more damage than they have here. The process continues. It is still too often assumed that any enterprising fellow after quick profits has a perfect right to destroy a loveliness that is the heritage of the whole community.

The beauty of our country is as hard to define as it is easy to enjoy. Remembering other and larger countries we see at once that one of its charms is that it is immensely varied within a small compass. We have here no vast mountain ranges, no illimitable plains. But we have superb variety. A great deal of everything is packed into little space. I suspect that we are always faintly conscious of the fact that this is a smallish island, with the sea always round the corner. We know that everything has to be neatly packed into a small space. Nature, we feel, has carefully adjusted things – mountains, plains, rivers, lakes – to the scale of the island itself. A mountain 12,000 feet high would be a horrible monster here, as wrong as a plain 400 miles long, a river as broad as the Mississippi. Though the geographical features of this island are comparatively small,



and there is astonishing variety almost everywhere, that does not mean that our mountains are not mountains, our plains are not plains.

Our children and their children after them must live in a beautiful country. It must be a country happily compromising between Nature and Man, blending what was best worth retaining from the past with what best represents the spirit of our age, a country rich in noble towns as it is in trees, birds and wild flowers.

### **Text Thirteen. Travelling by Train in Britain**

Today it is very easy to travel from one place to another. But for thousands of years people had to walk or travel in horse-drawn vehicles.

The first trains, like the first buses, were drawn by horses, but they were not passenger-trains. They were used in mines and factories to carry materials from one place to another. The first steam train, too, was used in iron-works in South Wales in 1804.

The first passenger railway in England – and in the world – was the Liverpool and Manchester Railway. In 1829 this company offered a prize of 500 pounds for the best steam train. The prize was won by George Stephenson, with his famous train, the Rocket. It could travel at 29 miles per hour, which was very fast at that time!

Lots of people were afraid of the railways when they first began, and tried to stop them being built. People were afraid of accidents, farmers would not let the rail laid on their land because they said that the trains would make their domestic animals ill. But the rails were laid and, in 1842, people had to accept them. Why? Because Queen Victoria, herself, travelled in a train from Slough to Paddington.

One of the first things a foreigner notices about British railways is the platforms. They are higher than in most parts of the world. The platform is almost on a level with the floor of the carriages. You do not, therefore, have to climb up into a railway carriage in Britain. This makes it a little easier to get in and out of the carriage with your luggage.

The trains that go to and from London are very crowded at the times when people are travelling to work each day. There are cheap tickets after a certain time of the day, usually about 9.30 when everyone has gone to work. These are called cheap day return tickets.

On many fast trains to London there is a dining-car. On others there is a buffet at which it is possible to buy snacks and drinks. Sometimes a waiter from the dining-car brings cups of coffee to the passengers.

There are only two classes in Britain – first and second. A first-class ticket costs 50% more than a second-class ticket. On long journeys there is a ticket inspector to see if every passenger has the right ticket and is not travelling in the wrong class.

In England train passengers seldom converse with their fellow-travellers even on a long journey – this is more a national custom than a matter of etiquette.

When the passenger reaches the end of his journey and leaves the train, he has to give his ticket to the ticket collector at the exit before he can leave the station. If he has luggage and wants someone to carry it for him to a waiting car or taxi, he must ask a porter. The porter does not make a charge for this service, but he expects a tip.

### **Text Fourteen. Commuters** **(from “Cities Fit to Live in” by Barrie Sherman)**

People do not travel for pleasure on the roads and trains leading into cities on weekday mornings; they are commuting. Commuters represent the antithesis of Robert Louis Stevenson’s view of travelling that “For my part, I travel not to go anywhere, but to go. I travel for travel’s sake”. Commuters travel because they have to; the destination is the only thing that matters.

Commuting is modern. Up until 1950s most workers lived in the shadow of their workplace and within earshot of its whistle or hooter; people walked or cycled to work, even going home for their lunch. As cities grow and as the pressure on city centre property increases, so more people have to move further away from their place of work. The suburbs grow and this results in the horrendous rush hours, many of which tail back to the suburbs themselves. To ease the commuter congestion city government build new roads, especially ring roads, but these generate more traffic, adding to the traffic jams and bad health. San Francisco introduced BART (Bay Area Rapid Transit) to take the pressure off its roads, but after an initial positive response the scheme was overtaken by the sheer magnitude of commuter growth.

Trains and subway systems are little better. In Tokyo “pushers” are employed to squeeze commuters into carriages; in London and New York the underground systems are near capacity and unpleasant to ride. In Paris petty crime on the metro is rife. In Soweto the trains are so crowded that commuters hang on to the outside of the “black only” trains. The associated health hazards are rivaled by those caused by traffic accidents and the stress-related diseases created by the tension in all forms of commuting.

