

## Real Lives, Real Listening: Advanced

### Teacher's Notes

#### Introduction

##### Aims

The main aim of the *Real Lives, Real Listening* series is to provide busy teachers with ready-made listening materials which will effectively *train*, rather than just test, their students in listening. A parallel aim is to boost students' confidence in their listening skills by exposing them to authentic texts. A further aim is to introduce students to the grammatical structures and lexis which are typically used in informal spoken English.

The series reflects the latest academic theories on the process of decoding listening input and the importance of authentic listening practice in language acquisition. The series also reflects our new awareness of the huge differences between spoken and written English highlighted by recent research on spoken English corpora.

##### Authenticity

Unlike the listening texts typically found in coursebooks, each text in *Real Lives, Real Listening* is 100% unscripted. This means that students are exposed to the features of spoken English which they encounter outside the classroom and generally find so daunting. These features include assimilation, elision, linking, hesitations, false starts, redundancy and colloquial expressions.

The *Real Lives, Real Listening* series is carefully designed to include both native and near-fluent non-native English speakers, reflecting the fact that most of the English which is spoken these days is between non-native speakers of English.

##### Content

The series is at 3 levels: Elementary (A2), Intermediate (B1–B2) and Advanced (B2–C1), with 15 units for each level.

The books are divided into three sections: *My Family*, *A Typical Day* and *A Place I Know Well*. There are five units in each section. The first three contain a wide variety of focused exercises from which the teacher can make a selection, depending on the needs of their students. These units are graded in terms of difficulty, from easier to more challenging. The final two units in each section are for revision purposes. Here the speakers recycle, naturally, the lexis and grammatical structures found in the previous three units. Each unit contains verbatim transcripts and useful glossaries.

Extensive piloting of these materials has shown that students at all levels experience a huge sense of achievement when they find they can actually understand a native or competent non-native speaker talking at a natural speed. The *Real Lives, Real Listening* series provides them with that opportunity.

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## Unit 1 – Judy

### 1 Pre-Listening Comprehension

#### Introduction to Judy

Judy lives in Sevenoaks, a beautiful town in Kent, south-east of London. She is the mother of four children. She also works full-time as a teacher in a private girls' school. During nearly the entire interview one of Judy's sons, Rupert, is playing the piano in another room, which makes this unit more challenging.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- nappies – a nappy is a square or rectangular piece of thick paper or cloth fastened around a baby's bottom
- to get on (well) with somebody – to have a good relationship with someone, e.g. Do you get on with your boyfriend's mum and dad?
- The Telegraph – a famous broadsheet newspaper traditionally right of centre politically
- lie-ins – If you have a lie-in you stay in bed in morning longer than normal. For example a lot of people have a lie-in on a Sunday morning because they don't have to go to work.
- a gap-year – A lot of young people take a year off, or have a gap-year, between school and university, either to travel and see the world or to get some work experience and earn money.
- a placement – A university degree course generally lasts three years in the UK. However, sometimes students do a placement in their third year, i.e. they work for a year in a field related to their degree, and they then return to university for a fourth and final year of study.
- (an) incentive – an incentive is something which encourages someone else to do something. For example, parents telling their children they'll pay for driving lessons if their children do well in their exams.

#### A. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. Judy is the mother of four children. She also works full-time as a teacher. What do you expect her to talk about during this interview?
2. What are the advantages and disadvantages of a) growing up in a large family and b) being an only child?

#### B. Normalisation 1: Anticipating the next word

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

This particular activity is designed to help learners guess what word or type of word follows a phrase or group of phrases. Track 2 contains the excerpts below except for the last (highlighted) word which is replaced by a beep sound. Play Track 2, pausing the CD when you hear each beep, and ask students to guess the word or type of word that may follow. Accept anything which fits in the gaps. Then play Track 3 and compare students' answers with the actual text.

NB This is a challenging task for students. If they find it too difficult you can just read out the words yourself.

(T2) (with beeps) (T3) (with answers)

1. The three boys are still at school and still living at home all the time.
2. Did you plan to have a big family?
3. And do you find yourself playing the peacemaker, or is that more your husband?
4. I think discipline is harder now at school and at home.
5. Um, your brother and sister – do you see them much? (*accept often*)
6. Try to see them several times a year. (*accept week or month*)

### C. Normalisation 2: Questions (T4)

Judy talks about her family.

1. What do we find out about the interviewer from the very start of this interview? **We find out that she doesn't have four children because after saying 'you're the mother of four' her next comment is 'That must be quite hard work, I would imagine.'**
2. What does Judy's daughter Hannah do? **She's a student. 'Hannah's at university.'**
3. Why is Hannah living at home at the moment? **Because she's on holiday from university.**
4. How many boys and girls does Judy have? **one girl (Hannah) and 'the three boys'**

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. True/False (T5)

Judy talks about the dynamics between the children and her.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Judy and her husband would have liked more children. **(F Judy says she and her husband planned to have a big family 'and the theory was if we had an even number they would play tighter nicely'. So it seems they settled at four children.)**
2. The children often fight amongst themselves. **(T 'they fight in various combinations' and 'Sometimes they get on well, but quite often somebody's arguing with somebody.')**
3. Judy's husband has to leave for work very early in the morning. **(F 'He's out in the evening s quite a bit 'cos he works at The Telegraph.'**
4. Sometimes Judy can't be bothered to stop the children arguing. **(T 'And sometimes I just let them get on with it. It's quite tiring being the peacemaker.')**
5. The interviewer takes place in the summer. **(T 'it's June now')**
6. The interviewer asks Judy if it's hard to make the children revise for their exams. **(T 'is that difficult – making them do their revision?')**

### B. Gap-fill (Transformations) (T6)

Judy talks about how stressful it is during the lead-up to the children's exams.

This is a difficult exercise because the students need to identify and then change the words Judy uses to make them fit the gaps. They may need to listen to the excerpt several times to complete the task.

1. Judy says she has more emotional involvement with her own children than with the children she teaches.
2. Judy has been feeling very stressed during the run-up to the children's exams.
3. In two weeks' time the children will have finished their exams.
4. Judy plans on celebrating the end of the exams with a bottle of wine.

### C. Questions (T7)

Judy talks about the summer holidays and her daughter Hannah.

1. Why do Judy and her children particularly like the summer holidays? **Because they don't have to get up early. /Because they can have lie-ins.** ('Well, the summer holidays are really nice, not having to get up.' 'lie-ins are very nice')
2. What does Judy enjoy doing in her free time? **Going for walks.** ('And I like going for lots of walks as well.')
3. What has Hannah been doing exactly since she left school? **She had a gap-year and then she had a year at university.** ('She left school two years ago. She had a gap-year and she's just done her first year studying biology.')
4. Why is Hannah probably feeling a bit anxious at the moment? **Because she's waiting for the results of her first-year exams.** ('She hasn't got her exam results yet...')
5. Where will Hannah work for a year if she does well in her first- and second-year exams? **in industry**
6. Would Judy prefer Hannah to do a three-year or a four-year degree course? **a four-year course (Judy says Hannah's result matter 'quite a lot because er, to get a placement you have to get a 2:1 these days and there aren't enough placements'.)**

### D. Cloze (T8)

Judy talks about how Hannah copes with living at home during the summer holidays, after being independent at university.

Ask your students to look at this excerpt from the interview and predict which words will fill the gaps. Then ask them to listen and check their answers. Again this is a very challenging exercise, with 23 gaps in just 33 seconds, so they will probably need to listen to the excerpt several times to complete the task.

I: Interviewer

J: Judy

- I: How, how have you found the dynamics with Hannah being away, being quite grown-up, and then coming back home again and fitting in to family life?
- J: I think she finds it quite hard and she says we treat her like a child...
- I: Mmm.
- J: ...but being in charge of when you eat and what you do at university, that doesn't really work when you're fitting in with family and mealtimes...
- I: Mmm, hmm.
- J: ...um, so I think she finds that a bit tough.
- I: Mmm.
- J: And I find it tough when we all have to get up in the morning and she doesn't. (*laughs*)
- I: No, that would cause a bit of resentment I would imagine.
- J: Yeah.

### E. Questions (T9)

Judy talks about getting the children to help around the home.

1. What has changed a lot since Judy was a child? **discipline**
2. What are you no longer allowed to do as a parent in England? **You are no longer allowed to smack your child/children.**
3. What are children encouraged to do at school? **They're encouraged to argue their case.**
4. What does Judy have to offer her children to ensure they help in the house? **incentives**
5. What is the weekly allowance which children receive from their parents called? **pocket money**
6. What will Rupert do housework in exchange for? **CDs**
7. Which computer game is Toby a big fan of? **Roomscape**
8. How tall is Toby in feet and inches? **\* 6 feet, 2 inches**
9. Who does Luke like to spend his free time with? **his friends**
10. Does Hannah have to be bribed to help around the house? **No. Judy says Hannah is 'keen to please... she wants to be good.'**

*\*An inch is 2.54cms. There are 12 inches in a foot. A foot is 30.48cms, so Toby is one metre, 88 centimetres tall.*

### F. True/False (T10)

Judy talks about how Hannah and the boys get on.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Judy says the arguments the boys have with Hannah are different from the ones they have with each other. **(T 'I think they don't argue with her in the same way...')**
2. Judy expects the boys to be less protective of Hannah as they get older. **(F 'I think they do look after her to a, to an extent and I think that will be more in years to come.')**
3. The boys have already protected their sister on several occasions. **(F Interviewer: And they're quite protective? Judy: Yes, yes. I mean so far the opportunities haven't been there because they're still... well, Toby's only 14.)**
4. Judy says Hannah finds the boys quite childish at the moment. **(T 'I think she finds them quite immature.')**
5. Judy teaches at a primary school. **(F Judy compares the boys with 'the equivalent year group um, the 14-year-old girls compared to Toby', so clearly she works at a secondary school.)**

### G. Gap-fill (T11)

Judy talks about the rest of her family.

Ask your students to predict which words will fill the gaps. Then ask them to listen and check their answers.

1. Until about 10 years ago Judy regularly used to meet up with her brother and sister at Christmas and during the holidays.
2. Now Judy's sister lives a day's drive away in Yorkshire.
3. Judy and her sister often talk on the phone.
4. Judy says when she talks to her sister it's the same as ever, but she does miss her.
5. Judy's brother now works in the USA, but Judy sees him more often than her sister.
6. Her brother regularly comes to London on business and pops in to see Judy and her family.
7. Judy says her brother makes a big effort because he lives so far from his friends and family.
8. Judy sees her parents several times a year.

9. She says her parents are always keen to have any combination of her and her children at short notice.
10. One reason Judy likes staying with her parents is that her mother does all the cooking and brings her tea in bed in the morning, as does the interviewer's dad.

### 3 Interesting Language Points

#### A. Hedging and qualifying statements

It is very common in British English to qualify statements rather than to make direct statements. This is probably one of the reasons British people have a reputation for being reserved.

##### 1. *quite*

Judy and the interviewer use the word *quite* throughout her interview:

The interviewer says that it must be *quite hard work* to be the mother of four children. Judy replies *Yes, it is quite busy...*

Later Judy says of her children *quite often somebody's arguing with somebody*.

She says *It's quite tiring being the peacemaker*.

She says *my husband comes back quite late at night*.

talking about her daughter's exams, Judy says *it matters quite a lot*.

She says Hannah *finds it quite hard* to fit back in to family life during the holidays.

##### 2. *a bit*

Another way of making statements less direct is to use *a bit*, as in these examples from the interview:

Judy says Hannah finds it *a bit tough* to be home again after being away at university.

The interviewer says that Hannah staying in bed when everyone else has to get up *must cause a bit of resentment*.

When talking about Hannah being the only girl with three brothers the interviewer says *That must be a bit tough*.

The interviewer says she feels *a bit guilty* that her father still brings her tea in bed in the morning.

Now ask your students to make a series of statements about themselves and then qualify them using **quite** and **a bit**.

#### B. Colloquial language

There are a number of colloquial expressions during the interview:

1. to be into something – to enjoy something very much:

When talking about Toby, Judy says: *Roomscape, it's a computer game he loves*.  
The interviewer replies: *OK. He's into that...*

2. to treat someone like something – to deal with someone in a certain way

When talking about her daughter Hannah, Judy says: *she says we treat her like a child.*

3. to pop in – to visit someone for a short time

Judy says that when her brother comes to London on business he *pops in* to see her and her family.

4. to cope with – to deal with

The interviewer says it must be difficult teaching children all day *and then you've got yours to cope with as well.*

5. a bit tough – rather difficult

When talking about Hannah having to fit in to family life when she's home for the holidays Judy says: *I think she finds that a bit tough.*

Now ask your students to make a series of statements using these examples of colloquial English.

### C. The gerund

There are numerous examples of the gerund in the interview where the verb changes to the -ing form, for example after certain verbs and prepositions.

Interviewer: *And do you find yourself **playing** the peacemaker?*

Judy: *they've got exams **coming** up*

Interviewer: *Is that difficult – **making** them do their revision?*

Interviewer: *So how long till you're clear of all that – when you finish **teaching** and the children finish their exams?*

Interviewer: *How are you going to celebrate, if you like, **finishing** their stressful period?*

Judy: *Well, the summer holidays are really nice, not **having** to get up.*

Judy: *the boys hate **getting** up*

Judy: *And I like **going** for lots of walks as well.*

Interviewer: *How have you found the dynamics with Hannah **being** away, **being** quite grown-up, and then **coming** home again and **fitting** in to family life?*

Judy: *...but **being** in charge of what you eat and what you do at university, that doesn't really work when you're **fitting** in with family and mealtimes...*

Judy: *And there are so many reasons you can't go weekends and holidays – there's **studying** to be done and exams and sport commitments...*

Judy: *mum insists on **cooking** and **bringing** me tea in the morning*

Now ask your students to make a series of statements using the gerund.

## D. Listener response

We use the following phrases, words and sounds to indicate to a speaker that we are following what they are saying, both in face-to-face conversations and on the telephone:

- a) I see.
- b) Right.
- c) OK.
- d) Mmm, hmm.

Look at the following extracts from the interview:

a) **I see.** (T12)

Judy: *Sometimes they get on well, but quite often somebody's arguing with somebody.*  
Interviewer: *I see.*

b) **Right.** (T13)

Judy: *Um, he's out in the evenings quite a lot because he works at The Telegraph.*  
Interviewer: *Right.*

c) **OK.** (T14)

Interviewer: *So how long till you're clear of all that – when you finish teaching and the children finish their exams?*  
Judy: *Another two weeks.*  
Interviewer: *OK.*

d) **Mmm, hmm.** (T15)

Judy: *Rupert wants CDs, so Rupert does things to get a new, a new CD.*  
Interviewer: *Mmm, hmm.*

Ask your students to have a conversation with other class members to practise using these listener responses.

## E. Second conditional

When talking about being the mother of four children and planning a large family, Judy says:

*And the theory was that if we had an even number they'd [i.e. they would] play together nicely.*

This is a classic use of what we call the second conditional. Here the subtext is that this was a good plan in theory, but not in practice.

Here is another example of the second conditional based on a true story:

My friend's mother bought a male puppy and a female puppy from the same litter and was amazed a couple of years later when she found the female was pregnant. She said: 'I thought if I *got* two puppies from the same litter they *wouldn't* mate because they were brother and sister.'

Now ask your students make up their own second conditional sentences.



## 4 Further Listening Practice

### A. Dictation (T16–T22)

At times in her interview Judy speaks very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.)

Then ask them to listen and write down the words they hear before checking their answers with another pair.

1. **(T16)** The three boys are still at school and still living at home all the time. (15 words)
2. **(T17)** You're working with children all day and then you come home and you've got yours to cope with as well. (20 words)
3. **(T18)** So yes, I've found it enormously stressful, particularly with the exams that really count. (14 words)
4. **(T19)** Well, the summer holidays are really nice, not having to get up. (12 words)
5. **(T20)** Luke\* likes to be allowed to go out when he wants to go out with his friends. (17 words) \* Give students the name Luke.
6. **(T21)** And there are so many reasons you can't go. Weekends and holidays – there's studying to be done and exams and sport commitments. (22 words)
7. **(T22)** And he makes a big effort because he knows he's a long way from all his friends and family, so he brings the family over in the summer. (28 words)

### B. Fluency practice 1: Elision and the glottal stop (T23)

When speaking quickly in English, a process called 'elision' often occurs, most frequently with words ending in –d and –t. This results in these sounds not being pronounced when the next word begins with a consonant. For example, a speaker will say *las' night* instead of *last night*, *jus' got here* instead of *just got here*, or *trie' to* instead of *tried to*.

Another feature of informal spoken English is the *glottal stop*. This happens when the speaker tightens his or her throat and very briefly stops the air from getting through. This results in the /t/ sound at the end of words such as *got* or *lot*, or the /t/ sound in words such as *bottle* or *kettle* not being fully pronounced. This can make it difficult for students to recognise words containing this feature.

This gap-fill exercise focuses on words which your students probably know already, but whose pronunciation has changed because of elision or Judy and the interviewer's use of the glottal stop.

Ask your students to try to fill in the gaps before they listen to the excerpts, and discuss their predictions with you. Then ask them to listen and check their answers.

1. That must be quite hard work, I would imagine.
2. Yes, it's quite busy...
3. She's home at the moment for the holidays...
4. And the theory was that if we had an even number they'd play together nicely, two at a time.
5. Well, the summer holidays are really nice, not having to get up.
6. my husband comes back quite late at night...
7. she's just done her first year studying biology
8. And is that going well?
9. so the first lot went fine
10. And if that doesn't work then she just does a three-year degree.
11. So that's quite crucial.
12. I can't make him do anything.
13. She wants to be good.
14. That must be a bit tough.

15. And they're quite protective?
16. so far the opportunities haven't been there
17. My brother moved to America...

Now ask your students to listen and repeat each phrase or sentence after the speaker, imitating the speaker's pronunciation. **(T24)**

### C. Recognising a word from hearing the first syllable

This exercise is designed to encourage students to think ahead when they're listening.

Track 25 contains just the first syllables of the missing words, followed by a beep sound. Play Track 25, pausing the CD when you hear each beep, and ask students to guess the full word from hearing the first syllable. Then play Track 26 and compare students' answers with the actual text.

NB This is a challenging task for students. If they find it too difficult you can just read out the words yourself.

#### (T25)

1. and they're all teenagers now so it's not so hand-on with nappies and things, but equally diff\_\_\_\_\_
2. And they go to bed much la\_\_\_\_\_.
3. and she's just done her first year studying bi\_\_\_\_\_
4. I find it tough when we all have to get up in the mor\_\_\_\_\_...
5. bribery is fine, in my o\_\_\_\_\_
6. Ten years ago we were all close to\_\_\_\_\_.

#### (T26) (answers)

1. and they're all teenagers now so it's not so hand-on with nappies and things, but equally difficult
2. And they go to bed much later.
3. and she's just done her first year studying biology
4. I find it tough when we all have to get up in the morning...
5. bribery is fine, in my opinion
6. Ten years ago we were all close together.

### D. Fluency practice 2: Weak forms **(T27)**

The words between the stressed content words are known as grammatical (or function) words. These are the words which bind the speaker's content words together and they are a major contributing factor to the rhythm of English speech. These grammatical/function words tend to be unstressed, which makes them difficult to distinguish. Ask your students to listen to these excerpts and fill in the missing grammatical/function words.

NB Because this is a listening training exercise don't ask your students to predict the answers before they listen!

1. She's home at the moment for the holidays...
2. and the three boys are still at school and still living at home all the time
3. I can tell from the tone of your voice that hasn't actually worked.
4. this time of year
5. particularly with the exams that really count
6. I like going for lots of walks as well.
7. Hannah's been away at university – this is her first year at university I think.
8. And is that going well?
9. And she's waiting for the results from this lot?
10. So she'll be at university for two years...
11. but as he's now rather larger than me at six feet, two...
12. And Hannah? What can you do with Hannah?
13. I probably see him more often than my sister.
14. he's a long way away from all his friends and family
15. And it's quite a nice break for me as well...

Can your students hear what has happened to the missing words in the stream of speech?

Now ask your students to listen and repeat the sentences and phrases after the speaker, imitating the speaker's pronunciation. (T28)

### E. Fluency practice 3: Linking

Linking occurs when the end of one word runs into the start of the next word. It is very common in informal spoken English, but less so in more formal English, such as speeches or lectures.

The most common linking occurs between the letter –s at the end of a word when the next word begins with a vowel, as in these examples from the interview.

(T29)

*Hannah's at university. She's home at the moment for the holidays.  
Well, the summer holidays are really nice..  
I like going for lots of walks as well.*

However, linking also occurs with other sounds, for example when one word ends in the same letter as at the start of the next word, as in these examples from the interview:

(T30)

*you're a mother of four*

Linking also occurs when the consonant, or consonant cluster, at the end of one word runs into the vowel at the start of the next word:

(T31)

*I would imagine..  
I just let them get on with it..  
you're not allowed to smack your children*

Linking also occurs when the final letter –s merges with the start of the next word, as in this example:

(T32)

*It's quite tiring being the peacemaker.*

Ask your students to mark where they expect linking to occur in these excerpts from the interview. Then ask them to listen and check their answers.

(T33)

1. and they're all teenagers now
2. it's not so hands on with nappies and things

3. Are they all living at home?
4. two at a time
5. You don't have two that get on better than another two...
6. Um, he's out in the evenings quite a bit because he works at The Telegraph.
7. He's into that, yeah.
8. that kind of thing
9. to an extent
10. I think she finds them quite immature.
11. We could all meet up at Christmas and holidays.
12. When I talk to her it's like, you know – it's the same as ever.
13. I probably see him more often than my sister because he comes to London on business and pops in.
14. And he makes a big effort because he knows he's a long way away from all his friends and family...
15. mum insists on cooking

Now ask your students to repeat numbers 1, 3, 4, 7, 8, 9, 10, 11, 12 and 15 after the speaker, imitating the speaker's pronunciation. **(T34)**

### F. Sentence stress **(T35)**

It is important that students are able to recognise stressed words in a stream of speech because these are the words that carry the speaker's meaning. Each speaker stresses the words he, or she, feels are necessary to get his, or her, message across.

Ask your students to listen to these excerpts from Judy's interview and mark where the stressed words occur.

NB Unlike scripted listening passages, this exercise is not suitable as a predictive activity because the stressed words are personal to Judy and the interviewer and therefore cannot be predicted by looking at the written script in isolation.

1. Did you plan to have a big family?
2. he's out in the evenings quite a bit
3. I've found it enormously stressful...
4. this is her first year at university, I think
5. she left school two years ago
6. And it matters quite a lot...
7. And if that doesn't work then she just does a three-year degree.
8. And I find it tough when we all have to get up in the morning and she doesn't.
9. you're not allowed to smack your children
10. I think discipline is harder now at school and at home.
11. They probably need incentives.
12. I can't make him do anything.
13. Now my sister it's a day's drive, really.
14. And I think your brother's in America now?
15. I probably see him more often than my sister...

### G. People talking over each other

In real life, as opposed to coursebooks, it is very common for two or more people to talk over each other at the same time. Ask your students if they can fill in the missing words in these excerpts from the interview where the participants are all talking at the same time. Please note this is a very difficult task that many native speakers would find difficult, so do give your students lots of encouragement.

I: Interviewer J: Judy

**Excerpt 1 (T36)**

I: OK. So you're... Yes, you've just got to hold on...  
J: The end is in sight.  
I: (*laughs*)

**Excerpt 2 (T37)**

J: Er, to get a placement you have to get a 2:1 these days and there aren't enough placements for everyone ...  
I: What do you mean by 'placement'?

**Excerpt 3 (T38)**

J: Er, and they're always very keen to have any combination of us...  
I: Mmm.  
J: ...at short notice, and...  
I: Oh, that's brilliant, isn't it?  
J: ...yes...

**Excerpt 4 (T39)**

I: ...and I feel a little bit guilty that he's bringing me tea in bed but um...  
J: Yes.  
I: ...they like to do it, don't they?  
J: Yes, yes, mum loves it.  
I: We'll always be their children.  
J: Yes.

## 5 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during Judy's interview. The words are listed in the box to help them.

|         |          |            |              |          |          |
|---------|----------|------------|--------------|----------|----------|
| charge  | crucial  | equivalent | get on       | hands-on | involved |
| keen on | nappies  | notice     | pocket money | pops in  | range    |
| results | revision | right      | to cope      | treat    |          |

- I don't think it's right that Aaron gets twice as much pocket money as me just 'cos he's a bit older.
- My new manager is really hands-on – she wants to be involved in everything.
- One of the things I hated doing when the kids were small was washing their nappies.
- There's a huge age range in our class – from 18 to 72.
- It's funny, but my mum and dad get on much better now they're divorced.
- I'm finding it a bit difficult to cope at work at the moment as we're so short-staffed.
- I can't come out tonight – I've my exams next week and I need to do some revision.
- She's a great nurse, but she does tend to get too emotionally involved with the patients.
- I need to make a doctor's appointment to get the results of those tests I had last month.
- It's really crucial that I get to work on time tomorrow because we've got someone from head office coming in.
- How can I treat you like an adult when you do such childish things?
- Who's in charge of the photocopier?
- What's the equivalent to \$200 in euros?

14. My friend normally pops in on a Friday on her way home from work.
15. I like salads, but I'm not very keen on celery.
16. Sorry it's short notice, but would you be available to babysit on Friday?

## B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. Sheffield used to be a very (industry) industrial city, but it's changed a lot since I was a student there.
2. I can't imagine her ever (smack) smacking her children.
3. My favourite science fiction author is Terry Pratchett – he's got a brilliant (imagine) imagination.
4. We're trying to find new ways of (incentives) incentivising our staff and I was wondering if you've got any experience in this field.
5. I never drive in central London because I get too (stressful) stressed.
6. I think my older brother (resentment) resented it when I was born so we've never got on.
7. Paris is really expensive at the moment in (compared) comparison with London.
8. The dog died, despite the vet's best (effort) efforts.
9. We (combinations) combined our summer holiday this year with doing family history research, which killed two birds with one stone.
10. We're leaving at six, and I don't want any (arguing) arguments from you three kids, you hear?
11. She's quite (hope) hopeful she'll pass this time.
12. It's a bit noisy out in the garden because our neighbours are having some kind of (celebrate) celebration.
13. Is Dan your (biology) biological father?
14. You need to be very (discipline) disciplined to be self-employed.
15. In some countries (bribery) bribing the police is quite normal.
16. I once met someone who was (relationship) related to William Wordsworth.
17. Remember Jane's a (commitments) committed Catholic, so she never eats meat on Fridays. We'll have to have fish instead.
18. I've put my name down for a (cooking) cooking course at my local college.

## C. Prepositions and adverbs

Ask your students to put the correct preposition or adverb into the gaps in these sentences based on the interview.

1. Do you watch much television when you're at home?
2. You have to be careful with Mike – he'll do anything for a laugh.
3. I can tell from your face you're annoyed about something.
4. I don't want to argue with you, so let's just leave it.
5. My brother works at Muscle In – that new gym in the High Street.
6. I'm hoping for a white Christmas again this year.
7. This project seemed never-ending when we started it, but at least now the end is in sight.
8. It's a lovely day. Shall we go for a walk?
9. They've offered me a new job, but it's in accounts and it sounds really boring.
10. Anyone who drinks and drives should lose their licence permanently in my opinion.
11. Could you possibly look after my tropical fish while we're away?
12. I didn't have time to see Clare, but we had a nice long chat on the phone.
13. It's been at least five years since we met, but he looked just the same as ever.
14. Let's meet up next time I came to Cardiff on business.
15. Why don't you come over and sit with us?

16. It's impossible to get a table at Poon's there at such short notice. Why don't we get a takeaway instead?
17. My father always insists on driving which makes my mother really cross.
18. Would you like breakfast in bed tomorrow morning?

## **6 Transcript (T40)**

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 2 – Marilena

### 1 Pre-Listening Comprehension

#### Introduction to Marilena

NB This is an English as a Lingua Franca unit (ELF). Professor Jennifer Jenkins and other English language experts point out that around four-fifths of the English spoken in the world today is between non-native English speakers. For that reason there is a strong case for presenting our students regularly with examples of non-native speaker English and helping our students decode these.

This type of listening practice is very different from the 'listening for modelling' approach found in most coursebooks where listening passages are used to present new grammatical structures and lexis. Because students are so used to listening for modelling, they may be rather surprised by this unit, but not if you explain the rationale behind it.

Marilena is a Romanian woman in her early 30s. Seven years ago she decided to leave Romania and come to London. She was a qualified operating theatre nurse in Romania and she now works in the operating theatres of a busy hospital in east London.

Marilena's colleague and line manager, an operating theatre sister called Jill, also appears in the interview. Jill is from North Wales, but she also moved to London in her early 30s.

Marilena understands spoken English very well and communicates effectively, although she does make a number of phonological and grammatical errors. Jill speaks clearly, but quickly, and she has retained her North Welsh accent.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- Kent – a county in the south-eastern corner of England which lies south-east of London
- to discriminate against people (verb) and discrimination (noun) – Normally we use the verb 'to discriminate' to mean that to treat people differently because of their skin colour, religion, sex, etc. In this interview Marilena talks about discrimination in Romania between rich and poor people.
- (the) Orthodox (Church) – the Orthodox Church is part of the Christian Church found in Greece, Russia and many parts of Eastern Europe
- karma – In the Buddhist and Hindu religions karma is the force produced by a person's actions in one of their lives which influences what happens to them in their future lives. Nowadays we often use karma to mean that if you do something good (or bad) to someone then something good (or bad) will happen to you. Another way of saying this is: What goes around, comes around.
- (the) construction (industry) – the building industry
- a mortgage – a loan used to buy a house, flat, etc. NB We don't pronounce the letter -t- of mortgage.

#### A. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. What are the possible reasons for Marilena's decision to leave Romania and come to England?
2. How much do you know about Romania – its geography, its recent history, its language, etc?\*
3. Have you ever been to Romania? If yes, what was it like? If no, would you like to go? Why/Why not?



### Factfile: Romania

Romania is the largest country in the region known as the Balkans. It shares a border with Ukraine to the north, Moldova to the north-east, Hungary to the west, Serbia to the south-west and Bulgaria to the south.

It has a coastline on the Black Sea.

The River Danube forms the border between Romania and Serbia and Romania and Bulgaria

**Population:** over 21 million

**Capital:** Bucharest (around 2 million)

**Major religion:** Christianity

**Currency:** the leu (one leu = 100 bani)

**History:** The Communist dictator Nicolae Ceausescu remained in power from 1965 until a popular uprising in led to his and his wife Elena's execution on Christmas Day 1989.

Romania joined the European Union in January 2007.

**Official language:** Romanian (91%). **Other languages:** Hungarian (nearly 7% and mainly living in Transylvania) and Romani (just over 1%) which is spoken by the Roma people. Romanian is a Romance language. However, because of Romania's proximity to other countries, its language has been strongly influenced by its Slavic neighbours.

### B. Normalisation – freestyle listening comprehension (T41)

Marilena talks about her immediate family.

1. What do you learn about Marilena's family from this first section? **She has a mother, father, a brother and two sisters.**
2. What do you learn about Marilena's character? **She's very cheerful – she laughs and tries to make a joke.**
3. Can you identify at least two of the four grammar areas Marilena has problems with?

**Second conditional:** if it wasn't them, I wasn't here (If it weren't for them, I wouldn't be here.)

**Comparatives and superlatives:** My brother is oldest than me – five years oldest. (My brother is older than me – five years older.)

**Articles and plurals:** And er, sister are younger than me. (And er, my sisters are younger than me.)

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

**A. True/False (T42)**

Marilena talks about her sister in England and her nephews and nieces.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. One of Marilena's sisters lives with her. (T **Marilena: I have a sister with me in England. Jill: They, they live together.**)
2. The two sisters get on really well. (F **'It's nice, but we fight..')**
3. Marilena's sister came to England because Marilena asked her to. (F **Marilena: Marilena: No, I came in my own [sic] and she came five months later. Interviewer: Right. Because you wanted her to... Marilena: No, it was her option.**)
4. Marilena's sister trained as an electrical engineer. (F **'She's trained as engineer agriculture – agriculture engineer.'** [sic])
5. All Marilena's grandparents are dead. (T **'Um, grandparents from my father died when I was many years young – I don't remember them... And er, grandparents from my mother died five years ago?')**

**B. Questions (T43)**

Marilena talks some more about her family in Romania and the UK.

1. How many nephews and nieces has Marilena got? **She's got four nieces: 'Er, my brother have two daughters...and er, sister from Romania have a daughter and sister from England have one daughter.'**
2. Who shares the house with Marilena? **Marilena, her sister, her sister's husband, her sister's daughter and Marilena's husband**

**C. Questions (T44)**

Jill talks about her family in North Wales.

1. Jill and Marilena have worked in the same operating theatre nearly every day for the past two years, but Marilena knows very little about Jill's family. What are the possible reasons for this?

**As told to the interviewer subsequently:**

- a) **Because Jill is Marilena's line manager she feels it's not appropriate to get too friendly with the staff she manages.**
  - b) **There is simply not enough time at work to chat and staff don't have breaks together.**
  - c) **Jill is a private person and doesn't like to give away too much about herself.**
2. How long is it since Jill's sister moved back to the town in North Wales where she and Jill were born? **a couple of years**
  3. Who is Teddy? **He's Jill's sister and her husband's dog.**
  4. What does Jill's sister work as? **She's a care assistant.**
  5. What does the expression 'she's off' mean in this context? **It means 'she's not working'.**
  6. Jill talks about her aunts and uncles. What does the expression 'they're getting on a bit' mean? **'they're getting older'**
  7. How does Jill feel about not seeing her aunts and uncles more often? **guilty**

**D. Gap-fill and transformations (T45)**

Marilena talks some more about her parents and her brother and sister in Romania.

Ask your students to make changes to the actual words Marilena uses (where necessary) so that they fit the gaps. Ask your students to try to predict the answers before they listen.

1. For the first few years after coming to England, whenever Marilena talked about her parents she cried.
2. Now when she visits her parents, she feels her life is in the UK.
3. Marilena feels there is less discrimination in the UK between rich and poor people.
4. She qualifies this by saying that perhaps there is discrimination in the UK, but when people discriminate in the UK they do it 'nicely'.
5. Marilena hasn't noticed a big class difference in the UK.
6. She says rich people in Romania tend to feel very proud of themselves.
7. Marilena doesn't like people who are rich but who haven't worked hard.
8. Marilena's sister in Romania also works as a nurse and her brother is a policeman.

### E. Cloze (T46)

Marilena talks about why she left Romania. Ask your students to try to predict the answers before they listen.

I: Interviewer M: Marilena

- I: What, what's the reason you came here? Why, why...  
M: (*laughs*) I don't think, I don't think we have enough time!  
I: OK.  
M: I was married in Romania and er, I wasn't happy in my marriage.  
I: Mmm.  
M: And I tried to run away from my husband. I, we couldn't divorce because he wa... he didn't agree to divorce.  
I: I see.  
M: And I make a plan, a secret plan to run away from him.  
I: Wow!  
M: (*laughs*)  
I: To, to England?  
J: It's all quite exciting, really.  
M: (*laughs*)  
I: Wow!  
M: Yes, yes. And I came to England.  
I: And it worked?  
M: It worked, yeah.  
I: He didn't come after you?  
M: Er, he couldn't. In that time we need visa.  
I: Oh, I see.  
M: When... Because I left in 2005 and we.... By 2007 we need visa, and it was lots of procedures to... And he couldn't find me anyway. And during two years he find somebody else.  
I: Oh, OK. So it was quite easy for you to divorce?  
M: No... Ah, yes, because I was away.

### F. Questions (T47)

Marilena talks about her new husband.

1. Who introduced Marilena to her future husband? **a/her friend**
2. Who wanted to get married most – Marilena or her husband-to-be? **her husband**  
(**Marilena says: And then finally, yeah, I agree.**)
3. Why did Jill miss 'the do', i.e. the social event organised by Jill's colleagues to celebrate Marilena's wedding? **Because she was in North Wales at the time.**

### G. Gap-fill and transformations (T48)

Marilena talks some more about her new husband.

Ask your students to make changes to the actual words Marilena uses (where necessary) so that they fit the gaps. Ask your students to try to predict the answers before they listen.

1. Marilena's new husband hadn't been married before.
2. It seems he's very religious.
3. Marilena says he follows the rules in the Bible.
4. He believes that if you do something bad to somebody, then something even worse will happen to you.
5. The interviewer says Marilena's husband is probably very honest.

