

Mary Underwood &  
Pauline Barr

# Listeners

Series A: Day to Day Life

Pack A4

**PROBLEMS IN THE FAMILY**  
**WHEN SOMEONE DIES**

**Oxford University Press**

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Mary Underwood and Pauline Barr

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*The 'Listeners' Programmes:*

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Presentation by Brian Redhead, Anna Barry and  
Diana Bishop  
Studio production by Dianne Kenny  
Songs and music by Rod Smith  
Music recordings by Steve Hall and friends

*The 'Listeners' Illustrations*

Drawings by Patricia Capon  
Photographs by Rosie Potter; photograph on  
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	The man who doesn't like his daughters; a teenager's rows with her father; an emotional problem; a family shock.	
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<b>Part 3</b>	<b>Other members of the family</b>	<b>13</b>
	Alison's grandmother; Jane's aunts; Anna's mother-in-law.	
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	Tom and Cressida; Felix and Anne; Mike's problem.	
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	Barbara, David and Peter.	
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## What are 'Listeners'?

A series of listening programmes on cassette, designed to be used by students working on their own. Each cassette contains two programmes lasting 30 minutes each; and the book which goes with the cassette contains the notes and exercises for both programmes.

## What's the aim of 'Listeners'?

'Listeners' give you the opportunity to hear, and learn to understand, 'the real thing'—English as native speakers use it when they talk to each other. To get the most out of the programmes, you should use the book and do the exercises at the same time as you listen. After that, listen to the programme again just for pleasure.

## What's in the programmes?

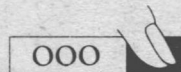
Conversations, discussions, interviews and stories about the topic of the programme. These 'Extracts' are linked together in the programme by the presenter's commentary and by songs and music; another speaker gives you the instructions.

## What's in the books?

Short introductions to the Extracts; Notes on the language used by the speakers; Exercises to help you understand them; the Transcript of the Extracts; the Answers to the exercises where they are needed; and the Words, if any, of the songs.

## How do you use 'Listeners'?

- 1 The book will tell you when to listen to your tape. As you read through, you will come to the words 'Start your tape' and see a symbol in the margin; you must start your tape whenever you come to that symbol.
- 2 The tape will tell you when to read your book. As you listen, you will hear the words 'Stop your tape and read about Extract A' or 'Stop your tape and do Exercise A', and then you will hear three musical notes; you must stop your tape and read your book whenever you hear those notes.
- 3 If you have a counter on your cassette recorder, set it at 000 when you begin the programme. Then, whenever you see the symbol in the margin, write the counter number in the box before you press the





button. This will help you to find the correct place if you want to rewind the tape and listen again.

- 4 *The Extracts.* These are the parts of the programme you must listen to most carefully. Don't worry if you don't understand everything you hear, but do rewind your tape and listen again if you haven't understood enough to do the exercises. You will hear people with all kinds of accents, some speaking slowly, others more quickly. Remember that, in order to benefit from the programmes and to enjoy them, you don't need to understand every word the speakers say.
- 5 *The Notes.* Many of the Extracts have notes on the language used by the speakers. Study these notes *before* you listen to the Extracts; they will help you to understand.
- 6 *The Exercises.* These are designed firstly to help you practise listening and to focus your attention on the Extracts, and also, in some cases, to help you find out how well you have understood. Some of the exercises should be done *before* you listen to the Extract, others *after* you listen, and others *while* you are listening; the book tells you when and how to do them. Also, some of the exercises are recorded on the tape; again, the book will tell you how to do them.
- 7 *The Transcript.* This is a printed version of the exact words of the speakers in each Extract. Try not to look at the Transcript until after you have listened to the Extract and done the exercises.
- 8 *The Answers.* The answers to some of the exercises are printed after the Transcript; the other exercises do not have a definite or 'correct' answer—they depend on your opinions or imagination. Don't look at the answers until you have done the exercises.

**Remember these two rules:**

Read until you see the symbol



Listen until you hear the notes





# TROUBLES IN THE FAMILY

Start your tape and listen.

## Part 1 Parents and children

### Extract A The man who doesn't like his daughters.

Dorothy talks about a family in which the father doesn't get on with his daughters at all.

