

Real Lives, Real Listening: Elementary 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 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.

Sheila M. Thorn

Unit 1 – Jackie

1 Pre-Listening Comprehension

Introduction to Jackie

This is an interview with Jackie talking about her family. Jackie originally comes from Cardiff in South Wales, but she has lived in Carlyon Bay in Cornwall for over 30 years. Her accent is predominantly South Welsh with a Cornish lilt.

Key lexis

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

- a fractured hip (and other bones) – 'fracture' means broken. The hip is the joint which connects the leg to the upper part of the body.
- to get engaged/married – to get engaged is to agree formally to marry; to get married is to unite two people together in a formal ceremony
- relations/relatives – A relative is a person in your family connected by blood or marriage.
- retired – A retired person is someone who has finished their working life.
- plants – a living thing which typically grows in earth and has roots, leaves, a stem and flowers and which produces seeds

Normalisation – sentence stress (T2–T7)

This exercise is designed to help your students get used to Jackie's voice.

Stressed words are the most important in spoken English because they carry the most meaning. Ask your students to underline the words they expect Jackie to stress in the following extracts, then listen to check their answers.

- (T2) 1. I've still got a dad that lives in Cardiff.
(T3) 2. she's been in hospital as well
(T4) 3. don't see them as often as we'd like
(T5) 4. We've got quite a nice life.
(T6) 5. We can travel a bit.
(T7) 6. She's been out there for 30 years...

2 Listening Comprehension

Introduction

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the extracts 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. Part 1 – Ticking boxes (T8)

Ask your students to tick the correct box.

- Jackie's father is 74 ☐ 48 ☐ 84 ☒.
- Jackie looks after a(n) elderly aunt ☐ uncle ☐ cousin ☒.
- Jackie has two boys ☒ two girls ☐ a boy and a girl ☐.
- Her children work in Cardiff ☐ London ☒ Hampshire ☐.
- One works for easyJet.com ☐ lastminute.com ☒ eBay.com ☐.
- Jackie works part-time ☒ full-time ☐.

B. Part 2 – Ticking boxes (T9)

Ask your students to tick the correct box.

- Brian likes _____ trees.



☐ apple



☐ fir



☒ palm

- He likes plants from _____.

☐ Austria ☒ Australia ☐ Ostend

- He builds _____.



☐ houses



☐ planes



☒ trains.

- Jackie's sister has _____.

☐ two boys ☒ two girls

3 Interesting Language Points

You may wish to point out the interesting language points included in this section to your students.

After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening Practice

A. Hearing the sounds of English 1 (T10)

It's very important for students to be able to discriminate sounds in spoken English, especially when the difference between similar sounds is minimal.

The first words in these minimal pairs are words that Jackie used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

Ask your students to listen and repeat each minimal pair after the speaker.

live/leave

still/steal

look/Luke

been/bin

hip/heap

side/site

B. Discriminating between minimal pairs of sounds 1 (T11)

Ask your students to listen and tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
live	✓			✓	
leave		✓	✓		✓
2	1	2	3	4	5
still		✓		✓	✓
steal	✓		✓		
3	1	2	3	4	5
look			✓		✓
Luke	✓	✓		✓	
4	1	2	3	4	5
been	✓		✓		✓
bin		✓		✓	
5	1	2	3	4	5
hip	✓			✓	✓
heap		✓	✓		
6	1	2	3	4	5
side	✓	✓		✓	
site			✓		✓

C. Recognising individual words in a stream of speech 1 – weak forms (T12)

Explain to your students that words in informal spoken English are often very different from the citation form found in dictionaries. For example, 'from' changes to 'frum', 'been' changes to 'bin' and 'to' changes to 'te'.

This gap-fill consists of excerpts from the interview and contains words which your students should know, but may have problems recognising in a stream of speech.

Before they listen to the following excerpts, ask them to try to fill in the missing words. Then play the track so that they can check their answers.

- Well, I'm originally from Cardiff.
- I've still got a dad that lives in Cardiff.
- He's 84 and we try and get up and see him as much as possible um, especially at the moment...
- he's just been into hospital for a couple of weeks, but he's out now and seems to be OK
- she's been in hospital as well

6. he works in the centre **of** London
7. working **for** lastminute.com
8. so I've got a prospective daughter-in-law **as** well, which **will be** lovely
9. I work part-time **at** the local college, mainly May **and** June...
10. he's retired **as** well
11. we **can** travel a bit
12. She's **been** out there **for** 30 years, so I thought, thought it **was** time **to** go!

D. Recognising individual words in a stream of speech 2 - linking (T13–T14)

Draw your students' attention to the fact that when a word ends in a consonant in spoken English and the next word begins with a vowel, the end of the first word will often link with the start of the second word.

(T13)

Example: **I'm_originally** from Cardiff. I now **live_in** Cornwall, **which_** is a long way from Cardiff.

Ask your students to mark where they think linking will take place in the following excerpts from the interview before they listen and check their answers.

(T14)

1. but **he's_out** now and seems to be OK
2. I've still got a dad that **lives_in** Cardiff.
3. I have a, **an_elderly** cousin that I **look_after...**
4. she's **been_in** hospital as well
5. one is married and **lives_in** London and he **works_in** the centre of London
6. He likes gardening and er, **grows_orchids...**
7. He likes palm **trees_and** er, plants from South Africa and Australia.

E. 'er' for pauses (T15)

Explain to your students that when people are talking they often say '**er**' while they are giving themselves time to think about what they are going to say next. This can be confusing for students because '**er**' sounds like '**a**'.

Ask what sounds the students make in their own languages when they are pausing.

Play the following excerpts and ask your students to mark where Jackie uses '**er**':

1. and he works in the centre of London **er**, dealing with...
2. and my younger son **er**, lives in Hampshire
3. working for lastminute.com **er**, as their marketing and media man
4. No, he's retired as well. **Er**, he likes gardening and **er**, grows orchids.

F. Recognising individual words in a stream of speech 3 – elision (T16)

When speaking quickly in English, people often miss out individual sounds at the ends of words – a process known as elision. 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**.

Ask your students to fill in the missing words in these extracts, all of which have been affected by elision.

1. he's **just** been into hospital for a couple of weeks

2. working for lastminute.com
3. and the one in Hampshire has now just got engaged
4. I work part-time at the local college...
5. he's gone very exotic in his plant life down here
6. we've got quite a nice life
7. we can travel a bit and went to Australia last year
8. It's the first time I've ever been out there.

G Hearing the sounds of English 2 (T17)

As with Exercise A, ask your students to listen and repeat each minimal pair after the speaker.

rest/west

loves/leaves

life/live

palm/balm

time/dime

bit/bid

H. Discriminating between minimal pairs of sounds 2 (T18)

Ask your students to tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
rest		✓			✓
west	✓		✓	✓	
2	1	2	3	4	5
loves	✓			✓	
leaves		✓	✓		✓
3	1	2	3	4	5
life		✓		✓	
live	✓		✓		✓
4	1	2	3	4	5
palm	✓	✓			✓
balm			✓	✓	
5	1	2	3	4	5
time	✓		✓		✓
dime		✓		✓	
6	1	2	3	4	5
bit	✓	✓		✓	
bid			✓		✓

I. Recognising individual words in a stream of speech 4 – dictation (T19–T28)

It is very difficult for students to distinguish the separate words in a stream of spoken English.

Play these excerpts from Jackie's interview and ask your students, ideally in pairs, to transcribe them. If your students need more help you can dictate the excerpts yourself more slowly.

(T19) 1. he's just been into hospital for a couple of weeks

(T20) 2. but he's out now and seems to be OK

- (T21) 3. she's been in hospital as well
(T22) 4. but she's come out now
(T23) 5. on the younger side I've got two sons
(T24) 6. one is married and lives in London
(T25) 7. he works in the centre of London
(T26) 8. I work part-time at the local college...
(T27) 9. we've got quite a nice life
(T28) 10. She's been out there for 30 years...

J. Contractions (T29)

Contractions are common in informal spoken and written English, such as two friends chatting, emails between friends, and so on, but not in more formal English such as lectures, speeches and letters to companies.

The following contractions appear in the interview:

he has/he is – **he's**

it is – **it's**

I am – **I'm**

she has – **she's**

I have – **I've**

we have – **we've**

Ask your students to look at the following excerpts from the interview and put in the appropriate contractions. Then ask them to listen to check their answers.

1. Well, **I'm** originally from Cardiff...
2. **I've** still got a dad that lives in Cardiff. **He's** 84...
3. Um, **she's** been in hospital as well...
4. **we've** got quite a nice life
5. **It's** the first time **I've** ever been out there.
6. **She's** been out there for 30 years...
7. **he's** just been into hospital for a couple of weeks
8. on the younger side **I've** got two sons
9. **he's** now working in London

5 Further Language Development

A. Gap-fill (T30)

This is a revision exercise. Your students will probably be able to complete it correctly, even without hearing the extract again. Give them a few minutes to try to predict the missing words before they listen. The missing words are listed in the box to help them.

Interviewer: Does your husband still work?

Jackie: No, he's retired as well. Er, he (1) **likes** gardening and er, grows orchids and loves... he's gone very exotic in his plant life down here. He likes palm (2) **trees** and er, plants (3) **from** South Africa and Australia. And he also likes engines, trains, steam trains and he builds them! When he's, when he's got (4) **time** he builds them. But yes, we've got quite a nice life and, as I said, because I (5) **work** part-time we can, we can travel a bit and went to Australia last (6) **year** to visit my sister who (7) **lives** out there. And she's got two (8) **daughters** er, so we've had a good time with them and er, seen how she

lives. It's the (9) first time I've ever been out there. She's been out there for 30 (10) years so I thought, thought it was time to go!

B. Extension exercise

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

1. The house I live in is a long way from the train station.
2. We try to study as much as possible.
3. I am very happy at the moment.
4. Sam is in hospital with a broken arm.
5. We are going on holiday for a couple of weeks on 5th September.
6. My son has a cat, but I'm the person who looks after it.
7. My grandson works in a bank.
8. We don't go the gym as often as we'd like.
9. My sister got engaged last week. She's getting married next year.
10. On Sundays we normally visit friends or relations.
11. My father is retired now, but he was a teacher for nearly 40 years.
12. My friend grows tomatoes, potatoes and spinach in her garden.
13. Can you water my plants for me next week?
14. This is the first time I've been to India.
15. I think it's time to go – I'm very tired.

C. Present simple and present continuous

We looked earlier at Jackie's use of the present simple and continuous. Ask your students to put the verbs in brackets into the appropriate tense.

1. We (like) like our flat, but (try) are trying to find somewhere bigger so that we can start a family.
2. Thanks for phoning, but I (have) am having lunch with an old friend from school. Can I call you back?
3. I usually (visit) visit my grandmother on Sundays, so can we make it another day?
4. My father never (leave) leaves the house without checking that all the windows are shut.
5. I (study) am studying economics this semester, as well as politics and history, so I'm really busy
6. My best friend (stay) is staying with us for a few days which is really nice.
7. My next-door-neighbour (take) takes his dog for a walk at seven o'clock every morning, even at the weekend.

D. Prepositions and adverbs

Ask your students to put the correct prepositions or adverbs in these sentences which are based on the interview. Some of them are used more than once.

1. I know I've got a Birmingham accent now, but I originally come from Bristol.
2. Whereabouts in London do you live?
3. I'm feeling a bit stressed at the moment because of my exams.
4. We're going to Greece for two weeks at the end of August.
5. Could you look after my cat while we're away?

6. Have you heard? Anne's in hospital with a broken leg!
7. Do you live in the centre of Boston?
8. My brother works for a company that makes saucepans.
9. I'm starting an art course next week at the local college.
10. My parents went to Paris for their anniversary.
11. Did you have a good time with Daniel on Saturday?

E. Transformations

Ask your students to change the word in each bracket which Jackie used in her interview to form a word which fits the gap.

1. What subject are you (student) studying at university?
2. What was (live) life like in the 1970s?
3. Looking forward to (see) seeing you next week!
4. Could I (possible) possibly have next Friday off?
5. I only wear this necklace on (especially) special occasions.
6. I am the (younger) youngest student in the class by three days.
7. What's the (mostly) most you've ever paid for a holiday?
8. Everyone in my class is very (friends) friendly.
9. What's that big (builds) building over there? It looks like a theatre.
10. Because we live near the sea we get lots of (visit) visitors in the summer.

6 Transcript (T31)

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 – Micky

1 Pre-Listening Comprehension

Introduction to Micky

Micky has lived and worked in east London for most of his life and he has a strong London accent. For many years he worked as a legal executive, but he currently runs a pub in Walthamstow, east London. He has been married twice, divorced once and he now lives with his partner, Carole.

Key lexis

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

- marriage – a formal union between two people which is recognised by the law
- to be married/divorced – to be married is to be formally and legally united with your partner; to be divorced is to be legally separated from your partner
- (a) wife – the name for a married woman
- (a) partner – a person who you live with or are married to
- mum – informal name for mother
- dad – informal name for father
- to be expecting – pregnant; expecting a baby soon

You may also wish to revise the names of family members, in particular:

- grandfather – your father's or mother's father
- grandmother – your mother's or father's mother
- grandchildren – your children's children
- uncles – your mother's or father's brother(s)
- aunts/aunties – your father's or mother's sister(s)
- cousins – your aunt's or uncle's children

A. Normalisation – recognising features of a London accent (T32–T33)

This exercise is designed to help your students get used to Micky's voice.

Tell your students that people with a London accent often:

(T32)

1. leave the final *-d* off the word *and*, as in these examples:

‘Tammy an’ Tiffany’

‘one, an’ one on the way’

‘She has er, two brothers an’ two sisters.’

(T33)

2. use a glottal stop with the word *got*. The glottal stop is a common feature of many British accents. The glottal stop occurs when the speaker constricts his or her throat and blocks

the air stream completely. This results in the speaker not pronouncing fully the *-t* sound at the end of words such as *got* or *lot*, or the *-t-* sounds in words such as *bottle* or *kettle*.

'Tammy's got two. Tiffany's got one...'

B. Normalisation – anticipating the next word (T34–T38) (T39–T43)

Students listen to tracks 34–38. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down, then they listen to tracks 39–43 to check their answers.

(T34–T38) (with missing final word)

(T39) 1. So you've got five children?

(T40) 2. Interviewer: All with the same wife?

Mickey: No. The first two, the oldest two with my first wife...

(T41) 3. So you've been married twice.

(T42) 4. Are your mum and dad alive?

(T43) 5. Have you got any uncles and aunties?

2 Listening Comprehension

Introduction

Give your students the exercise(s) and ask them to predict the answers before they listen, based on their own assumptions. Play the extract as many times as the students want to listen to it. The students can do the exercise(s) 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.

Corrections (T44)

Ask your students to listen and correct the mistake in each sentence.

1. There are five years between Tammy and Tiffany. three years between them
2. Nathalie, Danny and Michelle are all in their 20s. Michelle is 19.
3. The oldest three children all have the same mother. oldest two have the same mother
4. Micky has four children altogether. He has five children.
5. Tammy and Tiffany have both got one child. Tammy has got two.
6. Micky has been married three times. married twice
7. Micky's partner Carole is in her 30s. She is in her 40s.
8. Carole works in a shop. She works in a pub.
9. Thomas is older than James. James is older than Thomas.
10. Carole has got five brothers and sisters. four brothers and sisters.
11. One of Carole's sisters lives in England. One of her brothers lives in England.

3 Interesting Language Points

You may wish to point out the interesting language points included in this section to your students.





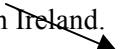
After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening Practice

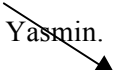
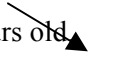

A. Falling intonation for statements (T45)

When we make a statement in English our voice falls at the end of the statement. This also indicates that the speaker has finished talking.

Listen to Micky making the following statements. Ask your students to mark where his voice begins to fall. The first one is an example.

1. She is 44 years of age. 
2. She has er, three children. 
3. I don't know her age. 
4. She has er, two brothers and two sisters. 
5. The others all live in Ireland. 

Now ask your students to write three sentences about themselves and read them out with the correct intonation. For example:

My name is Yasmin.  I am 25 years old.  I live in Bristol. 