### H. Questions (T49)

Marilena talks some more about her husband.

1. What did Marilena's husband qualify as in Romania? **an accountant**
2. How much is the average monthly salary for a nurse in Romania at this time? **£200**
3. Which industry does Marilena's husband work in now? **the construction industry**
4. How many hours does he spend at work? **10 (He starts at 8am and finishes at 6pm.)**
5. Who thinks these are long hours – Marilena or the interviewer? **the interviewer**
6. Which two words (one negative and one positive) mean the opposite of fat? **thin (negative) and slim (positive)**
7. Who thinks Marilena's husband is good-looking? **Jill**
8. What does a person have to have to be truly attractive, according to Marilena? **a good heart**

### I. Gap-fill and transformations (T50)

Marilena talks about her sister in England and we find out more about Marilena.

Ask your students to make changes to the actual words Marilena, Jill and the interviewer use (where necessary) so that they fit the gaps. Ask your students to try to predict their answers before they listen.

1. A synonym for the verb 'to fight' is 'to argue'.
2. If no one wants to cook dinner then they order a pizza.
3. Marilena says her sister likes to organise people.
4. Someone who enjoys telling people what to do is called 'bossy'.
5. Jill says Marilena is 'quite laid-back at work' because she doesn't get stressed even if something goes horribly wrong.
6. Marilena says people who get stressed easily tend to die younger.

### J. True/False (T51)

Marilena talks about her sister's life in Romania.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Marilena's sister only has £100 of her own money to live on for a month to after she's paid her mortgage. **(T She earns £200 a month and her mortgage is £100 a month.)**
2. Marilena says food is much less expensive in Romania than in London. **(F Marilena: The prices of food are er, no [sic] like here... but no... Not cheap.)**
3. Marilena's sister and brother-in-law's joint income per month is £400. **(T He earns 'the same – £200'.)**

4. When Marilena goes back to Romania on holiday she gives her sister £1,000. **(F She just says she wouldn't think of taking less than £1,000 with her, but she makes no mention of giving it to her sister.)**
5. Marilena is planning to return to Romania once she has saved enough money. **(F Marilena: I can't go back.)**

### K. Cloze (T52)

Marilena talks some more about her sister's life in Romania. Ask your students to try to predict their answers before they listen.

I: Interviewer M: Marilena

- I: Poor... I feel sorry for your sister now.  
M: But they... Don't feel sorry for them! They are happy! (*laughs*)  
I: OK.  
J: They don't know any different, do they? It's just...  
M: Yes.  
I: No, that's right. Do they live in a nice part of Romania?  
M: Bucharest, which is...  
I: OK.  
M: ...capital, which is...  
I: Yeah. I've seen a...  
J: Big city.  
M: Big city.  
I: ...documentary. It was... I think Ceausescu, he knocked down a lot of the big buildings, didn't he? And he made a big palace...  
M: Yeah.  
I: ...and a... avenue.  
M: Yes, yeah.  
I: And a lot of the old houses, they disappeared.  
M: Yeah, yeah, yeah.  
I: And they built all these very modern, concrete houses.  
M: Yeah, that... high blocks and...  
I: Yeah. Do they live in something like that?  
M: Yeah.  
I: Oh, dear.

### L. Gap-fill and transformations (T53)

Marilena talks about her grandparents. Ask your students to try to predict their answers before they listen.

1. Marilena's grandparents used to live in the countryside.
2. They didn't have a proper job, but they had a small farm.
3. They used to grow all the food they needed.
4. We call this type of farming 'subsistence farming'.

## 3 Interesting Language Points

### A. Communication and grammatical accuracy: Part 1

It is interesting to note that although Marilena makes a number of grammatical errors, none of these have any impact on communication – Jill and the interviewer understand exactly what she means. In fact it is only the phonological differences that cause problems with communication.

In this first section ask your students to imagine that Marilena has asked them to help her with her English.

Here is a list of the main grammar areas Marilena has problems with:

- A Comparatives and superlatives
- B Second conditional
- C Confusing the simple past and the present perfect simple
- D Definite and indefinite articles
- E It was/There were
- F Negatives
- G The passive
- H Plurals
- I Possessive and personal pronouns
- J Prepositions
- K The present simple
- L 3<sup>rd</sup> person final -s
- M The simple past
- N Word order

First ask your students to identify the problem area(s) in these excerpts from the interview using the codes above. Then ask your students to make each excerpt more accurate.

Example

When talking about her parents, Marilena says:

*if it wasn't them, I wasn't here*

Grammatical problem area(s): B and J

More accurate version:

if it weren't/wasn't for them, I wouldn't be here

1. When talking about coming to England, Marilena says:

*No, I came in my own.*

Grammatical problem area(s): I

More accurate version: No, I came on my own.

2. When talking about her parents, Marilena says:

*First few years I really miss them.*

Grammatical problem area(s): D and M

More accurate version: The first few years I really missed them.

3. When talking about her brothers and sisters, Marilena says:

*No, they work all.*

Grammatical problem area(s): N

More accurate version: No, they all work.

4. When talking about her new husband, Marilena says:

*I meet him when I divorce the first husband.*

Grammatical problem area(s): I and M

More accurate version: I met him when I divorced my first husband.

5. When talking about all the procedures people used to have to follow in Romania to get a visa, Marilena says:

*and it was lots of procedures*

Grammatical problem area(s): E

More accurate version: and there were lots of procedures

6. When talking about what makes people attractive, Marilena says:

*I'm no pretty.*

Grammatical problem area(s): F

More accurate version: I'm not pretty.

7. When talking about leaving her first husband in 2005, Marilena says:

*And I make a plan...*

Grammatical problem area(s): M

More accurate version: And I made a plan...

8. When talking about her sister in England, Marilena says:

*And she just organise, but she won't do it.*

Grammatical problem area(s): L

More accurate version: And she just organises, but she won't do it.

9. When talking about the fact that Romanians used to need a visa to come to England, Marilena says:

*In that time we need visa.*

Grammatical problem area(s): J, D and M

More accurate version: At that time we needed a visa.

10. Still on the subject of visas, Marilena explains that:

*By 2007 we need visa.*

Grammatical problem area(s): J, D and M

More accurate version: Until 2007 we needed a visa.

## B. Communication skills

When native speakers of a language interact with non-native speakers, or good non-native speakers interact with non-native speakers who speak the language less well, they all tend to do the same things, as we can see from this interview.

### 1. Speaking more slowly and clearly

Listen how slowly and clearly the interviewer speaks at the start of the interview, before she knows how well Marilena can communicate:

(T54)

Interviewer: *OK. Um, Marilena, do you have a big family?*

### 2. Fronting – changing the conventional word order to bring key information to the start of a question to make it easier for the listener to understand. Look at these examples from the article:

Interviewer: *Are they all older than you, your brothers and sister?*

Interviewer: *Um, your mum and dad, are they still alive?*

Interviewer: *And er, are the rest of them, they're all in Romania?*

Interviewer: *What about um, grandparents? Are any of your grandparents alive?*

Interviewer: *Um, with your um, brother and your two sisters, do any of them have children?*

Interviewer: *And her husband, does he earn good money, or...*

Interviewer: *Your grandparents, did they live in the countryside?*

### 3. Rephrasing to check understanding

The listener says the same thing as the speaker, but rephrases it, i.e. uses different words to check he or she has understood correctly. Look at these examples from the article:

#### Example 1

Marilena: *It's nice, but we fight!*

Interviewer: *When you say 'fight', you mean 'argue'...*

#### Example 2

Marilena: *And I think people they discriminate each other. But here... maybe they do, but they do nicely. Maybe. Maybe they...*

Interviewer: *So you don't see a big class difference?*

#### Example 3

Marilena: *And finally, yeah, I agree. But slowly, slowly. Hard. I said 'Oh, shall I? Shall I not? You know?*

Interviewer: *So he was asking and asking you and you weren't sure?*

Marilena: *Yes, he was asking, yeah, yeah.*

### 4. Seeking clarification

Look at how the interviewer seeks clarification when communication breaks down:

Interviewer: *And what was your sister? I couldn't hear.*



## 5. A) Correcting the speaker and B) helping out with lexis

On various occasions the interviewer and Jill either correct Marilena or supply lexis to help her. Look at these examples from the interview:

### A) Correcting:

#### Example A1

Marilena: *My brother is oldest than me – five years oldest.*  
Interviewer: *Five years **older**, OK.*

Notice how Marilena picks up on that correction in her next utterance when she says: And er, sister are younger than me.

#### Example A2

Interviewer: *OK. Um, with your um, brother and your two sisters, do any of them have children?*  
Marilena: *More of them they have children.*  
Interviewer: ***All** of them?*

#### Example A3

Marilena: *...they eat what they grow up.*  
Jill: *Mmm.*  
Marilena: *They...*  
Jill: *Eat **what they grow** in the ground.*

### B) Helping out with lexis

#### Example B1

Marilena: *Plus Romanian people who, who get rich they don't work hard. They work... They get rich from...*  
Jill: *Using **other people**.*

#### Example B2

Marilena: *And I have a friend which she know many mans and said she to...*  
Jill: ***Introduce** you.*  
Marilena: *...introduce us, yeah.*

#### Example B3

Marilena: *He's more religious and he won't do what in Bible say 'Don't do it'. You know, something with rules in the, in the Bible, 'Don't do this, don't do this, don't do this.'*  
Jill: *So he **obeys** the rules.*  
Marilena: *Yes.*

#### Example B4

Marilena: *In our country we have er, some kind of part of country they're more religious, more...*  
Jill: ***Orthodox**.*

#### Example B5

Interviewer: *So what does he do? What's his job?*

Marilena: *He was in, in co... in my country he is qualified as a counter.*  
Jill: **Accountant.**  
Marilena: *Yeah, accountant, yes.*

### Example B6

Marilena: *She... No, yeah, she likes to organise something. She say er, like 'Can you do some cleaning?' Whatever. And she just organise, but she won't do it. (laughs)*  
Interviewer: *I see. So a little bit **bossy**, maybe?*

### Example B7

Marilena: *The prices of food are er, no like here...*  
Interviewer: *Mmm.*  
Marilena: *...but no...*  
Interviewer: *Not **cheap**, cheap.*  
Jill: *Not cheap.*  
Marilena: *Not cheap.*

### Example B8

Marilena: *...they eat what they grow up.*  
Jill: *Mmm.*  
Marilena: *They...*  
Jill: *Eat what they grow in the ground.*  
Marilena: *Exactly. They... yeah.*  
Jill: *Yes. **Subsistence farming** is the official word, I think.*

## 6. Helping out by making assumptions so that the speaker doesn't have to make so much effort

Look at these examples from the interview and notice in the first example how Marilena corrects the interviewer's assumption rather too strongly:

### Example 1

Interviewer: *Um, did you and your sister come over from Romania together?*  
Marilena: *No, I came in [sic – on] my own. And she came five months later.*  
Interviewer: *Right. **Because you wanted her to...***  
Marilena: *No, no, no. It was her option.*

(One 'no' would have been enough!)

### Example 2

Interviewer: ***You felt more among the poor.***  
Marilena: *Mmm, I don't feel poor, but... I don't like discrimination...*

### Example 3

Marilena: *And he's working as a constru... in construction... As a builder. No big, high position, but he is a good man.*  
Interviewer: *Yeah. And the money is quite good in construction.*  
Marilena: *Is good yeah, yeah, yeah.*  
Interviewer: *I mean it's hard – hard work and he **probably starts early and finishes early.***  
Marilena: *No, start 8 o'clock and finish 6 o'clock.*

- Interviewer: *That's, that's a long day, though. **But he must be very strong. Lots of muscles.***
- Marilena: *No! He's thinner than me! (laughs)*

### C. Listener response 1: Signalling that you're paying attention

There are a number of different ways to signal to the speaker that you are paying attention and these are particularly useful on the telephone.

1. Mmm, hmm or Mmm.
2. Right.
3. Yeah.
4. OK.
5. Uh, huh.

Look at this excerpt from the interview: (T55)

- Interviewer: *But when you say 'fight', you mean 'argue', you...*
- Marilena: *Yeah, no, no, no (sound of fist hitting hand). (laughs)*
- Interviewer: *Not physical?*
- Marilena: *No.*
- Interviewer: ***Right.** That would be terrible.*
- Marilena: ***Mmm, no.***
- Interviewer: ***Yeah. OK.** Um, did you and your sister come over from Romania together?*
- Marilena: *No, I came in [sic – on] my own.*
- Interviewer: ***Mmm, hmm.***
- Marilena: *And she came five months later.*
- Interviewer: ***Right.** Because you wanted her to...*

Now ask your students to have short conversations practising these signals.

### D. Communication and grammatical accuracy: Part 2

As mentioned before, it is interesting to note that although Marilena makes a number of grammatical errors, none of these have any impact on communication – the speaker understands exactly what she means.

In this second section ask your students to imagine that Marilena has asked them to help her with her English.

Here is a list of the main grammar areas Marilena has problems with:

- A Comparatives and superlatives
- B Second conditional
- C Confusing the simple past and the present perfect simple
- D Definite and indefinite articles
- E It was/There were
- F Negatives
- G The passive
- H Plurals
- I Possessive and personal pronouns
- J Prepositions
- K The present perfect simple
- L 3<sup>rd</sup> person final –s
- M The simple past
- N Word order

As in Exercise A, first ask your students to identify the problem area(s) in these excerpts from the interview. Then ask your students to make each excerpt more accurate.

1. When talking about her brother, Marilena says:

*My brother is oldest than me – five years oldest.*

Grammatical problem area(s): A

More accurate version: My brother is older than me – five years older.

2. When talking about missing her parents, Marilena says:

*At that time when I talk about them I crying.*

Grammatical problem area(s): M

More accurate version:

At that time when(ever) I talked about them I cried.

3. When talking about her brother, Marilena says:

*My brother have two daughters.*

Grammatical problem area(s): L

More accurate version: My brother has two daughters.

4. When talking about her sister and brother-in-law in Romania, Marilena says they live in:

*Bucharest, which is capital.*

Grammatical problem area(s): D

More accurate version: Bucharest, which is the capital.

5. When talking about her new husband, Marilena says:

*He is of Romania, yeah.*

Grammatical problem area(s): J

More accurate version: He's from Romania, yeah. /He's Romanian, yeah.

6. When talking about her brother, Marilena says:

*My brother is policeman.*

Grammatical problem area(s): D

More accurate version: My brother is a policeman.

7. When talking about her husband's slim figure, Marilena says:

*Because he wasn't train as a builder.*

Grammatical problem area(s): G

More accurate version: Because he wasn't trained as a builder.

Or

Grammatical problem area(s): M

More accurate version: Because he didn't train as a builder.

8. The interviewer asks Marilena if she and her sister argue about things like who's cooking dinner. Marilena replies:

*No about dinner.*

Grammatical problem area(s): E

More accurate version: Not about dinner.

9. When talking about her two sisters, Marilena says:

*And sister are younger than me.*

Grammatical problem area(s): H and I

More accurate version: And my sisters are younger than me.

10. When talking about her new husband, Marilena says:

*He never been married.*

Grammatical problem area(s): K

More accurate version: He has/He's never been married.

11. When talking about her sister, Marilena says:

*She's train as...*

Grammatical problem area(s): C and M

More accurate version: She trained as...

12. When talking about her sisters' children, Marilena says:

*And sister from Romania have a daughter and sister from England have one daughter.*

Grammatical problem area(s): I and J

More accurate version: And my sister in Romania has a/one daughter and my sister in England has a/one daughter.

### E. The different uses of the word 'so'

The word 'so' is one of the most common words in English and it has a number of different uses. Can your students identify what three of these uses are by looking at the following extracts from the interview?

### Use 1

*So it's two sisters?*  
*So he obeys the rules.*  
*So you're sort of in the middle.*  
*So in this house you've got you and your sister...*  
*So you don't get stressed?*  
*So a little bit bossy, maybe?*  
*So you don't see a big class difference?*  
*So it was quite easy for you to divorce?*

**Use 1: To check that you've understood something correctly.**

### Use 2

*So how many brothers and sisters have you got?*  
*So is he from Romania?*  
*So tell me about him.*  
*So what does he do?*

**Use 2: To soften a question and make it less interrogational.**

### Use 3

*So she's in the same town as my parents.*  
*And she's off, so we'll be able to do stuff together.*

Other examples:

*I've got an exam on Thursday, so I can't come on Wednesday.*  
*She's allergic to shellfish, so we can't have prawns.*  
*He's got a new job, so he's over the moon.*

**Use 3: To explain something.**

## F. Listener response 2: Exclamations

Look at these listener responses in context:

M: *I have a sister with me in England er...*

I: ***Oh, you do?***

M: *Yeah. Living with her...*

I: ***Oh, that's nice.***

J: *Yes. So er, yes, she's grand. I'm going to see them tomorrow, so that'll be really nice. And she's off, so...*

M: ***Oh, good.***

M: *And I tried to run away from my husband. I, we couldn't divorce because he wa... he didn't agree to divorce.*

I: ***I see.***

M: *And I make a plan, a secret plan to run away from him.*

I: ***Wow!***

I: *OK, right. So tell me about him, please. Have you met him, Jill?*

J: *No. They had a do where he came, but of course I was in North Wales then.*

I: ***Oh, that's a shame.*** *So is he from Romania?*

- M: *Er, yeah. But in my country basically we have... My sister is a nurse, have £200 a month. The living is...*
- I: **Really?**
- I: *And they built all these very modern, concrete houses.*
- M: *Yeah, that... high blocks and...*
- I: *Yeah. Do they live in something like that?*
- M: *Yeah.*
- I: **Oh, dear.**
- M: *...and they eat what they grow up.*
- J: *Mmm.*
- M: *They...*
- J: *Eat what they grow in the ground.*
- M: **Exactly.** *They... yeah.*
- J: *Yes. Subsistence farming is the official word, I think.*

Now ask your students to have short conversations practising these responses.

### G. Features of a Romanian accent

Although Romanian is, of course, a Romance language, Marilena's spoken English contains many of the features typical of native speakers of Slavic languages – those languages spoken in the neighbouring countries of Ukraine, Moldova, Hungary, Serbia and Bulgaria. A number of your students may share these features.

Tell your students that Marilena has asked them to help her with her pronunciation as she has an English exam in a few days' time.

1. Listen to how Marilena pronounces the initial letter /h/ sound of the following words in these excerpts from the interview:

**(T56)**                    here       him       he

**(T57)** Now listen to how a native English speaker pronounces the /h/ sound in these words.

- a) What is Marilena doing which is different from the native English speaker?
- b) What advice can you give her?

#### Guidance:

- a) Marilena tends to replace the /h/ sound at the start of these words with a fricative noise similar to the /ch/ sound at the end of the Scottish word 'loch'. (A fricative noise is caused by the speaker forcing air through a narrow channel in the vocal tract.)
- b) Marilena should not take such a big breath before she says words beginning with the /h/ sound.

A good language learner, when talking with a non-native speaker of English, will realise that when the speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

How might Marilena pronounce the following words before you help her?

hard                    hungry                    hurt                    heel                    hear

2. Listen to how Marilena, and then a native English speaker, pronounce these words from the interview:

**(T58)** mother father

- a) What is Marilena doing which is different from the native English speaker?
- b) What advice can you give her?

**Guidance:**

- a) Marilena tends to replace the /ð/ sound found in other, bother, etc. with the /d/ sound. (Interesting this pronunciation of the /ð/ sound as a /d/ sound is also a trait of Irish accents.)

She also produces a stronger /r/ sound than the native speaker, who pronounces the final –er sound as a schwa /ə/ sound with no final /r/.

- b) Marilena should practise the voiced /ð/ sound. To do this she needs to place her tongue at the back of her top two front teeth and make a sound using her larynx whilst blowing air over her tongue and through her teeth.

She should give less emphasis to the final /r/ sound of words and use a schwa /ə/ with words ending in –er.

How might Marilena pronounce the following words before you help her?

breathing leather feather whether

3. Listen to how Marilena, and then a native English speaker, pronounce the highlighted words in these excerpts from the interview:

**(T59)** to **visit** them who are **rich** to run away from **him** Don't do **it**. **pretty**

- a) What is Marilena doing which is different from the native English speaker?
- b) What advice can you give her?

**Guidance:**

- a) Marilena tends to replace the short /ɪ/ sound with the longer /i:/ sound.
- b) Marilena should practise the difference vowel lengths in words containing the shorter /ɪ/ sound and the longer /i:/ sound, for example:

sit – seat , twit – tweet, fill – feel

How might Marilena pronounce the following words before you help her?

tip fib hill tin fit bit

4. Listen to how Marilena, and then a native English speaker, pronounce the word yes:

**(T60)**

- a) What is Marilena doing which is different from the native English speaker?
- b) What advice can you give her?

**Guidance:**

- a) Marilena is giving the word yes two syllables, as in ye-es. She is inserting a /i:/ sound in front of the /e/ sound.
- b) Marilena should practise saying the word with one syllable and the /e/ sound.

How might Marilena pronounce the following words before you help her?

best less west mess chest



5. Listen to how Marilena, and then a native English speaker, pronounce the /r/ sound in the highlighted words in these excerpts from the interview: **(T61)**

*And I have a **friend**...  
When I'm going **there** to visit them, I feel my life is **here**. I can't stay **there**.  
people who are **rich** or **poor***

- a) What is Marilena doing which is different from the native English speaker?
- b) What advice can you give her?

**Guidance:**

- a) Marilena is giving the /r/ sound much more emphasis than the native speaker.
- b) Marilena should practise saying the words containing the /r/ sound with less emphasis.

How might Marilena pronounce the following words before you help her?

doctor waiter crater porter more tractor

## 4 Further Listening Practice

### A. Dictation 1 (T62–T71)

At times in the interview Marilena, Jill and the interviewer speak very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.)

Then ask them to listen and write down the words they hear before checking their answers with another pair.

NB The excerpts used here are grammatically accurate.

- 1. **(T62)** And they're younger than you. So you're sort of in the middle. (12 words)
- 2. **(T63)** Did you and your sister come over from Romania together? (10 words)
- 3. **(T64)** Yeah, she's happy enough. She's working in a care home, actually. (11 words)
- 4. **(T65)** I'm going to see them tomorrow, so that'll be really nice. And she's off, so we'll be able to do stuff together. (22 words)
- 5. **(T66)** Will you see the rest of your family while you're up there? (12 words)
- 6. **(T67)** And what was your sister? I couldn't hear. (8 words)
- 7. **(T68)** Another sister is a nurse in Romania. (7 words)
- 8. **(T69)** And I tried to run away from my husband. (9 words)
- 9. **(T70)** And when I met this one I said: 'Oh, he's nice, but I don't want to get married.' (18 words)
- 10. **(T71)** Don't feel sorry for them! They are happy! (8 words)

### B. Fluency Practice 1: Linking part A

As we saw in the previous unit, linking occurs when the end of one word runs into the start of the next word. It is very common in informal spoken English, but less so in more formal English, such as speeches or lectures.

Ask your students to look at the following extracts from the interview and predict where linking will occur. Then ask them to check their answers against the recording.

(T72)

1. Um, your mum\_and dad, are they still\_alive?
2. Um, did you and your sister come\_over from Romania together?
3. All\_of them?
4. Do they live\_in a nice part\_of Romania?

Now ask them to repeat each phrase or sentence after the interviewer, imitating her delivery.

Linking often occurs with the final letter –s of a word running into the start of the next word. The reason this happens so frequently is that the final letter –s is a marker for plurals and the 3<sup>rd</sup> person present simple.

Ask your students to look at the following extracts from the interview and predict where linking will occur. Then ask them to check their answers against the recording.

(T73)

1. Are they all older than you, your brothers\_and sister?
2. So how many nephews\_and nieces have you got?
3. She moved a couple of years\_ago.
4. In your family, do you have anybody who employs\_other people?
5. Another sister is\_a nurse\_in Romania.
6. He probably starts\_early and finishes\_early.
7. That's\_a long day, though.
8. Is\_it who's going to cook dinner, or...?
9. 'It's\_all right. There's\_another day.'
10. It's\_all quite exciting, really.

Now ask them to repeat each phrase or sentence after the speaker, imitating the speaker's pronunciation. (T74)

C. Weak forms: Part 1

As we saw in the previous unit, the words between the stressed content words are known as grammatical (or function) words. These are the words which bind the speaker's content words together and they are a major contributing factor to the rhythm of English speech.

The following sentences contain the following weak forms:

|             |            |               |             |                        |
|-------------|------------|---------------|-------------|------------------------|
| <i>and</i>  | <i>are</i> | <i>do you</i> | <i>from</i> | <i>have</i>            |
| <i>it's</i> | <i>of</i>  | <i>she's</i>  | <i>that</i> | <i>the</i> <i>your</i> |

Ask your students to listen and fill in the missing grammatical/function words, using capitals where necessary, then listen again and discuss how the pronunciation of these words has changed from how they sound in isolation.

NB Because this is a listening training exercise don't ask your students to predict the answers before they listen!

(T75)

1. So it's two sisters?
2. Um, your mum and dad, are they still alive?
3. And er, are the rest of them, they're all in Romania?
4. Um, did you and your sister come over from Romania together?
5. So how many nephews and nieces have you got?
6. Do you know much about Jill's family?

7. But she moved a couple of years ago
8. The dog's called Teddy and he's lovely.
9. Is that up in North Wales?
10. Yes, she's happy enough. She's working in a care home, actually.

## D. Dictation 2 (T76–84)

At times in the interview Marilena, Jill and the interviewer speak very quickly and consequently some words are not pronounced clearly. At other times they talk over each other. Play these excerpts and ask your students to transcribe the missing words, working together in pairs.

1. **(T76)** Interviewer: Do you know much about Jill's family?  
Marilena: A little bit about her parents. I haven't heard about any sister, if she...
2. **(T77)** Jill: I mean there's lots of aunties and uncles around, but... you...  
Marilena: You don't have time.  
Jill: No, you don't, really.
3. **(T78)** Marilena: ...I think it's another kind of life – obviously because it's another country...
4. **(T79)** Marilena: Plus Romanian people who, who get rich, they don't work hard.
5. **(T80)** Marilena: And I make a plan, a secret plan to run away from him.  
Interviewer: Wow!  
Marilena: (laughs)  
Interviewer: To, to England?  
Jill: It's all quite exciting, really.  
Marilena: (laughs) Yes, yes.
6. **(T81)** Interviewer: But we, we all do that. I mean, I try to live like that. I'm sure you try to live like that. But he's a bit more extreme.  
Marilena: Yes, he's more... (laughs)  
Interviewer: He ne... He never does anything bad.
7. **(T82)** Marilena: And she just organise, but she won't do it. (laughs)  
Interviewer: Yes, so a little bit...  
Jill: Marilena ends up doing it.  
Marilena: (laughs)  
Interviewer: I see.
8. **(T83)** Marilena: Yes, yes. And me, because we grow up, I'm the oldest one. We grew up – I should be bossy. (laughs) And I'm not! (laughs)  
Interviewer: OK. (laughs)  
Jill: She's quite laid-back...  
Interviewer: Relaxed.  
Jill: ...at work. And she says 'Oh, it's all right. There's another day,' always, if something goes horribly wrong.  
Marilena: (laughs)
9. **(T84)** Interviewer: So how, how does she manage? Do... Does she do another job?  
Marilena: With her husband.

## E. Fluency Practice 2: Linking part B

Linking can also occur between the final letter –s and consonants, as well as vowels, where the /s/ sound merges with the next word, as in these examples:

(T85)

*Oh, that's\_nice.  
And she came five months\_later.  
That's\_quite sad.*

Ask your students to look at the following extracts from the interview and predict where linking will occur. Then ask them to check their answers against the recording.

(T86)

1. No, she's\_not.\*
2. It's\_life.
3. How many's\_that?
4. Do you know much about Jill's\_family?
5. The dog's\_called Teddy and he's\_lovely.
6. She's\_working in a care home, actually.
7. I mean there's\_lots\_of aunties...
8. So what does\_he do? What's\_his job?
9. Is\_it who's\_going to cook dinner, or...?
10. She's\_quite laid-back.

Now ask them to repeat each phrase or sentence after the speaker, paying attention to linking between the final letter –s and the next consonant. (T87)

*\*This linking between **he's\_not**, **it's\_not** and **she's\_not** is common in informal spoken English. It's amusing, however, that the word 'snot' is a slang word meaning mucus coming from the nose and is very impolite. However, because of the linking between **he's not**, **it's not** and **she's not**, we actually say 'snot' a lot, without realising it.*

## F. Weak forms: Part 2

As we saw in Exercise C and in the previous unit, the words between the stressed lexical, or content, words are known as grammatical, or functional, words which bind the speaker's words together. These grammatical words tend to be unstressed, which makes them difficult to distinguish.

The following sentences contain the following weak forms:

|                |             |                 |             |               |              |             |
|----------------|-------------|-----------------|-------------|---------------|--------------|-------------|
| <i>about</i>   | <i>and</i>  | <i>couldn't</i> | <i>for</i>  | <i>I'm</i>    | <i>it</i>    | <i>of</i>   |
| <i>that'll</i> | <i>the</i>  | <i>them</i>     | <i>to</i>   | <i>was</i>    | <i>we'll</i> | <i>what</i> |
| <i>what's</i>  | <i>will</i> | <i>with</i>     | <i>your</i> | <i>you're</i> |              |             |

Ask your students to listen and fill in the gaps, using capitals where necessary.

NB This is a listening training exercise, so don't ask them to try to predict their answers first.

(T88)

1. I'm going to see them tomorrow, so that'll be really nice.
2. And she's off so we'll be able to do stuff together.
3. Will you see the rest of your family while you're up there?
4. And what was your sister? I couldn't hear.
5. What was the reason you came here?
6. So it was quite easy for you to divorce?

7. You were saying about your sister and you fight with your sister, or you argue with your sister...
8. I feel sorry for your sister now.

Now ask your students to listen again to each excerpt and discuss how the pronunciation of these words has changed from how they sound in isolation.

1. (T89) I'm going to see them tomorrow, so that'll be really nice.
2. (T90) And she's off so we'll be able to do stuff together.
3. (T91) Will you see the rest of your family while you're up there?
4. (T92) And what was your sister? I couldn't hear.
5. (T93) What was the reason you came here?
6. (T94) So it was quite easy for you to divorce?
7. (T95) You were saying about your sister and you fight with your sister, or you argue with your sister...
8. (T96) I feel sorry for your sister now.

## 5 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during the interview with Marilena and Jill. The words are listed in the box to help them.

|          |          |           |        |         |        |
|----------|----------|-----------|--------|---------|--------|
| agree    | couple   | crying    | guilty | knocked | miss   |
| mortgage | organise | religious | rest   | rules   | secret |
| shame    | slim     | terrible  | wages  |         |        |

1. Would anyone like the rest of the spinach? It seems a shame to waste it.
2. Tom can't make it. He's got a terrible cold.
3. I lived in Sweden for a couple of years when I was younger.
4. I feel really guilty that Simon was in hospital for a fortnight and I didn't visit him once, but I was really busy.
5. We can't agree on what colour to paint the kitchen. I want terracotta and Chris wants primrose yellow.
6. Yasmin's parents don't approve of Mark so they have to meet in secret.
7. It's a shame John's moving to Bath. I'll really miss him.
8. I love watching football, but I don't really understand the rules. I mean, what's 'offside' all about, for example?
9. My neighbour's very religious – she goes to church every Sunday.
10. I spend half my wages on food these days.
11. I can't believe I used to be slim enough to fit into this dress!
12. I think a surprise party's a great idea, but who's going to organise it?
13. My son's wants to get his own place, but he can't get a mortgage because he's only been working a year.
14. There used to be a beautiful old cinema there, but then they knocked it down and replaced it with a car park.
15. Please stop crying! I didn't mean to upset you.

### B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. She has quite a hard (alive) life, being a single mother with three young kids.
2. Look, I don't want another (argue) argument.

3. Are safety belts (option) optional in the UK or do you have to wear them?
4. My grandmother's in a (nurse) nursing home and I want to go and see her tomorrow, but I don't know the (visit) visiting hours.
5. My cousin is studying (engineer) engineering at Bath University.
6. This is one of the (sad) saddest songs I know.
7. What do the letters 'PG' stand for on a DVD? Is it (parent) Parental Guidance?
8. This is Steve's third (married) marriage, so let's hope it works out this time.
9. You know what they say – (proud) pride comes before a fall.
10. The National Health Service is one of the biggest (employs) employers in Europe.
11. The problem with Andy is he doesn't know his own (strong) strength.
12. I really like Julie, but she's very (opinion) opinionated, don't you think?
13. What type of (organise) organisation does he work for?
14. Economic (grow) growth in the UK nearly came to a standstill last year.
15. I think Sophie's finding her new job a bit (stressed) stressful. That's why she's always too tired to come out these days.

### C. Prepositions and adverbs

Ask your students to put the correct preposition or adverb into the gaps in these sentences based on the interview.

1. Could you call back later, please? I'm in the middle of a crisis.
2. Would you like a biscuit with your coffee?
3. Do you mind if I have the rest of the potatoes? I'm starving.
4. Why don't we go and sit over there in the shade?
5. Everyone went on an emergency site visit last week so I was in the office all on my own.
6. I originally trained as a teacher, but then I changed careers and became a police officer.
7. Do you know anything about getting rid of wasp nests? We've got one in the attic and we don't know what to do.
8. I loved Bali. In fact I'm planning to go back there in a couple of years.
9. I used to live in Aberdeen, up in the north of Scotland.
10. I'm off tomorrow so we could do something together if you like.
11. My parents are getting on a bit, so I try to get to see them as much as I can.
12. The people I work with are great, but our line manager's a nightmare.
13. I've just heard you passed your driving test first time! You should feel very proud of yourself!
14. My brother works in construction, so if you need any building work done, he's your man.
15. After I've paid my rent I only have £60 a week to live on.

## 6 Transcript (T97)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

(NB: Because this is an English as a Lingua Franca unit, the transcript is verbatim. Many of the grammatical errors it contains form the basis of earlier exercises.)

## Unit 3 – Randy

### 1 Pre-Listening Comprehension

#### Introduction to Randy

Randy is a trained actor, musician and composer from Montana who is currently living in London. He has a strong American accent, despite having lived in the UK since 1999, first in London, then Edinburgh and then back in London. Here he talks about his family.

***Warning!** This interview was recorded in a large Victorian pub during one afternoon in early summer and there is a lot of background noise (music, people talking and calling out, etc.), so students will probably find this unit very challenging. It is a good example, though, of real life listening.*

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- a trucking firm (AmE) – a haulage firm (BrE) which transports goods in trucks (AmE), i.e. lorries (BrE)
- a despatch(er)/a dispatch(er) – the person who tells the drivers what to transport in their trucks and where they have to drive to make a delivery
- high school – High school in the USA is for children aged 14 to 18 or 9<sup>th</sup> to 12<sup>th</sup> grade. It is equivalent to combined secondary school and sixth form education in the UK.
- a sophomore – a student in the 10<sup>th</sup> grade of high school, i.e. aged 15 to 16, or a student in their second year of college or university in the US
- a junior – a student in the 11<sup>th</sup> grade of high school, i.e. aged 16 to 17, or in their third year of college or university in the US
- wrestling – a sport where two people fight and try to throw each other to the ground (NB: we don't pronounce the letter –t– in wrestling)
- a funeral – a ceremony held when someone dies

#### A. Schema building – predicting which words will come up

Ask your students which 10 of these 20 words they expect to hear during the interview. The most logical ones are highlighted:

a tray, a newspaper, **grew up**, yoghurt, **cowboys**, wheels, **to raise**, steam, polish, **retire**, **planned**, a tip, **birth**, a rug, **kids**, a cloud, **alive**, **married**, a label, **a relationship**

#### B. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. Why do you think Randy moved to the UK?
2. What do you know about Montana?
3. How do you think Randy's family back in the USA feel about Randy moving to the UK?

### Factfile Montana:

Montana is the largest landlocked US state. It shares its northern border with three Canadian states: British Columbia, Alberta and Saskatchewan. It shares its eastern border with North Dakota and South Dakota, its southern border with Wyoming and its south-western border with Idaho.

Montana is so-named because it contains a number of mountain ranges. Eastern Montana is well known for ranching, wheat farming, oil and coal mining. Western Montana is more known for tourism as it contains three of the five entrances to Yellowstone National Park, Glacier National Park and the Little Bighorn Battlefield National Monument.