The bigger the city, the larger the daily commuting public and the longer the distances travelled. Many commuters see neither their house, nor their children in daylight for almost 6 months of the year. In a large city like London the average daily time spent commuting to and from work is almost 2 hours. As a working day is 8 hours or less, this means that the average commuter really “works” in excess of a six day week. Cities which try to alleviate the lot of the commuter are those which are most worth living in, but it is a hard and uphill task to do anything constructive. Special “Kiss and Ride” metro stations surround Washington, but are as little used as the “Ride-on” buses. People appear to prefer the traffic jams on the Beltway.

Although most people dislike the unpleasant “dead time” of commuting, some people turn it to their advantage. J.M. Keynes wrote his “General Theory” en route from London to Cambridge, and there are classes in French, business studies, bridge and chess (among other topics) on commuter trains to London main-line stations. Other people, especially those who can afford the comfort of the first-class tickets, catch up on their reading, do the preparation for the day’s work, use their computers or the train telephones, or listen to music. Others take the view that commuting should make you fit. They walk, run, cycle, row, sail, skate and skate-board into work.

## **Text Fifteen. Extracts from “PYGMALION” by G.B. Shaw**

### **Extract 2**

**Higgins:** (brusquely, recognizing Eliza with unconcealed disappointment, and at once, baby-like, making an intolerable, grievance of it) Why, this is the girl I jotted down last night. She’s no use: I’ve got all the records I want of the Lisson Grove lingo; and I’m not going to waste another cylinder on it. (To the girl) Be off with you: I don’t want you.

**The Flower girl:** Don't you be so saucy. You aint heard what I come for yet. (To Mrs Pearce who is waiting at the door for further instructions) Did you tell him I come in a taxi?

**Mrs Pearce:** Nonsense, girl! What do you think a gentleman like Mr Higgins cares what you came in?

**The Flower Girl:** Oh, we are proud! He aint above giving lessons, not him: I heard him say so. Well, I aint come here to ask for any compliment; and if my money's not good enough I can go elsewhere.

**Mr Higgins:** Good enough for what?

**The Flower Girl:** Good enough for ye-oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for em too: make no mistake.

**Mr Higgins:** Well!!! (recovering his breath with a gasp) What do you expect me to say to you?

**The Flower Girl:** Well, if you was a gentleman, you might ask me to sit down, I think. Don't I tell I'm bringing you business?

**Higgins ( to Pickering);** Shall we ask this baggage to sit down, or shall we throw her out of the window?

**The Flower Girl ( running away in horror to the piano, where she turns at bay):**

Ah-oh-ow-ow-ow-oo! ( Wounded and whimpering) I wont be called a baggage when Ive offered to pay like any lady. (Motionless, the two men stare at her from the other side of the room, amused)

**Pickering (gently):**What is it you want, my girl?

**The Flower Girl:** I want to be a lady in a flower shop stead of selling at the corner of Tottenham Courd Road. But they wont take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him – not asking any favour – and he treats me as if I was dirt.

**Mrs Pearce:** How can you be such a foolish ignorant girl as to think you could afford to pay Mr Higgins?

**The Flower Girl:** Why shouldn't I? I know what lessons cost as well as you do, and I'm ready to pay.

**Higgins:** How much?

**The Flower Girl:** (coming back to him, triumphant) Now you are talking! I thought youd come off it when you saw a chance of getting back a bit of what you chucked at me last night. (confidently) You had a drop in, hadn't you?

**Higgins:** (peremptorily) Sit down!

**The Flower Girl:** Oh, if you're going to make a compliment of it –

**Higgins:** (thundering at her) Sit Down!

**Mrs Pearce:** (severely) Sit down, girl. Do as you're told. (She places the stray chair near the hearthrug between Higgins and Pickering, and stands behind it waiting for the girl to sit down).

**The Flower Girl:** Ah-ah-ah-ow-ow-oo! (She stands, half rebellious, half bewildered)

**Pickering:** (Very courteous) Won't you sit down?

**Liza:** (coolly) Don't mind if I do. (She sits down. Pickering returns to the hearthrug)

**Higgins:** What's your name?

**The Flower Girl:** Liza Doolittle.

**Higgins:** How much do you propose to pay me for the lessons?

**Liza:** Oh, I know what's right. A lady friend of mine gets French lessons for eighteen pence an hour from a real gentleman. Well, you wouldn't have the face to ask me the same for teaching me my own language as you would for French; so I won't give more than a shilling. Take it or leave it.

**Higgins:** (walking up and down the room, rattling his keys and his cash in his pockets) You now, Pickering, if you consider a shilling, not as a simple shilling, but as a percentage of this girl's income, it works out as fully equivalent to sixty or seventy guineas from a millionaire.