B. Recognising individual words in a stream of speech 1 – linking (T46–T47)

Draw your students' attention to the fact that when a word ends in a consonant in spoken English and the next word begins with a vowel, the end of the first word will often link with the start of the second word.

(T46)

Example: So...what are their **names_again**?

Ask your students to mark where they think linking will take place in the following excerpts from the interview before they listen and check their answers.

(T47)

1. So **five_altogether**.
2. she is 44 **years_of** age
3. **Her_eldest** is Kim.
4. Have you got any **uncles_and** aunties?
5. Has Carole got any **brothers_and** sisters?
6. one **is_in** England
7. The **others_all** live in Ireland.

C. Hearing the sounds of English 1 (T48)

It's very important for students to be able to discriminate sounds in spoken English, especially when the difference between similar sounds is minimal.

The first words in these minimal pairs are words that Jackie used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

Ask your students to listen and repeat each minimal pair after the speaker.

three/free

uncles/ankles

time/Tim

works/walks

think/sink

D. Discriminating between minimal pairs of sounds 1 (T49)

Ask your students to listen and underline the words they hear.

1. They are all three/free.
2. It's time/Tim!
3. I can't think/sink now.
4. Look at your uncles/ankles!
5. She works/walks very fast.

E. Recognising individual words in a stream of speech 2 – gap-fill (T50)

It is difficult for students to hear individual words in a stream of speech. Give your students the following exercise and allow them a few minutes to guess the missing words. Then play the track and ask them to check their answers and fill in any words they couldn't guess.

1. I have er, a daughter called Tammy.
2. So you've got five children?
3. The first two, the oldest two, with my first wife.
4. the other three children are from my second marriage
5. Have you got any grandchildren?
6. Have you got a partner at the moment?
7. I don't know her age.
8. If I have I don't know where they are.
9. The others all live in Ireland.

F. 'er' for pauses (T51)

Explain to your students that when people are talking they often say 'er' while they are giving themselves time to think about what they are going to say next. This can be confusing for students because 'er' sounds like 'a'.

Ask what sounds the students make in their own languages when they are pausing.

Play the following excerpts and ask your students to mark where Micky uses 'er', as done for you below.

1. I have *er*, a daughter called Tammy.
2. Her name is Carole and *er*, she is 44 years of age.
3. She has *er*, three children.
4. She has *er*, two brothers and two sisters.

G. Sentence stress (T52)

Explain that stressed words are the most important in spoken English because they carry the most meaning.

Ask your students to predict which words will be stressed in the following excerpts and then ask them to listen and check their answers.

1. The first **two**, the **oldest** two, with my **first** wife.
2. the other three children are from my **second** marriage
3. Tammy's got **two**.
4. Her name is **Carole** and er, she is **44** years of age.
5. She has er, **three** children. Her eldest is **Kim**.
6. Her **mum** is alive.
7. The others all live in **Ireland**.

H. Hearing the sounds of English 2 (T53)

As with Exercise C, ask your students to listen and repeat each minimal pair after the speaker.

called/cold

first/thirst

years/jeers

is/his

alive/arrive

live/life

I. Discriminating between minimal pairs of sounds 2 (T54)

Ask your students to tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
called	✓	✓			✓
cold			✓	✓	
2	1	2	3	4	5
first		✓		✓	
thirst	✓		✓		✓
3	1	2	3	4	5
years	✓		✓	✓	
jeers		✓			✓
4	1	2	3	4	5
is			✓	✓	
his	✓	✓			✓
5	1	2	3	4	5
alive	✓			✓	✓
arrive		✓	✓		
6	1	2	3	4	5
live		✓		✓	
life	✓		✓		✓

J. Recognising individual words in a stream of speech 3 – weak forms (T55)

Explain to your students that the citation form of prepositions changes to a weaker form in spoken English which is not as clear.

Ask them to listen to the following excerpts and fill in the missing prepositions. The emphasis here is on recognition, not prediction, so don't give them a lot of time to predict their answers.

1. Starting **with** children?
2. The first two, the oldest two, **with** my first wife.
3. the other three children are **from** my second marriage
4. Three, **with** two **on** their way.
5. Divorced once, pending now **for** the second time.
6. She works **with** me **in** the pub.
7. One is **in** England...one **of** her brothers.

K. Recognising individual words in a stream of speech 4 – elision (T56)

When speaking quickly in English, people often miss out individual sounds at the ends of words – a process known as elision. 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*.

Ask your students to fill in the missing words in these extracts, all of which have been affected by elision.

1. I have er, a daughter **called** Tammy aged 34...
2. **Interviewer:** All with the same wife?
Micky: No. The **first** two, the **oldest** two, with my **first** wife.
3. the other three children are from my **second** marriage
4. Have you got any **grandchildren**?
5. Um, so you've been **married** twice.
6. **And** you're **just** waiting...

5 Further Language Development

A. Extension exercise

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

1. Suki has two sons and one **daughter**.
2. I met my **wife** at a party. We got married nine years ago.
3. A lot of young people don't believe in **marriage**. They live with their partners instead.
4. I have six **grandchildren**. My daughter has two boys and my son has three girls and a boy.
5. My sister is **expecting** a baby next March.
6. I've been **married** for three years.
7. My **partner** and I are getting married next year.
8. My oldest brother **works** in my father's restaurant.
9. My mother's father is still **alive**, but her mother died in 1995.
10. Have you got **any** children yourself?

B. Personal pronouns into possessive pronouns

Ask your students to change the possessive pronoun in the bracket into the corresponding possessive pronoun.

1. Where did you park (you) **your** car?

2. Have you met (I) my brother Simon?
3. Did your parents enjoy (they) their holiday?
4. Do you like (we) our new carpet?
5. My son can't stop talking about (he) his new girlfriend.
6. My sister met (she) her husband at university.
7. The cat has got (it) its own bed in the kitchen.

C. Cardinal numbers into ordinal numbers

Micky talks about his first wife and his second marriage. Ask your students to put the numbers brackets into their correct form.

1. This is the (3) third time he's rung me today.
2. This is the (4) fourth time we've been to Portugal on holiday.
3. This is the (5) fifth day it's rained in a row.
4. Turn into Somers Road and we're the (6) sixth house on the right.
5. What's the date today? Is it the (7) seventh or the (8) eighth?
6. Isn't *i* the (9) ninth letter of the alphabet?
7. We're having a party on the (10) tenth. Can you make it?

D. *does, doesn't and don't*

Ask your students to put *does, doesn't* or *don't* in the gaps, where appropriate.

1. We don't normally eat white bread.
2. I'm sure Peter doesn't like dogs, so we'll have to put Spot in the garden when he gets here.
3. What does your mother work as?
4. Who does the cooking? You or your husband?
5. Why don't we meet up for a coffee sometime?
6. My brother doesn't say much because he's quite shy.
7. What time does your train leave?
8. You don't look very well. Are you OK?
9. My suit doesn't fit me any more. I must go on a diet.
10. Why don't Peter's parents eat potatoes?

6 Transcript (T57)

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 3 – Tammy

1 Pre-Listening Comprehension

Introduction to Tammy

Tammy grew up in Canada but left in her 20s. She now works as a theatre sister and lives in east London, but she has retained her Canadian accent.

Key lexis

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

- army – a branch of a country's military force
- teaching credentials – teaching qualifications
- a guy (guys pl.) – A guy is a slang word for a man.
- stepmom – a woman who is married to, or living with the child's father, but who is not the child's birth mother

Ask your students what they expect to hear, having learned the lexis above.

A. Discussion

Ask the students to discuss the questions in the SB in small groups. Then ask them to share their answers with the rest of the class.

The Factfile below has been compiled to help you.

Factfile: Canada

- Canada is the second largest country in the world by total area, after the Russian Federation, although its population is 20% that of Russia's.
- The border between Canada and the USA is 8890 km long.
- Nearly $\frac{1}{4}$ of all the fresh water in the world is in Canada.
- Forests cover about half of Canada.
- Nearly one in five people in Canada were born abroad.
- Nearly 90% of Canadians live within 200 km of the US border.
- Canada has the world's longest coastline.
- The maple leaf is the emblem of Canada.

Statistics

Extends from: Atlantic Ocean in the east to Pacific Ocean in the west, Arctic Ocean to the north, USA to the south.

Total area: 9.9 million sq km (UK 242, 514; USA 9.8 million)

Population: around 33 million (UK 61 million; USA 306 million)

Population density: 3.2 inhabitants per sq km (UK 246; USA 31)

Capital: Ottawa

Largest city: Toronto

B. Normalisation – gap-fill (T58)

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

Ask your students to listen and fill in the missing information.

Registration Form

Name: Tammy St. John

Address: 313a Hainault Road, London

Postcode: N11 1ES

Telephone number: (work) 0208 550 3451

(mobile) 17742135211

Date of Birth: 9th December 1961/09.12.1961 (British), 12.09.1961 (US) (Tammy's actual words: '9th of the 12th, '61'.)

Now ask your students to practise giving and receiving their personal details, using this part of the interview as a model.

2 Listening Comprehension

Introduction

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 (T59)

Tammy talks about her parents and grandparents. Ask your students to underline the correct answers.

1. Tammy's mother was born in Scotland/Canada/Germany.
2. Tammy's grandfather had to leave Prussia/Persia/Russia.
3. Tammy was born in Canada/Germany.
4. Tammy's father was in the British Army/German Army/Canadian Army.

B. Note-taking (T60)

Tammy talks about her brother, Stephen and her sister, Susan. Ask your students to fill in the notes:

Stephen

1. Age: 50
2. Married/Single: married
3. Number of children: one
4. Lives in: Ontario
5. Job: teacher

Susan

6. Lives in: Alberta
7. Number of children: one

C. Gap-fill (T61)

Tammy talks about her sister and her two other brothers. Ask your students to listen and fill in the missing words.

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 fit in the gaps. Then ask them to listen and check their answers.

1. Tammy's second-oldest sister Nancy is married to Tony and lives in Whistler.
2. Tammy brother Brian has three kids.
3. The oldest child is going to start college soon.
4. Tammy's brother Bruce has two little girls.
5. Bruce and his wife recently bought a house for the first time.

D. Questions (T62)

Tammy talks about Whistler, a famous ski resort north of Vancouver. Ask your students to answer the questions.

1. Which word does Tammy use to describe Whistler? **'gorgeous'**
2. Why didn't Tammy go to Whistler the last time she was in Canada? **because her mother was in hospital**
3. How does Tammy normally travel to Whistler? **by car ('I've always just driven up.')**
4. Has the interviewer ever been to Whistler? **No (Interviewer: 'It sounds wonderful.' Tammy: 'You guys should try it.')**

3 Interesting Language Points

You may wish to point out the interesting language points included in this section to your students.

After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening Practice

A. Recognising individual words in a stream of speech (T64–T69)

It is very difficult for students to distinguish the separate words in a stream of spoken English.

Play these excerpts from Tammy's interview and ask your students, ideally in pairs, to transcribe them. If your students need more help you can dictate the excerpts yourself more slowly.

(T64) 1. But my mum's parents were both from Germany.

(T65) 2. He's married with one child.

(T66) 3. they don't have kids between the two of them

(T67) 4. they have a nice life up there

(T68) 5. and they've just bought their first house

(T69) 6. I've always just driven up.

B. Hearing the sounds of English 1 (T70)

It's very important for students to be able to discriminate sounds in spoken English, especially when the difference between similar words is minimal.

The first words in these minimal pairs are words that Tammy used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

Ask your students to listen and repeat each minimal pair after the speaker.

they/day

lives/leaves

had/hat

try/dry

fairly/fairy

C. Discriminating between minimal pairs of sounds 1 (T71)

Ask your students to listen and tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
they		✓	✓		✓
day	✓			✓	
2	1	2	3	4	5
had	✓	✓			✓
hat			✓	✓	
3	1	2	3	4	5
fairly	✓		✓		
fairy		✓		✓	✓
4	1	2	3	4	5
lives		✓		✓	
leaves	✓		✓		✓
5	1	2	3	4	5
try	✓	✓			✓
dry			✓	✓	

D. Contractions (T72–T73)

Contractions are common in informal spoken and written English, such as two friends chatting, emails between friends, and so on, but not in more formal English such as lectures, speeches and letters to companies.

Ask your students to practise saying the contracted forms of these phrases in pairs.

did not do not He is I am I have one is
that is there is they are they have who is

Now ask them to look at the following excerpts from the interview and put in the appropriate contractions. Then ask them to listen to find out if they were correct.

(T72)

Example: And (I am) **I'm** not sure how my grandmother got to Canada either.

(T73)

1. And (that is) **that's** why we ended up in Chilliwack...
2. (He is) **He's** married with one child.
3. And then (I have) **I've** got another sister...
4. they (do not) **don't** have kids between the two of them
5. then (there is) **there's** Brian – married, three kids
6. His oldest (one has) **one's** just graduated from high school...
7. and (they have) **they've** just bought their first house which (they are) **they're** rather excited about
8. (I have) **I've** been there a few times.
9. I (did not) **didn't** make it last time...

E. Hearing the sounds of English 2 (T74)

As with Exercise B, ask your students to listen and repeat each minimal pair after the speaker.

other/udder	high/eye
bid/bit	spend/spent
fifty/fifteen	

F. Discriminating between minimal pairs of sounds 2 (T75)

Ask your students to listen and tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
other		✓		✓	✓
udder	✓		✓		
2	1	2	3	4	5
bid	✓		✓		
bit		✓		✓	✓
3	1	2	3	4	5
fifty	✓		✓		✓
fifteen		✓		✓	
4	1	2	3	4	5
high	✓	✓		✓	
eye			✓		✓
5	1	2	3	4	5
spend	✓		✓		
spent		✓		✓	✓

G. Linking (T76–T78)

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 excerpts from the interview:

He was at Moscow University...
dad was in the army

However, linking also occurs with other sounds, as in these excerpts from the interview:

they spent a lot of time in an Indian village
Yeah, that's what she was saying.
Yeah, you guys should try it.

Ask your students to mark where they think linking occurs in these excerpts from the interview, then listen and check their answers.

- Well, I **was** actually born there.
- He **was** an engineer...
- I have five **brothers** and sisters.
- He **lives** in Ontario.
- He's** a great guy.
- she's** a stepmom to his kid

H. Hearing the sounds of English 3 (T79)

As with Exercises B and E, ask your students to listen and repeat each minimal pair after the speaker.

either/ether
began/begun
there/dare

kid/kit
gorgeous/gorges

I. Discriminating between minimal pairs of sounds 3 (T80)

Ask your students to listen and tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
either		✓	✓		✓
ether	✓			✓	
2	1	2	3	4	5
began	✓	✓		✓	
begun			✓		✓
3	1	2	3	4	5
there	✓	✓			✓
dare			✓	✓	
4	1	2	3	4	5
kid		✓		✓	✓
kit	✓		✓		
5	1	2	3	4	5
gorgeous		✓			✓
gorges	✓		✓	✓	

J. Simplification – elision (T81)

Another process that occurs when people are talking quickly is elision – this is the missing out of sounds, particularly *-d* and *-t*. Elision makes it difficult for students to recognise even those words that are part of their active vocabulary.

Ask your students to fill in the missing words in the following extracts from the interview, all of which have been affected by elision.

1. And I'm not sure how my grandmother **got to** Canada either.
2. My sister **called Susan** lives in Ed...Alberta.
3. He's a **great guy**.
4. And then I've got another sister who's er, **married to** Tony...
5. and my **youngest brother** Bruce
6. His oldest one's **just graduated** from high school...
7. they've **just bought** their first house
8. I didn't make it **last time** 'cos of mum being in hospital...
9. I've always **just driven** up.

K. Simplification – weak forms (T82)

When we speak quickly a process known as 'simplification' occurs. Basically the speaker takes short cuts and doesn't articulate unstressed words fully. The term 'weak forms' refers to very common grammatical words such as prepositions whose pronunciation changes significantly in fast, informal spoken English. Some of the most common weak forms are *of*, *from* and *to*.