### C. Normalisation 1: Features of an American accent

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

Listen first to how Randy pronounces the words and phrases below, then compare his accent with that of the speaker from England:

#### (T98)

|                               |                          |
|-------------------------------|--------------------------|
| Montana                       | to get around            |
| the Rocky Mountains           | doing the exact same job |
| ranchers                      | I was on a plane...      |
| and wanted space on their own | and one Italian          |
| flood disasters               |                          |

(T99) Now ask your students to repeat these words and phrases after the two speakers.

### D. Normalisation 2: Anticipating the next word

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

This particular activity is designed to help learners guess what word or type of word follows a phrase or group of phrases. Track 100 contains the excerpts below except for the last (highlighted) word which is replaced by a beep sound. Play Track 100, pausing the CD when you hear each beep, and ask students to guess the word or type of word that may follow. Accept anything which fits in the gaps. Then play Track 101 and compare students' answers with the actual text.

NB This is a challenging task for students. If they find it too difficult you can just read out the words yourself.

(T100) (with beeps) (T101) (with answers)

1. Um, I have an older brother er, three years older than myself. (accept me)
2. What does your father do?
3. He was 54 when he retired.
4. And then er, then you only work like one weekend a month.
5. Yeah, 'cos mom had two sisters and two brothers, so hers was the bigger family.
6. And on my mom's side my grandmother's still alive, but my grandpa died once again when I was quite young. (accept small, little)
7. Interviewer: Have you got a girlfriend?  
Randy: I do not. I am, I am single and loving life.
8. Um, did you find it hard to come to London – to make friends?
9. I've had three serious relationships at this point in my life. None of them lasting very long.



### E. Normalisation 3: Questions (T102)

Randy talks about where he comes from.

1. How many US states does Randy mention in the first couple of sentences? **3 (Montana, Pennsylvania and Texas)**
2. For how many years did he live in Montana? **15 ('we moved out to Montana where I was three and I was there till I was 18.')**
3. Which famous mountains does he mention? **The Rocky Mountains**
4. Which three types of people is Montana famous for, according to Randy? **cowboys, miners and ranchers**
5. Which famous film was set in Montana, according to Randy? **The Horse Whisperer**

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. True/False (T103)

Randy talks about his parents and his two brothers.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Randy's mother and father both had a close relationship with their families. **(F The interviewer asks why Randy's parents moved to Montana. Randy replies: I think they just kind of wanted to get away from both er, both families, to be completely honest.)**
2. The gap between Randy's older and younger brother is 22 years. **(T Randy: I have an older brother er, three years older than myself and er, my younger brother is 19 years younger...)**
3. Randy was still living at home when his younger brother was born. **(F Randy: So I had gone to university.)**
4. Randy's mother wasn't expecting to get pregnant again. **(F The interviewer asks: Do you think number three was planned? Randy replies: Um, no. Number three was not planned...)**
5. Randy's mother was seriously ill after giving birth to his younger brother. **(T Randy: It almost took her out.... about three years' recovery...)**

### B. Gap-fill (T104)

Randy talks about his brothers and his father.

Ask your students to try to predict their answers where possible before they listen.

1. Randy's older brother's full name is Ronald Andrew Smartnick Jr.
2. His younger brother is Robert Charles Smartnick.
3. Randy says his father was career military.
4. His father fought in Vietnam and then trained as a National Guard.
5. Randy's father retired at the age of 54.

### C. True/False (T105)

Randy talks about the National Guard.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. People sign up to the National Guard to get financial help with their education. (T **Randy: People will sign up for the Guard to get assistance with um, schooling...**)
2. You have to train one day a week. (F **Randy: you train one weekend a month.**)
3. The basic initial training period for the National Guard is less than for the military. (F **Randy: You'll go through your six-week basic training, same as you would for the military.**)
4. The National Guard are called in to supplement local police in emergencies. (T **Randy: And when there's flood disasters or, you know, things go wrong and you need some kind of policing force that is extra and above what you would usually get, the National Guard are called in...**)

### D. Questions (T106)

Randy talks some more about his parents and his brothers.

1. What paid employment did Randy's mother use to have? **She was a receptionist for a physical therapist.**
2. What have Randy's parents been unable to do? **They have been unable to retire.**
3. What type of firm does Randy's dad work for? **a trucking firm**
4. What kind of things does his firm deliver in the north-west of the USA? **cattle and gas**
5. Why does Randy laugh when the interviewer asks him about his older brother's job? **Because his older brother works for a competing trucking firm, doing the same job as his father.**
6. Who is Randy's older brother married to? **his high school sweetheart**
7. How far does Randy's older brother live from his parents? **three blocks**
8. What is the population of Boulder? **2,000**

### E. Gap-fill (T107)

Randy talks about why his parents have moved around Montana so much and his younger brother. As with Exercise B, ask your students to try to predict their answers before they listen.

1. Randy says his parents lived in four different towns in Montana before the one they live in now.
2. He and his family moved to Boulder when he was 12.
3. Before that his parents moved around a lot because of his father's work.
4. Randy's younger brother is still in high school.
5. He's really keen on wrestling and he enters the state championships every year.

### F. True/False (T108)

Randy talks some more about his younger brother and his mother and father's families.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Randy says his younger brother is less interested in music than the four family members. (T **Randy: He's not as into music as er, as some of us in the family were.**)
2. Randy's younger brother plays the trombone, but only for his own pleasure. (F **Randy: He plays trombone um, in the band...**)

3. Randy recently went back to the States for a visit. (F **Randy says he hasn't met his younger brother's girlfriend yet 'cos it's been a while since I've been home'.**)
4. Randy knows exactly how many cousins he has on his mother's side of the family. (F **Randy: On my mum's side... I have the most cousins on which would be six, maybe?**)
5. Randy's mother comes from a family of five children. (T **Randy: Yeah, 'cos mom had two sisters and two brothers...**)
6. Randy's aunts on his father's side both have children. (F **Randy: My dad had two sisters and I only have one cousin on that side...**)
7. Randy's father's family are based in Pennsylvania. (T **Randy: I guess mom's, mom's side we're, we're a bit closer with. Um, I know I've seen them more recently than, than the ones in Pennsylvania...**)

### G. Questions (T109)

Randy talks about his grandparents.

1. Why does Randy remember his father's father's funeral so well? **Because it was the first time he'd ever been on a plane.**
2. Why wasn't Randy particularly upset? **Because he didn't know his grandfather very well.**
3. What do you think the expression 'open casket' means in relation to a funeral? **It means the coffin (BrE) or casket (AmE) has no lid on it so that people can see the person who's died.**
4. Did Randy attend his father's mother's funeral? **No. ('I heard tell of it and mom and dad went back to Pennsylvania for the funeral, but I don't think any of the rest of the family made it back, sadly.')**
5. Did Randy's brothers attend her funeral? **No. (see above)**
6. Which of Randy's grandparents is still alive? **his mother's mother**
7. Which word does Randy use to describe this topic? **'dark'**

### H. Gap-fill (T110)

Randy talks about his own life in London.

As with Exercises B and E, ask your students to try to predict their answers before they listen.

1. Randy says he's 'single and loving life' at the moment.
2. He's three serious relationships so far, but not one of them lasted very long.
3. He's never had an American girlfriend.
4. His previous girlfriends were Welsh, Scottish and Italian.
5. The interviewer asks if Randy found it difficult to make friends when he first came to London.
6. Randy says he's quite a social person.
7. He says it doesn't take him long to relax and chill out with people.
8. He believes he's quite a good judge of character.
9. He doesn't waste his energy with people he doesn't like.
10. Sometimes four months go by before he catches up with someone who lives on the other side of London, but he generally finds when he meets them that nothing's changed.

## 3 Interesting Language Points

### A. American English versus British English

Randy uses a number of American terms in the interview. Here are the most useful, together with their British English equivalents:

1. **Mom/mom** (AmE)  
**Mum/mum** (BrE)

2. **to raise their family** (AmE)  
to bring up their family (BrE)
3. **a trucking firm** (AmE)  
a haulage firm (BrE)
4. **gas** (AmE)  
petrol (BrE)
5. **his high school sweetheart** (AmE)  
his girlfriend from secondary school/his girlfriend from sixth form (England and Wales)
6. **They live three blocks from my parents.** (AmE)  
They live just down the road from my parents. /They live a couple of streets away from my parents. (BrE)
7. **sixth grade** (AmE)  
a student aged 11 to 12
8. **a junior** (AmE)  
a student in the 11<sup>th</sup> grade in high school, i.e. aged 16 to 17, or a student in their third year of college or university in the US
9. **a sophomore** (AmE)  
a student in the 10<sup>th</sup> grade in high school, i.e. aged 15 to 16, or a student in their second year of college or university in the US
10. **I haven't gotten to meet her yet.**  
(AmE) I haven't had a chance to meet her yet. (BrE)
11. **Grandma Smartnick passed five, six years ago maybe?** (AmE)  
Grandma Smartnick passed away (i.e. died) five, six years ago maybe? (BrE)
12. **I heard tell of it.** (AmE)  
Someone/They told me about it. (BrE)

## B. Classic intonation patterns

As Adrian Underhill has pointed out in his excellent book *Sound Foundations*, the classic intonation patterns listed in most books on phonology can vary depending on factors such as how well the speakers know each other and the topic they are discussing. However, the following three classic intonation patterns are all found in this interview:

### 1. Falling intonation for statements (T111)

Randy: *I grew up in Montana.*

Randy: *No. Number three was not planned.*

Remember, though, that the voices of young British people, as well as New Zealanders, Australians and many more will often rise at the end of a statement. For this reason it may be more useful to look at the second purpose of falling intonation: to indicate that the speaker has finished what he or she wanted to say.

### 2. Rising intonation for Yes/No questions (T112)

There is a tendency for the speaker's voice to rise at the end of questions to which the answer will be Yes or No:

Interviewer: *Do you think number three was planned?*

Interviewer: *Is your dad alive?*

Interviewer: *Have you got lots of cousins?*

### 3. Falling intonation for *Wh*- questions (T113)

There is a tendency for the speaker's voice to fall at the end of *Wh*- questions:

Interviewer: *So um, Randy, where are you from?*

Interviewer: *So why did you end up in Montana? Why did they want to move there?*

Interviewer: *What does your father do?*

### C. *um* and *er* (T114)

We often use 'um' or 'er' to give ourselves time to think. These sounds indicate to the listener(s) that we are thinking and so no one should interrupt us. Look at these examples from the interview:

1. Interviewer: *So **er**, brothers and sisters?*  
Randy: ***Um**, I have an older brother **er**, three years older than myself and **er**, my younger brother is 19 years younger...*
2. Randy: ***Er**, my dad was career military. **Um**, fought in Vietnam and **er**, then trained as a, trained as a National Guardsman **er**, up until... He was 54 when he retired.*
3. Interviewer: *And **um**, your older brother – what does he do?*  
Randy: ***Er**, he works **er**, for a competing trucking firm...*
4. Interviewer: *Have you ever been in a long-term relationship?*  
Randy: ***Um**, I've had three serious relationships at this point in my life. None of them lasting very long.*  
Interviewer: *Were they all with American girls?*  
Randy: ***Er**, never.*

### D. Simplification of individual words

When we are speaking quickly we often reduce the number of syllables in words, as in these highlighted examples from the interview:

#### (T115)

|                              |                           |
|------------------------------|---------------------------|
| both <b>families</b>         | 3 syllables > 2 syllables |
| <b>interesting</b>           | 4 > 3                     |
| <b>recovery</b>              | 4 > 3                     |
| <b>different</b>             | 3 > 2                     |
| I <b>suppose</b>             | 2 > 1                     |
| I was <b>probably</b> seven. | 3 > 2                     |
| <b>policing</b> force        | 3 > 2                     |

## 4 Further Listening Practice

### A. Dictation (T116–T125)

At times in the interview Randy and the interviewer speak very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.)

Then ask them to listen and write down the words they hear before checking their answers with another pair.

1. **(T116)** So why did you end up in Montana? Why did they want to move there? (15 words)
2. **(T117)** Number three was not planned, but seen as a great blessing. (11 words)
3. **(T118)** What does your father do? What's his job? (8 words)
4. **(T119)** I don't know how to equate that over here. (9 words)
5. **(T120)** It's kind of a part-time type of job where you train once a month with the National Guard. (18 words)
6. **(T121)** She did a lot of reception work for a physical therapist. (11 words)
7. **(T122)** He's got a lovely girlfriend. I haven't gotten to meet her yet 'cos it's been a while since I've been home. (21 words)
8. **(T123)** All of them would be out of high school at this point. (12 words)
9. **(T124)** I do remember questioning why I wasn't upset about it, but I suppose that's because I didn't really know him that well, you know. (24 words)
10. **(T125)** I also find myself quite a good judge of character, so I don't waste my energy on a lot of people. (21 words)

### B. Weak forms

As we saw in the previous units, the words between the stressed lexical, or content, words are known as grammatical, or function, words which bind the speaker's words together. These grammatical words tend to be unstressed, which makes them difficult to distinguish. Ask your students to listen to these excerpts and fill in the following weak forms:

and      for      from      of      to

#### (T126)

1. Mom and dad went back to Pennsylvania for the funeral, but I don't think any of the rest of the family made it back, sadly.
2. Mum's from Texas, dad's from Pennsylvania...

Can your students hear the difference between these words in isolation and in a stream of speech?

The following sentences contain the following weak forms:

|       |      |        |      |       |      |
|-------|------|--------|------|-------|------|
| about | an   | around | at   | for   | have |
| than  | that | wasn't | will | would | your |

Ask your students to listen and fill in the missing grammatical/function words, using capitals where necessary, then listen again and discuss how the pronunciation of these words has changed from how they sound in isolation.

NB Because this is a listening training exercise don't ask your students to predict the answers before they listen!

(T127)

1. Um, I have an older brother er, three years older than myself...
2. OK. Have you got a middle name?
3. And your younger brother?
4. We lived in four different towns in Montana before the one that they're in now.
5. But er, before that we moved around a lot for his work...
6. Yeah, he's done really well since he, since he started about three years ago...
7. ...which would be six, maybe?
8. I know I've seen them more recently than the ones in Pennsylvania...
9. I do remember questioning why I wasn't upset about it...
10. I've had three serious relationships at this point in my life.

C. Sentence stress

(T128)

As we saw in Unit 1, it is important that students are able to recognise stressed words in a stream of speech because these are the words that carry the speaker's meaning. Each speaker stresses the words he, or she, feels are necessary to get his, or her, message across.

Ask your students to listen to these excerpts from Randy's interview and mark where the stressed words occur.

NB Unlike scripted listening passages, this exercise is not suitable as a predictive activity because the stressed words are personal to Randy and the interviewer and therefore cannot be predicted by looking at the written script in isolation.

1. Um, I have an older brother er, three years older than myself and er, my younger brother is 19 years younger...
2. Interviewer: *Do you think number three was planned?*  
Randy: *Um, no. Number three was not planned...*
3. Interviewer: *And he's fine – no health problems?*  
Randy: *Oh, nothing for him, no. It, it almost took her out, but um...*
4. Have you got a middle name?
5. What does your father do?
6. And when there's flood disasters or, you know, things go wrong and you need some kind of policing force that is extra and above what you would usually get, the National Guard are called in to deal...
7. He works er, for a competing trucking firm doing the exact, same job.
8. Yeah, 'cos mom had two sisters and two brothers.
9. Um, do you remember your grandparents, growing up?
10. That was a dark topic, wasn't it?
11. Yeah, I didn't know any of them because we grew up in Montana, you know...
12. Have you ever been in a long-term relationship?
13. Interviewer: *Did you find it hard to come to London – to make friends?*  
Randy: *I really don't feel that I have.*
14. We might not see each other for more than – you know, it might be every four months before I catch up with somebody who lives on the other side of London, but er, that's... when you catch up nothing's changed.

D. Fluency practice 1: Elision

(T129)

As we saw in Unit 1, when speaking quickly in English, a process called 'elision' often occurs, most frequently with words ending in –d and –t. This results in these sounds not being pronounced when the next word begins with a consonant. For example, a speaker will say *las' night* instead of *last night*, *jus' got here* instead of *just got here*, or *trie' to* instead of *tried to*.

Play these excerpts from the interview which contain examples of elision and ask your students to repeat them without pronouncing the highlighted letters.



1. Why di**D** they want to move there?
2. I ha**D** gone to university...
3. No. Number three was no**T** planned...
4. I don'**T** know what that means...
5. He's marrie**D** to his er, high school sweetheart...
6. We lived in four differen**T** towns in Montana before the one tha**T** they're in now.
7. I only have one cousin on tha**T** side....
8. Do you remember your gran**D**paren**T**s, growing up?
9. The firs**T** time I was on a plane...
10. I didn'**T** really know him tha**T** well, you know...
11. An**D** on my mom's side my gran**D**mother is still alive...
12. I also fin**D** myself quite a goo**D** judge of character...

### E. Fluency practice 2: Linking (T130)

As we saw in the previous unit, linking occurs when the end of one word runs into the start of the next word. It is very common in informal spoken English, but less so in more formal English, such as speeches or lectures.

Ask your students to look at the following extracts from the interview and predict where linking will occur. Then ask them to check their answers against the recording.

Finally ask them to repeat each phrase or sentence after the speaker, imitating the speaker's pronunciation.

1. Family politics and wanted space on their own...
2. That's heck of a gap.
3. Yes, they both are still alive, yeah.
4. We lived in four different towns in Montana before the one that they're in now.
5. Have you got lots of cousins?
6. On my mom's side my grandmother is still alive.
7. Have you ever been in a long-term relationship?
8. I've had three serious relationships at this point in my life.
9. Yes, not at all...
10. We might not see each other...
11. when you catch up nothing's changed

## 5 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during Randy's interview. The words are listed in the box to help them.

|        |           |         |       |       |         |         |
|--------|-----------|---------|-------|-------|---------|---------|
| basic  | competing | cousin  | exact | gap   | honest  | into    |
| kids   | owns      | raise   | relax | rest  | retired | serious |
| single | space     | trained | type  | upset | wrong   |         |

1. We split up because I felt I needed my own space.
2. I think it's much better to raise a family in the country than in a city.
3. There's a gap of five years between my brother and me.
4. Marc trained to be a doctor, but then he gave up medicine and became a diver instead.
5. My father retired when he was 55, but I'll be lucky to go before I'm 66.
6. What type of dog is he?
7. My French is very basic, but I know enough to get by.
8. I had a terrible day today – everything I did went wrong!



9. Do you know who owns that car parked over there?
10. Can I get past, please? My brother's competing in this next race.
11. When you're measuring the ingredients for a recipe, you need to make sure you have the exact amount of everything.
12. My kids love going to McDonald's.
13. I'm not really into jazz. I prefer classical music.
14. I don't drink tea, to be honest. Could I have coffee instead?
15. My father's brother's son Mike is my favourite cousin.
16. Sophie's a bit upset at the moment because her mother's not well.
17. Would you mind if I had the rest of your sandwich? I'm starving!
18. You have to tick the relevant box – married, civil partnership, single, divorced or widowed.
19. He's never had a serious relationship, but then he's only 20.
20. It's no wonder you've got high blood pressure – you work too hard. You need to relax more.

## B. Phrasal verbs

Randy uses a number of phrasal verbs in his interview. Ask your students to insert the correct preposition or adverb in the following sentences.

1. My brothers and I grew up in a little village near Cambridge.
2. I think you should give Maria a ring. She's really going through it at the moment.
3. I haven't seen you for ages! Why don't you come for dinner next week and we can catch up.
4. Do you mind if I change the music? I'm not really into Abba.
5. We planned to have a picnic by the sea, but the weather was so bad we ended up having it in the car instead.
6. My boss has signed me up for a three-day course on customer care for some reason.

## C. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. Can I have your date of (born) birth, please?
2. Her son gave a very (move) moving speech which had everyone in tears.
3. Rio Tinto is one of the biggest (miners) mining companies in the world.
4. What are your (planned) plans for the summer vacation?
5. You don't look very (health) healthy. Perhaps you should take more exercise.
6. Has he (recovery) recovered from his operation yet?
7. We're going on a two-day (trained) training course next week, so that'll make a nice change.
8. Economic (grew) growth is at its lowest level since 1990.
9. What are you two (whisper) whispering about?
10. Would you be (interesting) interested in our special offer on double-glazing?
11. What's the current (retired) retirement age for men in Japan?
12. I just need your (sign) signature at the bottom, there.
13. He's (basic) basically a nice man, but he's just really boring.
14. Camilla's got a job as a (reception) receptionist in a legal firm, so she's really pleased.
15. My dad's just won first prize in a photographic (competing) competition. Not bad for 80, is it?
16. Love Story is the (sadly) saddest film I've ever seen.
17. The closest we have to a (social) socialist party in England is the Labour party.
18. It was a great holiday, but it wasn't very (relax) relaxing because we went on loads of trips.

## **6 Transcript (T131)**

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 4 – Eileen

### 1 Pre-Listening Comprehension

#### Introduction to Eileen

Eileen was born in Watford in north-west London, but she now lives in Walthamstow in east London with her husband and two children. She has a strong east London accent.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- the (Royal) British Legion – a charity which provides help and support to members and ex-members of the armed forces and their families
- a twisted gut – the long tube through which food moves during digestion was twisted in on itself and the food couldn't get through
- National Service – the period from 1949 until 1963 when healthy men aged 17 to 21 were expected to serve in the armed forces for 18 months
- a Down's syndrome daughter – Down's syndrome is a chromosomal condition which affects cognitive ability and physical growth
- Lupus – an autoimmune disease – a type of self-allergy
- a vicar – a priest in the Church of England in charge of a church and the spiritual needs of people in the surrounding area, i.e. the parish
- Norfolk – a low-lying county on the east coast of England famous for the Broads, a network of rivers and lakes which is a popular tourist destination

#### A. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. What are the advantages and disadvantages of growing up with lots of brothers and sisters as a child?
2. What are the advantages and disadvantages of having lots of brothers and sisters as an adult?

#### B. Normalisation – questions (T132)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

Eileen talks about her brothers, sisters and her parents.

1. How many names can you distinguish? **June, Anne, Derek, John, Billy, David, Eileen, Joyce, Sue, Jan and Lynn**
2. In which year was the youngest child born? **in 1964 ('June was born in June, 1942 and there's actually 22 years between June and the youngest child, who's Lynn.')**
3. In which city was Eileen's mother born? **Leeds**
4. Where is Croydon? **It's in south London.**

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. Aural gap-fill (T133)

Eileen talks some more about her parents and growing up in a large family.

Students will only hear the following extract, not see it. It contains eight pauses. Ask your students to write down what they think the missing word is after each pause.

If this proves too difficult you can give them the missing words in alphabetical order.

|        |     |        |             |        |     |        |      |
|--------|-----|--------|-------------|--------|-----|--------|------|
| corner | dad | driver | grandmother | houses | lot | Second | work |
|--------|-----|--------|-------------|--------|-----|--------|------|

Eileen:

My mum moved down with her father in 1933. Um, he was in the British Legion, having served in the First and 1) **Second** World War. Um, there was like a depression – there was a very... great shortage of 2) **work**, so the British Legion actually moved quite a few northern people down into outer areas, which is why they moved to Watford. And, um, they set them up with jobs and 3) **houses**. Um, my, my grandfather and 4) **grandmother** actually lived around the 5) **corner**. Um, my mum and 6) **dad** lived up the road and they had all 11 children in the house. Um, there was actually several families in our road with large, well, you know, with large families so it wasn't really a problem in that area. Um, my dad was a lorry 7) **driver**, so he used to go away a 8) **lot**...

Now play (T134) and let them check their answers.

### B. Questions (T135)

Eileen talks about her aunt and cousin.

1. Which medical condition resulted in the death of Eileen's mother's sister when she was just three months old? **a twisted gut**
2. Where did Eileen's Uncle George meet his wife? **in Germany**
3. When did Eileen's cousin Linda pass away? **a couple of years ago**

### C. True/False (T136)

Eileen talks about her aunts.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. One of Eileen's uncles was a Cabinet minister. (F **He was a carpenter and he 'used to make cabinets'.**)
2. Both Eileen's uncles were very talkative. (F **'the pair of them were very, very quiet'**)
3. As a child, Eileen rarely saw her uncles. (T **'I actually don't know a lot about them at all. Just that they came down at Christmas...'**)
4. Eileen's cousin Maureen has Down's syndrome. (T **'And Uncle Jack had a Down's syndrome daughter, Maureen who is absolutely gorgeous and we love her to bits.'**)

5. Eileen's Auntie Erika and Auntie Reenie are dead now. (T Eileen uses the simple past to talk about both aunts: 'Auntie Erika was very authoritative... And Auntie Reenie was a northern lady.')
6. It seems Auntie Erika liked being in charge. (T 'Auntie Erika was very authoritative and quite bossy actually.')
7. Auntie Reenie believed a woman's place was to look after the men in her life. (T 'she always talked about the menfolk, what the menfolk needed and what they didn't')
8. Eileen didn't like her aunts very much. (F 'they were very nice... they were very nice people')

#### D. Questions (T137)

Eileen talks about her father's family.

1. Where did Eileen's father's family live? **in south London**
2. Who prevented Eileen and her brothers and sisters from seeing her father's family? **Eileen's mum**
3. Did Eileen's father see much of his family? **No. (Interviewer: So she tried to keep you children away from that side of the family? Eileen: And my dad, to be quite honest.)**

#### E. Aural gap-fill (T138)

Eileen talks some more her cousins and then her nephews and nieces.

Students will only hear the following extract, not see it. It contains 11 pauses. Ask your students to write down what they think the missing word is after each pause.

If this proves too difficult you can give them the missing words in alphabetical order.

|      |      |         |         |       |       |        |       |      |            |
|------|------|---------|---------|-------|-------|--------|-------|------|------------|
| aunt | boys | cousins | married | moved | names | nieces | often | side | well (x 2) |
|------|------|---------|---------|-------|-------|--------|-------|------|------------|

Interviewer: *Um, are you... So you're not really very close with your cousins, apart from...*

Eileen: *Not on my Dad's side, no. Just on my mum's 1) side. The two... Well, um, Linda unfortunately died about five years ago um, and left two 2) boys. Um, she died actually of Lupus, I think she got Lupus and died. Um, she was 32. Um, Sylvia has actually 3) moved back up north. She's got four children. Her husband's a vicar um, so he's got a parish up there, so they live up there. So we actually don't see them very 4) often. But um, we do have... Where I have like the 10 brothers and sisters, obviously they're all 5) married and they all have children and now their children have children, so I think I've got 24 nephews and 6) nieces. Um, (laughs) yes, quite a few, and I do know their 7) names! (laughs) And um, and I think David, Paul, Michael have children as 8) well, so we have sort of great... so I'm actually a great 9) aunt as well. And there's... So we have a lot there. Yeah, I do get on with my nephews and nieces well and my two children... 'cos I'm married, I have two children, Hannah and Andrew. Hannah is 20 and Andrew is 18, and they do see their 10) cousins. They do see my brothers' and sisters' kids and they get 11) on very 11) well, so it's, it's quite nice.*

Now play (T139) and let them check their answers.

#### F. Tick the correct statement (T140)

Eileen talks about the financial challenge of buying presents for her 10 brothers' and sisters' children for Christmas, birthdays, etc.

Ask your students to tick which of these statements are correct.

The children of Eileen's 10 brothers and sisters only receive presents from their uncles and aunts

when they are born.  
on their first birthday. ✓  
for their first Christmas. ✓  
on their 18<sup>th</sup> birthday. ✓  
on their 21<sup>st</sup> birthday. ✓  
on their 25<sup>th</sup> birthday.  
when they get engaged.  
when they get married. ✓  
on their first wedding anniversary.  
when they get their first job.  
when they get their first home.

### G. Calculation questions (T141)

Eileen lives in Walthamstow in north-east London. Here she talks about where her 10 brothers and sisters have ended up.

Ask your students to work out how many people live in each of these places.

1. How many live in Norfolk? **1** ('Ann lives in um, North Walsham, which is in Nor.. um, Norfolk...')
2. How many live in Northampton? **3** ('I've got two brothers and a sister in er, Northampton...')
3. How many live in Leeds? **1** ('Billy lives in Leeds.')
4. How many live in Watford, where they were born? **5** ('And the rest of them live in Watford. They actually stayed. They never left.')

## 3 Interesting Language Points

### A. Four features of an east London accent

#### 1. Dropping the initial letter *h*- (T142)

A typical feature of an east London accent is for the speaker not to pronounce the initial letter *h*- at the start of words such as 'ouse, 'ad, 'appy, etc.

Listen to these examples from the interview:

*She 'ad two younger brothers, Jack and George.  
and that's where 'e met 'is wife  
always made 'er own meals*

A good language learner, when talking with a native speaker of English, will realise that when the speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. We're hoping to buy a new house.
2. I hope he comes home soon.
3. How was your holiday?

## 2. Dropping the final *-d* of *and* (T143)

Another typical feature of an east London accent is for the speaker not to pronounce the final *-d* of the word *and*.

Listen to these examples from the interview:

*June was born in June, 1942 **an'** there's actually 22 years between June **an'** the youngest child, who's Lynn.*  
*My mum was born in Leeds **an'** my father was born in south London – Croydon. they set them up with jobs **an'** houses*

## 3. The glottal stop (T144)

Another feature of an east London accent is the *glottal stop*. This happens when the speaker tightens his or her throat and very briefly stops the air from getting through. This results in the /t/ sound at the end of words such as *got* or *lot*, or the /t/ sound in words such as *bottle* or *kettle* not being fully pronounced. This can make it difficult for students to recognise words containing this feature.

Listen to these examples from the interview:

*My dad was a lorry driver, so he used to go away a **lot**...*  
*and **that's** where he **met** his wife*  
*and they **get** on very well*  
***Not** all of them!*  
*there's a **lot** of them*  
*that's **what** we agreed*  
*They see each other **quite** a **lot**.*

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. We've got a new cat.
2. Could you put the kettle on, please?
3. Cup of coffee?

## 4. Using the letter *v* instead of the /ð/ sound (T145)

Another typical feature of an east London accent is to use the /v/ sound instead of the /ð/ sound found in *other*, *mother*, *bother*, etc.

Listen to these examples from the interview:

*My mum moved down **with** her **father** in 1933.*  
*My **grandfather** and **grandmother** actually lived around the corner.*  
*...and they live quite close **together**. And they're, they're actually quite close. They see each **other** quite a lot...*

Can your students combine these different features of a London accent?

1. Can I have another bottle of Coke, please?
2. I haven't decided yet.
3. I'll see him later.
4. My daughter's just had a little girl.
5. I'm gutted Kate's got married to Harry. \*

\* The meaning of *gutted* is 'extremely upset'.

## B. *There's* + plural (T146)

Although we should use *there're* + plural, it is quite common in spoken US and British English to hear *there's* + plural. This is probably because it is far easier to say *there's* than *there're* in a stream of speech. Listen to these excerpts from the interview:

***There's** June, Anne, Derek, John, Billy, David, myself – Eileen, Joyce, Sue, Jan and Lynn.*

***there's** actually 22 years between June and the youngest child, who's Lynn*

*We made a deal because **there is** so many of us, um...*

## C. *actually*

The adverb *actually* is used far more often in spoken English than in written English. In this interview Eileen uses *actually* to mean that she is giving the exact and real truth of her family's situation, as opposed to what people might assume to be the truth.

Look at these examples from the interview:

*and **there's actually** 22 years between June and the youngest child, who's Lynn*

*He **actually** came from a family of nine.*

*so the British Legion **actually** moved quite a few northern people down into outer areas*

*My grandmother and grandfather **actually** lived around the corner.*

Notice how the word *actually* sounds more like 'ak-shi' in a stream of speech. (T147)

## D. *do* + verb stem for emphasis

We use *do* + verb stem when we wish to emphasise something.

Look at these examples from the interview:

*So I think I've got 24 nephews and nieces. Um, (laughs) yes, quite a few, and I **do know** their names!*

*Yeah, I **do get on** with my nephews and nieces...*

*Hannah is 20 and Andrew is 18, and they **do see** their cousins.*

*I **do know** their birthdays, but I **do** get them mixed up, 'cos there's a lot of them.*

*But we **do see** them and we **do spend** time with them.*

## 4 Further Listening Practice

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during Eileen's interview. The words are listed in the box to help them.



|          |          |          |           |        |           |
|----------|----------|----------|-----------|--------|-----------|
| actually | agreed   | bossy    | carpenter | common | deal      |
| get      | gorgeous | made     | mix       | mixed  | obviously |
| plumber  | quiet    | shortage | side      | spend  | vicar     |

1. I've never actually been to Paris. I just know a lot about it.
2. There's a major shortage of lithium batteries at the moment, for some reason.
3. One of the most common birds in the garden these days is the blue tit.
4. My brother's friend is a carpenter. He's just made me a fitted wardrobe and he did a great job. Do you want his number?
5. Can you kids keep quiet, please? I'm trying to concentrate.
6. That dress is gorgeous! It really suits you.
7. My older sister used to be really bossy when I was growing up. She was always telling me and my brother what to do.
8. I haven't made anything for dinner because I had to work late. Do you mind if we have a takeaway?
9. We're a bit worried about our son. We think he's started to mix with the wrong sort of people.
10. We got some new taps for our bathroom last week for just under £50, but then we had to pay the plumber £60 to fit them.
11. Sophie's obviously in love with Tom. You can tell by the way she looks at him.
12. I don't really know my cousins on dad's side of the family because they all live in Australia.
13. The vicar at my brother's wedding was excellent. He made everyone feel at ease.
14. I'm really lucky because I get on really well with my girlfriend's parents.
15. My boyfriend and I made a deal this Christmas that we wouldn't spend more than £50 on each other.
16. My parents have agreed to let me have a party at home for my birthday. Isn't that great?
17. I always get mixed up with my left and my right so I'm rubbish at following directions.
18. I really should spend more time studying and less time enjoying myself.

## B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. Would you mind (tell) telling me how much you paid for it?
2. We're having a party next week to celebrate the (born) birth of our first grandchild, so I want to get a new suit.
3. This is the (actually) actual spot where I was standing when Andy proposed to me.
4. The food was wonderful but the (serve) service was very slow.
5. Jake's feeling a bit (depression) depressed because he's just split up with Fiona.
6. My father's busy (set) setting up a new company supplying flowers to hotels.
7. It quickly became (apparently) apparent that we should have worn warmer clothes.
8. My grandfather had his own (carpenter) carpentry firm by the time he was 25.
9. I'm not very good at (plumber) plumbing so I usually get a professional in when I need something doing.
10. There was another student from New Zealand on the course so the two of us (pair) paired up.
11. They say a little (know) knowledge is a dangerous thing.
12. My son's not very (communication) communicative, I'm afraid. He spends most of his time sitting in front of the computer.
13. You need special (authoritative) authorisation to park here.
14. We were (burgled) burgled last month so we now have new locks on all our doors and windows.

## **5 Transcript (T148)**

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 5 – Hannah and Luke

### 1 Pre-Listening Comprehension

#### Introduction to Hannah and Luke

Hannah (aged 20) and Luke (aged 18) are the daughter and son of Judy in Unit 1. As with a lot of young people they speak very quickly.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- hormones – chemicals produced by the body which influence the development, growth and sex of a person or animal
- halls of residence – purpose-built accommodation for students
- a gap-year – A lot of young people take a year off, or have a gap-year, between school and university, either to travel and see the world or to get some work experience and earn money.

#### A. Schema building – predicting which words will come up

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. What are the advantages and disadvantages of being the only girl with three younger brothers?
2. What must it be like for Hannah to move back home for the holidays after living away from home when she's at university?

#### B. Normalisation 1 (Luke): Freestyle listening comprehension (T149)

This listening activity is designed to let the students get used to Luke's voice.

While the interviewer and Luke are waiting for Hannah to arrive, Luke reminds the interviewer of an embarrassing incident which occurred during her last visit. Can your students work out what happened?

The first two lines of this extract are as follows:

Interviewer: *Can you cook spaghetti bolognese now?*  
Luke: *Can you put sugar in your tea now? (laughs)*

Answer: **The interviewer put a sachet of plant food into her tea instead of sugar.**

#### C. Normalisation 2 (Hannah): Gap-fill (T150)

This listening activity is designed to let the students get used to Hannah's voice.

The interviewer asks Hannah and Luke how the four children get on.

1. Hannah points out that she'd been away at university so it's different for her.
2. Luke's coping strategy is to keep himself to himself and get on with his work.
3. He says 'I get on well when I need to – if I want something.'
4. Hannah says that because the boys are all teenagers now, it is quite argumentative and loud at home.