**accept her** recognize her, care about her.

**they have not got on** they have not been friendly.

**vice versa** the opposite way round.

**makes anything of** here, cares about, treats well.

Start your tape and listen to Extract A.

**Exercise A** Mark each of these sentences T for true or F for false according to what Dorothy says. Listen to the Extract again if necessary.

- 1 The father used to like his eldest daughter.
- 2 The father would not let his daughter live in the house.
- 3 The eldest daughter left home when she was sixteen.
- 4 The father and eldest daughter spent a lot of time together at home.
- 5 The divorce was mainly the fault of the father.
- 6 The father likes his son.

### Extract B A teenager's rows with her father.

Maureen looks back on the arguments she had with her parents. She remembers particularly one time when her father threw away her jeans.

**rows** arguments.

**accepted** here, accepted as normal things for young people to wear.

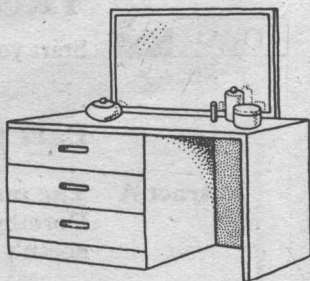
**saved up for** saved her money for.

**really cross, really mad** very angry.



bell-bottomed jeans

**smashing** breaking, destroying.  
**a symbol of home** something  
which represents home.



a dressing-table

**Exercise B** What do you think parents and teenagers argue about? Make a list of five or six things that you think might cause a row. Then, while you are listening to Extract B, tick any of the things on your list which Maureen mentions.



Start your tape and listen to Extract B.

### **Extract C** **An emotional problem.**

Barbara talks about her daughter's emotional problem and how the family tried to help.

**emotional troubles** problems with how she feels about things.

**coming out of** here, recovering from.

**something was happening inside** here, she had an emotional problem.

**treat it** make it better.

**affection** love.

**pressure at school** here, worry about something she had to do at school.

**fed up with school** tired of school.

**where she's going** here, what she is going to do.

**has a lively enough mind** is sufficiently intelligent.

**pretty dull and boring jobs** uninteresting jobs.

**outside world** here, the world outside school.

**the rate she's going** the way she does things.

**bothers her** worries her.

**Exercise C1** What kind of worries do teenagers often have? List six, then tick any that were worries for you. While you are listening to Extract C, check whether Barbara mentions any on your list.



Start your tape and listen to Extract C.

**Exercise C2** Write down the exact words from Extract C which tell you each of the following things. You will need to listen to the Extract again to find them.

- 1 Barbara believes her daughter is getting over her problem now.  
'which she seems to be c . . . . . o . . . o . . . quite well now'
- 2 Barbara's daughter couldn't really understand what was wrong with her.  
'something was happening inside which she c . . . . . e . . . . .'
- 3 Barbara didn't understand either.  
'and we d . . . . . r . . . . . u . . . . .'
- 4 They believed their daughter was finding things difficult at school.  
'obviously p . . . . . at s . . . . . was having s . . . . . to do with it'
- 5 Barbara's daughter has no plans for the future.  
'she doesn't know w . . . . . s . . . . . g . . . . .  
She doesn't know w . . . . . s . . . . . w . . . . .  
to do'
- 6 Barbara's daughter doesn't do very much work.  
'She's not r . . . . . p . . . . . to  
w . . . . . v . . . . . h . . . . .'

**Extract D An elderly father shocks his family.**

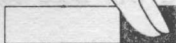
Betty, who has a family of her own, talks about the time when her father gave all his family a shock.

**a stroke** a sudden attack of illness in the brain.  
**made quite an issue** treated it as something important.  
**an invalid** a sick person who cannot look after himself or herself.  
**brain haemorrhage** bleeding from the brain.  
**devastated** very unhappy.  
**mustered together** got together.  
**being buried** placed in the ground.  
**courting** here, going out with a woman.  
**seemingly** apparently.  
**stunned** very shocked.



**Exercise D1**

Write down three things a man in his sixties might do which would shock his family.



Start your tape and listen to Extract D.

**Exercise D2**

Answer these questions. You may need to listen to Extract D again to find the answers.