First ask your students to predict which words fit in the gaps, then ask them to listen to check their answers. After they have completed the exercise ask them to compare the articulated,

dictionary pronunciation of the missing words with the way they were pronounced in the interview.

1. Um, your parents, did they originally come **from** Scotland, or...?
2. They were both born **in** Ontario...
3. He was **at** Moscow University when all the troubles began...
4. dad was **in** the army
5. He's married **with** one child.
6. and they spent a lot **of** time **in** an Indian village
7. Then I've got another sister who's er, married **to** Tony.
8. His oldest one's just graduated **from** high school, starting college...
9. and they've just bought their first house, which they're rather excited **about**
10. I didn't make it last time 'cos, 'cos of mum being **in** hospital...

5 Further Language Development

A. Extension exercise

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

1. My **parents** moved to a mobile home once we'd all left home.
2. Los Cristianos was **originally** a little fishing village, but now it's a major tourist resort.
3. I was **born** on Christmas Day as well!
4. We got **out** at the wrong station, so we had to buy another ticket.
5. What **does** your wife work as?
6. Katie's the youngest student and Petra is the **oldest**.
7. Stefan and Carla are getting **married** next year.
8. We **spent** so much money on holiday! We've never been anywhere so expensive before.
9. I used to get a **lot** of headaches when I was a **child**.
10. We live in a small **village** of about 2,000 inhabitants.
11. We had a **great** time on holiday. You should have come with us!
12. I'm going to have huge party when I **graduate** from university.
13. Sarah **bought** me a new top for my birthday. Isn't it wonderful?
14. I'm really **excited** about my new job.
15. This lasagne is **gorgeous**! Would you like to try some?
16. We're having a barbecue next Saturday. Can you **make** it?
17. Christoph's in **hospital** with a broken leg so I'm going to visit him later.
18. When we were in Norway we took a **train** from Oslo to Bergen.
19. Don't worry about cooking us dinner. We'll **just** have a sandwich.
20. You've **got** a terrible cough. You **should** go to the doctor.

B. Questions with *do/does* and *did*

Ask your students to form questions from the words in brackets, using *do*, *does* or *did*. Ask them to look at the examples first:

You (cook) dinner every night?

Do you cook dinner every night?

He (take) sugar?

Does he take sugar?

You (have) a good holiday?

Did you have a good holiday?

1. you (like) swimming? **Do you like swimming?**
2. you (close) the window before we left? **Did you close the window before we left?**
3. you (enjoy) the party last night? **Did you enjoy the party last night?**
4. it (rain) a lot in Boston? **Does it rain a lot in Boston?**
5. you ever (have) to work late? **Do you ever have to work late?**
6. this train (go) to Wigan? **Does this train go to Wigan?**
7. you (study) Latin when you were at school? **Did you study Latin when you were at school?**
8. you (want) to stop now for a cup of coffee? **Do you want to stop now for a cup of coffee?**
9. she (like) the present you got her for her birthday? **Did she like the present you got her for her birthday?**
10. your garden (get) a lot of sun? **Does your garden get a lot of sun?**
11. you (know) if Martin passed his driving test? **Do you know if Martin passed his driving test?**
12. your teacher (give) you a lot of homework? **Does your teacher give you a lot of homework?**

C. Transformations

Ask your students to change each word in brackets taken from the interview to make them fit the gap.

1. It's Alain's (birth) **birthday** on Saturday, so don't forget to send him a card.
2. Thanks for lending me that book. It was very (interested) **interesting**.
3. My sister Caroline is two years (oldest) **older** than me.
4. Sarah loves (child) **children** so she's going to train to be a (teaching) **teacher**.
5. We used to (live) **live** in Boston, but we moved to Vermont when we had the kids.
6. We're going to (bought) **buy** a new car next week.
7. This book is so (excited) **exciting!** You must read it!
8. We (taken) **took** our kids to the circus last week and they loved it.
9. Do you like (driven) **driving**?
10. I (works) **worked** through my lunch break so I'm starving! What's for dinner?

6 Transcript (T83–T84)

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 – Anne-Maj

1 Pre-Listening Comprehension

Introduction to Anne-Maj

Anne-Maj lives in Sweden. She speaks good English and visits London regularly, but she has a marked Swedish accent.

Key lexis

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

- a dot – A dot is a small, round mark like a full-stop.
- (to) have a good relationship with someone – to get on well with someone

Normalisation (T85)

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 first exercise is a gap-fill based on the start of the interview.

Ask your students to listen and fill in the missing words.

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 fit in the gaps. Then ask them to listen and check their answers.

In this exercise Anne-Maj talks about her children and grandchildren.

1. Anne-Maj comes from west Sweden.
2. She lives in a town called Trollhättan.
3. She has three daughters.
4. Annette is 43, Marie will be 42 in September and Camilla is 39.
5. Anne-Maj had eight grandchildren – six girls and two boys.
6. Her oldest grandson will be 22 in December and her youngest grandchild is 11.

2 Listening Comprehension

Introduction

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 1 (T86)

1. Anne-Maj talks about her grandchildren. She gives her grandchildren's names from the youngest to the oldest. Ask your students to fill in the missing names:
Erika, Hannah, Daniel, Magnus, Marcus, Patrik, Mathias and Martin.
2. Anne-Maj's oldest grandson got his own flat a month ago.

3. He's got a girlfriend, but he is planning to live on his own at least for now.

B. Questions (T87)

Anne-Maj talks about her brothers and sisters. Ask your students to answer the questions.

1. How many brothers and sisters does Anne-Maj have? **three brothers and two sisters**
2. How old is Anne-Maj's oldest brother? **67**
3. How old is her youngest brother? **53**
4. How far is the town where Anne-Maj was born from the town where she lives in now?
150 kilometres (15 Swedish miles)
5. What is the name of the town Anne-Maj comes from originally? **Tidaholm**

C. Gap-Fill 2 (T88)

Anne-Maj talks about her husband Arne's children from his previous marriage.

1. Arne has two girls and four grandchildren.
2. Pernilla is 35 and Susanna is 32.
3. Pernilla's son Leo is three and her other son, Samuel, is six.
4. Susanna's oldest daughter is called Julia and she is 13 years old.
5. Susanna's other daughter is called Ellen and she's ten years old.
6. Anne-Maj and Arne have known each other for 25 years and been married for 22.

3 Further Language Development

A. Extension exercise

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

1. I originally come from Boston, but I've spent most of my life in Chicago.
2. How do you say 'good morning' in Japanese?
3. How do you spell ceiling? Is it c-i-e or c-e-i?
4. The attic is at the top of a house. It's the space under the roof.
5. I'm quite hungry. Can we eat soon?
6. I can't wait to hear all about your holiday.
7. My brother Adam is also a teacher.
8. I can't remember when Bruno's birthday is. Can you?
9. My parents got married in 1990 and I was born in 1992.
10. When I got my first job I rented a little one-bedroom flat in the centre of Birmingham.
11. I quite like living on my own because you can do whatever you want.
12. He says he can't come out because he's in the middle of his exams and he's got to study.
13. I have a much better relationship with my brother now than when we were kids.
14. Our house is quite close to the station so we can pick you up if you like.
15. I've got four brothers so I'm the only girl.
16. My dad works in a law firm and my mum is the manager of a sports centre.
17. Only one of my grandparents is still alive – my mother's father who's 80 and lives in Baltimore.

B. Family members

Elicit or teach all the words for family members: (great) grandmother, (great) grandfather, granddaughter, grandson, mother, father, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, uncle, aunt, cousin, niece and nephew.

If appropriate, ask students to draw a family tree.

Give your students this exercise and ask them to fill in the gaps with words from the box.

1. My mother's father is my grandfather.
2. My father's sister is my aunt.
3. My mother's brother is my uncle.
4. My aunt's daughter is my cousin.
5. My father's mother is my grandmother.
6. My sister's daughter is my niece.
7. My brother's wife is my sister-in-law.
8. My brother's son is my nephew.
9. My daughter's son is my grandson.

4 Transcript (T89–T90)

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 – Danny

1 Pre-Listening Comprehension

Introduction to Danny

Danny grew up in a small market town in Cambridgeshire. He is now studying at Nottingham University. Danny's father, Micky, is interviewed in Unit 2. Danny has a rural Cambridgeshire accent.

Key lexis

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

- Tesco's Superstores – a big supermarket chain
- sibling conflict – when brothers and sisters fight because they both want attention (normally called 'sibling rivalry')
- to pass away – to die
- (to) fall through – when something doesn't happen for some reason, it falls through

Normalisation (T91)

Play the first part of the interview to allow your students to familiarise themselves with Danny's voice and see how much they can understand.

2 Listening Comprehension

Corrections (T92)

Ask your students to correct the mistake in the following sentences.

1. Danny has got two brothers. **He's got two sisters.**
2. He has two younger sisters. **He has one older sister and one younger sister.**
3. His sisters live with Danny's father. **They live with his mother.**
4. His younger sister is 23. **His older sister is 23.**
5. His other sister is 20. **She is 19.**
6. Danny is 29. **He's 21.**
7. Nathalie works with old people. **She works with children.**
8. Danny's dad has a sister. **He has a brother.**
9. Danny's uncle is a few years younger than his dad. **He's a few years older than his dad.**
10. Danny's mother has three half-sisters. **She has two half-sisters.**
11. Danny has two grandparents. **He has one grandparent.**
12. His mother's father is still alive. **His mother's mother is still alive.**
13. A lot of Danny's cousins live in Australia. **They live in America.**
14. Danny was planning to go to America this winter. **He was planning to go this summer.**

3 Further Language Development

A. Extension exercise

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

1. I've got three cousins in New Zealand. They're my mother's oldest brother's children.
2. My sister's three years older than me, so she's always telling me what to do.
3. I'm living with my parents at the moment, but I'm hoping to get my own place soon.
4. Do you get on well with your parents?
5. Is your brother older or younger than you?
6. I want to work for a few years before I go to university.
7. Can you remember what time the library shuts on Saturdays?
8. Most of my family on my father's side live in Wales.
9. Don't you think Zack is a strange name for a boy?
10. We're planning on going to Australia next year so we need to save up.

B. Prepositions

Ask your students to put the correct prepositions in these sentences which are based on the interview. Some of them are used twice.

1. Come and tell me all about your holiday. Did you have a good time?
2. I went to London last weekend with an old school-friend.
3. Would you like a bit of dessert? It's too much for me to eat.
4. Sorry, we're right in the middle of dinner. Can I call you back?
5. I get on better with my mother than my father.
6. My father grew up in Connecticut, but he moved to Boston when he was 20.
7. I've got a lot of homework to do, so I can't come out tonight.
8. We're planning on taking our parents to Athens this summer as a surprise.
9. I wanted to be doctor when I was young, but I ended up working in a supermarket.
10. I'm feeling a lot better at the moment. I think it's because I'm eating healthier and doing more exercise.

4 Transcript (T92)

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 – Dorothy

1 Pre-Listening Comprehension

Introduction to Dorothy

This is an interview with Dorothy, a retired headmistress, talking about a typical day. Dorothy originally comes from Heckmondwike in Yorkshire in the north of England, but she moved to London when she married her husband Dennis in the 1950s. She has a neutral accent and speaks slowly and clearly.

As a pre-listening task try a brainstorming exercise with the students to find out things they do every day – what time they get up, what time they have breakfast, what time they leave the house, etc. You may need to revise time expressions first, including quarter to, half-past etc, plus expressions such as *about, approximately, around*.

Try to ensure that the students use some common adverbs of frequency, such as *always, usually, normally, often, sometimes*, etc, as well as the useful expression *tend to* which frequently reoccurs in this volume.

You might also like to bring in some realia or pictures to show the students some of the things that Dorothy mentions such as face cream, an orange, a slice of toast, some pâté, a cereal bowl, some porridge (or at least some oats), a jar of marmalade, a copy of The Guardian newspaper for the two crosswords and, if at all possible, a cribbage board.

Key lexis

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

- retired – A retired person is someone who has finished their working life.
- a top (as in a T-shirt, vest, etc.) – for example a jumper, a blouse, a T-shirt, a vest
- tidy – neatly arranged with everything in the right place
- clean – free of dirt, marks or stains
- dirty – unclean, marked with dirt
- to make a mess – to make a place very untidy or dirty
- slices of bread or toast – a slice is a thin portion of a loaf of bread; toast is bread lightly browned and crisped from heat
- (a) salad – a cold dish of various mixtures of raw or cooked vegetables, usually seasoned with oil, vinegar or other dressing
- a shopping list – all the things you need to buy written one below the other

A. Normalisation – sentence stress (T93)

This exercise is designed to help your students get used to Dorothy's voice.

Stressed words are the most important in spoken English because they carry the most meaning. Ask your students to underline the words they expect Dorothy to stress in the following extracts, then listen to check their answers.

1. if you're interested in what my husband has...
2. and two slices of toast with marmalade on them
3. And if it's raining, I might do some housework.

4. if it's a shopping day we go out and do our shopping together
5. we always take a list
6. we have our evening meal quite early

B. Normalisation – anticipating the next word (T94–T99)

Students listen to tracks 94–98. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down, then they listen to track 99 to check their answers.

- (T3) 1. 'So one day I might clean downstairs and another day I might clean ...'. upstairs
- (T4) 2. 'So at about 11 o'clock I will usually say to my ...'. husband
- (T5) 3. 'Would you like a cup of ...'. coffee (accept tea)
- (T6) 4. 'Um, if it's a shopping day we go out and do our shopping together. We go to the ...'. supermarket
- (T7) 5. 'And then in the evening um, we might sit and watch'. television
- (T8) Full version of the above.

2 Listening Comprehension

Introduction

Give your students the exercise(s) and ask them to predict the answers before they listen, based on their own assumptions. Play the extract as many times as the students want to listen to it. The students can do the exercise(s) 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. Part 1 – Ticking boxes (T100)

Ask your students to tick the correct box.

1. Dorothy gets up at about _____ o'clock.



☐ six

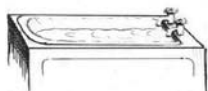


☒ eight



☐ nine

2. She generally has a _____.



☐ bath



☒ shower

3. At home she usually wears _____.



☐ a skirt



☒ trousers

4. For breakfast she has _____.



☐ an apple



☒ an orange



☐ a banana.

5. She has _____ slice(s) of toast.



☐ one



☒ two



☐ three

6. She also has a _____.



☐ cup of tea



☒ cup of coffee

B. Part 2 – Ticking boxes (T101)

Ask your students to tick the correct box.

1. After breakfast Dorothy reads _____.



☐ a book



☐ a magazine



☒ the newspaper

2. She reads for _____ minutes.

☒ 30 ☐ 20 ☐ 10

3. At 11 o'clock, Dorothy and her husband have a _____.



☐ glass of orange juice



☐ cup of tea



☒ cup of coffee

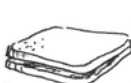
4. Then they do a crossword for no more than _____ minutes.

☐ 5 ☒ 10 ☐ 15

5. For lunch they often just have _____.



☐ a hamburger



☐ a sandwich



☒ a banana

C. Part 3 – Ticking boxes (T102)

Ask your students to tick the correct box.

1. The supermarket they go to is about _____ miles away.

☐ two ☒ three ☐ five

2. In the afternoon Dorothy often _____.



☐ listens to music ☐ uses the computer ☒ reads a book.

3. Dorothy and her husband have dinner at about _____ o'clock.

☐ five ☒ half-past six ☐ seven

4. They often have _____ with dinner.



☒ a glass of wine ☐ a glass of water ☐ a cup of tea

5. They go to bed at about _____.

☐ 10 to 10.30pm ☒ 11 to 11.30pm ☐ 11.30 to midnight.

3 Interesting Language Points (T103)

You may wish to point out the interesting language points included in this section to your students.

After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening Practice

A. Hearing the sounds of English 1 (T104)

It's very important for students to be able to discriminate sounds in spoken English, especially when the difference between similar sounds is minimal.