5. She expects things to improve once all the hormones have faded.
6. Luke agrees and says this is probably the worst stage of the children's development.

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. Gap-fill (T151)

Hannah talks about being away at university.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. Hannah initially says it's a lot quieter at university than at home.
2. She then qualifies this by saying that she's been living in a very loud hall of residence.
3. This means she hasn't been sleeping at university either.

### B. Aural gap-fill (T152)

Hannah talks about how difficult she finds it to be living back at home again after being away.

This is a challenging exercise as the students will only hear the following excerpt, not see it. It contains 11 pauses. Ask your students to write down what they think the missing word is after each pause.

If this proves too difficult you can give them the missing words in alphabetical order.

Alternatively you can read the text out yourself, pausing at the missing words, and asking for suggestions.

|        |         |       |          |        |     |
|--------|---------|-------|----------|--------|-----|
| bed    | boys    | home  | midnight | months |     |
| myself | morning | right | sleep    | time   | way |

- Interviewer : What was it like coming 1) home after being away at university, having all that freedom?
- Hannah: Yeah, it's hard because obviously mum and dad tell me what to do all the 2) time and I'm not used to that because I always had... I had a gap-year as well.
- Interviewer: Oh, that's right.
- Hannah: So I was in Africa for six 3) months. So I def... definitely know how to look 4) after myself. But it's just mum and dad are used to talking to the 5) boys in a certain way, assuming they're not going to do something, so they talk to me in the same 6) way. I'm happy, I'm happy to do it, but it's the whole like getting out of 7) bed in the morning. I'm not so great at that. But that's 'cos at the moment I'm waitressing and I have to waitress. And tonight I probably won't be done till 8) midnight...
- Interviewer: Mmm, hmm.
- Hannah: And there would have been no point me getting out of bed in the 9) morning because then I won't be able to last until midnight.
- Interviewer: I see. So you need your 10) sleep.

Hannah: Yeah. Generally the arguments are about me not getting up in the morning. Everything else I think I'm doing all 11) **right**.

Now play (T153) and let them check their answers.

### 3 Interesting Language Points

#### A. Use of tenses

##### 1. The simple future

We use the simple future to make predictions. Look at these two examples from the interview:

Hannah: *I think **it'll** get better when all the hormones have faded.*

Hannah: *I probably **won't** be done till midnight.*

##### 2. The present perfect simple and the present perfect continuous

We use the present perfect simple to talk about things we have done during a period of time leading up to the present. Look at this example from the interview:

Interviewer: *That's why **I haven't been** back for two years*

We use the present perfect continuous to talk about something we have been doing in a period of time leading up to the present. Look at this example from the interview:

Hannah: ***I've been living** in very loud halls of residence, so **I haven't been sleeping** at university either.*

#### B. There would have been no point doing something

We use this structure when we are talking about something that didn't happen for a good reason. Look at this example from the interview:

Hannah: *And **there would have been no point me getting** out of bed in the morning because then I won't be able to last until midnight.*

Here are some more examples:

There would have been no point going to the seaside yesterday because it rained all day.

There would have been no point giving her flowers for her birthday because she's got a garden full of them.

There would have been no point taking him to hospital because he obviously hadn't broken anything.

#### C. The glottal stop (T154)

As we heard in Units 1 and 4, an important feature of informal spoken English is the *glottal stop*. A glottal stop happens when the speaker tightens his or her throat and very briefly stops the air from getting through. This results in the /t/ sound at the end of words such as *got* or *lot*, or the /t/ sound in words such as *bottle* or *kettle* not being fully pronounced. This can make it difficult for students to recognise words containing this feature.

Listen to these examples of the glottal stop taken from the interview:

Interviewer: *Do you **get** on well?*

Hannah: *I've been **at** university, so **it's different**.*

Luke: *I keep myself to myself – **get** on with my work. I **get** on well when I need to.*

Interviewer: *But gen... generally, would you say you, you... as a family you **got** on well?*

Hannah: ***It's** three teenage boys so I would say **it**, **it** is **quite** argumentative and loud **at** the **moment**.*

## 4 Further Listening Practice

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during the interview with Luke and Hannah. The words are listed in the box to help them.

|               |       |         |            |             |
|---------------|-------|---------|------------|-------------|
| argumentative | bunch | changed | definitely | embarrassed |
| faded         | hard  | last    | obviously  | plant       |
| point         | stage | way     |            |             |

- I'll be ready in five minutes. I just need to get changed out of my work clothes.
- He was really embarrassed when he went to introduce me because he'd obviously forgotten her name.
- Let's get your mum a bunch of flowers to cheer her up.
- Do you think this plant is dead, or is it supposed to look like that?
- I like my new manager, but some people find her a bit argumentative. She certainly likes to make sure she always the last word.
- I had a wonderful suntan when we came back from Crete, but it's faded now.
- What's the next stage in the process?
- I find it really hard to get up in the winter.
- We definitely said we were going to meet at seven.
- Stop looking at me that way!
- There's no point leaving yet. Her train doesn't get in for another hour.
- Have we got enough milk to last till I can go shopping on Saturday?

### B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

- It was really (embarrassed) embarrassing going through the security gate because I forgot they sometimes ask you to take your shoes off and both my socks had holes in them.
- Thanks for (remember) remembering my birthday.
- What do you (food) feed your dog on?
- Will you kids please stop (argumentative) arguing! I can't hear myself think.

5. You need a good (imagine) imagination to write children's books.
6. Passing my driving test was the (hard) hardest thing I've ever done.
7. There seems to be a general (assuming) assumption that if you're deaf then you're stupid.
8. That (waitress) waiter over there is really handsome, isn't he?

## 5 Transcript (T155)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 6 – Ingse

### 1 Pre-Listening Comprehension

#### Introduction to Ingse

Ingse is a divorced mother of twin girls who lives in Bergen on the west coast of Norway, where she works for a large energy company. She speaks excellent English as she lived and worked in the UK for a number of years. She has a slight Norwegian accent combined with a slight Geordie accent which she acquired from living in Sunderland. Here she talks about a typical working day.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- flexible hours – (BrE – flexitime. US flexitime) A system of working in which you have to be at work during a set time period, e.g. 9am to 3pm, but which allows you to start work earlier or later, as long as you work a certain number of hours a week.
- a quid – (BrE) a slang expression for a pound sterling

#### A. Schema building – predicting which words will come up

Ask your students which 10 of these 20 words they expect to hear during the interview. The most logical ones are highlighted:

**traffic**, grass, cloudy, **interviewing**, ladder, **department**, sandy, earwax, **colleagues**, drawing, **contract**, sailing, **canteen**, chocolate, **overtime**, **course**, foam, **pay**, wasp, **meetings**

#### B. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

- If you had the chance to work flexitime, would you start early and finish early or start later and finish later? Why?
- When you hear the word 'Norway', what things come into your mind?

#### C. Normalisation 1: Anticipating the next word (T156–T157)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

This particular activity is designed to help learners guess what word or type of word follows a phrase or group of phrases. Track 156 contains the excerpts below except for the last (highlighted) word which is replaced by a beep sound. Play Track 156 and ask students to guess the word or type of word that may follow. Accept anything which fits in the gaps. Then play Track 157 and compare students' answers with the actual text.

NB This is a challenging task for students. If they find it too difficult you can just read out the words yourself.

(T156) with beeps (T157) with answers

- I get up fairly early in the winter. (accept morning, summer, spring, etc.)
- it's only four or five kilometres from where I live to, to the office



3. I use my bike because it's so close so it's nice to get some fresh air.
4. In the summer what, what time does the sun set? (accept rise)
5. You can't cut it with a knife.
6. So how many hours do you work a week (accept day)
7. Do you cook yourself dinner when you get home?

#### D. Normalisation 2: Freestyle listening comprehension (T158)

Play the start of the interview. How much do your students learn about Ingse in this opening section?

1. **She drives to work in winter because she talks about avoiding the heavy traffic.**
2. **She lives four or five kilometres from work.**
3. **She works in an office.**
4. **She cycles to work in the summer.**
5. **She likes fresh air.**
6. **She gets up at 6am.**
7. **She starts work at 7am.**
8. **She is allowed to work flexitime.**
9. **In the summer she works from 7am to 3pm.**
10. **It takes her 15-30 minutes to cycle home in summer.**

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

#### A. Questions (T159)

Ingse talks about what happens when she gets to work.

1. Why does Ingse say she likes to start work at 7am because 'you get a nice long afternoon in the sun' when she doesn't get home until 3.15pm or later? **Because the sun doesn't set until 11-11.30pm.**
2. Does Ingse have breakfast before she leaves home? **no (She says she has coffee when she gets to work and she brings bread and goat cheese with her.)**
3. Which two words does Ingse use to describe the taste of Norwegian goat's cheese? **'sweet' and 'strong'**
4. What does Ingse do while she has breakfast? **She turns on her computer and reads her emails.**

#### B. True/False (T160)

Ingse talks about her office and the people she works with. Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. There are partitions between Ingse and her work colleagues. **(F 'we have an open landscape')**
2. Ingse shares the office with three colleagues. **(T 'There are only four people in there.')**
3. Ingse does similar work to her colleagues. **(T 'we're all working with the same things')**

4. Ingse finds it difficult to concentrate when her colleagues are on the phone. (F She says **she benefits from being able to hear what her colleagues are saying on the phone because they all do similar work.**)
5. Ingse used to share an office with far more people. (T She says **there were 20 or 30 people in one room in the engineering department she used to work in.**)
6. Ingse has a good relationship with her colleagues. (T 'We have a good laugh in there.')
7. Ingse is now on a permanent contract. (F Ingse's contract **expired in June and the company asked her if she would like to stay on for another year.**)
8. Ingse and her colleagues are all around the same age. (T Ingse says **her work colleagues are about her age – 40 to 50.**)

### C. Cloze (T161)

Ingse talks about her lunch break.

Ask your students to read through this excerpt and predict the missing words. If necessary you can give them the words below which are in alphabetical order. Then ask them to listen and check their answers.

|             |               |                  |       |      |       |       |          |          |
|-------------|---------------|------------------|-------|------|-------|-------|----------|----------|
| bar<br>stop | break<br>time | breakfast<br>too | cheap | cold | doing | early | finished | overtime |
|-------------|---------------|------------------|-------|------|-------|-------|----------|----------|

- I: So you're **doing** all your work in the morning. Wha... what time do you **stop** for lunch?
- In: Er, 11.30.
- I: That... That's very **early**. You see in England we'd be stopping for our mid-morning **break** at 11.30.
- In: (*laughs*) Yeah. Some people go for er, 10.30, but I think that's far **too** early for me. I've just finished **breakfast** by then.
- I: OK. (*laughs*)
- In: Yes. (*laughs*) How I feel!
- I: So do you have a restaurant at work, or a canteen?
- In: Yes, a lovely canteen with hot and **cold** food and... very, very good food. A salad **bar** costing us a quid.
- I: Really?
- In: Or less than that, but more or less. Yes, a quid.
- I: So the food's quite **cheap**? And subsidy... subsidised?
- In: Yes, subsidised food in the canteen, yes.
- I: Uh, huh.
- In: And they serve dinner, which is...
- I: Really?
- In: ... dinner at Norwegian **time**, which is about 4 o'clock. (*laughs*)
- I: Huh! (*laughs*)
- In: So if you get there quarter past four it's **finished**! (*laughs*) And that's for the people doing **overtime**, yeah.

### D. Questions (T162)

Ingse talks about a typical Norwegian lunch.

1. What is a typical Norwegian lunch? **an open sandwich**
2. Which two words does Ingse use to describe her kind of food? **'very boring'**
3. Who tend to eat more at lunchtime – Norwegian or Swedish people? **Swedish people: 'In Sweden I think they have full lunch now.'**
4. What is one reason Ingse gives for the fact that Norwegians like to make their own lunch at home and then take it into work? **Because it's like they take part of their home with them.**

### E. True/False (T163)

Ingse talks about who she goes to lunch with and the advantages of flexitime.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Ingse's colleagues in her office go to lunch before Ingse. (T When asked if Ingse goes for lunch at the same time as her colleagues she says 'No, they go at 11 – 10.30 or 11 o'clock – and I go with the consultants.' It is illogical to think that Ingse would have lunch before 10.30, and we've already heard her say that she stops for lunch at 11.30.)
2. Ingse's company runs confidence courses in a confidence centre. (F 'we have a competence course')
3. Ingse sometimes chooses to sit on her own for lunch. (F Ingse says 'Somebody will be there that I know.' Later the interviewer says 'So you're not sitting on your own?' Ingse replies 'No, I wouldn't'.)
4. The location of Ingse's company is quite isolated. (T 'There are no shops – nothing around in nearby. [sic] There are just woods and walks and... so you have to take your car in...')
5. Ingse thinks flexitime is great. (T 'Because of the flexible hours – which I think is marvellous.')
6. Ingse never stays out late during the working week. (F 'Because if I've been out late one night... too much to drink – you can just stay on and go to work at 9 o'clock.')
7. Flexitime means that people can start work at 11am and finish at 5pm. (F 'you have to be there by nine')

### F. Cloze (T164)

Ingse talks about why she doesn't do overtime.

Ask your students to read through this excerpt and predict the missing words. If necessary you can give them the words below which are in alphabetical order. Then ask them to listen and check their answers.

can't double evenings eyes front meetings pay sit tired tiring

- I: If you do work on a Saturday and Sunday do you get better pay?  
 In: 100 per cent, yes.  
 I: Yeah, so it's double?  
 In: Yeah.  
 I: Yeah.  
 In: And I'm so tired after eight hours...  
 I: Mmm.  
 In: ...in front of that computer I can't do any work in the evenings.  
 I: Mmm.  
 In: It kills me.  
 I: Right. (laughs)  
 In: No, but if you, if you do a different job – if you're interviewing, if you're going to meetings – and then you sit down at the computer... But when you are in front of that computer for eight hours...  
 I: Mmm.  
 In: My neck and my eyes... (laughs)  
 I: Yes. Very tiring.

**G. True/False (T165)**

Ingse talks about what she does when she leaves work.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. The average working week in Norway is 37½ hours. (T **'It's 40. Minus lunch – half-an-hour a day – so, 37 and a half.'**)
2. Ingse tries to start work earlier in the summer than in the winter. (F **Interviewer: What time in the winter? [i.e. What time do you finish work?] Ingse: The same.**)
3. The interview took place in the spring. (F **Ingse says: 'This summer has been so nice.' So clearly the interview took place in the summer or towards the end of summer.**)
4. There is a lake between Ingse's home and her workplace. (F **'Sometimes I go straight home which is about... between five and seven kilometres, I think. But this summer has been so nice so quite often I've er, taken a longer trip to get home, just to get the exercises, the fresh air and stop at a lake or go for a swim or something.'**)

**H. Questions (T166)**

Ingse talks about relaxing after work and her flat.

1. Give two reasons why Ingse has recently stopped cooking an evening meal when she gets home from work: **1) Because the children have moved out and 2) because she gets lunch at work.**
2. What does Ingse prefer to do rather than watch television? **read**
3. Who did Ingse look after until recently, besides her children? **an aunt**
4. When did Ingse's children leave home? **in the autumn**
5. What is different about the flat now that the girls have left home? **It's tidy and clean. (NB. In BrE it's more normal to say 'clean and tidy'.)**
6. What is the one thing Ingse would like to change about the flat? **She would like it to be bigger. ('the flat is too small for the three of us, really... They have so much gear...')**

**5 Interesting Language Points**

**A. An important feature of Ingse's Norwegian accent (T167)**

Many non-native speakers of English find the /ð/ sound representing the letters *th* in words such as *the*, *this* and *with*, very difficult to pronounce in English because they don't have that sound in their own language. French and German speakers tend to use the letters 's' or 'z' instead, whereas Ingse, in common with other Scandinavian speakers of English, tends to use the letter 'd'. This affects the following function words:

the – der, this – dis, they – dey, with – wid

Ask your students to listen to these excerpts from the article:

*But in **the** summer I, I cycle.  
which in **the** summer is marvellous  
I wait till I turn on **the** computer...*

*So **this** one, **this** one is a, is a small one.*

***they** have moved out  
And **they** serve dinner...*

*and I bring some er, bread **with** goat cheese\*  
You can't cut it **with** a knife.*

Yes, a lovely canteen **with** hot and cold food and...

\* [sic – goat's cheese, i.e. cheese made from the milk of a goat, rather than from a goat itself]

A good language learner, when talking with a non-native speaker of English, will realise that when the speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

How might Ingse pronounce the following words?

another                  these                  breathing                  leather                  feather                  whether

## B. Signalling that the person listening is paying attention

We use words such as 'OK', 'I see' and 'Right' to signal that we're paying attention to a speaker, as well as the sounds 'Mmm' and 'Mmm, hmm'.

Listen to these examples from the interview:

### (T168)

- |                  |              |   |
|------------------|--------------|---|
| <b>OK.</b>       | Interviewer: | So how many hours do you work a week?   |
|                  | Ingse:       | It's 40. Minus lunch – half-an-hour a day – so, 37 and a half.                                    |
|                  | Interviewer: | <b>OK.</b>  |
| <b>I see.</b>    | Ingse:       | The taste is so strong that all you want is just a thin slice...                                  |
|                  | Interviewer: | <b>I see.</b>   |
|                  | Ingse:       | ...on a slice of bread.   |
|                  | Interviewer: | OK.   |
| <b>Right.</b>    | Ingse:       | But I'm so tired after eight hours in front of that computer I can't do any work in the evenings. |
|                  | Interviewer: | Mmm.  |
|                  | Ingse:       | It kills me.  |
|                  | Interviewer: | <b>Right.</b>   |
| <b>Mmm, hmm.</b> | Ingse:       | And I bring some er, bread...   |
|                  | Interviewer: | <b>Mmm, hmm.</b>  |

## C. Expressing surprise when listening

### (T169)

We often use the word *Really?* or *Oh, really?* to express surprise. Ask your students to listen to these excerpts from the interview:

- |              |  |
|--------------|--|
| Interviewer: | In the summer, what, what time does the sun set, then? |
| Ingse:       | Eleven...  |
| Interviewer: | <b>Oh, really?</b>                                     |
| Ingse:       | ...eleven-thirty.                                      |
| Ingse:       | We have an open landscape...                           |
| Interviewer: | Oh, really?  |
| Ingse:       | A salad bar costing us a quid.                         |
| Interviewer: | <b>Really?</b>   |

Interviewer: How long do you get for lunch?  
Ingse: Half an hour.  
Interviewer: **Oh, really?**

#### D. *D'you...?* instead of *Do you...?*

(T170)

In informal spoken English we often combine *Do you* or *do you* into one sound: *D'you* or *d'you*. Ask your students to listen to how the interviewer asked these questions in the interview:

Interviewer: **Do you** have your own office?

Interviewer: And are your colleagues nice? **Do you** get on well with them?  
Ingse: Very nice.

Interviewer: So, **do you** have a restaurant at work?

Interviewer: How long **do you** get for lunch?

Interviewer: How many hours **do you** work a week?

#### E. The different uses of *so*

##### a) To signal a change of topic

1. Using *So* + comma at the start of a question to signal a change of topic. The interviewer does this at the start of the interview to signal to Ingse that the interview has begun:

Interviewer: *So, er, can you tell me about a typical day?*

TOP TIP! *So + comma at the start of a question is also a very natural way to break a long period of silence. It makes the opening question softer and less interrogational.*

##### b) To make deductions based on what the speaker has said:

Ingse: *...and about mid-June er, my contract went out and they asked if I would like to stay on for another year.*  
Interviewer: *So your, your contract expired.*  
Ingse: *Yes.*

Interviewer: *If you do work on a Saturday and Sunday do you get better pay?*  
Ingse: *100 per cent, yes.*  
Interviewer: *Yeah, so it's double?*

##### c) To give explanations or reasons for something

Ingse: *I get up fairly early in the winter because it's er, er, heavy traffic – the traffic jam, so I want to start off before that.*

Ingse: *It's only four or five kilometres from where I live to, to the office so it isn't really heavy traffic, but to me it is.*

Ingse: *And I wasn't interested in all that going on, so that was just noise.*

**d) As an intensifier:**

Ingse: *the taste is so strong*

Ingse: *Well, I've been so lazy.*

Now ask your students to explain the function of the word *so* in the following extracts. The explanations are marked a – d after each occurrence.

1. Interviewer: So **(a)** how many hours do you work a week?
2. Ingse: So **(c)** if I'm in by seven I can leave by three o'clock...
3. Ingse: I use my bike because it's so **(d)** close so **(c)** it's nice to get some fresh air.
4. Interviewer: So **(b)** the food's quite cheap?
5. Ingse: And there're no shops... so **(c)** you have to take your car in if you want to go shopping or go to the bank or something.
6. Ingse: But this summer has been so **(d)** nice so **(c)** quite often I've er, taken a longer trip to get home...
7. Ingse: And then we just sit down and chat.  
Interviewer: Oh, that's nice. So **(b)** you're not sitting on your own?
8. Ingse: I had an aunt I was looking after which took quite um, a lot of time. I went to Tae Kwon Do three times a week in the evenings. So **(c)** I was quite busy.
9. Ingse: They have so **(d)** much gear...
10. Ingse: And they serve dinner, which is dinner at Norwegian time, which is about 4 o'clock. So **(c)** if you get there quarter past four it's finished!

## 4 Further Listening Practice

### A. Dictation (T171–T179)

At times in her interview Ingse and the interviewer speak very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.)

Then ask them to listen and write down the words they hear before checking their answers with another pair.

1. **(T171)** I think I tried some once. It tastes a little bit like chocolate. (13 words)
2. **(T172)** and they asked if I would like to stay on for another year (13 words)
3. **(T173)** I said yes because we have a good laugh. (9 words)
4. **(T174)** So you're all doing your work in the morning. What time do you stop for lunch? (16 words)
5. **(T175)** That's far too early for me. I've just finished breakfast by then. (12 words)
6. **(T176)** And that's for the people doing overtime. (7 words)
7. **(T177)** Somebody will be there that I know. (7 words)
8. **(T178)** And then we just sit down there and chat. (9 words)
9. **(T179)** Interviewer: If you do work on a Saturday and Sunday do you get better pay? (14 words)  
Ingse: Hundred per cent, yes. (4 words)

## B. Contractions (T180)

Students tend to avoid using contractions so it is good to show how often they occur in spoken English. Ask your student to discuss which contractions fit the gaps in these excerpts from the interview, then play the track and ask them to check their answers.

1. But in the summer I, I cycle. I use my bike because it's so close it's nice to get some fresh air.
2. And we've got flexible hours. So if I'm in by seven I can leave at three o'clock...
3. we're all working with the same things
4. That's typically Scandinavian, isn't it?
5. And I'm so tired after eight hours in front of that computer I can't do any work in the evenings.
6. So you try to finish quarter past three. You've done your eight hours...
7. I'm really lazy with that because I don't like cooking.
8. And this autumn I've been so lazy...
9. But I'm happy because they're happy...
10. It didn't work out as well as it could have. We're good friends though.

## C. Sentence stress (T181)

It is important that students are able to recognise stressed words in a stream of speech because these are the words that carry the speaker's meaning. Each speaker stresses the words he, or she, feels are necessary to get his, or her, message across.

Ask your students to listen to these excerpts from Ingse's interview and mark where the stressed words occur.

*NB Unlike scripted listening passages, this exercise is not suitable as a predictive activity because the stressed words are personal to Ingse and the interviewer and therefore cannot be predicted by looking at the written script in isolation.*

1. In the summer, what, what time does the sun set, then?
2. I get in to the office and what I normally do is, is have a coffee and I bring some er, bread with goat cheese, which is a Norwegian thing.
3. I think I tried some once. It tastes a little bit like chocolate.
4. You can't cut it with a knife.
5. the taste is so strong that all you want is just a thin slice on a slice of bread
6. Do you have your own office?
7. we're all working with the same things
8. But I used to be in a department with engineers...
9. What are the ages in the office?
10. I've just finished breakfast by then.
11. A piece of bread with cheese and things but no top on it.
12. But in Norway they still bring their sandwiches from home.
13. It was like they take part of their home with them to the office.
14. And I'm so tired after eight hours in front of that computer I can't do any work in the evenings. It kills me.
15. Do you cook yourself dinner when you get home?
16. I read quite a lot.
17. But I've been so lazy. It's, it's all different because when I had the kids at home there was always something to do...
18. But I'm happy because they're happy...
19. I want my life and they want their life...

## D. Linking

Linking occurs when the end of one word runs into the start of the next word. It is very common in informal spoken English, but less so in more formal English, such as speeches or lectures.



The most common linking occurs between the consonant at the end of a word when the next word begins with a vowel, as in these examples from the interview.

**(T182)**

*There are just woods\_and walks\_and...  
...to cut\_it. You can't cut\_it with a knife.  
you get\_on your bike and you cycle home  
I get\_up fairly early in the winter...*

However, linking also occurs with other sounds, for example when one word ends in the same letter as at the start of the next word, as in these examples from the interview:

**(T183)** *the taste is\_so strong*

Linking also occurs when the final letter –s merges with the start of the next word, as in this example:

**(T184)** *I can hear things, but it's\_not noise.*

Ask your students to mark where they expect linking to occur in these excerpts from the interview. Then ask them to listen and check their answers.

**(T185)**

1. so I want\_to start\_off before that
2. it\_isn't really heavy traffic, but\_to me it\_is
3. because it's\_so close\_so it's\_nice to get some fresh\_air
4. So if I'm\_in by seven, I can leave\_at three o'clock...
5. No, we have an\_open landscape which\_is\_a new, a new thing in\_Norway at the moment.
6. if I hear a name or I hear decisions\_or I hear questions\_and answers
7. Eight\_hours\_altogether.
8. Well, soup\_is dinner, really...
9. It's\_all different because when I had the kids\_at home there was\_always something to do...
10. I had an\_aunt\_I was\_looking after...
11. I went\_to Tae Kwon Do three times\_a week...

Now ask your students to read these phrases and sentences aloud. Remind them to link words wherever possible.

## 6 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during Ingse's interview. The words are listed in the box to help them.

|            |            |      |          |           |
|------------|------------|------|----------|-----------|
| bar        | change     | chat | contract | decisions |
| department | interested | jam  | laugh    | lazy      |
| like       | marvellous | neck | packed   | straight  |

1. Sorry I'm late. I got caught in a traffic jam.
2. I've got some marvellous news! Tom and I are getting married.
3. This cheese smells like my brother's socks!
4. Our managers never consult us even when they're making big decisions.
5. I know which company she works for, but I don't know which department she works in.
6. I never knew you were so interested in history, Dave!
7. Whenever I meet up with my old schoolfriends we always have a good laugh.
8. You really shouldn't start work until you've signed a contract.

9. The salad bar is over there, next to the waiter with the strange hair.
10. It was really embarrassing because I'd packed my alarm clock in my suitcase and it went off just as we were landing.
11. Why don't we have a chat about it over lunch? I'm sure we can sort something out.
12. I've hurt my neck so badly that I can't even turn my head at the moment.
13. Could you come straight home tonight? I need to talk to you about something.
14. I was really lazy yesterday. I didn't get up till 12.
15. Why don't you come over to our place for a change?

## B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. We (typical) typically get between 20 and 30 orders a day.
2. Which is (heavy) heavier – gold or silver?
3. I love it when he (flexible) flexes his muscles!
4. Have you got any (sweet) sweeteners? I'm trying not to have sugar at the moment because I'm on a diet.
5. Looking back I think our children (benefit) benefitted from being brought up in the country.
6. My sister studied civil (engineers) engineering at university.
7. They say (laugh) laughter is the best medicine.
8. We are (contract) contracted to work 37 hours a week, but I normally do around 45.
9. What's the (expired) expiry date on that cream? I don't want to give everyone food poisoning.
10. The EU used to give farmers (subsidised) subsidies if they created areas for wildlife, but I'm not sure if they do any more.
11. I'm (boring) bored! Can't we go out?
12. I'm sorry, but I can't come out. I'm doing my (packed) packing. We're flying to New York tomorrow.
13. She certainly very (competence) competent, but her people skills need some work.
14. Stop (chat) chatting, you two, and get on with your homework!
15. I've just had a (thinking) thought. Isn't Val a vegetarian?

## C. Phrasal verbs

All these phrasal verbs cropped up in the interview. Ask your students to put the appropriate preposition or adverb in the gaps.

1. Karl started off the meeting, but then Chloe carried on because he had to take an important phone call.
2. Came and sit down by the fire and warm yourself up – it's freezing out there.
3. I've very lucky because I get on with both my brother.
4. I find it much more difficult to get up in the winter than in the summer.
5. Would you mind looking after our cat this weekend? We're going away.
6. They were married for five years, but it didn't work out because he wanted kids and she wanted to concentrate on her career.

## D. Accuracy and communicative competence

Although Ingse speaks fluent English, she does make a number of grammatical errors. However, these do not affect comprehension – it is still clear to the listener what she is talking about.

Ask your students if they can make the following excerpts from the interview more accurate.

1. you get a long, nice afternoon in the sun  
you get a nice, long afternoon in the sun
2. It's only four people in there.  
There are only four people in there.
3. My contract went out.  
My contract ran out./My contract expired.
4. In Sweden I think they have full lunch now.  
In Sweden I think they have their main meal at lunchtime.
5. In some places you get paid lunch.  
In some places lunch is included as part of your working day.
6. And there're no shops – nothing around in nearby.  
And there are shops – there's nothing nearby.
7. And the house is tidy and clean for a change.  
And the house is clean and tidy for a change.

## **6 Transcript (T186)**

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 7 – Dorah and Jill

### 6 Pre-Listening Comprehension

#### Introduction to Dorah and Jill

Dorah and Jill both work as operating theatre nurses in two different London hospitals. Dorah is a black South African who came to work in the UK in 1998. She specialises in operations on eyes. Jill comes from North Wales but moved down to London in 1987. She specialises in orthopaedics, i.e. operations involving bones. Both Dorah and Jill have marked accents. Here they talk about a typical working day.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- lists – Here the specific meaning is the lists of patients waiting to have an operation.
- trauma – Here the specific meaning is the operating theatre in a hospital which deals with patients who have had an accident and broken one or more bones as a result require surgery.
- orthopaedic theatre – the operating theatre dealing with planned operations such as hip replacements, broken wrists, etc.
- elective (operations) – Operations which are planned in advance, i.e. they are not the result of a trauma.
- arthroscopies – An arthroscopy is surgical procedures where a miniature digital camera is inserted into the patient's body to find out what is wrong.
- the backlog – Here the specific meaning is the number of patients waiting for elective surgery, i.e. planned operations.
- Recovery people – The nursing staff who look after patients who have had an operation in a quiet room near the operating theatre until they are well enough to be returned to the ward.
- shift – the period of time you are contracted to work for
- The NHS – the National Health Service
- The Waiting List Initiative – A measure introduced by the Government to reduce the number of patients waiting for planned operations by paying extra money to hospitals that have successfully reduced waiting lists (for example by carrying out operations at weekends) and fining those that haven't.

#### A. Schema building

Ask your students what they can predict, based on their own knowledge of nurses and hospitals, about Dorah and Jill.

- a) their personalities/characters
- b) the hours they work
- c) the type of work they do

#### B. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. Would you like to work as a nurse? Why/Why not?
2. How do you feel about the sight of blood?
3. How do you feel about eye operations?

### C. Normalisation 1: True/False (T187)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

Here Jill talks about her work in the trauma theatre.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. The normal working week for a nurse is supposed to be 37½ hours in theory, but not in practice. **(T Jill: We tend to do more than 37 ½ hours anyway.)**
2. The trauma theatre has always run seven days a week. **(F Jill: And they do extra lists on a Sunday at the moment... they're trying to o trauma as in um, a seven-day a week thing.)**
3. The trauma theatre operates on patients of all ages. **(T Jill gives examples of the operations done in the trauma theatre: old ladies falling down... little kids...')**
4. Someone who has just fallen down and broken their arm would be operated on in the orthopaedic theatre. **(F The orthopaedic theatre is for planned operations such as hip replacements. The trauma theatre is for operations on people who have broken bones accidentally.)**

### D. Normalisation 2: Sentence completion (T188)

Dorah talks about work at her hospital.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will best complete the sentences. Then ask them to listen and check their answers.

1. Dorah has only been working regular hours since Monday.
2. Sometimes she has to work extra hours.
3. This is to reduce the number of patients on the NHS waiting list.
4. Dorah says she is supposed to be paid extra for the extra work, but she doesn't seem very confident.
6. The responsibility for reducing waiting times is supposed to be being taken over by an agency.

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. Sentence completion (T189)

Dorah talks some more about proposed changes at her hospital.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will best complete the sentences. Then ask them to listen and check their answers.

1. The agency is proposing to pay staff less than the hospital.
2. The agency wants to pay staff on a weekly basis rather than a monthly basis.
3. This means the extra money will no longer be included in Dorah's salary.

## B. Questions (T190)

Dorah and Jill talk about the extra hours they have to work.

1. Why does Dorah say: *I'm lucky if I go off at 5?* **Because she rarely finishes work on time.**
2. Did she have to work longer or shorter hours in her last job? **shorter ('But it's still OK compared to where I was working before, you know.')**
3. Why do Jill and Dorah often work longer hours than they are contracted to?
  - a. **Because they are ordered to.**
  - b. **Because they feel obliged to. (Dorah: They put you in your, in your corner... You somehow find yourself doing the extra hours. Jill: You can't not. You can't leave it, can you? They know you can't do that.)**
  - c. **Because they need the money.**

## C. True/False (T191)

Dorah talks some more about working extra hours.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Dorah sometimes works at the weekend, as well as during the week. **(T 'We do work weekends.')**
2. Sometimes she has to work through the night. **(F 'And er, of course it's evening, even if it's not the whole night.')**
3. Once last week it took Dorah nearly two hours to get home. **(T 'we went off at er, half-10 and then I was home by er, quarter past 12')**
4. According to Jill, anyone who works beyond 8pm gets paid twice the normal hourly rate. **(F 'If you work over 8 o'clock you get a bit more money... although not much.')**

## D. Cloze (T192)

Jill and Dorah talk some more about working extra hours.

Ask your students to read through this excerpt and predict which words fit the gaps. Then ask them to listen to check their answers.

NB Piloting has shown that this cloze exercise is very challenging because Dorah and Jill are speaking very quickly at this point and sometimes they both talk at the same time. Students may need to listen to the excerpt several times before they can complete all the gaps.

I: Interviewer

J: Jill

D: Dorah

- I: But your job – you finish at... You start at 8 and you finish at 6 those four days and, and that's it.
- J: Mmm.
- I: You don't have to work any extra?
- J: Well, you do. It's the same as Dorah, really. You, you know, you can't just stop your list.
- D: Mmm.
- J: If it's over-running then you have... you have to carry on, of course. And um, check to see that recovery people are all right and what have you.
- I: So the same thing. You can't... You feel you can't just walk away.
- D: No.
- J: That's right.
- D: You can't take your bag and say 'Oh, my shift is 5. I'm going home.'
- J: 'See you!' (laughs) You can't do that.
- D: You can't do that.

### E. True/False (T193)

Jill talks about people finishing work on time.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Jill says it's generally impossible to leave work on time, unless you have a specific appointment. (T **'Some people will [i.e. leave on time] but if, if they've got a specific appointment or something...'**)
2. She gets angry when people tell her they have to leave on time. (F **'but they already let you know "I'm sorry, I can't stay today because such and such." And that's fine.'**)
3. Jill says sometimes people try to leave work on time without a valid reason, but they don't succeed. (T **'Some will try it on, of course, but they don't get very far.'**)

### F. Questions (T194)

Jill and Dorah talk about what they do for lunch.

1. Who has a longer lunch break Jill or Dorah? **Dorah (When she says she gets 45 minutes for lunch Jill is surprised. We later find out Jill gets just half an hour for lunch.)**
2. Which three lunch options are there for staff at Dorah's hospital? **a) to bring your own lunch in b) to go to the canteen and c) to go for lunch somewhere outside the hospital**
3. What must you do if you decide to leave the hospital premises for lunch? **You must let people know where you are.**
4. What must theatre staff do before they go to the canteen at Jill's hospital? **They have to change. (i.e. They have to change out of their theatre gowns into other clothes.) Jill says 'by the time you've changed and gone to the canteen...'**
5. Where is the canteen in Jill's hospital in relation to her operating theatre? **It's at the other end of the hospital.**

### G. Gap-fill (T195)

Jill and Dorah talk about the Waiting List Initiative, i.e. a Government measure to bring down waiting times for operations.