- 1 What happened to Betty's mother two years ago?
- 2 What did Betty's father have to do then?
- 3 What happened to Betty's mother recently?
- 4 What did Betty, her brothers and her sisters do to try to help their father?
- 5 What was it that shocked all the family?



**Part 2 Children and children**

Start your tape and listen.



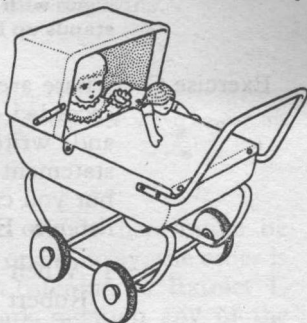
**Extract E How Lucy gets on with her little sister.**

Lucy is eight years old and has a sister, Alice, who's

younger. Sometimes they get on well, sometimes they don't.

**made a gang on me** here,  
united against me.

a pram and dolls



Exercise E1

What do young children argue about? Write down three things which might cause a fight between eight-year-olds.



Start your tape and listen to Extract E.

Exercise E2

Write briefly what happened when Jack came to stay.

**Extract F**

**Caroline's lazy brother.**

Caroline, who's thirteen, has a younger brother who she thinks is lazy.

**clean up** tidy.  
**drag** pull.

Exercise F

Write down an advantage and a disadvantage of having a brother. Then think of an advantage and a disadvantage of having a sister. Decide whether it's best to be an only child. You will hear Caroline's views in Extract F. Does she agree with you?



Start your tape and listen to Extract F.

**Extract G**

**Louisa and her two brothers.**

Louisa is thirteen. She has two younger brothers, Robert and James.

**fired off** shot.

**a gun with caps** a kind of toy gun that makes a noise.

**stands up for himself** defends himself.

**Exercise G** There are five incomplete statements from Extract G recorded on your tape. Stop the tape after each one and write down something which completes the statement sensibly. There are several possible answers, but you can hear what Louisa actually says when you listen to Extract G. The first one is done for you.

- 1 'When my uncle was here, erm, he fired off—  
Robert's got a gun with caps, you see—and he fired  
off the ...'

*Possible answers:* gun, cap-gun, caps

Start your tape for **Exercise G** and **Extract G**.

**Extract H Robert remembers another row.**

Robert, one of Louisa's brothers, remembers having a row with his two sisters after they were allowed to stay up late one night and join in when their parents had a dinner party.

**fair** here, equal and just treatment.

Start your tape and listen to **Extract H**.

**Exercise H** Mark each of these sentences T for true or F for false, according to what Robert says. If it isn't possible to tell, mark the statement with a question mark (?).

- 1 Robert says they all fight.
- 2 Robert thought it wasn't fair for the girls to go to bed later than the boys.
- 3 On this particular occasion, the girls stayed up until eleven o'clock.
- 4 The girls joined in the dinner party.
- 5 The boys did too.
- 6 They all had a row when the girls went to bed that night.
- 7 The boys hit Louisa.

### Extract I **Being a twin.**

Peter and Mark are nineteen-year-old twins.

**brand new** completely new.

**guest room** room for visitors.

**fussy and tidy** very careful about being tidy.

**a slob** (slang) here, someone who doesn't care what he, or his room, look like.

**messy** untidy.

Exercise I1 Make a list of five differences which there might be between twins. (For example: one is noisy, the other is quiet.) Then, while you are listening to Extract I, check whether Peter and Mark mention any of the differences you have listed.



Start your tape and listen to Extract I.

Exercise I2 Answer the questions.

- 1 Why didn't Peter and Mark like sharing a room?
- 2 How did things improve when they moved house?
- 3 What happens if Peter doesn't tidy up his room?

### Part 3 **Other members of the family**



Start your tape and listen.

### Extract J **Alison's grandmother.**

Alison's grandfather has recently died and now her grandmother doesn't like sleeping alone in her house.

**bungalow** one-floor house.

**a strain on the family** here, a hard thing for the family.

**not room** not enough space.

Exercise J1 Write down three different ways in which Alison's family could solve the problem of her grandmother not wishing to sleep alone in her house.



Start your tape and listen to Extract J.