The first words in these minimal pairs are words that Dorothy used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

Ask your students to listen and repeat each minimal pair after the speaker.

skirt/shirt

cup/cub

bowl/pole

clean/cream

wheel/veal

list/wrist

room/loom
card/cart

bed/bet
sleep/slip


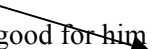
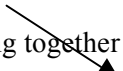

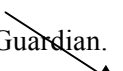
B. Discriminating between minimal pairs of sounds 1 (T105)

Ask your students to listen and underline the words they hear.


1. I like your new skirt/shirt.
2. What a beautiful cub/cup!
3. Here's your pole/bowl.
4. I always clean/cream my face before I go to bed.
5. I can't see the wheel/veal.
6. Have you seen my list/wrist?
7. What a big loom/room!
8. Where's the cart/card?
9. I don't know where to place my bet/bed.
10. The name of the film is The Big Slip/Sleep.


C. Intonation - falling intonation for statements (T106)


When we make a statement in English our voice falls at the end of the statement. This also indicates that the speaker has finished talking. Listen to Dorothy making the following statements. Ask your students to mark where her voice begins to fall.

1. my breakfast never varies 
2. the porridge is, is good for him 
3. we go out and do our shopping together 
4. I sit and read the paper. 
5. We take the Guardian. 

Now ask your students to make some statements about themselves using this intonation pattern, such as:

I live in Bury. 

I am 20 years old. 

I work in a shop. 

D. Recognising individual words in a stream of speech 1 – dictation (T107–T113)

It is very difficult for students to distinguish the separate words in a stream of spoken English.

Play these excerpts from Dorothy's interview and ask your students, ideally in pairs, to transcribe them. If your students need more help you can dictate the excerpts yourself more slowly.

- (T107) 1. I usually have a shower.
(T108) 2. We have breakfast around a quarter to nine...
(T109) 3. the house doesn't get very dirty
(T110) 4. We don't usually have lunch.
(T111) 5. If it's a shopping day, we go out and do our shopping together.

(T112) 6. We have our evening meal quite early.

(T113) 7. So we eat quite a lot of salad and quite a lot of vegetables.

E. Contractions (T114)

Contractions are common in informal spoken and written English, such as two friends chatting, emails between friends, and so on, but not in more formal English such as lectures, speeches and letters to companies.

The following contractions appear in the interview:

do not – **don't**
does not – **doesn't**
he has /he is – **he's**
I am – **I'm**
I have – **I've**
is not – **isn't**

it is – **it's**
that is – **that's**
there is – **there's**
we are – **we're**
you are – **you're**

Ask your students to look at the following excerpts from the interview and put in the appropriate contractions. Then ask them to listen to check their answers.

1. I always um, clean and cream my face, because **that's** supposed to be a good thing for your skin, so I **don't** forget to do that.
2. Then I decide what **I'm** going to wear...
3. Um, if **you're** interested in what my husband has...
4. Um, when **I've** read the paper then **that's** the point when I decide what **I'm** going to do for the day.
5. And if **it's** raining, I might do some housework.
6. If it **isn't** raining, I **don't** want to waste time indoors...
7. the house **doesn't** get very dirty because **there's** only my husband and I um, to make a mess in it
8. it takes about 10 minutes because **it's** a very easy crossword
9. We **don't** usually have lunch.
10. Um, if **it's** a shopping day we go out and do our shopping together.
11. We always take a list so that **we're** not wasting time...
12. we might sit and watch television, if **there's** anything interesting to watch

F. Recognising individual words in a stream of speech 2 – elision (T115)

When speaking quickly in English, people often miss out individual sounds at the ends of words – a process known as elision. 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**.

Ask your students to listen and fill in the missing words in these extracts, all of which have been affected by elision.

1. my **breakfast** never varies
2. Summer **and** winter?
3. **What** paper do you get?
4. they get **cleaned** more frequently than the rest of the house
5. a **soft** drink
6. We have it at about half-**past** six.
7. I tend to alternate between a cooked meal one day and a salad meal the **next** day.

G. Hearing the sounds of English 2 (T116)

As with Exercise A, ask your students to listen and repeat each minimal pair after the speaker.

right/light

has/as

always/hallways

sit/seat

tend/tent

time/tame

H. Discriminating between minimal pairs of sounds 2 (T117)

Ask your students to listen and tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
right	✓		✓		✓
light		✓		✓	
2	1	2	3	4	5
always	✓		✓	✓	
hallways		✓			✓
3	1	2	3	4	5
tend	✓	✓			✓
tent			✓	✓	
4	1	2	3	4	5
has	✓		✓		✓
as		✓		✓	
5	1	2	3	4	5
sit			✓		✓
seat	✓	✓		✓	
6	1	2	3	4	5
time		✓			✓
tame	✓		✓	✓	

I. Recognising individual words in a stream of speech 3 – weak forms (T118)

Explain to your students that words in informal spoken English are often very different from the citation form found in dictionaries. For example, *'from'* often changes to *'frum'*, *'been'* often changes to *'bin'* and *'to'* often changes to *'te'*.

This gap-fill consists of excerpts from the interview and contains words which your students should know, but may have problems recognising in a stream of speech.

Before they listen to the following excerpts, ask them to try to fill in the missing words. Then play the track so that they can check their answers.

1. So, Dorothy, can you tell me about a typical day?
2. that's supposed to be a good thing for your skin, so I don't forget to do that
3. we have breakfast around a quarter to nine
4. the porridge is, is good for him
5. What paper do you get?
6. that's the point when I decide what I'm going to do for the day
7. I might do some housework.

8. so I go out **and** do something in the garden
9. they get cleaned more frequently **than** the rest **of** the house
10. And I make coffee **for** both **of** us.
11. We always take a list so **that** we're not wasting time...
12. We **will** often **have** a glass **of** wine er, with our, our evening meal.
13. we might sit **and** watch television...
14. And er, usually that's enough **to** send us off **to** sleep.

J. Recognising individual words in a stream of speech 4 – linking (T119–T120)

Draw your students' attention to the fact that when a word ends in a consonant in spoken English and the next word begins with a vowel, the end of the first word will often link with the start of the second word.

(T119)

Example: I have **an_orange**, two **slices_of** toast...

Ask your students to mark where they think linking will take place in the following excerpts from the interview before they listen and check their answers.

(T120)

1. a **cup_of** coffee
2. I **sit_and** read the paper.
3. **there's_only** my husband and I um, to make a **mess_in** it
4. it **takes_about** 10 minutes **because_it's_a** very easy crossword
5. a **drink_of** something
6. We go to the supermarket **which_is_about** three **miles_away...**
7. We have **it_at_about** half-past six.
8. usually **that's_enough** to **send_us** off to sleep

5 Further Language Development

A. Gap-fill (T121)

This is a revision exercise. Your students will probably be able to complete it correctly, even without hearing the extract again. The missing words are listed in the box to help them.

Give them a few minutes to try to predict the missing words before they listen.

Dorothy:

So at about 11 o'clock I will usually say to my (1) **husband**, 'Would you like a (2) **cup** of coffee?' And I (3) **make** coffee for both of us. And then we (4) **sit** down together and do the Quick Crossword in The Guardian newspaper which, on a bad day, it (5) **takes** about 10 minutes because it's a very (6) **easy** crossword.

Um, we don't (7) **usually** have lunch. Um, we might have a banana at lunchtime and a (8) **drink** of something, a soft drink or, or tea or coffee.

Um, if it's a shopping day we go out and do our shopping (9) **together**. We go to the (10) **supermarket** which is about three (11) **miles** away, and um, we wheel the trolley round together. We always take a (12) **list** so that we're not wasting time and er, find when we get (13) **home** that we've forgotten something.

And er, and then um, what do we do then? Um, well (14) **my** husband will (15) **often** disappear upstairs to do things on the computer. And I will often settle myself down in the sitting room with a (16) **book**.

Um, we have our (17) **evening** meal quite (18) **early**. We have it at about (19) **half**-past six. And, um, I tend to alternate between a cooked meal one day and a salad meal the next day. So we eat quite a lot of salad and quite a lot of (20) **vegetables**. Um, and we will often have a (21) **glass** of wine er, with our, our evening meal.

And then in the evening, um, we might sit and (22) **watch** television, if there's anything interesting to watch.

B: Extension exercise

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

1. We **get** up at about 10 o'clock on Sundays.
2. My husband always has a bath in the morning, but I prefer a **shower**.
3. He always forgets to **clean** the bath afterwards.
4. Don't **forget** to get some milk!
5. My father **retired** when he was 65, but before that he worked in a factory.
6. How many **slices** of toast do you want?
7. I have a **bowl** of cornflakes for breakfast every morning.
8. The only **housework** I like is ironing. I can't stand cleaning or polishing.
9. My daughter keeps her room very **tidy** – everything is always in its place.
10. Your shoes are very **dirty** – can you take them off, please?
11. I'm sorry I made a **mess** in the kitchen – I'll clean it up in a minute.
12. It **takes** about 10 minutes to walk to the shops from here.
13. "Hi, Clare. I'm in the supermarket but I've forgotten the shopping **list**. What do we need?"
14. Would you like a cooked meal, or shall we just have some **salad** as it's so hot?

C. Prepositions and adverbs

Ask your students to put the correct preposition or adverb in these sentences which are based on the interview. Some of them are used more than once.

1. What time do you normally get **up** on a Sunday?
2. I'm just going to put **on** a warmer jacket.
3. We're hoping to have a barbecue, but it depends **on** the weather.
4. Could I have another slice **of** toast, please?
5. You should meet my sister. She's really interested **in** politics, too.
6. Have some more carrots. They're good **for** you.
7. What would you like to drink **with** dinner?
8. I was really lazy yesterday. I stayed **in** bed in all morning.
9. I think James is in his room playing games **on** his computer.

D. Transformations

Ask your students to change the word in each bracket which Dorothy used in her interview to form a word which fits the gap.

1. We're not expecting rain – just a few (shower) **showers**.
2. My boyfriend's mother is very house-proud. She's always (clean) **cleaning** the kitchen when I go round.
3. Oh no! I've (forget) **forgotten** to buy Sam a birthday present.
4. Can you put another slice of bread in the (toast) **toaster** for me?
5. This book's really (interested) **interesting**. You must read it after me.
6. There are more (weeding) **weeds** than flowers in my garden!
7. If you're a (frequently) **frequent** flyer then you can get cheaper plane tickets.
8. Hurry up! There's no time to (wasting) **waste!**
9. I love (cooked) **cooking**, but I never seem to get to do any these days.
10. His new girlfriend's a (vegetables) **vegetarian** which is a bit difficult when we have them over for dinner.
11. Sorry, can I call you back? I'm (watch) **watching** a really interesting programme on television.

E. Matching words with definitions

Ask your students to match the definitions with the words in the box which are taken from the interview.

1. Something which covers your whole body, from head to foot: **skin**
2. The front of your head: **face**
3. Bread made warm, brown and crisp by being near a high heat: **toast**
4. A kind of jam made from oranges: **marmalade**
5. Cooking, cleaning, ironing, etc.: **housework**
6. The unwanted plants which grow in a garden: **weeds**
7. The opposite of clean: **dirty**
8. A non-alcoholic drink: **a soft drink**
9. A shop which sells food items and items for the home where the customer takes things from the shelves and pays at a till: **a supermarket**
10. A unit of distance equal to 1.6 kilometres: **a mile**

6 Transcript (T122)

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 – Peter

1 Pre-Listening Comprehension

Introduction to Peter

This is an interview with Peter, an engineer who has lived in north-east London all his life. Peter has a strong London accent.

As a pre-listening task try a brainstorming exercise with the students to find out what someone they know does every day – what time they get up, what time they have breakfast, what time they leave the house, etc. Revise time expressions such as *quarter to*, *half-past*, etc and expressions such as *approximately*, *around* and *about*.

Try to ensure they use some common adverbs of frequency, such as *always*, *usually*, *normally*, *often*, *sometimes*, etc, as well as the useful expression *tend to* which Dorothy used in Unit 6 and which Peter also uses in his interview.

Key lexis

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

- telly – television
- it depends – a phrase used when the answer to something varies, or when it is dependent on something else
- (a) chat – a friendly and informal conversation with someone
- a workshop – a room or building where tools and machines are used to repair or to make things

A. Normalisation – two typical features of a London accent (T123)

Explain to your students that Peter lives in Walthamstow in East London and that he speaks with a strong London accent. Tell them two typical features of a Cockney accent are dropping the initial *h*- and also saying *an'* instead of *and*. (Remember these features also occur in other regional accents.)

Play the following excerpts and ask your students to put a line through the letters *h* and *d* where Peter doesn't pronounce the initial *h*- of some words and where he doesn't pronounce the *-d* of *and*. These instances are marked by an apostrophe in your version.

1. Leave home, drive to Stevenage in Hertfordshire...
2. read my post an' then start whatever's at hand for the day
3. So something between 12 an' 2, normally.
4. An' then back in the car...
5. I normally 'ave a cup of tea...
6. Then I go an' 'ave a shower or a bath...
7. take up some strange habits and hobbies down there
8. Between half-eleven an' 12 o'clock

B. Normalisation – anticipating the next word (T124–T129)

Students listen to tracks 124–128. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down, then they listen to track 129 to check their answers.

- (T124) 1. 'don't shower or bath in the.....' **morning**
(T125) 2. 'Normally I always have a cup of tea and something to.....' **eat**
(T126) 3. 'Switch on the computer, look at emails read my...' **post**
(T127) 4. 'Do you have dinner as soon as you get...?' **home**
(T128) 5. 'Watch telly for an hour or so, then I go and have a shower or.....' **a bath**
(T129) Full version of the above.

2 Listening Comprehension

Introduction

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the extracts as many times as the students want to listen to them. The students can do the exercises in pairs, in 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. Part 1 – Ticking boxes (T130)

Ask your students to tick the correct box.

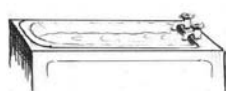
1. Peter gets up at _____.

☒ 6.45am ☐ 7.45am ☐ 8.45am.

2. He has a _____.



☐ shower



☐ bath



☒ wash

3. He leaves home at _____.

☒ 7.45am ☐ 8am ☐ 8.15am.

4. He _____ to work.



☐ walks



☐ cycles



☒ drives

5. He arrives at work at about _____.

☐ 8.30am ☐ 8.45am ☒ 9am.

6. As soon as he gets to work he usually switches on _____.



☐ the lights



☒ the kettle





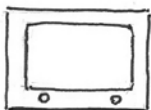



☐ his computer.

7. He has _____ for lunch.
☒ 30 minutes ☐ 45 minutes ☐ an hour
8. He usually has lunch between _____.
☐ 12 and 1pm ☒ 12 and 2pm ☐ 1 and 2pm

B. Part 2 – Ticking boxes (T131)

Ask your students to tick the correct box.

1. Peter usually leaves work between _____.
☐ 4.30 and 5pm ☒ 5 and 5.30pm ☐ 5.30 and 6pm.
2. When he gets home he normally has a _____.
 ☒ a cup of tea  ☐ a can of beer  ☐ a cup of coffee
3. He talks to his _____.
☐ children ☒ wife ☐ girlfriend
4. He has dinner between _____.
☐ 6 and 6.30pm ☐ 6.30 and 7pm ☒ 7 and 7.30pm.
5. After dinner he _____.
 ☐ reads a book  ☒ watches television  ☐ listens to music
6. He goes to bed between _____.
☐ 10 and 10.30pm ☐ 11 and 11.30pm ☒ 11.30 and midnight

3 Interesting Language Points

You may wish to point out the interesting language points included in this section to your students.

After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening practice

A. Recognising individual words in a stream of speech 1 – dictation (T132–T136)

It is very difficult for students to distinguish the separate words in a stream of spoken English.

Play these questions which the interviewer asked Peter and ask your students, ideally in pairs, to transcribe them. If your students need more help you can dictate the excerpts yourself more slowly.

- (T132) 1. Do you get a lunch break?
(T133) 2. Do you have to take your lunch between those hours?
(T134) 3. What time do you leave work?
(T135) 4. And do you have dinner as soon as you get home?
(T136) 5. What time do you go to bed?

B. Making the 'er' sound when pausing (T137)

Explain to your students that when people are talking they often say 'er' while they are giving themselves time to think about what they are going to say next. This can be confusing for students because 'er' sounds like 'a'.