Ask your students to predict which words fit the gaps. Then ask them to listen to check their answers.

1. Jill works around one Saturday in six.
2. Dorah is generally asked to work extra shifts if there is a shortage of staff or an extra list.
3. She says most of the initiative lists are done on Saturdays.
4. The Waiting List Initiative has been brought in to encourage hospitals to get through the backlog of operations.
5. No one should currently wait longer than 18 weeks for an orthopaedic operation in England.

### H. Cloze (T196)

Jill and Dorah talk some more about working extra hours.

Ask your students to read through this excerpt and predict which words fit the gaps. Then ask them to listen to check their answers.

I: Interviewer                      J: Jill                      D: Dorah

- I:            So um, what about when you get home, the two of you. What do you do? What's the first thing you do when you get home, Dorah?

- D: (laughs) If I do get home! (laughs) Well, it depends. If I'm exhausted – if I'm really, really tired, I just go in, change and just sleep. Don't do anything... Because if I, I get home at... Let's say, for instance, at quarter-past 11.
- I: Mmm.
- D: You can't even eat. By the time you relax...
- I: Mmm.
- D: ...it's past 12 to 1. And then you're supposed to be up at half-past five.
- I: God!
- D: So I'm... It depends what time I get home.
- I: Uh, hum. Right.
- D: If I come home early then I can, you know... You know, relax. Have a bath.
- I: Cook a nice meal.
- D: Yeah, have a nice meal, watch whatever.
- I: Uh, huh.
- D: But if I get home late I just don't care. I just want to sleep and rest.
- I: What about you, Jill? What do you do when you come home? What's the first thing you do?
- J: Um, generally I will cook...
- I: Mmm, hmm.
- J: ...which is all right. I find that quite relaxing. And then er, eat it. Have a bath or something like that.
- I: Mmm.
- J: Either watch a bit of television or go out. Meet some friends.
- I: Mmm.
- J: Yeah, that kind of thing.
- I: Where do you go out?
- J: The pub, normally.
- I: OK. (laughs)
- J: This local pub up the road.
- I: I see.

### 3 Interesting Language Points

#### A. Imprecision in spoken English

##### 1. *stuff*

We often use *stuff* to refer to objects or things in informal spoken English when we do not need to be precise. Look at these examples from the interview:

When talking about lunchtimes Jill says:

*Most people bring their own **stuff** in anyway...*

Here the meaning is: Most people bring in their own lunch – sandwiches, etc.

Later the interviewer asks what the difference is between the trauma theatre and the orthopaedic theatre. Jill replies:

*Orthopaedics is generally elective **stuff**...*

Here the meaning is: Orthopaedics is to do with planned or elective operations.

##### 2. *sort of* and *sort of like*

We use *sort of* to describe something approximately as in this example:

'My new car's a sort of bluey-grey colour.'



We also use sort of or sort of like when asking questions. Here the effect is to make the question less interrogational. Look at these examples from the interview:

The interviewer asks Jill: *Do you have regular hours? Do, do you **sort of like** do 9 to 6?*

The interviewer asks Dorah: *Do you have regular hours – **sort of like** 8 to 6, like Jill, or...?*

We also use *sort of* to make an answer less abrupt, as in this example from the interview:

Interviewer: *But why are you saying 'elective'? 'Cos it's not like you've chosen to do it. Why's it called 'elective'?*

Jill: *Well, you **sort of** have, haven't you, really?*

## B. Using the verb **do** + main verb stem for emphasis

We often use *do* + main verb to emphasise or stress something, as in these examples from the article:

Interviewer: *Do you have regular hours – sort of like 8 to 6, like Jill, or...?*

Dorah: *Yeah, now, since um, since Monday I **do** have regular hours...*

Interviewer: *OK. But er, I mean in an eye hospital, surely you were just working during the day – you weren't working evenings or weekends.*

Dorah: *We **do** work weekends.*

Interviewer: *What's the first thing you do when you get home, Dorah?*

Dorah: *(laughs) If I **do** get home! (laughs)*

## C. Increasing fluency 1: Using the word **just**

The word *just* is one of the most common words in informal spoken English. It has a number of meanings. Here we will focus on two taken from the interview.

### 1. **just** meaning *only*

Look at these examples from the interview:

Interviewer: *But er, I mean in an eye hospital, surely you were **just** working during the day – you weren't working evenings or weekends.*

When talking about her lunch break Dorah says: *It's **just** 45 minutes.*

### 2. **just** meaning *simply*

Look at these examples from the interview:

*you can't **just** stop your list*

*You feel you can't **just** walk away.*

*If I'm exhausted – if I'm really, really tired, I **just** go in, change and **just** sleep.*

*But if I get home late I **just** don't care. I **just** want to sleep and rest.*

## D. Increasing fluency 2: Using the word **so**

The word *so* is also an extremely common word in informal spoken English. It has various uses, as demonstrated in the interview.

1. Using *So + comma* at the start of a question to signal a change of topic. It is a gentle way to signal to the speaker that you would like to talk about something else. The interviewer does this towards the end of the interview after Jill and Dorah have been talking about the Waiting List Initiative.

Interviewer: *So um, what about when you get home, the two of you. What do you do?*

TOP TIP! *So + comma* at the start of a question is also a very natural way to break a long period of silence. It makes the question softer and less abrupt or interrogational.

2. Using *so* a) to make deductions and b) to check that we've understood something correctly.

Jill: *My hours are 8 to 6, generally.*

Int.: *Right.*

Jill: *Four days a week.*

Int.: *Oh, so you get one day off because you're doing more than 37 hours, is that right?*

Later Jill talks about the difference between orthopaedic theatre and trauma theatre, to which the interviewer replies:

*Right. So orthopaedic would be planned operations? You know you're going to have an operation hopefully that day?*

Later Jill and Dorah explain that it's impossible to leave work on time, to which the interviewer replies:

*So you're not in a position where you can say 'no'?*

When talking about her lunch break, Dorah says: *It's just 45 minutes.*

The interviewer replies: *So that doesn't give you very long, really, to go to lunch.*

3. Using *so* to refer back to something that has already been said

When asking about Dorah's new post the interviewer says:

*Um, you said now you're, you're doing regular hours, so what, so what are those hours?*

Dorah explains that she and her colleagues have been working extra hours to bring down waiting times. The interviewer says:

*OK, so do you get paid extra for that – doing the backlog?*

4. Using *so* to give an explanation

The interviewer asks: *What does trauma mean? Is that broken bones?*

Jill replies: *Well, it is in our hospital, yes. So, so whatever – road traffic accidents, old lady falling down, you know, broken arms, little kids...*

Jill then goes on to say:

*Orthopaedics is generally elective stuff which is... So that would be like a, a, a total knee replacement, total hip replacement.*

Dorah says: *...they have introduced um, some extra hours, so we're doing the backlog of, of the, the NHS list.*

Later, when Dorah talks about the low pay the agency is proposing she says:

*But the rates are very small, so we didn't sign anything...*

Later, when Jill explains that she only gets 30 minutes for lunch and it takes her 10 to 15 minutes to walk to the canteen she says:

*So it's not worth it, really.*

## E. Listener response

### 1. Signalling agreement (T197)

Obviously we can indicate to the speaker that we agree by using words like *yes* and *yeah*. But another very common way of signalling agreement is to make the sound *Mmm*. Look at these examples from the interview:

Interviewer: *Jill and Dorah, you both work as nurses.*  
Jill: **Mmm.**

Interviewer: *You're not in a position where could can say no.*  
Dorah: **Yeah.**  
Interviewer: *You feel you have to say yes.*  
Dorah: **Yeah.**

Jill: *It's the same as Dorah, really. You, you know, you can't just stop the list.*  
Dorah: **Mmm.**  
Jill: *If it's over-running then you ha... you carry on, of course.*  
Dorah: *You can't.*

### 2. Signalling that you are paying attention (T198)

As in the interview with Ingse, the interviewer used words such as *OK* and *Right* to signal that she is paying attention to the speaker, as well as the sound *Mmm*, *hmm*. Listen to these examples from the interview:

Jill: *We tend to do more than 37½ hours anyway.*  
Interviewer: **OK.**

Jill: *My hours are 8 to 6, generally.*  
Interviewer: **Right.**  
Jill: *Four days a week.*

Jill: *I do the occasional Saturday.*  
Interviewer: **Mmm, hmm.**

Another way of showing you are paying attention is to repeat the speaker's words, as in this excerpt:

(T199) Dorah: *I'm supposed to do 8 to 5.*  
Interviewer: **8 to 5.**

## F. Fillers

### 1. ums and ers (T200)

As your students are probably aware, we use *um*, and *er*, as fillers – words which the speaker uses to give him or herself time to plan what they are going to say next. The fact that they are making a noise

at the same time indicates to the other speaker(s) that they shouldn't interrupt. Listen to these examples from the interview:

Interviewer: *And do you, do you have regular hours – sort of like 8 to 6 like Jill, or...*  
Dorah: *Yeah, now, since **um**, since Monday I do have regular hours, though now they have introduced **um**, some extra hours...*

Interviewer: *Do you, do you get paid double or triple time?*  
Dorah: *Er, yeah, there are those **um**, **er**, doubles and one-and-a-halves and...*

## 2. Well... (T201)

We often use *Well* + *comma* when we start to answer a question, again to give ourselves time to think. Another use of *Well* + *comma* is to contradict the speaker politely, as in the third example.

Interviewer: *Oh, so you get one day off because you're doing more than 37 hours, is that right?*  
Jill: ***Well**, yes. We tend to do more than 37½ hours anyway.*

Interviewer: *What does trauma mean? Is that broken bones?*  
Jill: ***Well**, it is in our hospital, yes.*

Interviewer: *But why, why are you saying 'elective'? 'Cos it's not like you've chosen to do it. Why's it called 'elective'?*  
Jill: ***Well**, you sort of have, haven't you, really?*

## G. Classic intonation patterns

As Adrian Underhill has pointed out in his excellent book *Sound Foundations*, the classic intonation patterns listed in most books on phonology can vary depending on factors such as how well the speakers know each other and the topic they are discussing. However, the following three classic intonation patterns are all found in this interview:

### 1. Falling intonation for statements (T202)

Dorah: *I'm supposed to do 8 to 5.*  
Jill: *It is 18 weeks.*  
Dorah: *It depends what time I get home.*

Remember, though, that the voices of young British people, as well as New Zealanders, Australians and many more will often rise at the end of a statement. For this reason it may be more useful to look at the second purpose of falling intonation: to indicate that the speaker has finished what he or she wanted to say.

### 2. Rising intonation for Yes/No questions (T203)

There is a tendency for the speaker's voice to rise at the end of questions to which the answer will be Yes or No:

Interviewer: *Do you have regular hours?*  
Interviewer: *Do you both get an hour for lunch?*  
Interviewer: *And then did you have to work the next day?*

### 3. Falling intonation for *Wh*- questions (T204)

There is a tendency for the speaker's voice to fall at the end of *Wh*- questions:

- Interviewer: *What does trauma mean?*  
Interviewer: *What was so bad about that?*  
Interviewer: *What about when you get home, the two of you? What do you do? What's the first thing you do when you get home, Dorah?*

## 4 Further Listening Practice

### A. Dictation (T205–T211)

At times during the interview Jill, Dorah and the interviewer speak very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.) Then ask them to listen and write down the words they hear before checking their answers with another pair.

Play these excerpts from the interview and ask your students to transcribe them.

1. (T205) But it's still OK compared to where I was working before, you know. (13 words)
2. (T206) So you get one day off because you're doing more than 37 hours, is that right? (16 words)
3. (T207) Some will try it on, of course, but they don't get very far. (13 words)
4. (T208) Do you take food in or do you eat at the hospital? (12 words)
5. (T209) So that doesn't give you very long, really, to go out for lunch. (13 words)
6. (T210) If I'm exhausted – if I'm really, really tired, I just go in, change and just sleep. (16 words)
7. (T211) But if I get home late I just don't care. I just want to sleep and rest. (17 words)

### B. The glottal stop (T212)

The glottal stop happens when the speaker tightens his or her throat and very briefly stops the air from getting through. This results in the /t/ sound at the end of words such as *got* or *lot*, or the /t/ sound in words such as *bottle* or *kettle* not being fully pronounced. This can make it difficult for you to recognise words containing this feature. Both the interviewer and Jill use the glottal stop in this interview.

Ask your students to try to fill in the gaps before they listen and then listen to check their answers. See if they can imitate the glottal stop.

1. broken arms, little kids
2. 'Cos it's not like you've chosen to do it...
3. Is that in London?
4. So do you get paid extra for that...
5. You don't sound very confident.
6. What was so bad about that?
7. You're not in a position where you can say 'no'.
8. If you work over 8 o'clock you get a bit more money...
9. Do you both get an hour for lunch?

### C. Sentence stress (T213)

As we saw in the previous unit, it is important that students are able to recognise stressed words in a stream of speech because these are the words that carry the speaker's meaning. Each speaker stresses the words he, or she, feels are necessary to get his, or her, message across.

Ask your students to listen to these excerpts from the interview and mark where the stressed words occur.

*NB Unlike scripted listening passages, this exercise is not suitable as a predictive activity because the stressed words are personal to Dorah, Jill and the interviewer and therefore cannot be predicted by looking at the written script in isolation.*

1. And they do extra lists on a Sunday at the moment.
2. So that would be like a, a, a total knee replacement, total hip replacement...
3. But why, why are you saying 'elective'? 'Cos it's not like you've chosen to do it.
4. Well, you sort of have, haven't you, really?
5. It's an elective list as opposed to something you can't help. You... Trauma is accidents, isn't it?
6. So orthopaedic would be planned operations.
7. Are you doing orthopaedics as well, Dorah?
8. So do you get paid extra for that?
9. We do work weekends.
10. And then did you have to work the next day?
11. But there are varying rates, although not much.
12. What about when you get home, the two of you?

### D. Fluency practice 1: Linking (T214)

As we saw in the previous two units, linking occurs when the end of one word runs into the start of the next word. It is very common in informal spoken English, but less so in more formal English, such as speeches or lectures.

Ask your students to look at the following extracts from the interview and predict where linking will occur. Then ask them to listen and repeat each phrase or sentence after the speaker.

1. you both work as nurses
2. My hours are eight to six, generally. Four days a week.
3. It is in our hospital.
4. 'Cos it's not like you've chosen to do it.
5. It's the same as Dorah, really.
6. That's not bad.
7. So it's not worth it, really.
8. How often is that?
9. Once every six weeks or so.

### E. Fluency practice 2: Elision (T215)

As we saw in the previous two units, in fast spoken English a process called 'elision' often occurs, most frequently with words ending in -d and -t. This results in these sounds not being pronounced when the next word begins with a consonant.

Play these excerpts from the interview which contain examples of elision and ask your students to repeat them without pronouncing the highlighted letter.

1. And then I was home by quarter pas**T** twelve.
2. An**D** then did you have to work the nex**T** day?
3. You can't **T** jus**T** stop your list.

4. Mos**T** people bring their own stuff in anyway.
5. And then you're suppose**D** to be up at five.
6. But if I get home late I jus**T** don'**T** care.
7. They don'**T** really.
8. It use**D** to be included in our salary.
9. I'm suppose**D** to do eigh**T** to five.

### F. Fluency practice 3: Weak forms (T216)

The words between the stressed lexical, or content, words are known as grammatical, or function, words which bind the speaker's words together. These grammatical words tend to be unstressed, which makes them difficult to distinguish. Ask your students to listen to these excerpts and repeat them. Can they hear what has happened to the highlighted words in stream of speech?

1. **Do you** have regular hours?
2. My hours **are** 8 **to** 6 generally.
3. So orthopaedic **would** be planned operations?
4. You know you're **going to** have an operation hopefully that day?
5. Do you have regular hours? Sort **of** 8 to 6, like Jill, or...
6. You're not in a position where you **can** say 'no'.
7. 'I'm sorry I can't stay today because such and such.' **And that's** fine.
8. So that **doesn't** give you very long, really, **to** go out **for** lunch.
9. **Is it** 18 weeks, or **something** like that?
10. **What's the** first thing **you** do when **you** get home, Dorah?

### G. Three features of Dorah's South African accent

These three features of Dorah's accent could potentially cause misunderstandings:

#### 1. /æ/ (bad) – /e/ (bed)

Listen to how Dorah pronounces the /æ/ sound in *happy*. (T217)

*We as nurses are not **hAppy** about what they're proposing to give us.*

A good language learner, when talking with a non-native speaker of English, will realise that when the speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

How might she pronounce the following words?

salary, rates, that, relax

Now listen to check if you were correct. (T218)

(NB The word salary sounds more like celery.)

#### 2. /i:/ (sheep) – /ɪ/ (ship)

Listen to how Dorah pronounces *sleep* in the extract:

*I just go in, change and just **sLEEp**.* (T219)

How might she pronounce the following words? seat, feet, steep  
(NB The word sleep sounds more like slip.)

### 3. /ɪ/ (ship) – /i:/ (sheep)

Conversely listen to how Dorah pronounces the word *list*.

*Or if there's an extra **list** to do. (T220)*

How might she pronounce the following words? fist, kissed, missed  
(NB The word list sounds more like least.)

## H. People talking over each other

In real life, as opposed to coursebooks, it is very common for two or more people to talk over each other at the same time. Ask your students if they can fill in the missing words in these excerpts from the interview where the participants are all talking at the same time.

Please note this is a very difficult task that many native speakers would find difficult, so do give your students lots of encouragement.

I: Interviewer

D: Dorah

J: Jill

### Excerpt 1 (T221)

I: But why, why...

J: ...arthroscopies...

I: ...are you saying 'elective'? 'Cos it's not like you've chosen to do it. Why's it called 'elective'?

J: Well, you sort of have, haven't you, really?

### Excerpt 2 (T222)

J: ...so... Most people bring their own stuff in anyway because by the time you've changed and gone to the canteen...

D: Mmm.

J: ...which is the other end of the hospital and er, come back then there's 10...

D: 10 minutes left.

J: ...10, 15 minutes gone, yes. So it's not worth it, really.

### Excerpt 3 (T223)

D: If I come home early then I can, you know... You know, relax. Have a bath.

I: Cook a, cook a nice meal.

D: Yeah, have a nice meal, watch whatever.

## 5. Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during the interview. The words are listed in the box to help them.

|         |           |          |          |           |           |
|---------|-----------|----------|----------|-----------|-----------|
| backlog | bones     | canteen  | compared | confident | generally |
| hip     | hopefully | included | off      | overtime  | paid      |
| quite   | salary    | shortage | tend     | well      | whole     |



1. We tend to eat mainly salads in the summer.
2. I generally go to my parents on Sunday for lunch.
3. The hotel was quite nice, but very expensive.
4. The problem with the chicken biryani here is that it's got bones in it.
5. My mum's going into hospital for a hip replacement next Monday, so I've taken the week off work.
6. We had to work overtime last week to clear the backlog of customer orders.
7. My daughter needs three grade As to go to university, but she seems pretty confident that she'll make it.
8. My salary gets paid into the bank on the last Thursday of the month.
9. I think Paris is really expensive compared to London.
10. My parents are coming to stay this weekend so I've got to clean the whole house.
11. Would you like another slice of cake as well, Toni?
12. Is the service charge included in the bill?
13. You must never sign a contract without checking it through.
14. We've organised a big party for my parents' silver wedding anniversary so hopefully my mum will be out of hospital by then.
15. I used to eat in the canteen at work, but they closed it last month to save money.
16. There's a shortage of qualified teachers at the moment, so class sizes are getting bigger.

## B. Colloquial English

Ask your students to fill in the blanks in these new sentences with words they heard during the interview. The words are listed in the box to help them. One of the words is used twice.

bit care help even hard kids lucky OK quite supposed surely worth up

1. Once the kids have left home we're going to sell this place and buy somewhere smaller.
2. Oh no! I was supposed to be home 10 minutes ago.
3. It's lucky you brought your umbrella. Look at the rain!
4. You're surely not going to walk home at this time of night!
5. It's hard working such long hours, but I do enjoy my work.
6. Could I have a bit more cake, please? I'm starving.
7. You should have seen his last girlfriend – she was even taller!
8. I can't help feeling bad about what I said to Kim last night.
9. Are you OK with this music or shall I put something else on?
10. I'm not quite sure if we can park here.
11. We're meeting at seven, so it's not worth going home first.
12. I was so angry with him I couldn't even speak.
13. I don't care what time it is. I'm tired and I want to go to bed.
14. We're really lucky living here because there's a wonderful pub just up the road.

## C. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap.

Example: I can make you a sandwich if you're (hunger) hungry.

1. My husband has a (tend) tendency to snore if he lies on his back.
2. Yesterday I (accidents) accidentally ran over a woman's foot with my shopping trolley. You should have heard what she called me!
3. You've got a (choose) choice of cabbage, sweetcorn or peas – which do you fancy?
4. When our last manager retired they (replacement) replaced him with a 24-year-old straight out of university, but he didn't last long.
5. Don't bother reading the (introduce) introduction – it's quite boring.

6. She's very good at her job, but she just lacks (confident) confidence.
7. I have to say that merging the two departments was a (logistics) logistical nightmare.
8. The Government's new (proposing) proposal is to freeze public sector pay for two years.
9. I can assure you that isn't my (sign) signature.
10. We did a price (compared) comparison on some website and this policy was definitely the cheapest.
11. This is the (bad) worst cup of coffee I've ever had!
12. They don't accept credit card (paid) payments so we'll have to pay in cash.
13. We don't go out every Friday. It (varying) varies.
14. I told you (specific) specifically to be home by midnight.
15. My cousin has just been (appointment) appointed chief marketing officer at JB Cunningham, so we're going out tonight to celebrate.
16. I enjoy gardening, to be honest. I find it very (relax) relaxing.

## 6 Transcript (T224)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 8 – Randy

### 1 Pre-Listening Comprehension

#### Introduction to Randy

We heard Randy talking about his family in Unit 3. Randy is a trained actor, musician and composer from Montana in the USA and currently lives in London. Here he talks about how he manages to juggle earning a living with his theatre work.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- to fall into a menial job – to end up doing a boring, unskilled job without making any effort
- a show – a theatrical production – a play, a musical, etc.
- a freelancer – a person who is self-employed, but who works for other organisations on a contractual basis

#### A. Schema building – predicting which words will come up

Ask your students which 10 of these 20 words they expect to hear during the interview. The most logical ones are highlighted:

**a show**, a flight, wallpaper, **a piano**, cream, **a rehearsal**, brakes, **a script**, a vest, dandruff, **tunes**, sunburnt, **composed**, buttons, **lines**, a hedgehog, **an audition**, **artistic**, foam, **music**

#### B. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. Why do you think Randy moved to the UK to pursue a career in the theatre?
2. What do you know about Montana?
3. How do you think Randy makes a living when he isn't performing in a play or a musical?

#### Factfile Montana:

Montana is the largest landlocked US state. It shares its northern border with three Canadian states: British Columbia, Alberta and Saskatchewan. It shares its eastern border with North Dakota and South Dakota, its southern border with Wyoming and its south-western border with Idaho.

Montana is so-named because it contains a number of mountain ranges. Eastern Montana is well known for ranching, wheat farming, oil and coal mining. Western Montana is more known for tourism as it contains three of the five entrances to Yellowstone National Park, Glacier National Park and the Little Bighorn Battlefield National Monument.

#### C. Normalisation 1: Anticipating the next word

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

This particular activity is designed to encourage learners to think ahead.

Ask your students to guess the missing words in the excerpts below. Accept anything which fits in the gaps. Then play Track 225 and compare students' answers with the actual text.

1. It was too easy over there to fall into a menial job that, you know, would pay the \_\_\_\_\_.
2. I spend about three hours a morning scanning for jobs and applying for things that I find \_\_\_\_\_.
3. Most actors pay the er, pay the bills with barwork and er, waiting some \_\_\_\_\_
4. So I get up in the morning and er, I go for my run and then I come back and \_\_\_\_\_...
5. And he works during the day so I make sure I sing during the day so he's not there and not too late at \_\_\_\_\_.
6. But how can you make enough money with barwork? I didn't think that was very well \_\_\_\_\_.
7. There are days where I will hibernate and 14 hours later my eyes will open up and life will be \_\_\_\_\_.

**(T225)**

1. It was too easy over there to fall into a menial job that, you know, would pay the bills.
2. I spend about three hours a morning scanning for jobs and applying for things that I find interesting.
3. Most actors pay the er, pay the bills with barwork and er, waiting some tables.
4. I get up in the morning and er, I go for my run and then I come back and shower...
5. And he works during the day so I make sure I sing during the day so he's not there and not too late at night.
6. But how can you make enough money with barwork? I didn't think that was very well paid.
7. There are days when I will hibernate and 14 hours later my eyes will open up and life will be great again.

**D. Normalisation 2: True/False (T226)**

Randy talks about why he moved to the UK.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Randy's parents didn't want him to leave the USA. (F 'I think er, my, my parents and I have hit a lovely point in our relationship where they're just happy that I'm happy...')
2. Randy didn't feel he would be sufficiently challenged if he stayed in the USA. (T 'It was too easy over there to fall into a menial job that, you know, would pay the bills and get you by and, and you never really pushed yourself for anything above and beyond.')
3. The American pronunciation of Edinburgh is the same as the Scottish pronunciation. (F 'I was in London for six months before I went to Edinburgh for five and a half years. Sorry, Edinburgh, Edinburgh. I have to say that one right – I lived there too long...')
4. Randy found it hard to find theatre work in Scotland. (F 'and in Scotland I just found that I, I was always constantly finding somebody to work with...')
5. He says there are more opportunities in the theatre in Scotland than in New York. (F '...and the opportunities are rife. No different than New York.')
6. Randy has taught music at university level in the USA. (F 'I would have happily taught at a college or university level...' We know from this grammatical construction (known as Third Conditional) that he hasn't taught at that level.)
7. It is impossible to teach at an American university without a post-graduate degree. (T '...there's no way I could have gone to grad school so I never could have achieved the education that I needed to teach university kids.')
8. Randy says generally music programmes in schools receive less funding than sports programmes in the USA. (T 'it's [i.e. music] not something that's funded very well in the States, you know. Sports kind of takes the precedent...')

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. Sentence completion (T227)

Randy talks about how he makes ends meet.

1. Randy is a freelance actor and writer so he spends a lot of time job-hunting.
2. It's difficult to find work at the moment because of the economic climate.
3. Randy spends three hours every morning scanning the Internet and theatrical papers looking for work which is interesting.
4. He's posted a few photos (i.e. put up some advertisements) for individual tuition.
5. To give music lessons you need a place to teach that contains a piano.
6. To make ends meet (i.e. to survive financially) Randy sometimes waits tables or does barwork.

### B. Questions (T228)

Randy talks about his daily regime.

1. What does Randy do to keep fit every morning? **He goes for a run.**
2. What does he do for three hours after his shower? **He searches for a job.**
3. What is he having to learn for his next show? **The script and a couple of tunes that he has to sing.**
4. What does he do for at least two hours every afternoon? **He sings.**
5. Who may get annoyed by this? **the neighbours**

### C. Correcting mistakes (T229)

Randy talks about where he lives.

Ask your students to correct the mistake in each statement.

1. Randy lies in a house with two bedrooms. **'I'm in a two-bedroom flat.'**
2. He shares with a man from Ireland. **He's from Northern Ireland. ('Northern Irish guy')**
3. The other man is unemployed. **'he works during the day'**
4. The piano was already there when Randy moved in. **The interviewer asks if Randy had to buy the piano and he says 'was a gift from a friend of mine'.**
5. The piano is an antique. **'it's digital'**
6. Randy usually eats out. **'I love to cook...'**
7. He's only just moved in. **'We've been there two years...'**
8. Randy and his friend don't get on with their landlord. **'the landlord's great'**

### D. Gap-fill (T230)

Randy talks about his evenings.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. Randy does a lot of part-time work in the evenings.
2. If he's not working he tries to catch up with friends.
3. Randy says he is constantly on the look-out for new things to do.
4. The interviewer asks how Randy can make enough money just by doing barwork.
5. She doesn't think this kind of work is well paid.
6. She asks Randy how he can afford to pay the rent.
7. Randy says this is one of the reasons why he lives south of the river.
8. It's cheaper to rent in south London than in central or north London.
9. Randy and his friend made sure they found somewhere to live that they could afford.
10. Randy and his friend are very careful about how much they spend on grocery shopping.

### E. True/False (T231)

Randy talks about combining barwork with his theatre work.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Randy is trying to make as much money as possible at the moment. (F **He says he is working up to 30 hours a week.**)
2. Randy explains that bar staff are usually paid a flat rate per hour. (F **'You're always paid depending on experience in this industry...'**)
3. The expression 'strapped for cash' means well off. (F **'if I start to get strapped for cash and I find a place that I enjoy working I will end up being there 50, 60 hours a week...'** So **'strapped for cash' means 'short of money'.**)
4. Randy restricts himself to just doing barwork. (F **'managing the bar or general managing the restaurant and the bar'**)
5. Randy believes customer service is far better in the US than London. (T **'the American experience of waiting and waiting tables and bartending, and the customer service is, you know, second to none... You get trained harder in the States.'**)
6. Randy is often asked to work extra hours. (T **'And the minute you start working for somebody, because you're good they want you there all the time...'**)
7. Randy never works more than five days a week. (F **'It's too easy to get sucked in and then all of a sudden you're working six doubles a week and the 24 hours you have off you're recuperating.'**)
8. Randy only works in bars close to where he lives. (F **I: What's the latest you finish work when you're working in a bar? R: Oh, it can be three in the morning – three, four in the morning. Couple of night buses across town!**)
9. No matter what time he finishes work, he always gets up for his morning run. (F **'it might become more of an afternoon/evening run'**)

### F. Cloze (T232)

Randy talks about the bars he likes to visit.

As with Exercises A and D, ask your students to try to predict their answers before they listen.

- I: Um, have you ever worked anywhere really awful?
- R: Oh, yes! (*laughs*) Haven't we all! Oh, where do I begin? (*laughs*) I suppose for me the worst kind of bar jobs are just... It might sound a bit snobby, but I, I do like the gastro bars and, and the places that do offer a little bit more upscale than some place you just walk in and watch football on TV and, and drink pints out of dirty glasses. It drives me nuts. I have a real serious standard to what I offer as far as service and...
- I: Mmm, hmm.

- R: ...and I **can't stand** dirt and **grime** and **filth**, you know. I, I like someplace that, that, it, you know, offers good **product** and offers **nice** service and somewhere that you want to go in, but not because **you're** going to get **wasted** on a bottle of wine for £5. You're going to have a bottle of wine **that's** £30 – £40 because it's **lovely** and you're going to **enjoy** it with people and...
- I: Mmm.
- R: ...you know, have that **experience** rather than just **down** it and, you know...

### G. True/False (T233)

Randy talks some more about his life after work.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. The interviewer's local pub is clearly a very upmarket establishment. (F **Randy talks about preferring gastro bars and upscale places, to which the interviewer replies: I'm not going to invite you to my local pub, then!**)
2. Randy never drinks in a downmarket bar. (F **'I'm not saying I don't drink in places like that...'**)
3. When Randy works late, he can't go to sleep as soon as he gets home. (T **'The problem with working late nights um, is usually when you do get home it takes a couple of hours to wind down before you get to sleep.'**)
4. Randy does his best to get up at the same time every morning, even if he's worked late. (T **'I try to get up at half-seven every morning as well.'**)
5. Randy says he has lots of things going on at the moment. (F **'At the moment my schedule's pretty open...'**)
6. It seems Randy feels guilty if he has a lie-in. (T **'life's too short to lay in bed and do nothing'**)
7. Randy sleeps less than four hours a night, on average. (F **'If I was going to say average it out over a normal seven-day week I probably sleep... four to six hours a night.'**)
9. Randy say most people in England sleep longer in the winter. (T **'And I think everybody feels that in this country – that the sun comes out in the summer and you want to be out in it and during the winter you just want your bed.'**)

## 3 Interesting Language Points

### A. Four features of Randy's North American accent

Remember, a good language learner will realise that when a speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

Listen first to how Randy pronounces the highlighted words in the following extracts and compare his accent with that of the speaker from England reading the same excerpt. Ask your students if they can identify the differences in the two speakers' accents.

#### 1 **get** (T234)

It was too easy over there to fall into a menial job that, you know, would pay the bills and **get** you by.

**Guidance:** Here Randy pronounces the /e/ of get with the /ɪ/ sound, so that it sounds more like the English word 'git' – a slang word for an annoying, unpleasant or stupid man.

#### 2 **during** (T235)

He works **during** the day so I make sure I sing **during** the day so he's not there.



**Guidance:** Here Randy pronounces **during** / *dʊrɪŋ* / whereas the British interviewer pronounces it / *dʒʊərɪŋ* / with an additional /j/ sound. A similar thing happens with the word **news**, which is pronounced /*nu:z*/ in American English and /*nju:z*/ in British English.

**3      *important*      (T236)**

You just have to budget what's **important** and what's not and, you know...

**Guidance:** Here Randy pronounces the /t/ sound in **important** as an 'alveolar tap', where the tongue quickly touches and retracts from the alveolar ridge – the crescent-shaped structure between the gums behind the upper teeth and the hard palate at the top of the mouth.

**4      *can't*      (T237)**

I **can't** stand dirt and grime and, and filth...

**Guidance:** The interviewer pronounces the word **can't** with the British English /*ɑ:*/ sound, as opposed to the American English /*æ*/ sound. There is also some nasalisation in Randy's pronunciation which is absent in the interviewer's pronunciation. Finally Randy, in common with many other Americans when speaking informally, does not pronounce the final /t/ sound of **can't**. In effect the word **can't** in American English ends with a nasal sound which is cut short.

Now compare Randy's pronunciation of *can't* with *can*. Can you hear a difference?

**(T238) I *can't* stand dirt and grime and, and filth...**

so that, you know, you **can** enjoy having a life without slaving away at a job 50 hours a week...

**Guidance:** In fact there is very little difference between *can* and *can't* in American English. This is because the word *can't* is so reduced that the final letter -t of *can't* is not released. The only noticeable difference is that generally *can* is slightly longer than *can't*. This feature of a North American accent may cause misunderstandings.

**B. Colloquial language**

Randy uses a lot of colloquial expressions in the interview. Here are the most useful in context:

**to make sure**

Make sure you remember to close all the windows when you go out.

**to get by**

I don't earn a lot, but I make enough to get by.

**to push yourself**

You really need to push yourself if you're going to pass your exams.

**There's no way...**

There's no way I'm going to the party if Alain's going to be there!

**to catch up with people**

I'm so busy these days that I never get chance to catch up with my friends.



**to be strapped for cash**

Could you lend me \$20? I'm a bit strapped for cash at the moment.

**can't stand**

I get on really well with my cousin, but I can't stand her new husband.

**to land on your feet**

My sister's really landed on her feet. She got offered a fantastic job the week after she left university.

**to keep on top of something**

I'm finding it really difficult to keep on top of my work because two of my colleagues are on sick leave at the moment.

**to wind down**

The best way to wind down after a busy day is to have a hot bath.

*Now ask your students to personalise these expressions by writing their own examples.*

**C. Could have done something**

We use could have + past participle to show that something could have happened in the past, i.e. the opportunity was there, but it didn't actually happen. Look at this example from the interview:

*I know I could have ended up happily in New York as well...*

Here Randy is saying he would have been happy in New York, but he decided to come to the UK instead.

Here are some more examples of this structure:

Her voice is so good she could have been a professional singer, but she became a police officer instead.

We could have gone to Jerusalem while we were staying on the Red Sea, but we ran out of time.

I could have gone to university when I left school, but I was fed up with studying.

*Now ask your students to personalise these expressions by writing their own examples.*

**D. Would have done something**

We use would have + past participle to show that we would have done something if it had been possible or if something hadn't prevented it happening.

Look at this example from the interview:

*I would have happily taught at a college or university, but as, as far as my parents' financial situation and mine, coming out of four years' private school, there's no way I could have gone to grad school...*

Here Randy is saying he would have gone to grad school if his parents and he could have afforded it, but they couldn't.

Here are some more examples:

I would have sent you a birthday card, but I don't have your new address.  
My grandfather would have been a hundred this year, if he'd lived.  
We would have invited Christian, but we thought he was still on holiday.