**Pickering:** How so?

**Higgins:** Figure it out. A millionaire has about £ 150 a day. She earns about half-a-crown.

**Liza:** (haughtily) Who told you I only...

**Higgins:** (continuing) She offers me two-fifths of her day's income for a lesson. Two-fifths of a millionaire's income for a day would be somewhere about £60. It's handsome. By George, it's enormous! It's the biggest offer I ever had.

**Liza:** (rising, terrified) Sixty pounds! What are you talking about? I never offered you sixty pounds! Where should I get...

**Higgins:** Hold your tongue.

**Liza:** (weeping) But I ain't got sixty pounds. Oh...

**Mrs Pearce:** Don't cry, you silly girl. Sit down. Nobody is going to touch your money.

**Higgins:** Somebody is going to touch you with a broomstick, if you don't stop sniveling. Sit down.

**Liza:** (obeying slowly) Ah-ah-ah ow-oo-o! One would think you was my father.

**Higgins:** If I decide to teach you, I'll be worse than two fathers to you. Here! (he offers her his silk handkerchief)

**Liza:** Whats this for?

**Higgins:** To wipe your eyes. To wipe any part of your face that feels moist. Remember: that's your handkerchief, and that's your sleeve. Don't mistake one for the other if you wish to become a lady in a shop. (Liza utterly bewildered stares helplessly at him)

**Mrs Parce:** It's no use talking to her like that, Mr Higgins: she doesn't understand you. Besides, youre quite wrong: she doesn't do it that way at all (she takes the handkerchief)

**Liza:** (snatching it) Here! You give me that handkerchief! He give it to me, not to you.

**Pickering:** (laughing) He did. I think it must be regarded as her property, Mrs Pearce.

**Mrs Pearce:** (resigning herself) Serve you right, Mr Higgins.

**Pickering:** Higgins, I'm interested. What about the ambassador's garden party? I'll say youre the greatest teacher alive if you make that good. I'll bet you all the expenses of the experiment you cant do it. And I'll pay for the lessons.

**Liza:** Oh, youre real good. Thank you, Captain.

**Higgins:** (tempted, looking at her) It's most irresistible. She's so deliciously low – so horribly dirty...

**Liza:** (protesting extremely) Ah-ah-ah-ah-ow-ow-oo-oo! I aint dirty: I washed my face and hands afore I come, I did.

**Pickering:** Yore certainly not going to turn her head with flattery, Higgins.

**Mrs Pearce:** (uneasy) Oh, don't say that, sir: theres more ways than one of turning a girl's head; and nobody can do it better than Mr Higgins, though he may not always mean it. I hope, sir, you wont encourage him to do anything foolish.

**Higgins:** (becoming excited as the idea grows on him) What is life but a series of inspired follies? The difficulty is to find them to do. Never lose a chance: it doesn't come every day. I shall make a duchess of this draggletailed gutternsnipe.

**Liza:** ( strongly deprecating this view of her) Ah-ah-ah-ow-ow-oo!

**Higgins:** (carried away) Yes: in six months – in three if she has a good ear and a quick tongue – I'll take her anywhere and pass her off as anything. We'll start today: now! this moment! Take her away and clean her, Mrs Pearce.

### **Extract 3**

#### **Characters**

**Mrs Higgins:** Professor Higgins's mother, a kind and wise lady

**Mrs Eynsford-Hill:** Mrs Higgins's high-society friend

**Freddy Eynsford-Hill:** her son, in his early twenties

**Clara Eynsford-Hill:** sister to Freddy

**Professor Higgins**

**Colonel Pickering**

**Eliza Doolittle**

**Liza:** (speaking with pedantic correctness of pronunciation and great beauty of tone) How do you do, Mrs Higgins? (she gasps slightly in marking sure of the H in Higgins, but is quite successful). Mr Higgins told me I might come.

**Mrs Higgins:** (cordially) Quite right: I'm very glad indeed to see you.

**Pickering:** How do you do, Miss Doolittle?

**Liza:** (shaking hands with him) Colonel Pickering, is it not?

**Mrs Eynsford-Hill:** I feel sure we have met before, Miss Doolittle. I remember your eyes.

**Liza:** How do you do? (she sits down on the ottoman gracefully in the place just left vacant by Higgins).

**Mrs Eynsford-Hill:** My daughter Clara.

**Liza:** How do you do?

**Clara:** (impulsively) How do you do? (she sits down on the ottoman beside Liza, devouring her with her eyes).

**Freddy:** (coming to their side of the ottoman) I've certainly had the pleasure.

**Mrs Eynsford-Hill:** (introducing) My son Freddy.

**Liza:** How do you do? (a long and painful pause ensues).

**Mrs Higgins:** (at last, conversationally) Will it rain do you think?

**Liza:** The shallow depression in the west of these islands is likely to move slowly in an easterly direction. There are no indications of any great change in the barometrical situation.