Ask what sounds the students make in their own languages when they are pausing.

Play the following excerpts and ask your students to mark where Peter uses 'er', as in the example below.

Example:

1. I normally get up about **er**, quarter, quarter to seven.

Exercise:

2. I'm normally ready to leave home about **er**, seven forty-five.
3. I do have a lunch break but it's **er**, half an hour...
4. I have **er**, a workshop...

C. Hearing the sounds of English 1 (T138)

It's very important for students to be able to discriminate sounds in spoken English, especially when the difference between similar sounds is minimal.

The first words in these minimal pairs are words that Peter used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

Ask your students to listen and repeat each minimal pair after the speaker.

wash/watch

back/pack

work/walk

bath/path

hungry/angry

D. Discriminating between minimal pairs of sounds 1 (T139)

Ask your students to listen and underline the words they hear.

1. You must wash/watch this.
2. This work/walk is very hard.
3. I am very angry/hungry.
4. This is the back/pack.
5. What a long bath/path!

E. Sentence stress (T140–T147)

Explain to your students that speakers stress the words they feel are important to convey their meaning. Ask them to underline the words they expect Peter to stress in the following extracts, then listen to check their answers.

- (T140) 1. Leave home, drive to Stevenage in Hertfordshire.
(T141) 2. Locate myself at my desk, and switch on the computer, look at emails, read my post.
(T142) 3. It's not at a regular time.
(T143) 4. From the time I get hungry to the time I'm not.
(T144) 5. And then back in the car, back down the motorway.
(T145) 6. I normally have a cup of tea, a chat with the wife.
(T146) 7. Watch telly for an hour or so. Then I go and have a shower or a bath and watch some more telly.
(T147) 8. Sometimes I do other things.

F. Recognising individual words in a stream of speech 2 – weak forms (T148)

Explain to your students that words in informal spoken English are often very different from the citation form found in dictionaries. For example, '*from*' often changes to '*frum*', '*been*' often changes to '*bin*' and '*to*' often changes to '*te*'.

This gap-fill consists of excerpts from the interview and contains words which your students should know, but may have problems recognising in a stream of speech.

Before they listen to the following excerpts, ask them to try to fill in the missing words. Then play the track so that they can check their answers.

1. quarter to seven
2. have a cup of tea and something to eat
3. and arrive at work approximately nine, nine o'clock
4. locate myself at my desk
5. look at emails, read my post
6. It's not at a regular time.
7. It can be anything between... from... well, from the time I get hungry to the time I'm not.
8. back to Walthamstow for about six-thirty
9. Watch telly for an hour or so.
10. I have er, a workshop that I disappear to from time to time.

G. Contractions (T149)

Contractions are common in informal spoken and written English, such as two friends chatting, emails between friends, and so on, but not in more formal English such as lectures, speeches and letters to companies.

The following contractions appear in the interview:

I am – *I'm* it is – *it's* that is – *that's*

Ask your students to look at the following excerpts from the interview and put in the appropriate contractions. Then ask them to listen to check their answers.

1. I'm normally ready to leave home about er, seven forty-five.
2. ...and it varies. It's not at a regular time.
3. from the time I get hungry to the time I'm not

4. until I feel **it's** time to come back
5. **That's** the average.

H. Hearing the sounds of English 2 (T150)

As with Exercise C, ask your students to listen and repeat each minimal pair after the speaker.

leave/leaf
hand/and
choose/shoes
feel/file

I. Discriminating between minimal pairs of sounds 2 (T151)

Ask your students to listen and tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
leave	✓			✓	
leaf		✓	✓		✓
2	1	2	3	4	5
hand		✓		✓	✓
and	✓		✓		
3	1	2	3	4	5
choose			✓	✓	
shoes	✓	✓			✓
4	1	2	3	4	5
feel	✓	✓		✓	
file			✓		✓

J. The glottal stop (T152)

Another feature of natural spoken English is the glottal stop. The glottal stop occurs when the speaker constricts his or her throat and blocks the airstream completely. This results in the speaker not pronouncing fully the **-t** sound at the end of words such as **got** or **lot**, or the **-t**-sounds in words such as **bottle** or **kettle**.

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

1. a **light** breakfast
2. and then **start whatever's** at hand for the day
3. Well, yes, I do have a lunch break, **but** it's er, half an hour and **it** varies...
4. It's **not** at a regular time.
5. from the time I **get** hungry to the time I'm **not**
6. and then I normally **eat** round about seven o'clock...
7. until I feel it's time to come **back** ready for bed

5 Further Language Development

A. Extension exercise

Ask your students to fill in the blanks with words they heard during Peter's interview. The words are listed in the box to help them. Some of the words are used twice.

1. I'm really **hungry**. Can I have a sandwich, please?
2. It's very dark in here. Can you **switch** on the light?
3. Shall we have tea or coffee? You **choose**.
4. I usually phone my mother for a **chat** every Thursday.
5. Are you **ready** to leave? Omar's waiting in the car.
6. I have lunch at **approximately** 1 o'clock.
7. We **don't** normally go out in the evenings.
8. I need you to help me **choose** what to wear for my interview on Friday.
9. If you're **hungry** make yourself some toast.
10. Our plane leaves at 10, so we must be **ready** to leave here at six o'clock.
11. Can you **switch** on the television?
12. I **don't** like dogs, but I love cats.

B. Prepositions

Ask your students to fill in the missing prepositions in these sentences based on Peter's interview.

1. Could I have another cup **of** coffee, please?
2. I don't know if I'm going to have lunch today. It depends **on** how busy we are.
3. We didn't get **up** until 10 o'clock this morning, so we'd slept **for** nearly 10 hours.
4. There wasn't much traffic so we arrived **at** the airport nearly three hours early.
5. I'm going **to** bed. I've got a busy day tomorrow.
6. Would you like a chat **with** your dad? He's just got in.
7. We're going shopping **in** the morning. Do you need anything?
8. Could you switch **on** the light? It's a bit dark.
9. Came and look **at** this photo of James. It's brilliant.

C. Transformations

Ask your students to change the word in each bracket which Peter used in his interview to form a word which fits the gap.

1. I'm doing some (wash) **washing** later. Have you got any dirty clothes?
2. We've stopped (eat) **eating** chocolate because we're trying to lose weight.
3. Petra's got her (drive) **driving** test next week. I hope she passes this time.
4. I (switch) **switched** on my computer yesterday and nothing happened, so I had to call an engineer out.
5. You've got a (choose) **choice** of sandwiches – ham, cheese or beef.
6. I (leave) **left** work early today because of the snow.
7. The (soon) **sooner** you go to the dentist the better.
8. This book is really (interests) **interesting**. You'll have to read it after me.
9. Police are investigating the (disappear) **disappearance** of a 17-year-old girl from Devon.
10. How are you (feel) **feeling**? Have you got over your cold?

6 Transcript (T153)

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 – Jill

1 Pre-Listening Comprehension

Introduction to Jill

This is an interview with Jill who is an operating sister at a big London hospital. Jill comes from Llanrwst, a small town in North Wales. Although she has lived away from North Wales for over 20 years, she does still have a discernable Welsh accent. This is particularly noticeable in the way she pronounces the letter 'a'.

As a pre-listening task try a brainstorming exercise with the students. Ask your students to suggest daily routine actions for a famous person, e.g. what time they get up, what time they have breakfast, what time they leave the house, etc. Revise time expressions such as *quarter to*, *half-past*, etc and expressions such as *approximately*, *around* and *about*.

Try to ensure they use some common adverbs of frequency, such as *always*, *usually*, *normally*, *often*, *sometimes*.

Key lexis

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

- cereal – a breakfast food made from grain and normally eaten with milk (cornflakes, rice crispies, etc.)
- a (nursing) sister – a sister in a hospital context is a senior nurse in charge of a ward or operating theatre
- (an) operating theatre – a special room in a hospital where surgeons operate on patients
- (a) patient – a person receiving medical treatment
- staff – workers (in this case, nurses)
- (a) pub – a place where people go to relax, meet friends and drink alcoholic and non-alcoholic drinks

A. Normalisation – a typical feature of a Welsh accent (T154)

Your students will probably be surprised when you tell them that many people speak Welsh in Wales as their first language. In fact Jill is bilingual, as are all her family, most of whom have remained in North Wales.

A standard feature of both a North and South Welsh accent is a short 'a' sound.

In this first exercise see if your students can hear whether there's a difference between Jill's pronunciation of the following words containing 'a', and the standard, neutral pronunciation:

Short 'a' sound:

*I go to the bathroom
and I start work at 8 o'clock
half an hour for lunch
you can't take your lunch
in the afternoon
in the car*

Just for fun see if your students can imitate Jill's pronunciation of these phrases.

B. Normalisation – anticipating the next word (T155–T160)

Students listen to tracks 155–159. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down, then they listen to track 160 to check their answers.

(T155) 1. 'I leave the house at seven...' thirty

(T156) 2. 'walk to the bus...' station

(T157) 3. 'we're allowed half an hour for...' lunch

(T158) 4. 'Then you have er, a 15-minute break in the...' afternoon

(T159) 5. 'Meet some...' friends.

(T160) Full version of the above.

2 Listening Comprehension

Introduction

(The exercises can be used by all students.)

Before you let your students see the exercises, ask them, in pairs or groups, to predict things about Jill's typical day. For example, what time do they think she gets up, how long does she have for lunch, what time does she finish work, what does she like doing in her free time?

A. Putting events in order (T161)

Ask your students to guess in which order Jill does the following:

- 1 brushes her teeth
- 3 has a cup of coffee
- 2 goes downstairs

Now play the track and see if they were right.

B. Corrections 1 (T162)

Jill talks about a typical morning. Students correct each sentence.

- 1. Jill lives in a flat. a house ('I leave the house')
- 2. She leaves home at 7.15. 7.30
- 3. She catches the W50 bus to work. W15
- 4. She starts work at 7.45. 8 o'clock
- 5. She has a cup of tea at about 8.30. cup of coffee
- 6. She has an hour for lunch. half an hour

C. Ticking boxes (T163)

Students tick what Jill does when she comes home.

- 1. ☒ She has a cup of tea.
- 2. ☐ She sleeps for half an hour.
- 3. ☒ She watches TV.
- 4. ☐ She reads a book.
- 5. ☒ She has a bath or a shower.
- 6. ☐ She cooks dinner.

7. ☐ She reads a newspaper.
8. ☒ She talks to her friend.

D. Corrections 2 (T164)

Students correct each sentence.

1. Jill goes to the pub at about 9.30pm. **about 10 o'clock**
2. She meets her sister in the pub. **'Meet some friends.'**
3. She comes home about 10.30. **about 11.30**
4. She goes to bed between 11pm and midnight. **between midnight and one o'clock**

3 Interesting Language Points

You may wish to point out the interesting language points included in this section to your students.

After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening Practice

A. Hearing the sounds of English 1 (T165)

Ask your students to listen and repeat each minimal pair after the speaker.

wash/watch

bus/pus

cup/cub

pub/pup

thirty/dirty

bed/bet

B. Discriminating between minimal pairs of sounds 1 (T166)

Ask your students to listen and underline the words they hear.

1. I must wash/watch this.
2. This cup/cub is really small.
3. I can't believe she's thirty/dirty already.
4. You can see the bus/pus.
5. The pup/pub is called Bentleys.
6. That's a very large bed/bet.

C. Sentence stress (T167)

Explain to your students it is important that they are able to recognise stressed words in a stream of speech because these are the words that carry the speaker's meaning. Ask your students to underline the words they expect Jill to stress in the following extracts, then listen to check their answers.

1. when I'm working, I get up at 7 o'clock
2. I go to the bathroom and have a wash and brush my teeth.
3. And if I have time, I make myself breakfast.
4. we then do the operations during the course of the day
5. If you can, you take a break round about 10 to ten-thirty.

6. Watch a bit of television, talk to my friend, talk about my day...

D. Recognising individual words in a stream of speech 1 – linking (T168)

Draw your students' attention to the fact that when a word ends in a consonant in spoken English and the next word begins with a vowel, the end of the first word will link with the start of the second word, making it sound as if the two words are one.

Give both sets of students the following excerpts and ask them to mark where linking occurs.

1. I **get_up_at** seven o'clock.
2. have a **wash_and** brush my teeth
3. a **cup_of** coffee
4. the **course_of** the day
5. we're allowed **half_an_hour** for lunch
6. my shift **finishes_at** six o'clock

E. Recognising individual words in a stream of speech 2 – dictation (T169–T175)

It is very difficult for students to distinguish the separate words in a stream of spoken English.

Play these excerpts from Jill's interview and ask your students, ideally in pairs, to transcribe them. If your students need more help you can dictate the excerpts yourself more slowly.

- (T169) 1. I go to the bathroom and have a wash and brush my teeth.
(T170) 2. And if I have time I make myself breakfast.
(T171) 3. What kind of things do you have for breakfast?
(T172) 4. The night staff will come on at eight and take over from you.
(T173) 5. How do you get home from the hospital?
(T174) 6. What do you do when you get home?
(T175) 7. I generally have a bath or a shower and relax.

F. Hearing the sounds of English 2 (T176)

As with Exercise A, ask your students to listen and repeat each minimal pair after the speaker.

teeth/tease
leave/leaf
catch/cash
work/walk
send/sent

G. Discriminating between minimal pairs of sounds 2 (T177)

Ask your students to listen and tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
teeth	✓		✓	✓	
tease		✓			✓
2	1	2	3	4	5
leave		✓		✓	
leaf	✓		✓		✓
3	1	2	3	4	5
catch	✓			✓	✓
cash		✓	✓		
4	1	2	3	4	5
work			✓	✓	
walk	✓	✓			✓
5	1	2	3	4	5
send	✓			✓	
sent		✓	✓		✓

H. Contractions (T178)

Contractions are common in informal spoken and written English, such as two friends chatting, emails between friends, and so on, but not in more formal English such as lectures, speeches and letters to companies.

The following contractions appear in the interview:

do not – *don't*

we are – *we're*

I am – *I'm*

we will – *we'll*

I will – *I'll*

you are – *you're*

cannot – *you can't*

Ask your students to look at the following excerpts from the interview and put in the appropriate contractions. Then ask them to listen to check their answers.

- when **I'm** working I get up at 7 o'clock
- In the winter **I'll** have porridge...
- It's round about 20 minutes... 15 minutes if **you're** very busy.
- And then **we're** allowed half an hour for lunch.
- Sometimes if **you're** busy you **can't** take your lunch.
- and then round about 10 o'clock **we'll** go up to the pub
- but I **don't** like going to bed early

I. Recognising individual words in a stream of speech 3 – weak forms (T179)

Explain to your students that words in informal spoken English are often very different from the citation form found in dictionaries. For example, '*from*' often changes to '*frum*', '*been*' often changes to '*bin*' and '*to*' often changes to '*te*'.

This gap-fill consists of excerpts from the interview and contains words which your students should know, but may have problems recognising in a stream of speech.

Before they listen to the following excerpts, ask them to try to fill in the missing words. Then play the track so that they can check their answers.

1. I go to the bathroom and have a wash and brush my teeth.
2. And if I have time I make myself breakfast.
3. What kind of things do you have for breakfast?
4. walk to the bus station
5. I generally will have a cup of coffee about eight-thirty...
6. And then we're allowed half an hour for lunch.
7. So, how do you get home from the hospital?

J. Hearing the sounds of English 3 (T180)

As with Exercises A and F, ask your students to listen and repeat each minimal pair after the speaker.

eight/hate
pick/Bic
saves/safes
bit/bid
bed/bet

K. Discriminating between minimal pairs of sounds 3 (T181)

Ask your students to listen and tick the boxes under the numbers which correspond to the words they hear.

1	1	2	3	4	5
eight			✓		✓
hate	✓	✓		✓	
2	1	2	3	4	5
pick	✓			✓	✓
Bic		✓	✓		
3	1	2	3	4	5
saves		✓		✓	
safes	✓		✓		✓
4	1	2	3	4	5
bit	✓		✓		✓
bid		✓		✓	
5	1	2	3	4	5
bed	✓	✓		✓	
bet			✓		✓

L. Making the 'er' and 'um' sounds when pausing (T182)

Explain to your students that when people are talking they often say 'er' and 'um' while they are giving themselves time to think about what they are going to say next. This can be confusing for students because 'er' sounds like 'a'.