*Now ask your students to personalise these expressions by writing their own examples.*

## E. The gerund

There are numerous examples of the gerund in the interview.

### 1. Verb + -ing form

Randy says he sings for at least two hours a day because *that's something I enjoy doing*.

Other verbs that take the -ing form include start, love, like, hate and prefer.

Ask your students to come up with their own examples.

### 2. Verb + object + preposition + -ing form

*How did your family feel about you **coming** over to live in England?*

Here are some more examples of this structure:

These flowers are to thank you for looking after the cat while I was away.  
I'm sorry I got accused you of using my milk yesterday.  
Luckily the gap between our houses stopped the fire from spreading.

### 3. Preposition + -ing form

Randy says he and his flatmate budget carefully *so you can enjoy having a life without **slaving** away at a job 50 hours a week*.

We often use the -ing form after prepositions. Here are some more examples:

as a result of, in favour of, against, as well as, besides, without,  
what about, how about, in spite of, for, by, on

Ask your students to come up with their own examples using some of the above.

### 4. To spend time doing something

Randy says: *I spend about three hours a morning **scanning** for jobs and **applying** for things that I find interesting.*

Here are some more examples:

Yesterday I spent nearly an hour down the market **looking** for ripe avocados.  
We spent most of our holiday **lying** on the beach and relaxing.  
Our neighbours spent most of the weekend **arguing** again.

### 5. To end up doing something

Randy says: *My problem is if I get strapped for cash... I will end up **being** there 50, 60 hours a week...*

Look at these other examples:

There were no buses, so I ended up walking home.  
My manager was off sick last week so I ended up doing her work as well as mine.  
We were planning to have a barbecue but we'd run out of coals so we ended up getting a pizza delivered.

This is a very common expression. Can your students think of some more examples?

#### 6. *The problem with doing something*

Randy says: *The problem with working late nights um, is usually when you do get home it takes a couple of hours to wind down before you get to sleep.*

This is a very common expression. Can your students think of some more examples?

*Now ask your students to personalise these expressions by writing their own examples featuring the gerund.*

## 4 Further Listening Practice

### A. Dictation (T239–T245)

At times during the interview Randy speaks very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.)

Then ask them to listen and write down the words they hear before checking their answers with another pair.

1. **(T239)** I'm so much more interested in this country than I ever was in the States. (15 words)
2. **(T240)** I would have happily taught at a college or university level. (11 words)
3. **(T241)** Sports kind of takes the precedent, especially in smaller towns, you know. (12 words)
4. **(T242)** I would like to get back into teaching some lessons and stuff. (12 words)
5. **(T243)** When we were flat-hunting, you know, we found a place that we knew we could afford. (16 words)
6. **(T244)** You're always paid depending on experience in this industry, which is the great thing. (14 words)
7. **(T245)** I'm not saying I don't drink in places like that, but I'm just saying I wouldn't want to work there! (20 words)

### B. Sentence stress (T246)

As we saw in the previous two units, it is important that students are able to recognise stressed words in a stream of speech because these are the words that carry the speaker's meaning. Each speaker stresses the words he, or she, feels are necessary to get his, or her, message across.

Ask your students to listen to these excerpts from the interview and mark where the stressed words occur.

*NB Unlike scripted listening passages, this exercise is not suitable as a predictive activity because the stressed words are personal to Randy and the interviewer and therefore cannot be predicted by looking at the written script in isolation.*

1. I'm so much more interested in this country than I ever was in the States.
2. And I first moved over here in '99.
3. It's not just bill-paying, you know.
4. You have to have the music and the piano ready, you know...
5. I get up in the morning and er, I go for my run and then I come back and shower and er, and search for a job.
6. And I spend a good three hours on that.
7. Did you have to buy that?
8. One of the reasons I live south of the river is because it's cheaper.
9. You just have to budget what's important and what's not...
10. You're always paid depending on experience in this industry...
11. It might sound a bit snobby, but I do like the gastro bars and...

### C. People talking over each other

In real life, as opposed to coursebooks, it is very common for two or more people to talk over each other at the same time. Ask your students if they can fill in the missing words in these excerpts from the interview where the participants are all talking at the same time. Please note this is a very difficult task that many native speakers would find difficult, so do give your students lots of encouragement.

R: Randy                      I: Interviewer

#### Excerpt 1            (T247)

R:            Belt away to the... to the disgrace and dismay of the neighbours! (*laughs*)  
I:            So have you got a bedsit or a studio flat?

#### Excerpt 2            (T248)

R:            Um, it was a gift from a friend of mine that I composed a show with in... up in er, Scotland.  
I:            Oh, that's wonderful! Yeah.  
R:            So it's...  
I:            How nice.  
R:            ...it's full 88 keys and it's digital...

#### Excerpt 3            (T249)

R:            ...the American experience of waiting...  
I:            Mmm.  
R:            ...and waiting tables and bartending, and the customer service is, you know, second to none.  
              It's, it's...  
I:            So because you're good at it...  
R:            You get trained hard in the States.  
I:            I see.

#### Excerpt 4            (T250)

R: I try to get up at half-seven every morning as well...  
I: Do you? Even though you don't need to?  
R: ...regardless of whether I've gotten up at six or not. \* \*\*

\* *gotten (US English) got (BrE)*

\*\* *Here Randy makes a mistake. He meant to say '...regardless of whether I've gotten home at six or not.'*

### D. Fluency practice 1: Linking (T251)

As we heard in the previous unit, linking occurs when the end of one word runs into the start of the next word. It is very common in informal spoken English, but less so in more formal English, such as speeches or lectures.

Ask your students to look at the following extracts from the interview and predict where linking will occur. Then ask them to check their answers against the recording.

Finally ask them to listen and repeat each phrase or sentence after the speaker.

1. there's no way I could have gone to grad school
2. So it's words and music you're having to learn?
3. That's lucky, isn't it?
4. I try to socialise and catch up with people...
5. One of the reasons I live south of the river is because it's cheaper.
6. which works out well
7. You just have to budget what's important and what's not.
8. Does a lot of the barwork pay minimum wage?
9. the sun comes out in the summer

### E. Fluency practice 2: Elision (T252)

In fast spoken English a process called 'elision' often occurs, most frequently with words ending in -d and -t. This results in these sounds not being pronounced when the next word begins with a consonant. Play these excerpts from the interview which contain examples of elision and ask your students to repeat them without pronouncing the highlighted letter.

1. An**D** I firs**T** moved over here in '99.
2. An**D** I was in London for six months before I wen**T** to Edinburgh for five and a half years.
3. Yeah, and in Scotland I jus**T** found that I, I was always constantly finding somebody to work with...
4. you finishe**D** your degree...
5. At the moment I am er, job-hunting, as always, as a freelancer mus**T** do.
6. my nex**T** show
7. And I pretty habitually sing at leas**T** two hours a day jus**T** to keep my chords up.
8. secon**D** to none
9. Um, it migh**T** become a more afternoon/evening run.
10. An**D** I can'**T** stan**D** dirt an**D** grime an**D**, an**D** filth...
11. don'**T** get me wrong

### F. Fluency practice 3: Weak forms (T253)

As we saw in the previous unit, the words between the stressed lexical, or content, words are known as grammatical, or function, words which bind the speaker's words together. These grammatical words tend to be unstressed, which makes them difficult to distinguish. Ask your students to listen to these excerpts and repeat them. Can they hear what has happened to the highlighted words in stream of speech?

1. I spend about three hours a morning scanning **for** jobs and applying **for** things **that** I find interesting.
2. But how **can** you make enough money **with** barwork? I **didn't** think that was very well paid.
3. How **can** you make enough to pay the rent in London?
4. So what **are** you up to these days?
5. and all that kind **of** stuff
6. You **don't** need to. You **could** get up any time you want...
7. **Do** you have a piano in the flat?
8. you finished **your** degree

## 5 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during Randy's interview. The words are listed in the box to help them.

|               |                     |               |              |
|---------------|---------------------|---------------|--------------|
| bills         | can't afford        | cheaper       | constantly   |
| experience    | financial situation | for a living  | funded       |
| hit a point   | individual tuition  | interested in | level        |
| opportunities | pushed              | end up        | minimum wage |
| to check out  | strapped for cash   | to get by on  | trained      |
| definitely    | hard                | menial        | spend        |

- Anders and I have just hit a point in our relationship where we both feel ready to get married.
- I'm not very interested in Greek history. What's in the next room?
- If you don't study hard and pass your exams, you'll end up in a menial job just paying the minimum wage.
- So long as I earn enough money to pay the bills I'll be happy.
- He could have got a grade A if he'd pushed himself.
- It was a great holiday apart from the fact that it rained constantly for most of the first week.
- What does your brother do for a living?
- My parents emigrated to Australia because they thought there would be more opportunities out there.
- I want to check out that new restaurant that Peter has been going on about. Can we go there this weekend?
- I wanted to do intermediate level Spanish, but they've put me in the advanced class and it's really difficult. I think I need to get some individual tuition instead.
- There's no way I can afford a mortgage in my current financial situation so I'll just have to carry on renting.
- The Royal Opera House is partly funded by the Government, but it also gets donations from corporate and individual sponsors.
- I've definitely got to get a new phone. This one's rubbish.
- We spend most of our time in the garden in the summer.
- Why don't you get Roberto to have a look at your car? He's a trained mechanic.
- He makes enough money to get by on, but not enough for holidays.
- She's a qualified accountant but she can't get a job because she doesn't have enough work experience.
- I was going to go by train, but then someone told me the bus is much cheaper.
- Now that Paul's not working we can't afford to go out for dinner every weekend like we used to.
- I'm a bit strapped for cash at the moment so I'm going to ask my parents for a loan.

### B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap.

*Example: I can make you a sandwich if you're (hunger) hungry.*

- He studies international (relationship) relations at university.
- You need to keep (constantly) constant pressure on the wound so that the bleeding stops.
- If you've got a degree you could always go into (taught) teaching.
- I don't know if I can afford to go on holiday this year. I need to check my (financial) finances.
- Passing your driving test first time is a huge (achieve) achievement. Well done!
- We've decided that for this job experience should take (precedent) precedence over qualifications, so we'd like to offer you the position.
- My aunt's having a brain (scanning) scan on Friday so I'm taking her to the hospital.

8. Please fill out the attaching (applying) application form and send it back before the closing date of 15<sup>th</sup> August.
9. I'm going on a (trained) training course next week so I'll have five days away from the office. I can't wait!
10. Could you try and get the (waiting) waiter's attention?
11. Have you got any (lines) lined paper? I want my writing to look neat.
12. They say (proud) pride comes before a fall.
13. The new couple next door aren't as (socialise) sociable as our previous neighbours, which is a shame.
14. I'm finding this new job very (challenges) challenging because there's so much to learn.
15. Leeds used to be a very (industry) industrial town, but now most of the factories have closed down.

### C. Prepositions and adverbs

Ask your students to put the appropriate preposition or adverb in the gaps in these sentences based on the interview.

1. How do you feel about going to that new gym and checking it out?
2. Why don't we go and talk to those guys over there?
3. I really like Jake, but he's impossible to work with.
4. I've just applied for a fantastic job – head of entertainment on a cruise ship.
5. I would love to get back into playing tennis again, but I just don't have enough spare time these days.
6. Try to get it into your head – she doesn't love you and she never will!
7. The tickets cost £50, but Thomas fell asleep during most of the second act so that was a waste of money.
8. You obviously put a lot of work into this essay and it shows.
9. It would be great to catch up and hear all your news.
10. I'm sharing a flat with three other guys, and it's working out really well.
11. I'm not sure if I'll be able to make it tomorrow – it depends on how much studying I get done this evening.
12. He came here for a long weekend and ended up staying here for five years.
13. I'm finding it a bit hard to keep on top of my work at the moment.
14. I've got tomorrow off so we could get together if you're.
15. The problem with living in London is that everywhere's so expensive.

## 6 Transcript (T254)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 9 – Eileen

### 1 Pre-Listening Comprehension

#### Introduction to Eileen

Eileen is the mother of two children in their early 20s, Hannah and Andrew. She works in the Town Planning department of a London borough and lives with her husband Andy in north-east London. She has a strong east London accent.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- the planning department of a town hall – The department of local government which deals with planning applications. If you want to put up a new building or make substantial alterations to an existing building you have to apply for planning permission. Eileen is one of the people who process these planning applications.
- the Victoria line – The London Underground line that runs between Walthamstow Central in north-east London through central London, under the River Thames to Brixton in south London.
- dormers – A lot of people are now turning the attic of their house into a spare room or rooms and these have dormer windows, i.e. sloping windows in the roof.
- line manager – The person who is your direct manager in a line of managers that reaches to the head of an organisation.
- Norfolk – A large low-lying county in eastern England famous for its beaches and the Norfolk Broads – a network of navigable rivers and lakes which are a popular tourist destination.

#### A. Schema building – predicting which words will come up

Ask your students which of these 20 words they expect to hear during the interview. The most logical ones are highlighted:

|   |
|---|
| <b>flexitime</b> , butterfly, tray, <b>shower</b> , dust, <b>station</b> , gravy, fence, <b>forms</b> , cloudy, <b>lunch</b> , museum, <b>dog</b> , socks, <b>statistics</b> , pattern, <b>cook</b> , <b>boring</b> , crunchy, <b>stressful</b> |
|---|

#### B. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. Eileen and her daughter get up around the same time on weekday mornings. What do you think the atmosphere is like in the kitchen?
2. Eileen's husband Andy is her line manager. What are the potential problems?
3. What does a London accent sound like?

#### C. Normalisation – freestyle listening comprehension (T255)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

Eileen talks about her job and the start of a working day. How much do you find out from this short excerpt?



## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. True/False (T256)

Eileen talks about getting to work and what she does when she arrives.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Eileen usually doesn't eat anything before she leaves for work. (T **'I usually just have a cup of tea...'**)
2. She gives her daughter a cuddle before she leaves. (F **'I think my daughter and I grunt at each other as we say goodbye.'**)
3. It takes Eileen 20 minutes to walk to her local Tube station. (F **She doesn't say how long it takes her to walk to the tube station, just that 'It's only a 20-minute ride on the Victoria line.'**)
4. Eileen's workplace is very close to the Tube station she travels to. (T **'it's two minutes' walk from the station'**)
5. Eileen doesn't like the drinks machine in the kitchen at work. (T **'It's got this horrible coffee contraption – you know, one of those machines that do coffee, chocolate – disgusting contraption...'**)
6. She usually has toast for breakfast. (F **She usually has a Ready-Brek breakfast – porridge – that she heats up in the microwave.**)
7. Eileen's computer is clearly very hi-tech. (F **'So while the computer is warming up and getting ready, I usually have a bowl of porridge and my cup of tea.'**)
8. Eileen and her colleagues process planning application forms. (T **'they send in application forms and we process them'**)
9. Eileen clearly finds her job very interesting. (F **We can hear from her intonation when she says 'It's a really exciting job.' that she means the opposite.**)
10. Eileen finds it difficult that her husband is her line manager. (F **'It works out quite well, you know, with not too much of a problem.'**)

### B. Gap-fill (T257)

Eileen talks about her work colleagues.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. Four of the people in Eileen's team do the input, i.e. they enter information on the computer.
2. Eileen and her colleagues get on very well.
3. One of Eileen's colleagues comes from Africa.
4. The colleague from New Zealand has only worked in the planning department for a couple of weeks.
5. He shares a house with eight people.

### C. Questions (T258)

Eileen talks some more about her work and then her lunch break.

1. Which word does Eileen use to describe her work? **'busy'**
2. What does the team deal with, in addition to processing planning applications? **phone calls**
3. Where in Holloway Road does Eileen normally have lunch? **in a Greek cafe**
4. Who does she usually have lunch with? **her husband and two of the typists**
5. Who started working at the Council first – Andy or Jane and Pat? **Andy (Andy has 'known them since they started'.)**
6. Do Andy and Eileen have any contact with Jane and Pat outside work? **Yes. 'We're friends socially as well. We see each other socially.'**
7. What does Eileen say they talk about at lunch? (students tick the correct options)
  - a) what they've read in the newspaper
  - b) **their families**
  - c) the weather
  - d) the food they're eating
  - e) **annoying things at work**
  - f) the weather
  - g) **the pressure they're under at work**

### D. Gap-fill (T259)

Eileen talks about the rest of her working day. As with Exercise B, ask your students to try to predict their answers before they listen.

1. Eileen says the work in the afternoon is the same as the morning – not very exciting.
2. If they've had a really busy day, someone will go to the supermarket and they have cakes or something to cheer themselves up.
3. The Council doesn't like people eating at their desks because of the computers.

### E. Questions (T260)

Eileen talks about getting home from work.

1. Who prepares the evening meal during the week? **Eileen**
2. Who is Max? **He's the dog – a Labrador**
3. What does Andrew have to do while his parents are at work? **He has to take the dog for a walk.**

### F. Gap-fill (T261)

Eileen talks about her husband's work.

As with Exercises B and D, ask your students to try to predict their answers before they listen.

1. Andy usually leaves work at 6.30.
2. At the moment someone is monitoring the work that Eileen and her colleagues do.
3. They want to find out how long it takes to do each task.
4. Part of Andy's job is to go through all these figures and produce statistics.
5. Andy starts work later than Eileen.

### G. True/False (T262)

Eileen talks about her children.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Andy and Eileen usually have dinner with their children. **(F Interviewer: Do the four of you have dinner together? Eileen: Very, very rarely.)**
2. Andrew has generally gone out by the time his parents come home. **(T 'Usually when I come home from work Andrew is usually out.')**
3. Hannah comes home from work before going to see her boyfriend. **(F Eileen says her daughter has a boyfriend 'and she goes straight up to his house'.)**
4. Hannah makes a point of seeing her parents at least once over the weekend. **(F 'We may see her over the weekend, Saturday or Sunday.')**

### H. Gap-fill (T263)

Eileen talks about evenings at home.

As with Exercises B, D and F, ask your students to try to predict their answers before they listen.

1. Eileen says 'We do go out sometimes.'
2. Andy is fascinated by maps.
3. Eileen's sister lives in Norfolk.
4. Eileen is finding television quite boring at the moment.
5. In the evening Eileen reads or does the washing or tidies up.
6. She usually has the television on in the background.
7. Eileen says she and Andy very rarely see their kids these days.
8. She explains that both children have got their own lives now.
9. Because work is quite stressful at the moment, Eileen says it's quite nice for her to just sit down and chill in the evenings.
10. Eileen doesn't have a lie down when she comes home, but she has occasionally dozed off on the sofa.

## 3 Interesting language points

### A. Four features of an east London accent

Remember, a good language learner will realise that when a speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

1. A typical feature of an east London accent is for the speaker not to pronounce the initial letter *h*- at the start of words such as 'ouse, 'ad, 'appy, etc. Listen to these examples:  
**(T264)**

*I usually 'ave a shower.  
and then 'e takes the dog out for a walk  
and 'e's only been there a couple of weeks  
sorts out 'is breakfast*

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. We're **hoping** to buy a new **house** next year.
2. I hope **he** comes **home** soon.
3. **How** was your **holiday**?

2. A second feature of an east London accent is tendency to drop the final letter -g at the end of words. Listen to these examples: **(T265)**

*A typical day is the alarm **goin'** off at 7...  
I don't talk much in the **mornin'**. I'm not a very happy person in the **mornin'**.  
So while the computer is **warmin'** up and **gettin'** ready...  
and he walks him in the **mornin'***

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. Are you **coming** out tonight?
  2. Can we stop **walking** for a bit? I'm **getting** tired.
  3. We're **growing** our own tomatoes this year.
3. A tendency to use a vocalised /l/ when the /l/ sound is not at the start of a word.

Instead of the normal /l/ sound in words such as *cradle* or *battle*, speakers with this accent tend to say -ul, -uwl or even -uw at the ends of words ending in the letters -le. Listen to these examples: **(T266)**

*and a really old **kettle**  
and he shares a, a house with eight **people***

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. Where's the baby's **rattle**?
  2. Oh no! Now I've dropped the **needle**.
  3. Would you like an **apple**?
4. A tendency to use the glottal stop

Another feature of an east London accent (and many other British accents) is the *glottal stop*. A glottal stop happens when the speaker tightens his or her throat and very briefly stops the air from getting through. This results in the /t/ sound at the end of words such as *got* or *lot*, or the /t/ sound in words such as *bottle* or *kettle* not being fully pronounced. This can make it difficult for students to recognise words containing this feature. Listen to these examples:

**(T267)**

*...and me continually knocking **it** off till **about** 8!  
As long as you get in by 10 o'clock, you just do your seven hours from there.  
So I usually **get** up **about** 8.  
and then he takes the dog **out** for a walk  
coffee, **chocolate**  
I actually work in a planning **department** and we process um, applications forms...  
And there's four of us **that** do the **input**...  
he has to do a **lot** of figures  
**Saturday** or Sunday*

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. We've **got** a new **cat**.
2. Would you like another **bottle** of **water**?
3. Just give me a **little bit**, please.

## 4 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during Eileen's interview. The words are listed in the box to help them.

|            |               |             |              |              |
|------------|---------------|-------------|--------------|--------------|
| alarm      | busy          | cakes       | (to) chill   | desk         |
| disgusting | dozed off     | flexitime   | (a) lie down | (to) process |
| kettle     | rarely        | (to) remind | (a) ride     | (a) shower   |
| socially   | (to) sort out | (to) tidy   | (to) stagger | stressful    |

1. I'm going to set the alarm for 6 as I've got to be in work for 7.
2. I need to bring some cakes in tomorrow because it's Sophie's birthday.
3. Our company has just announced it's going to introduce flexitime, so I'll be able to socialise more during the week in future.
4. We rarely cook meals from scratch these days because we're both so busy at work. We just buy ready-meals or get takeaways instead.
5. Our shower is broken so we can only have baths at the moment.
6. I wanted to get my mother a helicopter ride for her birthday, but they were charging 35 euros for a six-minute trip which I thought was a bit steep.
7. I'm just going to go for a lie down. I'm exhausted.
8. Could you try not to stagger? I don't want the neighbours to see you drunk again.
9. There's a disgusting smell coming from next door. Do you think we should phone the police?
10. I can't believe it takes them 10 weeks to process a passport application.
11. Are you very busy at the moment? I could do with a chat.
12. I never meet my manager socially. I prefer to keep work separate from pleasure.
13. Your desk is a real mess! I don't know how you can work like that.
14. Could you remind me to call Claire tonight? I don't want to forget.
15. This freezer's in a terrible state. I need to sort out what we've got in there.
16. Can you tidy up your bedroom, please? It's a disgrace.
17. I've had a really stressful day, so I'm just going to sit in the garden and chill for a while.
18. Last night I went to put the kettle on and by the time I came back he'd dozed off. I really think he's working too hard.

### B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. Mike's the (lucky) luckiest person I've ever met. He always lands on his feet.
2. They said on the weather forecast to expect (shower) showers today, so don't forget your umbrella.
3. You're (stagger) staggering a bit. Do you want me to carry it for a while?
4. I've just (application) applied for a new job with Network Rail.
5. We're thinking of (extensions) extending our kitchen into the garden a little way, but it's going to cost a fortune.
6. There was a real air of (exciting) excitement before the match began.

7. Would I like to come white water rafting? No, thanks. That sounds a bit too (adventures) adventurous to me.
8. Her new boyfriend's not very (friends) friendly, is he?
9. Stop being so (annoyed) annoying!
10. There seems to be a (tend) tendency now for people go on city breaks rather than longer holidays in the sun.
11. I forgot to pay the gas bill last month and they've already sent me two (reminder) reminders.
12. They didn't tell us our work was being (monitor) monitored, which was a bit unfair really.
13. This book is (fascinated) fascinating! You must read it.
14. My old teacher used to say 'If you're (boring) bored you're boring', which was really annoying.
15. Try to be patient with her. She's really (stressful) stressed at the moment.

## 5 Transcript (T268)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 10 – Peadar

### 1 Pre-Listening Comprehension

#### Introduction to Peadar

The name Peadar is the Irish or Gaelic form of Peter. Peadar comes from County Cork in the Irish Republic but moved to England at the age of 17 to see life outside Ireland. He works on building sites in the London area where he specialises in digging tunnels. Peadar has a strong Irish accent despite having lived in London since 1962. Another challenge for the students is that people from County Cork are renowned for speaking extremely fast.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- a fag – a slang word for a cigarette
- a van – a medium-sized road vehicle used for carrying goods which has no windows at the side or the back
- a lift – a free journey in somebody else's vehicle, as in 'Would you like a lift as it's raining?'
- Putney – a district in south-west London
- the Rotherhithe Tunnel – a road tunnel beneath the River Thames in east London connecting the London Borough of Tower Hamlets north of the river with the London Borough of Southwark (Peadar also mentions the Blackwall Tunnel – another road tunnel beneath the River Thames in east London connecting the London Borough of Tower Hamlets north of the river with the London Borough of Greenwich. However, this is the focus of one of the items.)
- the missus – a slang word for my wife
- Guinness – a popular Irish dark beer known as 'stout' which has a creamy head

#### A. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. What do you think of when you hear the word 'Ireland'?
2. What does an Irish accent sound like?
3. What are the advantages and disadvantages of working on a building site?
4. Peadar gets up very early in the morning and does hard, physical work all day. What do you think he does in the evenings?

#### B. Normalisation – questions (T269)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

Peadar talks about the start of his working day.

1. What time does Peadar get up on a work day? **5.30am**
2. What does he have instead of breakfast? **a cup of tea and a fag**
3. How does he get to work? **He gets a lift in his firm's van.**
4. What does he have before he starts work? **a cup of tea**
5. How long does he work before his first break? **two hours ('And we go to work and we have a cup of tea and we start work at 8 o'clock. Has our sandwiches at 10.')**

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. True/False (T270)

Peadar talks about his day at work.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Peadar never buys food for lunch. **(T Interviewer: You take in your own sandwiches? Peadar: Yeah.)**
2. He always has a cheese sandwich for his morning break. **(F Interviewer: What kind of sandwich do you have? Peadar: Well, it varies. Cheese, ham – varies.)**
3. His working day is from 8am to about 4pm. **(T We know he starts at 10am and he says 'finish around 4 o'clock like.)**
4. He generally has less than an hour for lunch. **(F Interviewer: And do you get an hour for lunch? Peadar: Oh, it is up to ourselves, really, like, you know. We'll take half (an) hour, 40 minutes.)**
5. He has to make his own way home from work. **(F Interviewer: You get a lift home in the van? Peadar: Yeah, firm's van again.)**

### B. Gap-fill (T271)

Peadar talks about his journey home.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. Peadar never knows exactly when he'll get home – it all depends on which part of London he's working in.
2. It can take him up to two hours to get home from Putney, depending on the traffic.
3. Peadar mentions two tunnels – the Rotherhithe Tunnel and the Blackwall Tunnel.
4. He usually has his dinner about 30 minutes after getting home.

### C. True/False (T272)

Peadar talks about what he does in the evenings.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Peadar can't stand watching television. **(F 'I has [sic – have] a shower, watch television...')**
2. It takes him 10 minutes to drive to his local pub. **(F He says it's about 10 minutes' walk from where he lives.)**
3. Peadar goes out for a drink every night. **(T Interviewer: You do that every day? Peadar: Every day.)**
4. He only drinks Guinness in the pub. **(T 'I drink Guinness, the best of it.')**



5. When he goes home, Peadar usually has a small whisky. (F He has a cup of tea.)
6. Peadar's wife is generally in bed when he gets home. (F He says he has a chat with his wife when he comes home.)
7. Peadar has less than six hours' sleep a night. (T He says he goes to bed 'Roughly around 12' and we know he gets up at 5.30am.)
8. He has had the same routine for 14 years. (F 'the same for the last 40 years!')

### 3 Interesting Language Points

#### A. Features of English spoken by an (older) Irishman

Nowadays it seems that young people from the Irish Republic, i.e. people in their 30s and below, have acquired a more mid-Atlantic accent than their parents and grandparents. It is interesting that Peadar has retained his strong Irish accent some 35 years after moving to the UK.

Ask your students to consider why Peadar has not lost his accent.

#### 1 Saying *has* instead of *have* (T273)

Note how Peadar uses *has* instead of *have* in the following extracts:

*I get up at 5.30 in the morning and I **has** a, a cup of tea and a fag.  
**Has** our sandwiches at 10.  
and then... then I **has** my dinner  
I **has** a shower, watch television*

#### 2 Pronouncing the initial *th*- sound in words such *think* (/θ/) as the /t/ sound in words such as *tame* (T274)

Note how Peadar pronounces *thirty* in the following extract:

*I get up at five-**thirty** in the morning...*

Peadar would pronounce *through* as *true* and *thought* as *taught*.

Remember, a good language learner will realise that when a speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

How might Peadar and other people of his age from his part of Ireland pronounce the following words?

Thursday three thumb thorn throat throw

### 4 Further Language Development

#### A. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. I hate (get) getting up in the mornings when it's dark.
2. Is it OK if we (picked) pick you up at 6.30 tomorrow?
3. What a beautiful rose bush! Do you know what (varies) variety it is?
4. Can you give me a (roughly) rough idea of when you'll be arriving?
5. (depends) Depending on the weather we'll either have a barbecue or a casserole indoors.

6. The kids were playing with the hosepipe in the garden yesterday and they took great pleasure in (shower) showering me with water when I came home.
7. You'd get a lot more done if you didn't spend so much time (chat) chatting to your friends on your mobile all the time.

## B. Prepositions and adverbs

Ask your students to insert the correct preposition or adverb into the gaps.

1. What time will you be in tonight?
2. I was just coming home from work when I saw Paul, so we went for a drink.
3. I'm just going to phone Kate. I need to have a chat with her about next Sunday.
4. What would you like in your sandwiches – cheese or ham?
5. I'm starving! I haven't had anything to eat for ages.
6. Anders was just telling me about her holiday. It sounds fantastic.
7. I normally go to work by bus, but the traffic's been so bad lately I've been walking to work instead.
8. Patrick only gets half an hour for lunch.
9. Shall we have beef or lamb for dinner tomorrow? It's up to you.
10. I was really scared the first time we went through the Channel Tunnel, but now I've got used to it.

## 5 Transcript (T275)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 11 – Trudie

### 1 Pre-Listening Comprehension

#### Introduction to Trudie

Trudie is a very successful businesswoman who works in the City – the financial centre of London. In this interview she talks about her home and the area in London where she lives. Trudie has an RP accent and speaks quite quickly at times.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- pebble-dash – a covering of pebbles (i.e. small, round stones) in cement
- French doors – a pair of doors with panes of glass which usually open from the back or side of the house into the garden
- a cul-de-sac – a road with only one entrance and exit

#### A. Schema building – predicting which words will come up

Ask your students which 10 of these 20 words they expect to hear during the interview. The most logical ones are highlighted:

**brick-built, builders, a burglar alarm, a church, converted, a cul-de-sac, dentures, a diet, feathers, files, greenery, a hallway, ink, nylon, a patio, perfume, poverty, semi-detached, a strike, toothache**

#### B. Normalisation – anticipating the next word (T276–T277)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

This particular activity is designed to help learners guess what word or type of word follows a phrase or group of phrases, i.e. it's designed to get them thinking ahead. Track 276 contains the excerpts below except for the last (highlighted) word which is replaced by a beep sound. Play Track 276, pausing each time you hear a beep, and ask students to guess the word or type of word that may follow. Accept anything which fits in the gaps. Then play Track 277 and compare students' answers with the actual text.

NB This is a challenging task for students. If they find it too difficult you can just read out the words yourself.

#### (T276)

1. I live in a 1920s house. It was actually built in \_\_\_\_\_. (Obviously this will be a date.)
2. eight panes of glass per \_\_\_\_\_
3. And then at the back I have a \_\_\_\_\_.
4. there aren't really many cars coming down this \_\_\_\_\_
5. I was having some building work done, but she didn't really like the \_\_\_\_\_.
6. It didn't happen beyond 5 o'clock 'cos then the builders always went \_\_\_\_\_.
7. He's married to a very nice Turkish \_\_\_\_\_.
8. I look after his keys when he's \_\_\_\_\_.

#### (T277)

1. I live in a 1920s house. It was actually built in 1923.

2. eight panes of glass per window
3. And then at the back I have a garden.
4. there aren't really many cars coming down this road
5. I was having some building work done, but she didn't really like the noise.
6. It didn't happen beyond 5 o'clock 'cos then the builders always went home.
7. He's married to a very nice Turkish lady.
8. I look after his keys when he's away.

### C. Discussion

Your students now know a little about Trudie from the introduction and from the previous exercise where they have heard her speak. No doubt they have subconsciously formed their own conclusions about her. Ask them to discuss the following questions in pairs or small groups and share their answers with the class:

1. What do you expect Trudie's home to be like?
2. What do you expect the road where Trudie lives to be like?
3. What do you expect the area where Trudie lives to be like?

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. True/False (T278)

Trudie talks about her home.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Trudie's house was built in the first half of the 20<sup>th</sup> century. (T **'It was actually built in 1923.'**)
2. Trudie likes the pebble-dash effect on the front of her house. (F **'On the front it has something called pebble-dash... It's not particularly attractive.'**)
3. Trudie has clearly made a lot of changes to her house. (T **She has converted the garage into a breakfast room, she has knocked two bedrooms into one and she's knocked two reception rooms into one.**)
4. When Trudie bought the house it had four bedrooms. (T **'It has three bedrooms. It has a very large bedroom at the front of the house which used to be two bedrooms, and I knocked it into one.'**)
5. The reception room is divided by French doors. (F **'And the back half of the reception room has er, large French doors leading on to a patio.'**)
6. Downstairs there is a huge kitchen. (F **'a reasonable-sized kitchen'**)

### B. Gap-fill (T279)

Trudie continues to talk about her home and the road where she lives.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. Trudie has converted the garage into a breakfast room.
2. There is a cloakroom downstairs.
3. Trudie says the hallway is a reasonable size.
4. The garden is about 50 foot long.
5. Access to the garage is from the road round the back of Trudie's house.
6. Trudie doesn't know how old the church is at the end of her street.
7. The garden at the front of the house is quite small.
8. Trudie's road is quite quiet because it's a cul-de-sac.

### C. True/False (T280)

Trudie talks about her neighbours.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Trudie thinks her neighbours are wonderful. (F 'I have **quite nice neighbours**, yes.')
2. The woman across the street complained about the noise Trudie's builders made. (F **It was the woman 'who's adjoined to me'. i.e. The woman next door to Trudie.**)
3. Trudie felt the builders could have worked harder. (T **'It didn't happen beyond 5 o'clock 'cos then the builders always went home – actually probably about 4 o'clock. I wish they did stay to 5 o'clock, but they never did.'**)
4. Trudie's street is a popular location for families with children. (F **'There aren't actually many children in my street.'**)
5. Trudie gets on very well with the mixed-nationality couple who live opposite. (T **'Then across the road I have a very nice neighbour who's Greek. And he's absolutely lovely. He's married to a very nice Turkish lady. And er, they are really, really nice.'**)
6. The couple across the road clearly trust Trudie. (T **Trudie goes on to say 'I look after his keys when he's away...'**)
7. Trudie's next-door-neighbour had nothing to do with her after she complained about the building work. (F **Trudie was invited to her next-door-neighbour's 70<sup>th</sup> birthday party.**)

### D. Gap-fill (T281)

Trudie talks about East Finchley.

As with Exercise A, ask your students to try to predict their answers before they listen.

1. East Finchley is one of the many suburbs of London.
2. There is a row of shops in the High Street and also a supermarket.
3. Trudie says East Finchley is a mixed community.
4. Some people have lived there all their lives there while others have recently moved in.
5. A lot of the houses in East Finchley are being done up.
6. East Finchley isn't a very fashionable area, but it does have a lot of family houses which are quite spacious.
7. It doesn't take long to get to the countryside from East Finchley.
8. You can travel to the centre of London in around 40 minutes.
9. There is a tube station in East Finchley.
10. East Finchley is quite high up.
11. Trudie says Muswell Hill is a good place to go for shopping.
12. The view from Muswell Hill on a clear day is absolutely fantastic, according to Trudie.

## E. Questions (T282)

Trudie talks about the parks in East Finchley.