**Freddy:** Ha! Ha! How awfully funny!

**Liza:** What is wrong with that, young man? I bet I got it right.

**Freddy:** Killing!

**Mrs Eynsford-Hill:** I'm sure I hope it won't turn cold. There's so much influenza about. It runs right through our whole family regularly every spring.

**Liza:** (darkly) My aunt died of influenza: so they said.

**Mrs Eynsford-Hill:** (clicks her tongue sympathetically)!!!

**Liza:** (in the same tragic tone) But it's my belief they done the old woman in.

**Mrs Higgins:** (puzzled) Done her in?

**Liza:** Y-e-e-e-es, Lord love you! Why should she die of influenza? She come through diphtheria right enough the year before. I saw her with my own eyes. Fairly blue with it, she was. They all thought she was dead; but my father he kept ladling gin down her throat till she came to so sudden that she bit the bowl off the spoon.

**Mrs Eynsford-Hill:** (startled) Dear me!

**Liza:** (piling up the indictment) What call would a woman with that strength in her have to die of influenza? What become of her new straw hat that should have come to me? Somebody pinched it; and what I say is, them as pinched it done her in.

**Mrs Eynsford-Hill:** What does 'doing her in' mean?

**Higgins:** (hastily) Oh, that's the new small talk. To do a person in means to kill them.

**Mrs Eynsford-Hill:** (to Eliza, horrified) You surely don't believe that your aunt was killed.

**Liza:** Do I not! Them she lived with would have killed her for a hat-pin, let alone a hat.

**Mrs Eynsford-Hill:** But it can't have been right for your father to pour spirits down her throat like that. I might have killed her.

**Liza:** Not her. Gin was mother's milk to her. Besides, he'd poured so much down his own throat that he knew the good of it.

**Mrs Eynsford-Hill:** Do you mean that he drank?

**Liza:** Drank! My word! Something chronic.

**Mrs Eynsford-Hill:** How dreadful for you!

**Liza:** Not a bit. It never did him no harm what I could see. But then he did not keep it regular. (To Freddy, who is in convulsions of suppressed laughter) Here! What are you sniggering at?



**Freddy:** The new small talk. You do it so awfully well.

**Liza:** If I was doing it proper, what was you laughing at? ( To Higgins)  
Have I said anything I oughtnt?

**Mrs Higgins:** (interposing) Not at all, Miss Doolittle.

**Liza:** Well, that's a mercy, anyhow.(expansively) What I always say is –

**Higgins:** (rising and looking at his watch ) Ahem!

**Liza:** (looking round at him; taking the hint, and rising) So pleased to have met you. Goodbye. (She shakes hands Mrs Higgins)

Mrs Higgins: Goodbye.

**Liza:** Goodbye, Colonel Pickering.

**Pickering:** Goodbye, Miss Doolittle. (They shake hands)

**LIZA:** (Nodding to the others) Goodbye, all.

**Freddy:** (opening the door for her) Are you walking across the Park, Miss Doolittle? If so -

**Liza:** Walk? Not bloody likely. (Sensation). I am going in a taxi.

## ОГЛАВЛЕНИЕ

Text One. How to Avoid Travelling (by George Mikes).....	3
Text Two. How to Be Your Best (from Joe Weider’s “Shape”) .....	5
Text Three. Dicing with Death or Living with Statistics (by Ruth Gemmet) .....	7
Text Four. Cardiff (Text A, Text B) .....	8
Text Five. How to Plan a Town (from “How to Be an Alien” by George Mikes).....	9
Text Six. Eating Out.....	10
Text Seven. Admission Procedures.....	11
Text Eight. Into the Gap.....	13
Text Nine. Life at College and University .....	14
Text Eleven. How to Avoid Winter Sports (from “Switzerland for Beginners” by George Mikes).....	16
Text Twelve. The Beauty of Britain (by J.B. Priestly) .....	17
Text Thirteen. Travelling by Train in Britain .....	18
Text Fourteen. Commuters.....	19
Text Fifteen. Extracts from “PYGMALION” by G.B. Shaw .....	20
Supplement. Texts for Listening .....	23

Печатается в авторской редакции  
Компьютерная верстка, макет В.И. Никонов

Подписано в печать 20.10.08

Гарнитура Times New Roman. Формат 60x84/16. Бумага офсетная. Печать оперативная.

Усл.-печ. л. 3,25. Уч.-изд. л. 2,4. Тираж 300 экз. Заказ №839

Издательство «Универс групп»,  
443011, Самара, ул. Академика Павлова, 1

Отпечатано в ООО «Универс групп»