Ask what sounds the students make in their own languages when they are pausing.

Play the following excerpts and ask your students to mark where Jill uses 'er' or 'um', as has been done for you below.

Example:

1. Interviewer: Can you tell me about a typical day?
Jill: Yes. **Um**, when I'm working I get up at 7 o'clock...

Exercise:

2. Interviewer: What kinds of things do you have for breakfast?
Jill: **Um**, toast or cereal.
3. **Um**, I leave the house at seven-thirty and **er**, walk to the bus station.
4. **Er**, we then do the operations...
5. Then you have **er**, a 15-minute break in the afternoon.
6. I can get a bus. The W15 again. Or **er**, my friend comes to pick me up in the car.

5 Further Language Development

A. Extension exercise

Ask your students to fill in the blanks with words they heard during Jill's interview. The words are listed in the box to help them. One of the words is used twice.

1. In the summer I usually **walk** to work.
2. Would you like some orange **juice**?
3. We live near a train **station**, but we go to work by bus.
4. Jan is in **hospital** with a broken leg.
5. I am very **busy** at the moment. Can I call you back later?
6. My husband gets up very **early** in the morning – at 5 o'clock.
7. Is anyone in the **bathroom**? I want to have a shower.
8. We normally have dinner with **friends** every Sunday.
9. It's **late** and I'm going to bed. I need to get up early tomorrow.
10. We have a big bathroom **downstairs** and a shower room and toilet upstairs.
11. I don't want to **walk**. Can we take a taxi? I'll pay.

B. The simple past of regular and irregular verbs

Ask your students to put the regular and irregular verbs in brackets into the simple past. All the verbs appeared in Jill's interview.

1. I (work) **worked** nearly 10 hours yesterday, so I was exhausted when I (get) **got** home.
2. We (go) **went** to Spain last month for a short holiday last month and it (be) **was** great.
We (have) **had** a wonderful time.
3. I (make) **made** a fruit cake yesterday. Would you like a slice?
4. We (leave) **left** here at 4am and we (be) **were** in Paris at lunchtime.
5. I (walk) **walked** to work yesterday because it (be) **was** such a beautiful day.
6. Sorry I'm late. I (catch) **caught** the wrong bus.
7. Sarah says she (start) **started** her Christmas shopping in June! Can you believe it?
8. We (organise) **organised** a surprise party for our father's 60th birthday as well and it (go) **went** really well.
9. We (send) **sent** out a hundred invitations and nearly everyone (come) **came**.
10. We (do) **did** a lot of sailing when we were younger, but not any more.
11. I (take) **took** this photograph on holiday in Japan.
12. Thierry (start) **started** the marathon at 8am and (finish) **finished** six hours later.
13. We (save) **saved** nearly £200 last month for a new car.

14. We (watch) **watched** a brilliant programme on telly last night called *Miranda*. Did you see it?
15. It (be) **was** lovely to see her again, but all she (talk) **talked** about was her new boyfriend, so I (get) **got** a bit bored.
16. I (meet) **met** a really nice man at a party last week. He (say) **said** he'll give me a call when he's next in New York and we can go out for a drink.
17. I (know) **knew** it was a bad idea to come here on a Saturday night!

6 Transcript (T183)

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 – Catherine

1 Pre-Listening Comprehension

Introduction to Catherine

Catherine grew up in the small market town of Llanrwst in North Wales and has lived there ever since. She is bilingual in Welsh and English and she has a strong North Welsh accent. Catherine is a pensioner but she still works as a bookkeeper. The nearest major town to Llanrwst is Llandudno. Catherine's daughter, Jill, is interviewed in Unit 8.

Key lexis

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

- clerical work – work done in an office
- to interrupt – to stop someone doing something for a short period, as in 'Please don't interrupt me when I'm talking!'
- (to) flit around – to walk quickly from place to place

Normalisation – questions (T184)

1. What time does Catherine get up? **between 7 and 7.45am**
2. What does she have for breakfast? **mushrooms, tomatoes, bacon and egg**
3. What time does she start work? **at 9 o'clock**

2 Listening comprehension

Gap-fill (T185)

1. Catherine works in an office by herself.
2. She usually has a cup of coffee at 9.45 and then again at 11.15.
3. She often goes to the bank, the post office and then back to the office.
4. She works from nine to 12.
5. When she gets home she has a light lunch – just something on toast or salad.
6. On Mondays and Wednesdays Catherine and her husband go to Conway at about two o'clock.
7. Catherine's sister-in-law works in a shop in Conway.
8. Catherine goes swimming at five o'clock on Mondays.
9. When she gets home she watches the news on television.
10. Catherine normally goes to her friend's house on Monday evenings.
11. She gets home at about 10.30 and her husband gets home at 10.45.

3 Further Language Development

A. Extension exercise

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

1. Stephen is actually my second husband. We've only been married for two years.
2. Do you want half of this pie or just a quarter?

3. We've got some **mushrooms** growing in our garden, but we don't know whether we can eat them or not.
4. How would you like your **egg**? Fried or poached?
5. I normally drive to **work**, but sometimes I walk if it's nice weather.
6. There are 10 of us in one small **office** the size of your living room.
7. I'm going to **make** some tea. Would you like a cup?
8. I need to go to the **bank** to pay a cheque in, or I won't have any money next week.
9. Could you **post** this letter for me on your way to work?
10. What would you like for **lunch** today? Beans on toast or a pizza?
11. Do you feel **like** going for a walk? It's such a beautiful day.
12. I've **only** got two more days at work and then I'm going on holiday!
13. We need to get a bigger **kitchen** table so that we can all sit down together when our families come over.
14. We're going **shopping** tomorrow. Is there anything you need?
15. I used to go **swimming** two or three times a week, but then I got bored with it.

B. Words which go together

Ask your students to put the missing verbs in the gaps in these sentences which are all based on Catherine's interview. Some of them are used more than once.

1. I normally **have** breakfast at 10 on Sundays.
2. I **go** to work by bus.
3. We **make** a pot of coffee every morning.
4. I don't **feel** like going out tonight.
5. Can we **go** home now? I'm tired.
6. I need to **have** a sit-down. I've been working in the garden for hours.
7. We usually **do** out neighbour's shopping as well because she's not very well.
8. I **come** home from the gym at seven o'clock and then have something to eat.
9. My friend and I **go** swimming on Tuesdays.
10. We don't normally **go** out on Friday evenings. We just stay at home and **watch** television.

4 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 10 – Danny

1 Pre-Listening Comprehension

Introduction to Danny

Danny grew up in a small market town in Cambridgeshire. He is now studying at Nottingham University, and spent a year in Dover on a placement as part of his studies.

Key lexis

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

- a lunch break – time away from work to have lunch
- (to) get peckish – to get a bit hungry
- (to) give someone a lift – to drive someone somewhere in your car

Normalisation – questions (T187)

Before beginning the listening comprehension, play the start of the interview to allow your students to familiarise themselves with Danny's voice.

1. What hours does Danny often work? **11 till 7**
2. What time does he usually get up? **about 10 o'clock**
3. What does he have for breakfast? **a couple slices of toast and a cup of tea**
4. How long does it take him to walk to work? **10 minutes**

2 Listening Comprehension

Corrections (T188)

Students correct the mistake in the following sentences. The answers are highlighted.

1. If it's raining Danny takes a bus to work. **takes a cab**
2. The first customer arrives at 11.15. **at 11 o'clock**
3. He is a Welshman called Alan. **a Scottish man**
4. Danny often has a bag of sweets for lunch. **a bag of crisps**
5. Sometimes Nick gives Danny a lift home after work. **Mick**
6. When he gets home, Danny has a sleep. **has a shower.**
7. He relaxes in the evenings by watching a film or listening to music on his iPod. **on his PC.**
8. Sometimes Danny cooks some chicken with rice or potatoes. **with rice or pasta**
9. Danny is staying with friends at the moment. **with his father**
10. He is living on Spruce Hills Street. **Spruce Hills Road**
11. His road is near the Town Hall and the church. **the Town Hall and the college**

3 Further Language Development

A. Extension exercise

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

1. I'm trying to **save** money at the moment because I'm going on holiday next month.
2. We're not allowed to make personal calls at **work**.
3. Do you want **toast** or bread and butter?
4. Can you wait a **couple** of minutes? I just want to change my shoes.
5. We usually go for a long **walk** after Sunday lunch if the **weather** is OK.
6. I'm going to get a **cab** home. It's too cold to wait for a bus.
7. We opened the shop at nine and our first **customer** came in at two minutes past.
8. Sorry, I didn't hear the **bell**. I had my music on too loud.
9. Would you like a **lift** home as it's raining? My car's just round the corner.
10. Would you like to come round for a **meal** sometime? I'm a really good cook.
11. I don't **feel** like watching television. Can we go out?
12. We normally have mint **sauce** with lamb, but the children hate it.
13. I'm feeling a bit **peckish**. Have we got anything to eat? I need something to **tide** me over until dinner.
14. Whenever I do a night **shift** then I get the next day off.

B. Transformations

Ask your students to change the word in each bracket which Danny used in his interview to form a word which fits the gap.

1. The children are really (exciting) **excited** about Christmas.
2. I haven't got much money in my (save) **savings** account at the moment.
3. Is it going to (raining) **rain** tomorrow?
4. Why don't you sit over here? It's (nice) **nicer** in the sunshine?
5. The telephone (rings) **rang** for ages before he answered it.
6. Why don't you have a break? I think you're (work) **working** too hard.
7. We had a great time in Spain. It was the most (relax) **relaxing** holiday we've ever had.
8. Why is it boys never wash their necks (proper) **properly**?
9. I'm not (eat) **eating** eggs at the moment because I'm on a low cholesterol diet.
10. What is the main (ingredients) **ingredient** in béchamel sauce?

4 Transcript (T189)

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 – Danny

1 Pre-Listening Comprehension

Introduction to Danny

Danny is a student at Nottingham University who spent a year in Dover on a placement as part of his studies. Danny has a rural Cambridgeshire accent. Before you begin this unit, it's a good idea to show your students a map to clarify the location of the English coastal port of Dover, the English Channel and the French port of Calais.

Key Lexis

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

- (a) harbour – an area of water next to the coast often protected from the sea by a thick wall, where ships and boats can dock
- ferries – a ferry is a boat used to transport passengers and vehicles across water as a regular service
- the sights – the places of interest, especially to visitors
- (a) castle – a large old stone building with thick walls and towers which was the home for nobility
- cliffs – A cliff is a high area of rock or chalk with very steep sides, often on the coast.
- (a) beach – an area of sand or small stones beside the sea
- (a) view – what you can see from a particular place
- sand – very small grains of rock found on beaches or in deserts such as the Sahara
- stones – small pieces of rock
- bushes – A bush is a plant smaller than a tree with lots of small, thin branches.
- caves – A cave is a large hole in the side of a hill, cliff or mountain.
- tunnels – A tunnel is a long passageway through the earth, often made by people.

Normalisation (T190)

This exercise is designed to help your students get used to Danny's voice. Ask your students to tick the correct box. The answers have been ticked for you.

1. Danny lived in Dover in his **first** ☐ **second** ☒ **third** ☐ year at university.
2. Danny says Dover is a very **small** ☒ **smelly** ☐ **sunny** ☐ place.
3. The two big ferry companies in Dover are **Sea France and B&O Ferries** ☐ **Sea France and P&O Ferries** ☒ **Sea French and P&O Ferries** ☐.

2 Listening Comprehension

Introduction

Give your students the exercise and ask them to predict the answers before they listen, based on their own assumptions. Play the extract as many times as the students want to listen to it. The students can do the exercise 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.

Multiple choice (T191)

Ask your students to tick the correct box. The answers have been ticked for you.

1. You can see the sights of Dover with **a tour boat** ☐ **a tour bus** ☒.
2. Danny lived in a **flat** ☐ **hostel** ☐ **hotel** ☒ in Dover.
3. He lived near **the castle** ☐ **the beach** ☒ **the cliffs** ☐.
4. Danny says the sea was **grey** ☐ **blue** ☒ **green** ☐.
5. The beach was **sandy** ☐ **stony** ☒.
6. Halfway up the White Cliffs of Dover there seem to be **trees** ☐ **caves** ☒ **cottages** ☐.
7. Danny never did a tour of Dover because **he didn't have enough time** ☐ **he didn't have enough money** ☒.
8. When Danny lived in Dover he sometimes went to **Calais** ☒ **Carlisle** ☐ **Paris** ☐.
9. Danny likes the **shops** ☐ **restaurants** ☒ **bars** ☐ in the French town.

3 Interesting Language Points (T192–T196)

You may wish to point out the interesting language points included in this section to your students.

After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening Practice

A. 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 excerpts from the interview:

(T197)

*Third year **was_in** Dover.*

*But it **was_a** nice view.*

However, linking also occurs with other sounds. Ask your students to mark where linking occurs in these excerpts from the interview. Then ask them to read the phrases aloud and remind them to link words.

(T198)

1. Can you tell me a **bit_about** the town?
2. two big main **companies:_Sea** France and P&O ferries
3. **that's_about** it
4. The sea's surprisingly blue, **for_England**.
5. But **that's_about** all you can do...
6. There are **parts_of** it that are nice.

7. **Has_it** got a beach there?
8. **Which_is** a bonus.

B. Hearing the sounds of English 1 (T199)

It's very important for students to be able to discriminate sounds in spoken English, especially when the difference between similar sounds is minimal.

The first words in these minimal pairs are words that Danny used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

Ask your students to listen and repeat each minimal pair after the speaker.

live/leave	white/right
think/sink	side/sight
town/down	beach/peach
harbour/arbours	

C. Discriminating between minimal pairs of sounds 1 (T200)

Ask your students to listen and underline which word they hear. The answers are highlighted and underlined.

1. I think we should leave/live here.
2. I can see you're sinking/thinking.
3. I can see he's down/his town.
4. What a beautiful arbours/harbour!
5. Isn't that right/white?
6. Which side/sight are you talking about?
7. What a wonderful beach/peach!

D. Contractions

Contractions are common in informal spoken and written English, such as two friends chatting, emails between friends, and so on, but not in more formal English such as lectures, speeches and letters to companies.

Ask your students to look at the following excerpts from the interview and put in the appropriate contractions. Then ask them to listen to find out if they were correct.

(T201)

Example: I have never been to Dover. I've

(T202)

1. It is mainly just a harbour town. It's
2. there are not many to see aren't
3. that is about it that's
4. it was not sand wasn't
5. but you do not know if they are still cave entrances don't/they're
6. unless you have got transport you've

E. Sentence stress (T203)

Explain that stressed words are the most important in spoken English because they carry the most meaning.

If your students have literacy problems, play the following excerpts and ask them to tap out the stressed words on their tables or clap when they hear the stressed word. If your students don't have literacy problems, ask them to underline the stressed words in the following excerpts. The main stressed words are highlighted and underlined.

1. Now you used to live in Dover, I think?
2. It's mainly just a harbour town...
3. people go there to cross the Channel to France
4. you have the tour bus that goes round to see the sights of Dover
5. the castle's the main attraction
6. The view was nice.
7. But the beach was nothing special because it wasn't sand. It was stones.
8. There are parts of it that are nice.

F. Recognising individual words in a stream of speech (T204–T208)

It is very difficult for students to distinguish the separate words in a stream of spoken English.

Play these excerpts from Danny's interview and ask your students, ideally in pairs, to transcribe them. If your students need more help you can dictate the excerpts yourself more slowly.

- (T204) 1. but there aren't many to see
(T205) 2. But not in the winter.
(T206) 3. So it wasn't too comfortable.
(T207) 4. It was quite expensive.
(T208) 5. There are parts of it that are nice.

G. Hearing the sounds of English 2 (T209)

As with Exercise B, ask your students to listen and repeat each minimal pair after the speaker.

right/light	been/bin
main/man	still/steel
bus/buzz	while/whirl
view/phew	

H. Discriminating between minimal pairs of sounds 2 (T210)

Ask your students to tick the boxes which correspond to the words they hear.