1. Where do the antique fairs take place in Alexander Park? **in the exhibition hall**
2. What is the name of the woods near Trudie's home? **Cherry Tree Woods**
3. What is the main aim of the East Finchley Festival? **It's a fund-raising event. (i.e. It's held to raise money for charity.)**
4. What can you buy to eat at the festival? **cakes**
5. How long does it take Trudie to get to Hampstead heath by car? **five minutes**
6. What is special about the concerts at Kenwood House? **They are open-air concerts. i.e. They are held outside.**
7. What lies between the audience and the orchestra at these concerts? **a lake**
8. What usually happens at the end of each concert? **fireworks**
9. Do you get a refund if the weather's too bad for the concert to take place? **no ('If it rains you don't go and you lose your money for your ticket.')**

## 3 Interesting Language Points

### A. Negative statements with a positive meaning

It is very common in British English to use negative statements instead of positive statements, as in these examples, with their actual meanings:

**I don't feel very well.** = I feel really ill.

**I haven't got much money on me.** = I have almost no money on me.

**I'm not very hungry.** = I'm quite full up.

Look at Trudie's use of negative statements taken from the interview:

*It's not particularly attractive...*  
*I don't have really much garden to the front of the house...*  
*there aren't really many cars coming down the road*  
*she didn't really like the noise*  
*There's aren't actually many children in my street.*  
*It wouldn't take you very long to get to the countryside.*

Now ask your students to make up their own examples of negative statements with positive meanings.

### B. Qualifying statements

It is also very common in British English to qualify statements rather than to make direct statements. This is probably one of the reasons British people have a reputation for being reserved.

Trudie uses the word *quite* throughout her interview. (NB This is not the *quite* = exactly/precisely meaning, but a way of qualifying the following word to make it less strong.)

*quite nice, quite noisy, quite nice, quite close, quite big and spacious*

She also makes a number of qualified statements:

*I do actually know quite a few of my neighbours.*  
*East Finchley is probably what you would perhaps call the suburbs of London.*  
*it's probably not necessarily the most fashionable area in London*

### C. Intensifying statements

At other times in the interview Trudie speaks very enthusiastically about certain things. Look at these examples:

*he's absolutely lovely*  
*you really, really are high up here*  
*an absolutely fantastic view of London*  
*you can see for absolutely miles*  
*And that's huge. I mean that is absolutely massive.*  
*fantastic music*

Now ask your students to make up their own examples of intensifying statements.

### D. The passive

There are a number of examples of the passive in the interview:

*It was actually built in 1923.* (simple past passive)  
*The garage has been converted into a breakfast room.* (present perfect simple passive)  
*The houses are gradually being done up.* (present continuous passive)  
*East Finchley Festival is held in the summer.* (present simple passive)

Now ask your students to make their own examples featuring these passive tenses.

### E. To have something done

We use this construction when someone does something for us. Common examples are:

'Have you had your hair cut?'

(Not: Did you cut your hair? This is a common mistake made by non-native English speakers. It implies that the person you are talking to cut their own hair. Definitely not a compliment!)

'We're having our living room decorated next week.'

'Paul had his wisdom teeth taken out last week so he won't be eating peanuts for a while.'

Now look at these examples from Trudie's interview:

*I was having some building work done...*  
*But the thing is, when you have building work done it is quite noisy.*

Ask your students to make up some sentences using this construction.

### F. Word stress

Every word of more than two syllables in English has one prominent stress – the primary stress. There may also be a secondary stress. Ask your students to mark the prominent stress in these words taken from Trudie's interview:

- |                          |                          |
|--------------------------|--------------------------|
| 1. abso- <b>LUTE</b> -ly | 4. co- <b>MMU</b> -ni-ty |
| 2. at- <b>TRAC</b> -tive | 5. con- <b>VERT</b> -ed  |
| 3. <b>CLASS</b> -i-cal   | 6. <b>COUN</b> -try-side |

- |                           |                               |
|---------------------------|-------------------------------|
| 7. ex-hi- <b>BIT</b> -ion | 11. <b>NEC</b> -e-ssar-il-y   |
| 8. <b>FASH</b> -ion-a-ble | 12. <b>OR</b> -che-stra       |
| 9. fan- <b>TAS</b> -tic   | 13. par- <b>TIC</b> -u-lar-ly |
| 10. <b>FES</b> -ti-val    | 14. per- <b>FOR</b> -manc-es  |

## 4 Further Listening Practice

### A. Dictation (T283–T287)

At times in her interview Trudie speaks very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.)

Then ask them to listen and write down the words they hear before checking their answers with another pair.

1. **(T283)** but that doesn't really matter because there aren't really many cars coming down this road (15 words)
2. **(T284)** but she didn't really like the noise (7 words)
3. **(T285)** and then there are a couple of children at the house at the end of the street (17 words)
4. **(T286)** and all the neighbours in the street went, which was really, really nice (13 words)
5. **(T287)** And people who'd left the street actually came back and visited, so that was great. (15 words)

### B. Elision (T288)

In fast spoken English a process called 'elision' often occurs, most frequently with words ending in *-d* and *-t*. This results in these sounds not being pronounced when the next word begins with a consonant. This exercise is designed to draw your students' attention to this very important feature of spoken English which can make it difficult for them to recognise words – even those in their active vocabularies.

Play these excerpts from the interview and ask your students to tell you when the final *-d* or *-t* of words are pronounced using a tick (✓) or not pronounced using a cross (X). The relevant letters have been put in capitals for ease of reference.

1. it's a brick-buil**T** house (✓)
2. On the fron**T** it has something calle**D** pebble-dash... (✓) (X)
3. and tha**T** is sort of jus**T** like stone (✓) (X)
4. It's a semi-detache**D** house. (✓)
5. which has been converte**D** into a breakfas**T** room (✓) (X)
6. It has a very large bedroom at the fron**T** of the house... (✓)
7. which use**D** to be two bedrooms (X)
8. And then nex**T** door to that we have a kitchen... (X)
9. An**D** then at the back I have a garden... (X)
10. there's a roa**D** that leads roun**D** the back of my house (✓) (X)

### C. Glottal stop (T289)

Another feature of natural spoken English is the *glottal stop*. A glottal stop happens when the speaker tightens his or her throat and very briefly stops the air from getting through. This results in the /t/ sound



at the end of words such as *got* or *lot*, or the /t/ sound in words such as *bottle* or *kettle* not being fully pronounced. This can make it difficult for students to recognise words containing this feature.

Ask your students to try to fill in the gaps before they listen and then listen to check their answers.

1. I do have something that used to be a garage attached to my house, but I've now converted that into a breakfast room.
2. It has three bedrooms.
3. It's got one bathroom upstairs.
4. but I've knocked it into one huge one
5. And then next door to that we have a kitchen...
6. I'm not sure when it was built, but pretty, pretty old.

Now ask your students if they can produce a glottal stop.

#### D. Weak forms, i.e. unstressed grammatical (or function) words (T290)

The words between the stressed content words are known as grammatical (or function) words. These are the words which bind the speaker's content words together and they are a major contributing factor to the rhythm of English speech. These grammatical/function words tend to be unstressed, which makes them difficult to distinguish. Ask your students to listen to these excerpts and fill in the missing grammatical/function words.

NB Because this is a listening training exercise don't ask your students to predict the answers before they listen!

1. Um, can you describe your house to me?
2. At the end of my street there's a very nice church.
3. I was having some building work done...
4. I wish they did stay until 5 o'clock, but they never did.
5. To the other side I've got a very nice young family...
6. And it wouldn't take you very long to get to the countryside...
7. You can see the Docklands, you can see sort of all around.
8. you've got a little bit of green where people can kick about a football.
9. you can go and have a cup of tea...
10. That's what you call it!
11. ...and it can be a really nice evening, if it's fine weather. But it's not always fine weather.

## 5 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during Trudie's interview. The words are listed in the box to help them.

|            |      |         |         |            |
|------------|------|---------|---------|------------|
| attractive | keys | knocked | married | neighbours |
| noisy      | park | patio   | stone   | switch     |

1. Sorry, can we just stop a minute? I've got a stone in my shoe.
2. I know he's not very attractive, but he's got a lovely personality.
3. We rang the doorbell and knocked on the door, but there was no answer.
4. We usually have dinner on the patio in the summer, unless it's raining.
5. Where we live in London you need a permit to park on the street.
6. When we go on holiday we get our neighbours to water the garden and then we do theirs when they're away.
7. I don't think they're married – neither of them wears a ring.

8. I've lost my keys and our neighbour who has a spare set is away, so I'll have to call a locksmith out.
9. How do you switch it off? Is it this button here?
10. The kids were so noisy the teacher had to shout to make herself heard.

## B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. I had to give the police a (describe) description of the man I saw because they think he was the getaway driver.
2. We're having some (built) building work done, so it's a bit difficult to have anyone to stay at the moment.
3. Most of my friends think Robbie Williams is gorgeous, but I can't see the (attractive) attraction myself.
4. I wish I had a (converted) convertible to drive in the summer, so I could put the top down and get a suntan.
5. Every time we turn our central heating on the pipes start (knocked) knocking. I think we've got an airlock somewhere.
6. The beach is not longer (access) accessible by car, so we'll have to go on foot.
7. I was rather (alarm) alarmed when I (switch) switched the lights on and nothing happened, but then I realised there was a power cut.
8. Are flared trousers in or out of (fashionable) fashion at the moment?
9. The one disadvantage with our cottage is that we don't have enough (spacious) space.
10. I love this time of year when all the (leafy) leaves/leafs turn red and yellow.
11. My spatial (aware) awareness is really poor, which is why I'm no good at (park) parking.
12. I'm a bit short of (fund) funds at the moment. Can you lend me £20?
13. Are you the (owns) owner of this car?
14. Everybody's very (neighbours) neighbourly in this street. We're always popping in and out of each other's houses.

## C. The passive

Ask your students to put the verbs in brackets into the correct passive tense.

1. I think he (to operate to) is being operated on/is going to be operated on/will be operated on tomorrow morning.
2. The door (to shut) is shut at midnight, so if you come back late you'll have to ring the bell and the night porter will let you in.
3. My car (to repair) was being repaired so I couldn't fetch her from the station, unfortunately.
4. Have you heard about Peter? He (to fire) has been fired!
5. Our local swimming pool (to suppose) is supposed (to heat) to be heated, but it gets perishing cold in winter.
6. Penicillin (to invent) was invented by Sir Alexander Fleming.
7. Last year all our courgettes (to eat) were eaten by snails so we're not growing them this year.
8. I don't think this bed (to change) has been changed! I'm going to call reception and complain.
9. I've sure I (to knock out) will be knocked out/am going to be knocked out in the first round, but I'll give it my best shot.
10. Breakfast (to serve) is served between 7 and 10am.
11. So while our very important visitors (to show) were being shown around the facilities we were frantically trying to get hold of the catering company to find out what had happened to the lunch that, according to our records, (to order) had been ordered five weeks ago.

## **6 Transcript (T291)**

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 12 – Laura and Francis

### 1 Pre-Listening Comprehension

#### Introduction to Laura and Francis

Laura is a project manager from Vancouver married to Francis, a professional architectural photographer from the village of Millers Falls in Massachusetts. They live just outside Seattle in Washington State in the north-west of the USA. In this interview they talk about Seattle and their recent visit to London.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- Puget Sound – a sound is a passage of sea which connects two larger areas of sea, or an area of sea which is surrounded by land
- peninsula – a long piece of land which sticks out from a larger piece of land into the sea or into a lake
- the Olympic Range – a range is a group of hills or mountains
- irrigated farmland – farmland which is supplied by water to make crops grow
- a logging town – In the early days Seattle because an important source of timber, i.e. wood used for building. Logging is the activity of cutting down trees for wood.

#### A. Schema building – True/False

How much do your students know about Seattle? Ask them to mark the following statements True or False.

1. Seattle is the biggest city in the state of Washington. **(T)**
2. Seattle is less than 50 kilometres from US-Canadian border. **(F 183 kms)**
3. Seattle is the home of the Starbucks coffee chain. **(T)**
4. Seattle was the location of a famous film called 'Scared Witless in Seattle' starring Tom Hanks and Meg Ryan. **(F 'Sleepless in Seattle')**
5. Seattle is famous for its Space Needle. **(F Space Needle)**
6. Seattle is a major seaport. **(T)**

#### B. Normalisation – anticipating the next word (T292–T293)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

This particular activity is designed to help learners guess what word or type of word follows a phrase or group of phrases, i.e. it's designed to get them thinking ahead. Track 292 contains the excerpts below except for the last (highlighted) word which is replaced by a beep sound. Play Track 292, pausing each time you hear a beep, and ask students to guess the word or type of word that may follow. Accept anything which fits in the gaps. Then play Track 293 and compare students' answers with the actual text.

NB This is a challenging task for students. If they find it too difficult you can just read out the words yourself.

#### (T292)

1. And if you go two hours east of the city then you're in the \_\_\_\_\_.
2. Washington is very famous for its apple \_\_\_\_\_.

3. Washington State is about the size of Great \_\_\_\_\_.
4. All the lakes are connected by canals, too – canals and locks to the \_\_\_\_\_.
5. We learn quite a lot about um, England, particularly London, in, um, as children \_\_\_\_\_  
\_\_\_\_\_. (NB two words)

**(T293)**

1. And if you go two hours east of the city then you're in the desert.
2. Washington is very famous for its apple crop.
3. Washington State is about the size of Great Britain.
4. All the lakes are connected by canals, too – canals and locks to the ocean.
5. We learn quite a lot about um, England, particularly London, in, um, as children in school.

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. Multiple choice (T294)

Laura and Francis talk about Seattle's location. Ask your students to choose the best answer, a), b) or c).

1. Seattle is protected from the open ocean by
  - a) a big island.
  - b) a pier.
  - c) **a peninsula of land.**
2. The San Juan Islands can be reached by
  - a) **boat.**
  - b) a bridge.
  - c) plane.
3. The San Juan Islands are a great place to go to
  - a) get good views of Seattle.
  - b) go swimming and walking.
  - c) **observe various wildlife.**

### B. Gap-fill (T295)

Francis talks about the mountain ranges near Seattle.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. The mountains near Seattle are tens of thousands of feet high.
2. One range is called the Olympic Range and the other, to the east of the city, is called the Cascade Range.

- Francis says warm ocean air gets blown eastward from the ocean. It gets pushed against the mountain. The air rises and this forces the moisture out of the air which turns to rain.
- This is why there is rainforest on one side of the peninsula.

### C. Questions (T296)

Laura and Francis talk about the region around Seattle.

Ask your students to answer these questions.

- Which two words do you hear Francis say after the interviewer says: 'OK. What about the other side?' **Equally wet.**
- What can you drive to in less than two hours, according to Francis? **the desert**
- What are scarce there because it's so dry? **trees**
- What type of man-made land do you find in this area? **irrigated farmland**
- In which part of the state do you find lots of orchards? **The southern part – that's where they grow apples.**

### D. True/False (T297)

Laura and Francis talk about the town where they live.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

- Burien is a suburb of Seattle. (F 'And it's called the city of Burien where we live.')
- Burien is only a short drive from the centre of Seattle. (T 'it is also a really quick ride down the, down the highway to end up back at Seattle, downtown Seattle')
- Laura finds the idea of taking a bus into Seattle amusing. (T She laughs when the interviewer says 'You wouldn't take a bus?')
- Francis thinks the bus system in Seattle is very efficient. (F 'There are buses. They're just um... not as convenient as you're used to here.')

### E. Gap-fill (T298)

Francis talks about the history of Seattle. As with Exercise B, ask your students to try to predict their answers before they listen.

- The oldest part of Seattle is Pioneer Square, but not much else is original.
- Seattle owes its early growth to the logging of timber and fishing.
- The oldest part of Seattle is around 125 years old.
- Washington State, because of its location, was one of the last states to be settled.
- In the state of Virginia there are places that are twice as old as the oldest parts of Seattle.
- However, Francis says these places are young by European standards.

### F. Questions (T299)

Laura and Francis talk about the famous Space Needle in Seattle.

- Why does everyone know the Space Needle, according to Laura? **Because it's a landmark.**
- How high is the Space Needle in metres? **over 200 metres ('So like two hundred and something metres high.')**
- How can you go up the Space Needle? **in an elevator**
- What two things are there at the top of the Space Needle? **an observation deck and a revolving restaurant**

**G. True/False (T300)**

Laura and Francis talk some more about the Space Needle, as well as Pike Market and the region around Seattle. Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Laura says the restaurant is expensive. (T **She says it's 'pricey'.**)
2. Laura and Francis often go to the restaurant. (F **Interviewer: Have you ever done that? Had a meal up there? Laura: Yeah, we did for our anniversary one year.**)
3. It seems the area around the Space Needle is not a good place to leave your car. (T **'And it was good 'cos then I could keep checking on my car – make sure that nobody had stolen it while we were eating.'**)
4. Francis says Pike Market is famous for selling French food. (F **'It's famous for its fish, fresh fish.'**)
5. Laura says the 'moved into' more than just a food market. (F **Francis: 'But it's morphed into more than just a food market.'**)
6. Seattle is just a couple of hours away from mountains, rainforest and desert. (T **Francis: The mountains and the rainforest. It's all in easy... Or the desert area. It's all within... By car it's two hours, or so.'**)

**H. Gap-fill (T301)**

Laura and Francis talk some more about Seattle and the 'Seattle Ducks'. As with Exercises B and E, ask your students to try to predict their answers before they listen.

1. Laura says Seattle is built around two lakes: Lake Union and Lake Washington.
2. She says there is a lot of lake-front property in Seattle.
3. Francis says all the lakes are connected by canals and locks to the ocean.
4. Laura mentions the 'Seattle Ducks' which are World War II amphibious assault vehicles which have been converted for tourism purposes.
5. The Seattle Ducks are both vehicles and boats which can go on top of the water.
6. The Seattle Ducks were personnel carriers in World War II and can take up to 40 passengers.
7. The slogan is 'Ride the Duck'.
8. The Seattle Ducks are bright white.
9. To attract tourists people use whistles to make a quacking noise as people drive by.

**I. True/False (T302)**

Francis talks about his current visit to London. Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Francis finds London very cold compared to Seattle. (F **'Um, it is old... it's very old.'**)
2. He was taught a lot about London when he was young. (T **'we learn quite a lot about um, England, particularly London, in um, as children in school'**)
3. He has been enjoying looking at all the modern buildings. (F **He says it's been fun to see all the places that he'd read about as being historically significant as a child, e.g. Trafalgar Square.**)
4. Francis is disappointed that some of the buildings are covered in scaffolding. (F **Francis mentions scaffolding, but goes on to say that it's nice that buildings are being properly cared for. He doesn't mention being disappointed.**)
5. He says 'things are being neglected'. (F **'things aren't being neglected'**)
6. He was surprised by the amount of litter in the street. (T **'a lot of rubbish about, I noticed'**)
7. He says the traffic in London is nearly as bad as in Paris. (F **'Lots and lots and lots of cars – far more than Paris.'**)

### 3 Interesting Language Points

#### A. Two features of a North American accent

Laura has a Canadian accent and Francis has a North American accent. It is interesting to hear these accents and compare them with a neutral British English accent.

Remember, a good language learner will realise that when a speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

##### 1. A different /t/ sound in the middle of words (T303)

Ask your students to listen to how first Laura or Francis, and then the interviewer, pronounce the following /t/ sounds.

|                      |  |
|----------------------|--|
| Laura/Interviewer:   | <i>it is ocean <b>water</b></i>  |
| Laura/Interviewer:   | <i>there's lots of <b>little</b> islands along the way across from the <b>Seattle</b> pier</i> |
| Francis/Interviewer: | <i>So we have these two bands of <b>mountains</b>...</i>                                       |
| Laura/Interviewer:   | <i>It has its own <b>little</b> town centre...</i>   |
| Laura/Interviewer:   | <i>That part's about a hundred and <b>twenty</b>-five years old?</i>                           |
| Francis/Interviewer: | <i>They hold <b>forty</b> people.</i>  |

- a) What happens to the /t/ sound when Laura and Francis say the following words: **water**, **Seattle**, **mountains** and **forty**?

**Guidance:** Here the /t/ sound is an 'alveolar tap', where the tongue quickly touches and retracts from the alveolar ridge – the crescent-shaped structure between the gums behind the upper teeth and the hard palate at the top of the mouth.

- b) What happens to the /t/ sound when Laura says the word **little**?

**Guidance:** It disappears completely so that the word little is pronounced 'lil'.

- c) What happens to the /t/ sound when Laura says the word **twenty**?

**Guidance:** It disappears completely so that the word twenty is pronounced 'twenny'.

How might Laura and Francis pronounce the following words?

**daughter, battle, thirty, fountain, seventy**

##### 2. The /æ/ sound (T304)

Now ask your students to listen to how first Laura or Francis, and then the interviewer, pronounce the letter a in the following extracts. Can your students hear the difference?

|                      |   |
|----------------------|---|
| Francis/Interviewer: | <i>A big peninsula of <b>land</b> protects Puget Sound from the open ocean.</i> |
| Francis/Interviewer: | <i>So we have these two <b>bands</b> of mountains...</i>                        |
| Laura/Interviewer:   | <i>it's still very <b>handy</b></i>   |
| Laura/Interviewer:   | <i>that's the <b>landmark</b></i>   |

**Guidance:** The interviewer pronounces these words with an /æ/ sound, but both Laura and Francis pronounce these words with a diphthong so that you hear an /e/ sound slide into the expected /æ/ sound. There is also some nasalisation when they say these words which is absent in the interviewer's pronunciation.



How might Laura and Francis pronounce the following words?

**sand, jammed, crammed, candy, panda, can, understand**

### B. *There's* + plural

Although we should use *there're* + **plural**, it is quite common in spoken US and British English to hear *there's* + **plural**. This is probably because it is far easier to say 'there's' than 'there're' in a stream of speech. Look at these examples from the interview:

*There's* lot of little islands along the way across from the Seattle pier.

Yeah, but *there's* also islands. *There's* Vachon and Bainbridge.

*there's* lots of wildlife

*There's* islands, too.

*there's* mountains

And then *there's* these things called the Ducks....

### C. Tense usage

The interview features a number of different tenses in context. Look at these examples:

Present perfect simple

(NB Note how the **have** which forms part of the present perfect simple is normally shortened to **'ve** in a stream of speech.)

*We've never been* to Seattle.

*I've heard* so many people say it's a wonderful place to go...

But it's **morphed** into more than just a food market.

World War Two amphibious assault vehicles that *they've converted* to tourism.

*You've just* come over to London.

Um, and... a lot of traffic, despite the... what *I've read* about efforts to reduce it.

Past perfect simple and past continuous

*I could also keep checking on my car – make sure that nobody **had stolen** it while we **were eating**.*

Simple past and past perfect

*So it was very fun [sic – So it was fun] to see all the places that we'd... that **I'd read** about as being historically significant as a child.*

Past continuous

*But, but were they as good as you **were expecting**?*

*Lots and lots and lots of cars – far more than Paris. **I was expecting** it to be almost the opposite, honestly.*

Ask your students to make their own examples of sentences featuring these various tenses.

#### D. Uses of **get**

To have the opportunity to do something:

*So you get to see... Over a leisurely meal **you're getting** to see the entire city.*

*I mean I **got** to see it and everything was in lovely shape...*

To have something (nearby):

*So **you've got** all that – **you've got** the, sort of, ocean quite close and **you've got** this island and peninsula and that's very green.*

***Has it got** an old quarter or...*

*So **you've got** the Space Needle.*

*Pike Place Market is famous... **it's got** everything. **It's got** arts and crafts and food and...*

To become, as part of a process:

*The moist ocean air **gets blown** eastward from the ocean. It **gets pushed** against the mountains.*

*If it's a densely populated area the speed limit **gets reduced**.*

Ask your students to make their own examples of sentences featuring the verb to get.

#### E. The passive

There are a number of examples of the passive in the interview:

*Washington State... was one of the last areas **to be settled**.*

*Seattle **is built** around two lakes – Lake Union and Lake Washington.*

*Everything **is connected**. All the lakes **are connected** by canals, too.*

*I mean I got to see it and everything was in lovely shape, or **were being fixed**. [sic – was being fixed]*

*things **were being** properly cared for*

*things **aren't being** neglected*

Ask your students to make their own examples featuring these passive tenses.

#### F. Word stress in compound nouns

When compound nouns are formed from two separate words, the second word is more likely to be stressed than the first one. Look at these examples from the interview:

*ocean **water***  
*town **centre***

However, the interview contains a far greater number of compound nouns made up of two joined or hyphenated words. With these compound nouns the first word is more likely to be stressed than the second one. Look at these examples from the interview:

*saltwater, wildlife, rainforest, grassland, farmland,  
highway, freeway, landmark, sunset*

## 4 Further Listening Practice

### A. Dictation (T305–T311)

At times during the interview Laura and Francis speak very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.)

Then ask them to listen and write down the words they hear before checking their answers with another pair.

1. **(T305)** There's lots of little islands along the way across from the Seattle pier. (13 words)
2. **(T306)** It has its own little town centre with lots of little shops and boutiques. (14 words)
3. **(T307)** Virginia you'd have stuff that was more than twice that old. (11 words)
4. **(T308)** Over a leisurely meal you're getting to see the entire city. (11 words)
5. **(T309)** You go up at sunset and you can see both mountain ranges. (12 words)
6. **(T310)** It's right down near the waterfront and it's got everything. (10 words)
7. **(T311)** And you see them driving around the city and they're massive. (11 words)

### B. Elision (T312)

In fast spoken English a process called 'elision' often occurs, most frequently with words ending in –d and –t. This results in these sounds not being pronounced when the next word begins with a consonant. This exercise is designed to draw your students' attention to this very important feature of spoken English which can make it difficult for them to recognise words – even those in their active vocabularies.

Play these excerpts from the interview and ask your students to tell you when the final –d or –t of words are not pronounced using a tick (✓) or a cross (X). The relevant letters have been put in capitals for ease of reference.

1. it's calleD Puget Sound (X) (✓)
2. I'm particularly interesteD 'cos it was your firsT time in London. (✓) (X)
3. A big peninsula of lanD protects Puget Sound from the open ocean. (X)
4. it was nice to see that um, things aren'T being neglected (X)
5. I was expecting it to be almosT the opposite, honestly. (X)
6. you've jusT come over to London (X)
7. anD it's very old and I likeD that. (X) (✓)
8. assaulT vehicles thaT they've converteD to tourism (✓) (X) (X)
9. it's a greaT green rainforest (X)

### C. Linking

Linking occurs when the end of one word runs into the start of the next word. It is very common in informal spoken English, but less so in more formal English, such as speeches or lectures.

Linking makes it difficult for students to segment, i.e. to distinguish the individual words in a stream of speech.

The most common linking occurs between the letter –s at the end of a word when the next word begins with a vowel, as in these examples from the interview.

**(T313)**            *tens\_of thousands\_of feet*  
                      *two bands\_of mountains*

However, linking also occurs with other sounds, for example when one word ends in the same letter as at the start of the next word, as in these examples from the interview:

**(T314)**            *So can you do boat\_trips from there?*

Linking also occurs when the final letter –s merges with the start of the next word, as in this example:

**(T315)**            *it's\_not the ocean*

Ask your students to mark where they expect linking to occur in these excerpts from the interview. Then ask them to listen and check their answers.

**(T316)**

1. but there's\_also islands
2. are not\_too far\_away
3. lots\_and lots\_and lots\_of irrigated farmland
4. And it's\_called the city of Burien, where we live.
5. And so it's\_still very handy.
6. Has\_it got\_an\_old quarter?
7. and then there's\_also a revolving restaurant
8. It's\_right down near the waterfront and it's\_got\_everything. It's\_got\_arts\_and crafts\_and food\_and...
9. everything was\_in lovely shape...

#### D. People talking over each other

In real life, as opposed to coursebooks, it is very common for two or more people to talk over each other at the same time. Ask your students if they can fill in the missing words in these excerpts from the interview where the participants are talking at the same time. Please note this is a very difficult task that many native speakers would find difficult, so do give your students lots of encouragement.

L: Laura            F: Francis            I: Interviewer

##### Excerpt 1            (T317)

L:            There's islands, too.  
I:            OK.  
L:            Mmm, hm.  
I:            Right.  
F:            There are, indeed. Lovely islands, and the San Juan Islands, which are very famous, is er...  
L:            Are not too far away.  
F:            Not too far away in the northern part of the Sound.  
L:            You can take ferries.

##### Excerpt 2            (T318)

I:            Why are they famous?  
F:            They're, they're magnificently beautiful. Sheer cliffs that...  
L:            And you can do whale-watching...

F: ... run right into the water.  
I: Whale-watching?

### Excerpt 3 (T319)

I: What about the other side?  
F: Equally wet.  
I: Equally wet.  
L: Well, the city side is...  
F: The city side...  
L: ... it rains a lot.  
F: It rains a lot, but it's not rainforest.  
L: And if you go two hours east of the city then you're in the desert. Then you cross over...  
F: It's high desert, they call it.  
L: High desert, yeah.

### Excerpt 4 (T320)

F: And they're very... they're bright white and they have people with little whistles...  
I: Mmm.  
F: ... that make duck sounds...  
L: Yeah, quack, quack.  
F: ...and they blow them at you as you drive by.  
I: Lovely!

### E. Revision gap-fill activity (T321)

These sentences are all taken from the interview. Ask your students to fill in the missing words then listen and check their answers.

1. A big peninsula of land protects Puget Sound from the open ocean.
2. It's too dry for trees, but not too dry for grassland, so it's big rolling gentle hills with grasses.
3. There are buses. They're just um... not as convenient as you're used to here.
4. Washington State being on the far north-west portion of the continent was one of, was one of the last areas to, to be settled.
5. Everybody knows the Space Needle, because that's the landmark...
6. And you can go up in an elevator and then when you get to the top there's a, an observation deck and there's also a revolving restaurant that you can eat at.
7. And it was good 'cos then I could also keep checking on my car – make sure that nobody had stolen it while we were eating.

## 5 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during the interview with Laura and Francis. The words are listed in the box to help them.

|        |         |       |          |           |          |         |
|--------|---------|-------|----------|-----------|----------|---------|
| blown  | crop    | handy | invited  | landscape | original | portion |
| pricey | quarter | ride  | romantic | salt      | shape    | sheer   |

1. Pierre called to say that you're invited to his party as well.
2. Our garden was in terrible shape when we moved in, so we decided to get a landscape gardener in to re-design it.
3. Would you like a glass of water? I think I put too much salt in the soup.

4. We had to drive very carefully because on one side of the road there was a sheer drop to the bottom of the mountain.
5. Their yacht was blown off course in the storm, but luckily they had GPS.
6. We had a good crop of runner beans this year. What were yours like?
7. My brother and I are the same size, which is very handy because we can borrow each other's clothes.
8. It should only have been a short car ride, but the traffic was terrible so it took nearly an hour.
9. It's a really old house and it's still got some of the original features.
10. Could I just have a small portion of chips, please? I'm not very hungry.
11. The hotel was quite pricey, but we didn't mind because it was right in the middle of the old quarter.
12. We often have dinner by candlelight because it's romantic.

## B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. I've put your (invited) invitation in the post.
2. Have you (water) watered the plants today? They look a bit dry.
3. This is a nice spot for a picnic because it's (protects) protected by the wind.
4. Did you know you've got a (spotted) spot of gravy on your shirt?
5. That patch of (dry) dryness on my leg turned out to be eczema.
6. Economic (grow) growth has picked up since last year.
7. My parents say we can't have a holiday this year because they're going to spend loads of money on (modern) modernising the kitchen. But I'd rather have a holiday than a new kitchen, wouldn't you?
8. All the land around here (original) originally belonged to a farm.
9. My general (know) knowledge is quite good, but don't ask me anything about modern music!
10. I think this country needs a (revolver) revolution!
11. What with it being 30 degrees every day, (combination) combined with 90% humidity, I have to say I spent most of my time in the room because of the air-conditioning.
12. I was (amazing) amazed when he told me how old he was.
13. The number of seats is (limit) limited so make sure you book early.
14. We watched a (fascination) fascinating programme on television last night about the planets.
15. The weather wasn't as good as we (expecting) expected, but we still had a great holiday.
16. I'm sorry for (neglected) neglecting you on your first day, but we're really busy at the moment. How have you been (settled) settling in?
17. The critics (rubbish) rubbished Mamma Mia when it first came out but I loved it.
18. The motorway gets so (congestion) congested on weekdays that it's generally quicker to go by train.

## C. Prepositions and adverbs

Ask your students to put the correct preposition or adverb into the gaps in these sentences based on the interview.

1. He's in very good shape for his age.
2. Switzerland and Belgium are both famous for their chocolate.
3. Megan and I had a lovely chat over a cup of coffee last week.
4. I'll just check on the kids and make sure they're not fighting.
5. I usually go to work by car, but this week I'm going to cycle instead.
6. What's 10 centimetres in inches?

7. We've been invited to a party next Saturday but we can't make it because we're on holiday from the Thursday.
8. What's the garden like in your new place?
9. My grandmother used to tell us wonderful stories about the old days.
10. There are far more cars on the road than they're used to be.
11. It's too late for a cooked meal. Shall I just make a sandwich instead?
12. Is there any cake left?

## 6 Transcript (T322)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 13 – Val, Peter and Jill

### 1 Pre-Listening Comprehension

#### Introduction to the group of friends

This is an interview with a group of friends, Val, Peter and Jill, who all live in Walthamstow in north-east London. The interview took place in a pub. The three talk about their local area – things to see and do and local history. Val is a true Cockney, as she was born within the sound of the bells of Bow Church, and has a Cockney accent; Peter has lived in London all his life and has a strong London accent; Jill is originally from North Wales and retained her Welsh accent.

It is very noticeable in this interview that turn-taking is occurring, with each person tending to speak in a short bursts consisting of a short sentence, or just a few words. The speakers obviously know each other well because they have a tendency to talk over each other and to correct each other.

NB For the first one minute, 47 seconds the machine washing the glasses in the pub is making a noise in the background which makes this section more challenging for students.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- The Marshes – a marsh is an area of land near a river which is always wet. The Marshes in Walthamstow have been partly drained over the years for building land.
- a poorhouse – a building used, in the past, to house and feed extremely poor people with no means of supporting themselves which was paid for by the local community
- almshouses – houses built in a community in the past by charitable trusts to provide affordable housing, often for men, or the widows of men, who had worked in a particular trade
- Tudor – A period of history dating from 1485 to 1603 when England was ruled by kings and queens from the Tudor dynasty, the most famous being Henry VIII and his daughter Elizabeth I. Tudor buildings were often half-timbered, i.e. the wooden framework was exposed, and can still be seen in many towns and villages today.
- hoes – a hoe is a garden or farm tool with a long handled and sharp blade used to remove weeds

Now ask your students to tell you what they expect to hear, based on these vocabulary items.

#### A. Schema building – predicting which words will come up

Ask your students which of these 20 words they expect to hear during the interview. The most logical ones are highlighted:

|   |
|---|
| <p><b>museum</b>, custard, fluff, <b>original</b>, fur, <b>rebuilt</b>, lick, <b>cart</b>, tights, bandage, <b>haunted</b>, <b>market</b>,<br/>curdle, <b>farmland</b>, sharpen, <b>transport</b>, fledgling, <b>village</b>, yolk, <b>multi-ethnic</b></p> |
|---|

#### B. Normalisation 1: Anticipating the next word (T323–T324)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

This particular activity is designed to help learners guess what word or type of word follows a phrase or group of phrases. Track 323 contains the excerpts below except for the last (highlighted) word which is replaced by a beep sound. Play Track 323, pausing each time you hear a beep, and ask students to guess the word or type of word that may follow. Accept anything which fits in the gaps. Then play Track 324 and compare the students' answers with the actual text.



NB: This is a challenging task for students. If they find it too difficult you can just read out the words yourself.

**(T323)**

1. And it was called Willow Walk because it was a road lined with willow \_\_\_\_\_.
2. And it was the way the farm, and the farm workers used to come back at the end of the \_\_\_\_\_...
3. Because my road was farmland as \_\_\_\_\_.
4. 'Cos I've got a picture of my house in \_\_\_\_\_.
5. I've lived here since '93, I \_\_\_\_\_.
6. from here you can get anywhere \_\_\_\_\_

**(T324)**

1. And it was called Willow Walk because it was a road lined with willow trees.
2. And it was the way the farm, and the farm workers used to come back at the end of the day...
3. Because my road was farmland as well.
4. 'Cos I've got a picture of my house in 1904.
5. I've lived here since '93, I think...
6. From here you can get anywhere quickly.

**B. Normalisation 2: Questions (T325)**

In this first part of the interview the Val and Peter talk about various places they like in Walthamstow while Jill listens in.