1	1	2	3	4	5
right	✓		✓		✓
light		✓		✓	
2	1	2	3	4	5
main			✓		✓
man	✓	✓		✓	
3	1	2	3	4	5
bus		✓		✓	
buzz	✓		✓		✓
4	1	2	3	4	5
view	✓	✓		✓	
phew			✓		✓
5	1	2	3	4	5
been		✓	✓	✓	
bin	✓				✓
6	1	2	3	4	5
still	✓	✓			✓
steel			✓	✓	
7	1	2	3	4	5
while	✓		✓		✓
whirl		✓		✓	

I. Weak forms (T211)

Explain that the citation form of *to*, *for* and *of* often changes to a weaker form in spoken English which is not as clear. Ask your students to try to fill in the missing words in these excerpts and then listen to check their answers.

Can they tell you how the pronunciation of *to*, *for* and *of* changes in informal spoken English?

1. I've never been to Dover.
2. not a lot of people there
3. basically people go there to cross the Channel
4. The sea's surprisingly blue, for England.
5. Now they talk about the White Cliffs of Dover.
6. A lot of restaurants.
7. You have the tour bus that goes round to see the sights of Dover.
8. If you just go over for the day, Calais's about as far as you can go.

J. Gap-fill – elision (T212)

When speaking quickly in English, people often miss out individual sounds at the ends of words – a process known as elision. 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*.

Ask your students to fill in the missing words in these extracts, all of which have been affected by elision.

1. Now you used to live in Dover, I think.
2. You have the tour bus that goes round to see the sights of Dover.

3. It **just takes** you round the, round the beach area...
4. If you **just go** over for the day, Calais's about as far as you can go.

5 Further Language Development

A. Extension exercise

Ask your students to fill in the blanks with words they heard during Danny's interview. The words are listed in the box to help them. The answers are highlighted and underlined.

1. I **used** to like sugar in my tea when I was young, but now I find it too sweet.
2. What is the **population** of London? Is it eight million?
3. The next **ferry** to Sweden leaves in half an hour.
4. There is a very nice sandy **beach** in Bournemouth which is wonderful for young children to play on.
5. I have a wonderful **view** of the sea from my office window.
6. These restaurants are all very **expensive**. Shall we go to a café instead?
7. My brother is a **student** at this college.
8. When the weather is very bad, most ships stay in the **harbour**.
9. I've got interviews next week with two different **companies** – one in Bristol and one in Birmingham.
10. I don't like swimming in the **sea** in this country because it's too cold. I prefer a swimming pool.
11. These **stones** hurt your feet, don't they? I wish I'd worn better shoes, but I didn't know we were going for a walk on the beach.

B. Introduction to the present perfect simple

We use the present perfect simple to talk about things that have, or haven't happened during a period of time leading up to the present. To form the present perfect simple we use the verb **to have + past participle**.

Ask your students to put the verbs in brackets into the present perfect simple.

1. I (live) _____ here since 2005. **have lived**
2. Peter (lose) _____ 10 kilos since he started that diet. **has lost**
3. Sorry, I (use) _____ all the milk. **have used**
4. We (buy) _____ a new car! **have bought**
5. I (finish) _____ my homework at last. **have finished**
6. I (post) _____ your letter. **have posted**
7. Phil and Sam (move) _____ to New York. **have moved**
8. Oh no! Yuko (leave) _____ her mobile phone behind. **has left**
9. I (decide) _____ to get a new job. **have decided**
10. Is it true you (stop) _____ eating meat? **have stopped**

C. Prepositions

Ask your students to put the correct prepositions in the gaps. The words are listed in the box to help them. Some of them are used more than once.

1. I used to live **in** Chicago, but last year I moved **to** New York.
2. Tell me all **about** your holiday!
3. I can't come out tonight. I've got a lot **of** work to do.

4. My idea of a perfect holiday is lying on a beach with a good book.
5. It gets very cold here in the winter.
6. She's very grown-up for her age.
7. When we looked out of our window we saw the car was covered in snow.
8. Which part of Bulgaria do you come from?
9. We're going to Russia next month for a wedding.
10. Could you sit on the other side of Rachel?

D. Transformations

Ask your students to change the word in each bracket which Danny used in his interview to form a word which fits the gap.

1. What subject are you (student) studying at university?
2. How much does it cost to go from Dover to Clair by (ferries) ferry?
3. I've got a wonderful (surprisingly) surprise for your birthday!
4. Our hotel was right next to a beautiful (sand) sandy beach.
5. I don't like going to London in the summer because it's always full of (tour) tourists.

6 Transcript (T213)

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 – Catherine

1 Pre-Listening Comprehension

Introduction to Catherine

Catherine grew up in the small market town of Llanrwst in North Wales and has lived there ever since. She is bilingual in Welsh and English and she has a strong North Welsh accent. Catherine is a pensioner but she still works as a bookkeeper. The nearest major town to Llanrwst is Llandudno.

Key Lexis

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

- (a) market town – a small town in the country which is a business centre for farms and villages in the area
- river – a large natural stream of flowing water
- (a) bridge – something built over a river to allow people, vehicles or trains to cross from one side to the other
- (a) cottage – a small house usually in the countryside
- cream teas – A cream tea is a light meal in the afternoon where you have a pot of tea, scones, jam and cream.
- putting place – a small flat area of short grass where people can practise hitting golf balls into holes
- (a) bowling green – a flat area of short grass where people play the game of bowls
- (a) valley – an area of low land between hills or mountains often with a river running through it
- (a) mountain – something much larger than a hill
- fields – A field is a large area of land in the country where farmers grow things or where a farmer's animals feed on grass.
- promenade – a wide road next to the sea which people can walk or drive along
- tiny – very, very small
- (to) do the washing/ironing – putting the dirty clothes in the washing machine, and then drying them and using a hot iron to make them flat and smooth

A. Welsh pronunciation

If a Welsh word begins with *ll*, as in the town *Llanrwst*, it is pronounced by placing the tongue loosely across the top of the mouth and breathing out through your cheeks. Try this with your students. However, people outside Wales usually ignore this and pronounce the double *l* as a single *l*. Try to get your students to pronounce Llanelli (but stand well back!)

In Welsh the letter *w* in a word is pronounced as the letter *u*, so Llanrwst is actually pronounced 'Llanroost'.

In Welsh the letter *u* is pronounced as the letter *i*, so Llandudno is actually pronounced 'Llandidno' by Welsh people.

The letter *y* in Welsh is pronounced as the letter *u*, so the word for Wales – Cymru – is actually pronounced ‘Cumree’.

B. Normalisation – anticipating the next word

Ask your students to listen to tracks 214–218. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down. Then ask them to listen to tracks 219–223 to check their answers.

(T214–T218) (with missing final word(s))

(T219) 1. it has lots of visitors in summer

(T220) 2. Lots of people go and watch it on a Saturday afternoon.

(T221) 3. So can you see mountains from your house?

(T222) 4. my friend loves to shop for clothes and things

(T223) 5. Then I go out and meet a couple of my friends for coffee.

2 Listening Comprehension

Introduction

Give your students the exercises and ask them to predict the answers before they listen, based on their own assumptions. Play the extracts 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. Corrections (T224)

Catherine talks about the small town of Llanrwst. Ask your students to correct the mistake in each sentence. The answers are given.

1. Llanrwst is a large market town. ‘It’s a little market town.’
2. The bridge was built by Inigo James. Inigo Jones
3. He built the bridge in 1638. 1636
4. Llanrwst has lots of visitors in winter. in summer
5. The café in the cottage looks beautiful in the spring. in the autumn
6. The cricket team play on Sundays. on Saturdays
7. There are mountains on one side of the valley and trees on the other. ‘and fields [on] the other’

B. Gap-fill (T225)

Catherine talks about going down to the nearest major town, Llandudno.

Ask your students to listen and complete the sentences. The answers are highlighted and underlined.

1. Catherine can see mountains from the back of her house.
2. There are trees each side of the road from Llanrwst to Llandudno.
3. The road follows the river down to the sea.
4. There are beautiful hotels along the promenade in Llandudno.
5. Catherine goes to Llandudno at least once a week.

C. Questions (T226)

Catherine talks about a typical day out in Llandudno.

Ask your students to answer the questions. The answers are given.

1. Which supermarket does Catherine go to? **Asda**
2. Who does she take with her? **her friend**
3. What day do they usually go to Llandudno? **on Friday**
4. What is *The Cottage Loaf*? **It's a (little, tiny) pub.**
5. What does Catherine's friend love buying? **clothes**
6. What time does Catherine usually come home from her day in Llandudno? **about half-past four**

D. Corrections (T227)

Catherine talks about housework and a typical Saturday.

Ask your students correct the mistake in each sentence. The answers are given.

1. Catherine's husband hates doing the washing. '**And my poor husband is home doing the washing every week, which he loves.**'
2. Catherine does the ironing on Monday mornings. '**I do that first thing on a Saturday morning.**'
3. On Saturdays she meets her friends for lunch. **for coffee**
4. They spend two hours together. **They meet from 11 to 12, i.e. one hour.**

3 Interesting Language Points

You may wish to point out the interesting language points included in this section to your students.

After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening Practice

A. Sentence stress (T228–T234)

Explain that speakers stress the words they feel are important to convey their meaning.

If your students have literacy problems, play the following sentences and ask them to tap out the stressed words on their tables or clap when they hear the stressed word. If your students don't have literacy problems, ask them to underline the stressed words in the following excerpts.

- (T228) 1. It's a **pretty** little town.
(T229) 2. it has **lots** of **visitors** in **summer**
(T230) 3. **beautiful** colour in the autumn
(T231) 4. There's a nice **bowling** green there.
(T232) 5. Yes, it's a **very** pleasant place to live.
(T233) 6. we have a day **out** on a **Friday**, usually
(T234) 7. We do our **shopping** in Asda.

B. Hearing the sounds of English 1 (T235)

It's very important for students to be able to discriminate sounds in spoken English, especially when the difference between similar sounds is minimal.

The first words in these minimal pairs are words that Catherine used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

Ask your students to listen and repeat each minimal pair after the speaker.

river/liver	clothes/crows
watch/wash	washing/watching
back/pack	dry/try
shopping/chopping	

C. Discriminating between minimal pairs of sounds 1 (T236)

Ask your students to listen and underline which word they hear. The answers are highlighted and underlined.

1. This river/liver is wonderful!
2. You need a watch/wash.
3. My back/pack is hurting.
4. You do the shopping/chopping and I'll do the cooking.
5. What a lot of clothes/crows!
6. He's always washing/watching his car.
7. You must dry/try this.

D. Weak forms (T237)

As with Danny's interview, the citation form of *to*, *for*, *from* and *of* has changed to a weaker form in spoken English which is not as clear. Ask your students to try to fill in the missing words in these excerpts and then listen to check their answers.

Can they tell you how the pronunciation of *to*, *for*, *from* and *of* changes in informal spoken English?

1. What kind of place is it?
2. So can you see the mountains from your house?
3. So Llandudno is next to the sea, then...
4. Lots of people go and watch it on a Saturday afternoon.
5. What time do you come home from a day in Llandudno?
6. Then I go out and meet a couple of my friends for coffee.

E. Hearing the sounds of English 2 (T238)

As with Exercise B, ask your students to listen and repeat each minimal pair after the speaker.

town/down	very/ferry
old/hold	next/nest
green/grin	called/cold
back/pack	

F. Discriminating between minimal pairs of sounds 2 (T239)

Ask your students to tick the boxes which correspond to the words they hear.

1	1	2	3	4	5
town	✓		✓		✓
down		✓		✓	
2	1	2	3	4	5
old		✓			✓
hold	✓		✓	✓	
3	1	2	3	4	5
green	✓	✓		✓	
grin			✓		✓
4	1	2	3	4	5
back			✓		✓
pack	✓	✓		✓	
5	1	2	3	4	5
very	✓		✓		✓
ferry		✓		✓	
6	1	2	3	4	5
next		✓	✓		✓
nest	✓			✓	
7	1	2	3	4	5
called	✓		✓		
cold		✓		✓	✓

G. 'um' for pauses (T240)

Explain to your students that when people are talking they often say '**um**' while they are giving themselves time to think about what they are going to say next. Ask what sounds the students make in their own languages when they are pausing.

Play the following excerpts and ask your students to mark where Catherine uses '**um**', as has been done for you below.

1. And **um**, it has lots of visitors in summer.
2. And there's a putting place on the **um**, the other side of the river.
3. **Um**, and they play cricket there...
4. We meet in a little old-fashioned café called the Hên Aelwyd...**um**, only 11 till 12.

H. Recognising individual words in a stream of speech – dictation (T241–T249)

It is very difficult for students to distinguish the separate words in a stream of spoken English.

Play these excerpts from Catherine's interview and ask your students, ideally in pairs, to transcribe them. If your students need more help you can dictate the excerpts yourself more slowly.

- (T241) 1. It's a pretty little town.
 (T242) 2. It has lots of visitors in summer.
 (T243) 3. And they sell cream teas...
 (T244) 4. Lots of people go and watch it on a Saturday afternoon.

- (T245) 5. So can you see mountains from your house?
 (T246) 6. Do you go there quite often?
 (T247) 7. Does your husband do the ironing as well?
 (T248) 8. I do that first thing on a Saturday morning.
 (T249) 9. Then I go out and meet a couple of my friends for coffee.

I. Hearing the sounds of English 3 (T250)

As with Exercises B and E, ask your students to listen and repeat each minimal pair after the speaker.

built/build

team/Tim

live/leave

first/thirst

meet/mitt

side/sight

quite/quiet

J. Discriminating between minimal pairs of sounds 3 (T251)

Ask your students to tick the boxes which correspond to the words they hear.

1	1	2	3	4	5
built		✓		✓	✓
build	✓		✓		
2	1	2	3	4	5
team	✓	✓			✓
Tim			✓	✓	
3	1	2	3	4	5
live	✓		✓		
leave		✓		✓	✓
4	1	2	3	4	5
first			✓		✓
thirst	✓	✓		✓	
5	1	2	3	4	5
meet		✓			✓
mitt	✓		✓	✓	
6	1	2	3	4	5
side	✓	✓		✓	
sight			✓		✓
7	1	2	3	4	5
quite	✓		✓		✓
quiet		✓		✓	

K. Linking (T252)

As with Danny's interview there are numerous examples of linking in this interview.

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 excerpts from the interview. However, linking also occurs with other sounds.

Ask your students to mark where linking occurs in these excerpts from the interview.

1. Well, **it's_a** little market town.
2. **It's_a** pretty little town.
3. **There's_a** river flowing through it...
4. it has **lots_of visitors_in** summer
5. **There's_a** nice bowling green there.
6. Round the **back_of** it, yes, easily.
7. 'Queen of **Resorts_of** North Wales', they reckon.
8. Beautiful **hotels_along** the promenade...
9. **Once_a** week at least, yes.
10. And **it's_usually** dry and folded by the time I get home.

L. Gap-fill – elision (T253–T260)

As we heard in Danny's interview, when speaking quickly in English, people often miss out individual sounds at the ends of words – a process known as elision. 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*.

Ask your students to fill in the missing words in these extracts, all of which have been affected by elision.

- (T253) 1. Well, it's a little market town.
- (T254) 2. and an old bridge...
- (T255) 3. There used to be tennis courts there.
- (T256) 4. Round the back of it, yes, easily.
- (T257) 5. Yes, it's a very pleasant place to live.
- (T258) 6. So Llandudno is next to the sea, then...
- (T259) 7. take my friend...
- (T260) 8. We'll have gone about ten in the morning.

5 Further Language Development

A. Extension exercise

Ask your students to fill in the blanks with words they heard during Catherine's interview. The words are listed in the box to help them. The answers are highlighted and underlined.

1. A place which is bigger than a village, but smaller than a city is called a town.
2. The best place to go fishing in this river is near the old bridge.
3. My sister lives in a tiny old cottage in the country.
4. What colour is your new car?
5. In the summer I play tennis and in the winter I play squash.
6. Lots of people watch television before they go to work.
7. The highest mountains in Norway always have snow on them, even in summer.
8. There is a big field behind my friend's house which is full of sheep.
9. The River Conway flows into the sea at Llandudno.