1. What two things does the first speaker, Val, like about Walthamstow, besides the William Morris House and the Vestry Museum? **the leisure centres and the library**
2. What does Peter like, in addition to Lloyds Park? **the Marshes**
3. What are often held at the William Morris House? **art exhibitions**
4. What does the Vestry Museum have a continuous exhibition of? **Life in Walthamstow as it was in the past.**
5. Why does the Vestry Museum contain an original jail? **Because it used to be a police station.**
6. Who thinks Val may have got her facts wrong, Jill or Peter? **Peter. Jill is surprised, but Peter says: 'Or was it the other way round? Was it a poor house first, and then the museum, and then a police station? I think it was...'**
7. Where are the almshouses in relation to the Vestry Museum? **just opposite**

## 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

**A. Questions (T326)**

Here the friends talk some more about the history of Walthamstow.

1. Which other building is nearby? **the old Tudor house**
2. Which two words does Peter use instead of 'renovated'? **'rebuilt' and 're-established'**

3. What mistake does Val make when she talks about the car? **She says: 'And also in there is the first electric car.' Peter corrects her and says: 'Well, it's the first car ever produced.... Not electric.'**
4. What was the car based on? **a cart**
5. In which century was the car built? **in the 18<sup>th</sup> century – Peter says: 'It's 17 something or other.' We know he can't mean 17 years old because it was the first car ever produced, so logically Peter is referring to the year it was built, i.e. seventeen hundred and something. Any year between 1700 and 1799 is the 18<sup>th</sup> century, just as any year between 1800 and 1899 is the 19<sup>th</sup> century.**
6. Who is really scared of ghosts – Jill or Val? **Jill. Peter says the museum is haunted and Jill says 'Oh, don't!'**

## B. Gap-fill (T327)

Peter tells Jill how two roads in Walthamstow got their names.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. The other side of Willow Walk used to be marshland which was drained so that houses could be built.
2. The area from Willow Walk to Hoe Street used to be farmland.
3. Jill finds it hard to imagine that the local area used to be so rural because it's so built-up now.
4. Hoe Street got its name because the farm workers used to walk home that way with their hoes and wheelbarrows.

## C. Questions (T328)

Now Val joins in.

1. What caused the Walthamstow area to expand towards the end of the 19<sup>th</sup> century? **the introduction of the trains**
2. What exactly does Val have a photo of? **A woman with a bustle behind walking past her house in 1904.**
3. What do you think 'a bustle' was? **It was a popular fashion item in the second half of the 19<sup>th</sup> century. It was a type of framework a woman wore under her waist at the back which a) stopped her skirt from dragging on the ground and b) emphasised her figure.**
4. What is the correct term for a line of houses? **a row of houses**

## D. Gap-fill (T329)

The three friends talk about why Walthamstow is a good place to live.

As with Exercise B, ask your students to try to predict their answers before they listen.

1. Peter says Walthamstow is convenient 'For me personally, from my point of view, for transport.'
2. Peter says 'From here you can get anywhere quickly.'
3. Walthamstow is just five minutes' drive from the M11 motorway and seven miles from the M25, the orbital motorway round London.
4. Jill says you can get into central London in 20 minutes from Walthamstow.
5. She says there is an overland train line to Liverpool Street, as well as the Victoria line.
6. Val says there are buses into central London as well.
7. It takes Val 45 minutes to get to work, door-to-door.
8. Val is very interested in birdwatching.
9. Epping Forest, one of the biggest forests in England, is only 10 minutes away.

### E. Questions (T330)

Jill talks about her impressions of Walthamstow.

1. When did Jill move to Walthamstow? **in 1993**
2. Why did she find it 'a culture shock'? **Because it is very multi-ethnic.**
3. What does she like about Walthamstow? **She says it's colourful and it has a nice buzz.**
4. What haven't changed in Walthamstow since Peter was born there? **the buildings**

### F. Gap-fill (T331)

The three friends talk about things to do in Walthamstow.

As with Exercises B and D, ask your students to try to predict their answers before they listen.

1. Val says there is a variety of different restaurants in Walthamstow, including Chinese and Indian.
2. There are a couple of Italian restaurants in the old village, as well as a Mediterranean-style restaurant.
3. Jill says the fact that there are so many different restaurants reflects the make-up of the local community.
4. She mentions Turkish restaurants and Caribbean restaurants.
5. Peter says it doesn't matter what time of day or night it is in Walthamstow, you can always buy food, as well as milk and tea.

### G. Questions (T332)

The three friends talk about some important buildings in Walthamstow.

1. Which two buildings does Peter mention, in addition to the Assembly Hall? **the Town Hall and the college**
2. Who both went to see the same Russian ballet performed in the Assembly Hall? **Val and Jill**
3. What is the Assembly Hall famous for? **its acoustics**
4. Which advertisement did Walthamstow Town Hall appear in? **a McDonald's advertisement**

## 3 Interesting Language Points

### A. Four features of an east London accent

Remember, a good language learner will realise that when a speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

#### 1. Dropping the initial letter *h*- (T333)

A typical feature of an east London accent is for the speaker not to pronounce the initial letter *h*- at the start of words such as 'ouse, 'ad, 'appy, etc.

Listen to these examples from the interview:

Peter: Vestry 'ouse Museum was the original police station.

Peter: It's changed a lot. Buildings 'aven't.

Peter: I've lived 'ere all my life.

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. We're hoping to buy a new house.
2. I hope he comes home soon.
3. How was your holiday?

## 2. Dropping the final **-d** of **and** (T334)

Another typical feature of an east London accent is for the speaker not to pronounce the final **-d** of the word **and**.

Listen to these examples from the interview:

Val: **An'** then it was a poor house.

Peter: Was it a poor house first, and then the museum, **an'** then a police station.

Val: No, I think it was the, the police station first **an'** then a poor house.

Val: **An'** I work at Tottenham Court Road...

Jill: it's colourful **an'** it has a nice buzz about it

## 3. The glottal stop (T335)

Another feature of an east London accent (and many other British accents) is the *glottal stop*. A glottal stop happens when the speaker tightens his or her throat and very briefly stops the air from getting through. This results in the /t/ sound at the end of words such as *got* or *lot*, or the /t/ sound in words such as *bottle* or *kettle* not being fully pronounced. This can make it difficult for students to recognise words containing this feature.

Listen to these examples from the interview:

Peter: Or was **it** the other way round? Was it a poor house first...

Peter: ... which has just been **rebuilt**

Peter: It was the first car **that** was ever **built** as a, as a **motor** vehicle.

Peter: Willow Walk, which is down the **market**.

Val: 'Cos I've **got** a picture of my house in 1904.

Peter: From here you can **get** anywhere quickly.

Jill: Yeah, and you can **get** into central London in 20 minutes.

Val: You've **got** the buses as well.

Val: Different variety of restaurant.

Interviewer: Like **what**?

Val: Chinese, Indian...

Val: And the um, the town hall next door to the Assembly Hall, **that** was featured in a McDonald's **advert**.

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. We've got a new cat.
2. Could you put the kettle on, please?
3. Cup of coffee?

#### 4. Using the letter **f** instead of the /θ/ sound (T336)

Another typical feature of an east London accent is to use the letter **f** instead of the /θ/ sound found in *think, thimble, thin*, etc.

Peter: *It was made in Walfamstow.*

Peter: *Which is a major norf artery.*

Just for fun ask your students how a person with an east London accent would say the following sentences:

1. I think she's a bit thick! \*
2. I thought I saw you at the theatre last night.
3. I worked in Germany for three months.

\* *thick* is a British English slang word for 'stupid'

Now can your students combine these different features of an east London accent?

1. I haven't decided yet – I'm thinking about it.
2. I'll see him later.
3. My daughter's just had a little girl.
4. He just goes on and on and on.
5. I'm gutted Kate's got married to Harry. \*

\* The meaning of *to be gutted* is 'extremely upset'. It's a typical east London slang expression.

## B. Pausing mechanisms

### 1. *um* and *er* (T337)

We often use *um*, or *er*, in informal spoken English. These sounds indicate to the listener(s) that we are thinking and so no one should interrupt us. Look at these examples from the interview:

*It was the first ever **um**, motorised car...*

*What do I like? Um, I like the leisure centres, **er**, the library.*

*It's got **er**, the old jail in there.*

What equivalent sounds do your students make in their own languages?

Remember that when you hear *er*, it sounds the same as the indefinite article *a*, so students shouldn't automatically assume that a noun is going to follow. Look at this example from the interview where it's impossible to hear if Peter is saying *a* or *er*:

Peter: *...and the college, of course, which is **a/er**, quite a... attractive set of buildings.*

## 2. Repeating the question

At the start of the interview the interviewer has obviously asked the three friends this question: 'What do you like about Walthamstow?'

Val replies: *What do I like?*

By repeating the question she is giving herself time to think, whilst at the same time indicating that she is about to say something so no one should interrupt her.

This is a useful technique to acquire and works with any question.

## C. Ways of expressing surprise

Because Jill hasn't lived in Walthamstow for as long as Val and Peter, she is often surprised by the things they tell her.

### 1. With questions: Part A (T338)

We often use a question formula to express surprise and to seek confirmation from the speaker that we have understood correctly. Our voice tends to rise and then fall on the final word. Listen to these examples from the interview:

Val: *It's got er, the old jail in there. That was... Before that it was er...*

Jill replies: *The old jail?*

Val: *Jail.*

Peter: *And of course it is haunted.*

Val: *What, the museum?*

Peter: *Yeah*

### 2. With exclamations (T339)

We can make exclamations in various ways. We normally use falling intonation with exclamations. Listen to Jill's intonation in the following excerpts:

1 When Jill finds out the car was made in the 18<sup>th</sup> century she says:

*My goodness!*

2 When Jill finds out Willow Walk got its name because it was lined with willow trees, she replies:

*My God!*

(NB This exclamation can cause offence to religious people, so warn students to be careful how they use it.)

3 When Jill finds out the Assembly Hall was featured in a McDonald's advertisement she says:

*Oh, please!*

## D. The passive

There are a number of examples of the passive in the interview:

Present simple passive:

*And of course **it is haunted**.  
**It is listed** as a haunted building.*

Simple past passive:

*It was the first car **that was ever built**...  
So it **was made** round here?  
It **was made** in Walthamstow.  
it **was based** on a cart  
**house was built** in 1896*

Present perfect simple passive:

Peter talks about the Tudor house which '**has just been rebuilt**'.

Now ask your students to make their own examples using these passive tenses.

## E. **Must have + past participle** for logical assumptions

Peter tells Jill: *I was born here. I've lived here all my life.*

Jill replies: *So you must have seen quite a lot of changes.*

We use the **must have + past participle** structure when we are making logical assumptions based on the speaker's statement. Look at these other examples:

|           |   |
|-----------|---|
| Andy:     | Last week I had lunch with an old girlfriend from when I was at school. |
| Patrick:  | That must have been interesting.  |
| Chelsea:  | Do you like this scarf? I knitted it myself.                            |
| Rosalind: | That must have taken you ages!  |
| Kate:     | I went to see Take That at the O2 last night.                           |
| Sam:      | That must have been amazing!  |

NB Tell your students that the word **have** in this construction is often pronounced more like **of** in a stream of speech.

Now ask your students to make their own examples using **must have + past participle**.

## 4 Further Listening Practice

### A. Dictation (T340–T345)

At times during the interview the three friends speak very quickly and consequently some words are not pronounced clearly.

First ask your students, in pairs, to count and write down how many words they hear in each item. (Piloting has shown that this will help them perform better.)

Then ask them to listen and write down the words they hear before checking their answers with another pair.

1. (T340) But it is listed as a haunted building. (8 words)
2. (T341) It was basically nothing more than a pathway. (8 words)
3. (T342) You can get into central London in 20 minutes. (9 words)
4. (T343) And for me, of course, another incentive is birdwatching. (9 words)
5. (T344) And it's colourful and it has a nice buzz about it. (11 words)
6. (T345) So you must have seen quite a lot of changes. (10 words)

## B. Weak forms, i.e. unstressed grammatical (or function) words (T346)

The words between the stressed content words are known as grammatical (or function) words. These are the words which bind the speaker's content words together and they are a major contributing factor to the rhythm of English speech. These grammatical/function words tend to be unstressed, which makes them difficult to distinguish. Ask your students to listen to these excerpts and fill in the missing grammatical/function words.

NB Because this is a listening training exercise don't ask your students to predict the answers before they listen!

1. And of course it is haunted.
2. Because of the cells.
3. And it was called Willow Walk because it was a road lined with willow trees. Because the other side of that was the marsh.
4. And from Willow Walk up here, up to this end of the market, to Hoe Street, was farmland.
5. it was basically nothing more than a pathway
6. the farm workers used to come back at the end of the day with their wheelbarrows and their hoes
7. So it was only with the introduction of the, of the trains, actually, that it took off.
8. That's right.
9. It's really convenient for me personally, from my point of view, it's, it's really convenient for transport.
10. You're five minutes from the motorway...
11. The M11, which is a major north artery.
12. So how long would it take you, say, to get to Oxford Circus?
13. And I work at Tottenham Court Road...
14. it reflects the community

## C. Linking (T347)

(NB A full explanation of linking occurs in Exercise B in Section 4 of Unit 2.)

Ask your students to mark where they expect linking to occur in these excerpts from the interview. Then ask them to listen and check their answers.

1. It was a police station.
2. Was it a poor house first...
3. So it was made round here?
4. Was it?
5. It's steeped in history.
6. Willow Walk, for example's where the waters, the Marshes stopped.
7. Willow Walk, which is down the market.
8. the other side of that was the marsh
9. It was all marshland.
10. that's the way the farmers used to come back
11. with their wheelbarrows and their hoes
12. It was all farmland up here.
13. 14. from my point of view
14. The M11, which is a major north artery.



15. Oxford Circus, it takes me 25 minutes.  
16. It's good for eating.

#### D. People talking over each other

In real life, as opposed to coursebooks, it is very common for two or more people to talk over each other at the same time. Ask your students if they can fill in the missing words in these excerpts from the interview where the participants are all talking at the same time. Please note this is a very difficult task that many native speakers would find difficult, so do give your students lots of encouragement.

P = Peter                  V = Val                  J = Jill

##### (T348)

1. P:        Lloyds Park  
   V:        Lloyds Park is good.  
   J:        Yes, that's really nice.  
   P:        Lloyds Park's nice.

##### (T349)

2. V:        ...police station.  
   P:        It was the original police station.  
   J:        What, Vestry House? Was it?  
   P:        Vestry House Museum was...  
   J:        Oh, I didn't realise.  
   P:        ...the original police station.

##### (T350)

3. P:        It was the first car that was ever built as a, as a motor vehicle. Not electric.  
   V:        Wasn't it?  
   P:        No.  
   J:        So it was made round here...  
   P:        No, it was petrol.  
   J:        ... is that what you mean?  
   V:        It was made in Walthamstow. It was made in Walthamstow?  
   P:        Yeah, it was made in Walthamstow and it was...  
   J:        Oh, well, get down!  
   P:        ...it, it, it was... it the first ever um, motorised car...

##### (T351)

4. P:        ...our house was built in 1896, and probably yours was the same.  
   J:        They kind of did them in, in rows, didn't they? Yes, that's right.

##### (T352)

5. I:        Of course one of the things Waltham's got, Walthamstow's got is the, the Assembly Hall – the town hall...  
   V:        Oh, yeah!  
   J:        I'd forgotten about that.  
   P:        ... and the college, of course, which is a, quite a... attractive...  
   J:        Yes.  
   P:        ... set of buildings.  
   V:        'Cos I saw the Russian Ballet there as well, I think um...  
   J:        I did.  
   V:        That was good.  
   J:        I went to that.

- V: And Elkie Brooks was there.  
J: That was wonderful.  
P: They have lots of stage shows there.  
J: It's famous for its acoustics. It's got brilliant acoustics, apparently.  
V: Yeah, it really is good.

## 5 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during the interview. The words are listed in the box to help them.

|         |         |         |             |          |
|---------|---------|---------|-------------|----------|
| advert  | based   | change  | couple      | drained  |
| haunted | imagine | lined   | matter      | original |
| rows    | shock   | variety | exhibitions | right    |

1. Have you been to any good art exhibitions lately?
2. This is an original recipe handed down to me by my grandmother.
3. It's a novel based on the life of a student in the 1980s.
4. It's such an old house I'm sure it's haunted.
5. When we looked inside the nest we could see it was lined with moss.
6. There was an old swimming pool in the garden when we moved here but we drained it and filled it with soil to make a vegetable patch.
7. I can't imagine my grandmother ever being a schoolgirl.
8. I don't think it's right that children have to stay on at school until they're 16 nowadays.
9. We planted the peas in rows about 12 inches apart.
10. To get to work I have to change trains twice.
11. When I moved to New York from Milan I found it quite a culture shock.
12. The hotel laid on a huge variety of activities for the children during the day.
13. Caroline and Robert are a very nice couple.
14. No matter what time I come home my partners always wait up for me.
15. Have you seen the new advert for Pilkington Pies? It's hilarious.

### B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. Would all (visiting) visitors please report to reception.
2. It says the last time this painting was (exhibitions) exhibited was in 1827.
3. My mother was very (art) artistic when she was younger, but then she stopped painting when she got married.
4. This room was (original) originally the garage.
5. The Government wants to put up income tax, but the (opposite) opposition say they'll cut it if they get into power.
6. Who starred in the original (produced) production of My Fair Lady?
7. English Heritage is responsible for preserving sites of (history) historical interest.
8. The jacket's is made of silk, but the (lined) lining is polyester.
9. Sorry about the awful smell! I think our (drained) drains need checking.
10. What do you think is the (basically) basis of a good relationship?
11. I prefer doing (culture) cultural things on holiday rather than lying on a beach all day.
12. I have to say we were both a bit (shock) shocked when we met our son-in-law for the first time.

13. What's your estimated time of (arrived) arrival?
14. The menu is quite (variety) varied here so I'm sure you'll find something you like.
15. Isn't that beautiful – the (reflects) reflection of the willow trees in the water?
16. Everyone else in my family loves skiing, but I can't see the (attractive) attraction myself. I hate being cold and wet.

### C. **Must have + past participle for logical assumptions**

Ask your students to match the responses in column A with the utterances in column B.

1. I grew up on a farm.
2. We were a bit noisy, so we got thrown out of the restaurant.
3. When I was 21 my parents say me down and told me I was adopted.
4. Have you seen Tom's new car? It's a brand new Mercedes.
5. I got hit by a golf ball the last time I went for a walk.
6. I got stuck in a lift at work last week.

- A. That must have hurt!
- B. That must have been a bit embarrassing!
- C. That must have been a bit scary.
- D. That must have been wonderful!
- E. That must have cost a fortune!
- F. That must have been a shock.

Answers: **1 D, 2 B, 3 F, 4 E, 5 A, 6 C**

## 6 Transcript (T353)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.

## Unit 14 – Dorah and Letta

### 1 Pre-Listening Comprehension

#### Introduction to Dorah and Letta

Dorah and Letta are sisters who grew up under apartheid in South Africa. Here they talk about the township they grew up in and how it has changed in recent years. Dorah and Letta now both live in England where they work as nurses. They speak excellent English, but they have retained their South African accent.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- a township – a town in South Africa where only non-whites were allowed to live under apartheid (apartheid, a period of legal racial segregation, lasted from 1948 until 1994.)
- Pretoria – a city in north-eastern South Africa which is one of three capital cities of South Africa, the others being Cape Town (the legislative capital) and Bloemfontein (the judicial capital)
- mortgage houses – these are newly built houses in the township that people have taken out loans (i.e. mortgages) to buy
- RDP houses – cheap houses built as part of the Reconstruction and Development Programme (RDP) launched by the ANC (African National Congress) government of Nelson Mandela in 1994
- jacaranda trees – tall trees that during the late spring in South Africa (i.e. between October and November) are covered with purple-blue flowers (Pretoria is known as The Jacaranda City.)

#### A. Normalisation – questions (T354)

With any listening activity it is a good idea to let students listen to the speakers and get used to their voices.

Dorah and Letta talk about their township.

1. What is the name of the township Dorah and Letta come from? **Atteridgeville**
2. Why do you think Dorah and Letta both laugh when the interviewer asks if their township is near Cape Town? **Because it's a long way from Cape Town.**
3. How far is Dorah and Letta's township from Johannesburg by car? **40 minutes**

### 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

#### A. Gap-fill (T355)

Dorah and Letta talk some more about their township.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. Dorah doesn't know how many people live in the township because it has grown so much in recent years.
2. Dorah says the main reason for this is because the government is building new houses everywhere.
3. Letta talks about 'mortgage houses' – new houses which people are buying in the township.
4. Dorah equates 'RDP houses' with council houses in the UK.

## B. True/False (T356)

Dorah and Letta talk some more about their township.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. As you enter the township you see lots of jacaranda trees. (T Letta: At the entrance when you go to Atteridgeville there are these jaca... Pretoria is being known by, by these... Dorah: Jacaranda... Letta: Jacaranda trees.)
2. Jacaranda trees are well-known for their distinctive leaves. (F Interviewer: They're the ones with the blue flowers? Dorah and Letta: Yes!)
3. Jacaranda trees lost all their leaves in the summer. (F Letta: When you get into Atteridgeville from the entrance, there are these jacaranda trees, especially during the summer.)
4. The 'mortgage houses' are situated on the hill near the entrance to the township. (T Letta: And plus there er, mortgage houses, they're just along, along that area... Dorah: Yeah, and it's a kind of hill. Letta: Hilly, yeah.)
5. One of the sisters is clearly very proud of her township. (T 'It's a, it's a beautiful township. It's the best! The best!')
6. One of the sisters says the people who live in the township are 'lovely'. (F 'bubbly')
7. The black people who live in Dorah and Letta's township are mainly of the same race, or tribe. (F Dorah: Because we do have er, different nationalities, different groups of, of, of, of black South Africans. Then we just get along.)
8. Atteridgeville doesn't have any 'no-go areas', according to Dorah and Letta. (T Letta: But there... I know there are places where you find that people like the no... I would say the no-go areas. But Pretoria Atteridgeville is... Dorah: We don't have. Letta: You can go anywhere. You are free to go anywhere, anytime.)
9. Letta says it can be a bit dangerous in the township at night. (F 'You'll always be safe.)

## C. Gap-fill (T357)

Dorah and Letta talk about the different tribes and different languages they are familiar with.

1. People from the Xhosa tribe, such as Nelson Mandela, have the sound of a click in their language.
2. Dorah says many people in Gauteng can speak three or four languages.
3. This means everyone can communicate with each other.

## D. Questions (T358)

Letta and Dorah talk about a new development in their township.

Why have people in Atteridgeville stopped going to Pretoria to do their shopping? **Because there are now malls and shopping centres in the township.**

### E. Gap-fill (T359)

Dorah and Letta talk about the changes in their township since apartheid. As with Exercises A and C, ask your students to try to predict their answers before they listen.

1. The interviewer asks Dorah and Letta what changes they have seen in their township over the years.
2. Dorah says there used to be no houses on the hill.
3. A lot of white people have moved to Atteridgeville since apartheid ended.
4. Dorah says during apartheid any white person who moved to a township would have ended up in jail.
5. She says now you can live anywhere you want.
6. Looking back, Dorah wonders what the point was of all the bad things that happened in her country.

## 3 Interesting Language Points

### A. Four features of Dorah and Letta's South African accent

Remember, a good language learner will realise that when a speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

- (T360) 1. The long *i* sound found in the word *sheep* tends to be much shorter.

Listen to these excerpts from the interview:

*It's **clean**.  
there are **these** jacaranda **trees**  
And plus **these** er, mortgage houses...  
the first thing that you see is **these** beautiful houses*

How might a South African say these words?

fleas, peas, keys, please, tease

- (T361) 2. The letter *a* found in *hat* and *cat* is pronounced the same as the letter *e* in *bed*.

Listen to these excerpts from the interview:

*At the entrance...  
different **nationalities**  
**black** South Africans  
There were white people who wanted to be with **black** people.*

How might a South African say these words?

map, tap, lack, sat, flap

- (T362) 3. There is a tendency to roll the letter *r*:

Listen to these excerpts from the interview:

*Jacaranda **trees**  
they're just ala... along that **area**.  
They are more accessible to **everybody**...  
different **groups** of...*

How might a South African say these words?

freeze, fridge, transport, trade, cried

- (T363) 4. The v sound found in English words such as *of* and *have* is pronounced more as the letters *ff* in the word *off*:

*there's er, a lot of um, of new people that have moved in*

How might a South African say these words?

cave, love, sieve, over, cover

## 4 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during the interview with Letta and Dorah. The words are listed in the box to help them.

|          |           |            |         |      |
|----------|-----------|------------|---------|------|
| close    | expanding | friendlier | get     | miss |
| mortgage | moved     | safe       | special | view |

- We live quite close to the station, but we can pick you up in the car if your hip's still playing up.
- Sorry the house is in a bit of a mess – we only moved in last week.
- Our company is expanding so we're having to take on more staff.
- I want to buy my own place, but first I need to see if I can get a mortgage.
- You're a really special person and I'm glad you're my friend.
- We wanted a room with a view of the sea, but they were all booked so we ended up looking out at the car park.
- Please come home soon – I miss you.
- I think people are friendlier in London than in Paris.
- I wish you kids would try to get along better – you're always fighting!
- Is it safe to walk around here at night?

### B. Transformations

Ask your students to change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

- According to the latest figures, economic (grown) growth fell to 0.6% in the year to June.
- The 19<sup>th</sup> century saw a huge (expanding) expansion of the rail network in England.
- Have you heard the latest about Josh and Kiki? There been a new (developing) development.
- My friend is a lawyer (special) specialising in divorce cases so I could give you her work number if you like.
- I wish I could help you, but my (known) knowledge of employment law is pretty basic.
- What do you do for a (lively) living?
- One of the reasons we decided to move to Canada is because people are more (tolerance) tolerant here towards gay people.
- My grandfather (fighting) fought in the First World War.
- What is the (minimal) minimum wage in the USA?

10. The thing I remember best about our holidays in Wales when we were kids is all the (flocking) flocks of sheep everywhere.
11. Sorry to disturb you, but I need to (accessible) access my computer.
12. If you think that dog's ugly you should see his (own) owner!

## 5 Transcript (T364)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.



## Unit 15 – Muriel

### 1 Pre-Listening Comprehension

#### Introduction to Muriel

Muriel lives just outside Cannes with her husband and young son. She speaks good English, but has a strong French accent. In this interview she talks about the place she lives now – Mougins – and the place she lived before which was in the mountains near the Swiss border.

#### Key lexis

Teach your students the following lexical items or elicit their meanings:

- funny – two meanings 1) humorous – something that makes you laugh ; 2) strange, peculiar
- oppressed – feeling anxious and uncomfortable
- an anorak (BrE) a parka (AmE) – a short, waterproof coat that protects the wearer from the cold, wind and rain

#### A. Schema building – predicting which words will come up

Ask your students which of these 20 words they expect to hear during the interview. The most logical ones are highlighted:

|  |
|--|
| <p><b>famous</b>, wallpaper, ink, <b>sea</b>, crumbs, <b>stones</b>, crust, tray, <b>sand</b>, shampoo,<br/><b>mountains</b>, intellectual, <b>hot</b>, housework, <b>storms</b>, saucer, <b>snow</b>, <b>coast</b>, frame, <b>space</b></p> |
|--|

#### B. Discussion

Ask your students to discuss these questions in pairs or small groups and share their answers with the class:

1. Can you identify this sound, recorded in Muriel's garden? What does this sound remind you of? **(T365)**
2. How much do you know about Cannes and the South of France?
3. If you had a choice, would you prefer to live by the sea or in the mountains and why?
4. What does a French accent sound like?

#### C. Normalisation – questions **(T366)**

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice.

Muriel talks about Mougins and Cannes.

1. Which place(s) in the USA do people sometimes compare Cannes with? **Beverly Hills and/or Hollywood**
2. How far from the sea is Muriel's home? **4 kilometres**
3. What can you see in the distance? **mountains**

### 2 Listening Comprehension

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the excerpts as many times as the students want to listen to them. The students can do the exercises in pairs, groups or alone.

After they have listened enough, check the answers. If students have got an answer wrong, try to identify where understanding broke down by replaying the relevant parts of the listening text and, if necessary, repeating the words by referring to your transcript.

### A. True/False (T367)

Muriel talks some more about Mougins, Cannes and the surrounding region.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Muriel lives half-way between the sea and the mountains. **(F She lives four kilometres from the sea and she says the mountains are 20 to 25 kilometres away.)**
2. Muriel would prefer it to be a bit cooler in Mougins during the summer. **(T She says it is 'A little bit warm in summer.')**
3. It seems it's best to avoid Cannes in January and February. **(T Muriel says 'we have nice weather until December'.)**
4. The interviewer clearly loves going on holiday to hot places. **(F When Muriel says how hot it gets in the summer, the interviewer replies 'Uncomfortable.')**
5. Sometimes there are water shortages in Cannes because it gets so hot in summer. **(F Muriel says because it often rains in the mountains there is a lot of water, 'So we never have no water.')**

### B. Sentence completion (T368)

Muriel talks about where she lived before she moved to Mougins.

Before they listen, ask your students to try to predict which words (or which types of words – nouns, adjectives, prepositions, parts of verbs, etc.) will fill the gaps. Then ask them to listen and check their answers.

1. Muriel has only been living in Mougins for two years.
2. Fillinges is surrounded by mountains.
3. Fillinges is only 15 kilometres from the Swiss border.
4. Big towns make Muriel feel oppressed.

### C. True/False (T369)

Muriel talks about the differences between Fillinges and Mougins.

Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Muriel's home in Fillinges was an hour's drive from the mountains. **(F 'And what for me was very important – I can go er, from my house and I can walk as I want around the mountain because we were in, in the mountain. So I can have a, a walk for one hour, for two hours from my house. And for me it's very important I don't take er, a car or something else. I can just walk.')**
2. Muriel enjoyed going to long walks in the mountains. **(T 'So I can have a, a walk for one hour, for two hours from my house.')**
3. Muriel used to park the car somewhere nice and then go walking in the mountains. **(F 'And for me it's very important I don't take er, a car or something else. I can just walk.')**
4. Muriel seems to have enjoyed the winters in Fillinges more than the summers. **(F 'A lot of fog, a lot of rain and um, and the winter – phew – was very long.')**
5. Muriel says even in summer you have to wear warm clothes in the mountains around Fillinges. **(T 'And sometimes in er, July you can have to put on an anorak.')**

6. Muriel's philosophy in life is to live for the moment and be spontaneous. (F **She says that when you take a decision you have to be positive, 'or you don't live'. So her philosophy is to make the best of everything.**)
7. There was no swimming pool in Fillinges. (T **'I can't do that [i.e. walk to the swimming pool] in Fillinges because it was 20 kilometres to, to find a swimming pool.'**)
8. It takes Muriel the same time to go to the sea now as it used to take her to get to the nearest ski slope in Fillinges. (T **In Fillinges it [the ski slope] was near the... it was... er, phew! Ten minutes? Yes. Like here the sea, in fact.**)
9. Muriel grew up in the centre of Nîmes. (F **'It [Nîmes] was quite a big town, but we were in a small village...'**)

### 3 Interesting Language Points

#### A. Three features of a French accent

Remember, a good language learner will realise that when a speaker produces one non-standard pronunciation feature, the speaker is likely to produce this feature in all other words in English containing that sound.

- (T370) 1. The letter *h* is not pronounced in French and therefore French speakers tend not to pronounce it in English either. Muriel speaks very good English, but sometimes she misses out the letter *h*, as in these examples:

*Beverly 'ills*  
*and er, we 'ave nice weather until December*  
*Per'aps four times in a year.*  
*So I can 'ave a, a walk for one hour...*  
*you 'ave to um...*  
*But we 'ave skiing just near the house.*

- (T371) 2. Replacing the /ð/ sound with the /s/ or /z/ sounds.

Listen to these excerpts from the interview:

*The nice weather?*  
*It was the opposite of here.*  
*Like here the sea, in fact.*  
*The sea's the same situation...*

- (T372) 3. Not distinguishing between a long *i* sound and a short *i* sound.  
(ship – short *i*; sheep – long *i*)

Listen to these excerpts from the interview:

*And it's er, very often raining. (long i)*  
*Er, it's um... not exactly north. (long i)*  
*Ah, for me it's a little bit difficult (long i) because I feel oppressed. (short i)*

#### B. The influence of the mother tongue (L1)

Muriel also has a tendency to use French grammar, although it must be noted that this rarely causes communication to break down. Can your students make these excerpts sound more English, i.e. make them more accurate?

*perhaps four times in a year* – perhaps four times a year

*There are in summer a lot of storms.* – There are a lot of storms in summer.

Have you always lived here in Mougins?  
*No, it was only since two years.* – No, only for two years.

*For me it's a little bit difficult...* – It's a little bit difficult for me...

*And what for me was very important...* – And what was very important for me...

*you can have to put on an anorak* – you sometimes have to put on an anorak...

*I can go on feet to the swimming pool.* – I can walk to the swimming pool./I can go to the swimming pool on foot.

*I am born in Nîmes.* – I was born in Nîmes.

## 4 Further Language Development

### A. Gap-fill

Ask your students to fill in the blanks in these new sentences with words they heard during Trudie's interview. The words are listed in the box to help them.

|          |             |           |         |      |           |
|----------|-------------|-----------|---------|------|-----------|
| border   | break       | coast     | famous  | feet | funny     |
| joins    | just        | landscape | like    | main | middle    |
| opposite | oppressed   | positive  | problem | sand | situation |
| space    | temperature |           |         |      |           |

1. I won't be a minute. I'm just switching off the computer.
2. The city of Bath is famous for its Georgian architecture.
3. I heard a really funny joke yesterday. Do you want to hear it?
4. We tried to sunbathe, but we had to give up because it was so windy the sand kept getting in our eyes.
5. My brother is a landscape gardener.
6. What was the weather like while we were away?
7. What's Paul's situation now? Is he still married?
8. We've got a bit of a problem. Our computers are down so I can't get those figures to you.
9. The hip is where the thigh bone joins the pelvis.
10. St Andrews is a beautiful city on the east coast of Scotland.
11. Unfortunately we live next to a main road, so there are always cars going past, no matter what time of day or night.
12. I've got two older brothers and two younger sisters, so I come in the middle.
13. You don't even need to show your passport when you cross the border between France and Switzerland.
14. The Welsh were oppressed by the English for centuries.
15. The only problem with this cottage is there's not enough storage space.
16. I think we're all getting a bit tired. Shall we have a break for 10 minutes and then reconvene at 11?
17. You feel really hot. I think you might have a temperature.
18. The neighbours who live opposite are really nice. We see them quite a lot.
19. It's really important to give positive feedback as well, otherwise people tend to get discouraged.
20. When I stand for too long my feet swell up so much I can hardly get my shoes on.

### B. Transformations

Change the word in each bracket that appeared in the interview to form a word that fits the gap, if necessary.

*Example: I can make you a sandwich if you're (hunger) hungry.*

1. What's the cost of (live) living like in Norway now? Is it still really expensive?
2. Can you tell me where the (near) nearest bank is, please?
3. Does Bournemouth have a (sand) sandy beach?
4. Before I start the car, is everyone sitting (comfortable) comfortably?
5. I usually have (dry) dried apricots on my cornflakes.
6. The cottage is (situation) situated on a little hill just outside the village.
7. I'm thinking of (joins) joining Weightwatchers. I really need to lose a few pounds.
8. We took the (coast) coastal road which took much longer than the motorway, but the views were spectacular.
9. What's the (mean) meaning of the French word 'commune' in English?
10. The weather at the moment is so (oppressed) oppressive – really hot and humid. We need a storm to clear the air.
11. I think the Government should provide more affordable (house) housing for key workers – nurses and teachers and people like that.
12. If you don't ask (nice) nicely you won't get any more cake.
13. It was so (fog) foggy that it was too dangerous to drive so we just walked around the town until it cleared.
14. I think the (happy) happiest time of my life was when I was student.
15. My next essay is on the (important) importance of the wool trade in the 18<sup>th</sup> century, so I'm really looking forward to that!

## 5 Transcript (T373)

You may now wish to give your students the transcript of the interview.

Before you play the interview again and ask the students to follow it with the transcript, encourage them to ask you for the meanings of unknown words or phrases. Suggest that, wherever possible, they work out the meanings from the context.

Key words and phrases are numbered and highlighted and then explained after the transcript.