10. They say **hotels** in New York are very expensive. Even a cheap one costs at least \$100 a night.
11. Your feet are **tiny**! Mine are twice as big as yours!
12. My **husband** and I share the housework.
13. This plant is very **dry**. Shall I give it some water?
14. I've never **been** to Turkey.
15. We always go **shopping** on Thursdays.
16. How long have you been **living** in this flat?

B. Gap-fill (T261)

This is a revision exercise. Your students will probably be able to complete it correctly, even without hearing the extract again. The missing words are listed in the box. One of the words is used twice.

Give them a few minutes to try to predict the missing words before they listen. The answers are highlighted.

Catherine: We do (1) **our** shopping in Asda. Park there. Go up town. Park there again. Have (2) **lunch** in a little... little tiny pub (3) **called** the Cottage Loaf. And then we do the shopping at the main (4) **street**, for my friend (5) **loves** to shop for clothes and things. (*laughs*)

Interviewer: What time do you come (6) **home** from a day in Llandudno?

Catherine: Oh, about (7) half-**past** four. We'll have gone about 10 in the morning. And my poor (8) **husband** is home doing the (9) **washing**, every week, which he (10) **loves**. And it's usually dry and folded by the (11) **time** I get home.

Interviewer: Does your husband do the ironing as well?

Catherine: No, no, no. I do that (12) **first** thing on a Saturday morning. Then I go (13) **out** and meet a couple of my (14) **friends** for coffee.

C. The present simple and present continuous

We generally use the present simple to talk about things that happen regularly, as in this example from Catherine's interview:

*We **do** our shopping in Asda.*

We generally use the present continuous to talk about things we are doing at the moment, as in this example:

*'It's my birthday and I **am having** a wonderful day'.*

Ask your students to put the verbs in brackets into either the present simple or the present continuous, as appropriate.

1. Can you speak a bit louder? Adrian (cut) **is cutting** the grass and I can't hear you very well.
2. Normally I (do) **do** all the cooking at the weekend.
3. My sister (study) **is studying** to be a lawyer.
4. We (go) **go** to Canada at least twice a year.
5. I usually (start) **start** work at 9, but sometimes I (go) **go** in earlier.
6. Sarah (play) **is playing** in the garden. Shall I get her for you?
7. This train (go) **is going** really slowly. I'm sure we're going to be late.

D. Transformations

Ask your students to change the word in each bracket which Catherine used in her interview to form a word which fits the gap.

1. This is the (pretty) **prettiest** village I've ever seen.
2. Who is the (old) **oldest** of your brothers and sisters?
3. This (built) **building** wasn't here when I was a girl.
4. Don't forget to (covered) **cover** the fish with milk before cooking.
5. I drew the picture and then Daisy (colour) **coloured** it in. Isn't it great?
6. Who's your favourite football (play) **player**?
7. I'm (watch) **watching** a really interesting programme. Can I call you back?
8. I think you'll find it's (easily) **easier** to open if you take the plastic off.
9. The best (shopping) **shops** are at the other end of High Street.
10. I like her new boyfriend. He's much (friend) **friendlier** than her last one.
11. Can you seek a (park) **parking** space anywhere?

6 Transcript (T262)

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 – Anders

1 Pre-Listening Comprehension

Introduction to Anders

Anders lives and works in Gothenburg in Sweden. He originally qualified as an English and German teacher, but he has since studied employment law and now works for one of Sweden's biggest training companies. He and his partner live in a new flat near a canal. Anders speaks very good English with a slight Swedish accent.

Key Lexis

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

- (a) canal – a man-made channel for water
- inhabitants – An inhabitant is someone who lives in a particular place.
- (a) ferry – a boat or ship taking passengers to and from places as a regular service
- industrial – (in this case, an industrial town) used to describe a city or town where products are made in factories
- (a) lake – a large area of water surrounded by land

A. Discussion

Ask the students to discuss the questions in the SB in small groups. Then ask them to share their answers with the rest of the class.

The Factfile below has been compiled to help you.

Factfile: Sweden

- Sweden shares borders with Norway to the west and Finland to the north-east. It also shares water borders with Denmark, Germany and Poland to the south and Estonia, Lithuania and Russia to the east.
- Sweden is connected to Denmark by the Öresund bridge, opened on July 1st, 2000. It takes just 30 minutes to cross the bridge by car.
- Third-largest country in Western Europe (forests 53%, mountains 11%, cultivated land 8%, lakes and rivers 9%).
- Sweden is a constitutional monarchy in which the current king of Sweden, Carl XVI Gustaf is the head of state, although he has no political power.
- Sweden joined the European Union in 1995.
- The capital is Stockholm. Other major cities are Gothenburg, Malmö and Uppsala.
- The Nobel Prize is the legacy of Sweden's Alfred Nobel (1833—1896), the inventor of dynamite. Prizes are awarded to "those who, during the preceding year, shall have conferred the greatest benefit on mankind." The prizes were originally for achievements in the following five areas: chemistry, physics, literature, physiology or medicine, and peace. Since 1968 the ceremony has included the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel.
- Money: Swedish krona

- Since World War I, Sweden has pursued a foreign policy of nonalignment in peacetime and neutrality in wartime.
- Most important export goods: Machinery, electronics and telecommunication, paper, pharmaceuticals, petroleum products, iron and steel, and foodstuffs
- Immigration: Sweden has quite a high immigration rate. In 2008, 14% of the people living in Sweden had been born outside the country.
- Daylight hours, winter and summer:

	January 1	July 1
Malmö	7 hours	17 hours
Stockholm	6 hours	18 hours
Kiruna*	0 hours	24 hours

(*Kiruna is the northernmost city in Sweden, situated in Lappland province.)

Statistics

Total area: 450,295 sq km

Population: Nearly 9.5 million, with 90% of the population living in the southern half of the country.

Population density: 21 per sq km (10,292 New York)

B. Normalisation – gap-fill (T263)

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 first exercise is a gap-fill based on the start of the interview.

Ask your students to listen and fill in the missing words.

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 fit in the gaps. Then ask them to listen and check their answers.

1. Anders came to Gothenburg to study at the university.
2. After his studies he got a job in Gothenburg.
3. He lives close to the water.
4. Gothenburg used to be famous for ship-building.
5. Sweden experienced a financial crisis in 1976.
6. The area where Anders lives was empty for a long time.

2 Listening Comprehension

Introduction

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 (T264)

Anders talks about the area where he lives. Ask your students to listen and answer the questions.

1. Does Anders live in a house or a flat? **a flat ('all of a sudden they started building er, flats, and er, luckily enough I, I live in one of those over there')**
2. Where does he take the ferry to? **work ('you can actually take the ferry to work')**
3. How long does the ferry journey from Anders's home to central Gothenburg take? **about 20 minutes**
4. How long is it on foot from Anders's home to the ferry stop? **about four or five minutes**

B. True/false (T265)

Anders talks some more about living in Gothenburg. Ask your students to answer true or false. Remind them to be prepared to give reasons for their answers.

1. Anders has a fantastic view of the water from his house. **(F He says he can only see the water 'if I stand on my toes'.)**
2. Anders lives less than a minute from the waterfront. **(T He says it only takes 30 seconds to reach the waterfront.)**
3. It's possible to take a ferry from central Gothenburg to Denmark and Norway. **(F The ferries go to Denmark and Germany, not Norway.)**
4. Anders often sees these big ferries. **(T He says 'I see them more or less every day'.)**

C. Corrections (T266)

Anders talks about Åmål, the town where he grew up. Ask your students to correct the mistake in each of these sentences.

1. Åmål is about 200 miles north of Gothenburg. **200 kilometres north of Gothenburg.**
2. It has around 50,000 inhabitants. **10 to 15,000 inhabitants.**
3. Anders said it was possible to cycle anywhere in Åmål. **'you could walk anywhere'.**
4. There was a big fire in Åmål in the 1800s. **'it was a wooden town, but it burnt down in the 1600s'.**
5. There are still lots of wooden houses in Åmål from the old days. **only a few of these houses left.**
6. Lake Vänern is the biggest lake in Sweden. **the second-biggest lake in Sweden.**

D. Gap-fill (T267)

Anders talks about his mother. 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 fit in the gaps. Then ask them to listen and check their answers.

1. Anders goes to visit his mother in Åmål regularly.
2. He goes to see her in Åmål more often than she comes to visit him in Gothenburg.
3. This is because she's quite elderly and she finds it difficult to walk and to sit in a car or get on a train.
4. Anders and his mother often speak to each other on the phone.

3 Interesting Language Points

You may wish to point out the interesting language points included in this section to your students.

After you have presented a language point, **ask your students to suggest their own examples**. This will help them to remember these points and make appropriate use of them.

4 Further Listening Practice

A. Recognising individual words in a stream of speech – dictation (T268–T273)

It is very difficult for students to distinguish the separate words in a stream of spoken English.

Play these excerpts from Anders's interview and ask your students, ideally in pairs, to transcribe them. If your students need more help you can dictate the excerpts yourself more slowly.

- (T268) 1. They used to build ships in Gothenburg.
- (T269) 2. but I moved away from there when I was in my 20s
- (T270) 3. Can you see the water from where you live?
- (T271) 4. You had everything you needed.
- (T272) 5. Yes, I've still got my mother up there.
- (T273) 6. She's quite old and she finds it difficult to walk.

B. Hearing the sounds of English 1 (T274)

It's very important for students to be able to discriminate sounds in spoken English, especially when the difference between similar words is minimal.

The first words in these minimal pairs are words that Anders used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

Ask your students to listen and repeat each minimal pair after the speaker.

his/is

live/leave

right/light

had/hat

think/sink

C. Discriminating between minimal pairs of sounds 1 (T275)

Ask your students to tick the boxes which correspond to the words they hear.

1	1	2	3	4	5
his		✓	✓		✓
is	✓			✓	
2	1	2	3	4	5
right	✓	✓			✓
light			✓	✓	
3	1	2	3	4	5
think	✓	✓			✓
sink			✓	✓	
4	1	2	3	4	5
live	✓		✓		
leave		✓		✓	✓
5	1	2	3	4	5
had		✓		✓	
hat	✓		✓		✓

D. Contractions (T276)

Contractions are common in informal spoken and written English, such as two friends chatting, emails between friends, and so on, but not in more formal English such as lectures, speeches and letters to companies.

Ask your students to look at the following excerpts from the interview and put in the appropriate contractions of the words which are highlighted and underlined. Then ask them to listen to find out if they were correct.

Make sure they look at the example first:

Example: Yes, that is right. that's

1. and I have lived there ever since I started university... I've lived
2. It is about four or five minutes, so you cannot complain. It's/can't
3. That is quite nice. That's
4. the biggest ones do not go into town don't
5. they are too big they're
6. So you said it is 200 kilometres north of Gothenburg. it's
7. Yeah. That is the second-biggest er, lake in Sweden. That's
8. That is a bit confusing. That's
9. I have still got my mother up there... I've
10. she is quite old. she's

E. Hearing the sounds of English 2 (T277)

As with Exercise B, ask your students to listen and repeat each minimal pair after the speaker.

years/jeers

north/Norse

old/hold

back/pack

grew/glue

F. Discriminating between minimal pairs of sounds 2 (T278)

Ask your students to tick the boxes which correspond to the words they hear.

1	1	2	3	4	5
years		✓		✓	✓
jeers	✓		✓		
2	1	2	3	4	5
north	✓		✓		
Norse		✓		✓	✓
3	1	2	3	4	5
old		✓		✓	✓
hold	✓		✓		
4	1	2	3	4	5
back	✓		✓		✓
pack		✓		✓	
5	1	2	3	4	5
grew	✓	✓		✓	
glue			✓		✓

G. Simplification – weak forms (T279)

As we heard with both Danny and Catherine, when we speak quickly a process known as ‘simplification’ occurs. Basically the speaker takes short cuts and doesn’t articulate unstressed words fully. The term ‘weak forms’ refers to very common grammatical words such as prepositions whose pronunciation changes significantly in fast, informal spoken English. Some of the most common weak forms are *of*, *for*, *from* and *to*.

First ask your students to predict which words fit in the gaps, then ask them to listen to check their answers. After they have completed the exercise ask them to compare the articulated, dictionary pronunciation of the missing words with the way they were pronounced in the interview.

1. the western part **of** Sweden
2. but I moved away **from** there when I was in my 20s
3. I moved **to** Gothenburg.
4. the area was empty **for** years and years
5. and then all **of** a sudden they started building er, flats
6. you can actually take the ferry **to** work
7. nothing **of** that kind

H. Hearing the sounds of English 3 (T280)

As with Exercises B and E, ask your students to listen and repeat each minimal pair after the speaker.

lake/rake
still/steel
but/putt

said/set
all/hall

I. Discriminating between minimal pairs of sounds 3 (T281)

Ask your students to tick the boxes which correspond to the words they hear.

1	1	2	3	4	5
lake		✓	✓		✓
rake	✓			✓	
2	1	2	3	4	5
still	✓	✓		✓	
steel			✓		✓
3	1	2	3	4	5
but	✓	✓			✓
putt			✓	✓	
4	1	2	3	4	5
said		✓		✓	✓
set	✓		✓		
5	1	2	3	4	5
all		✓			✓
hall	✓		✓	✓	

J. Simplification – elision (T282)

As we heard with Danny and Catherine, another process that occurs when people are talking quickly is elision – this is the missing out of sounds, particularly **-d** and **-t**. Elision makes it difficult for students to recognise even those words that are part of their active vocabulary.

Ask your students to fill in the missing words in the following extracts from the interview, all of which have been affected by elision.

1. when I **wanted to** start my studies
2. I **moved to** Gothenburg...
3. I've **lived there** ever since I started university...
4. it's **about twenty/20** minutes
5. you **can't complain**
6. the biggest ones **don't go** into town
7. Yeah. That's the **second-biggest** er, lake in Sweden.
8. That's a **bit confusing**.
9. Do you ever go **back to** Åmål?

5 Further Language Development

A. Extension exercise

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

1. I'm going **home** – I'm really tired.
2. That park over there is where I **used** to play football when I was a kid.
3. We **moved** here two years ago because we wanted a home with a garden.
4. I'm starving! I haven't had anything to eat **since** breakfast.
5. I love swimming, but I hate going under the **water**.
6. The Government is going to **build** another 100,000 homes for the needy over the next five years.

7. I need to get some more petrol – the tank's nearly **empty**.
8. We started off in Athens and then we took a **ferry** to a nearby island.
9. I know it rained yesterday, but the weather's been wonderful for the past month or so, so we can't **complain**.
10. The instructor began the lesson by telling us to bend over and touch our **toes**.
11. We had the picnic under a tree because it was **too** hot to sit in the sun.
12. I'm sorry – I've **burnt** the toast again.
13. Is there any mashed potato **left**? I'm really hungry.
14. At the top of the mountain there's a **lake** where you can go swimming or sailing in summer.
15. The road signs were a bit **confusing** so I got lost twice, but I was only 20 minutes late.

B. Verbs in the simple past

Ask your students to change the verb stem in each bracket into the simple past. All the verbs are taken from the interview and appeared in the simple past.

1. We (move) **moved** here in 2005.
2. When I was young I (want) **wanted** to be a train driver when I (grow) **grew** up.
3. I (stop) **stopped** eating meat when I (be) **was** 17.
4. I (have) **had** to stay late at work yesterday because I (need) **needed** to finish a report.
5. When I (be) **was** young I (can) **could** cycle up this hill without stopping!
6. Where's Peter got to? He (say) **said** he would be here at eight.

C. Prepositions and adverbs

Ask your students to insert the correct preposition or adverb listed in the box to fit the gaps. They are all taken from the interview. Some of them are used more than once.

1. Where do you come **from**?
2. We live **in** north-east London.
3. I haven't seen you **for** ages.
4. Would you like some milk **with** your tea?
5. Can you get your dog **away** from the food, please?
6. I've been waiting for a bus **since** six o'clock.
7. Come round to my place tonight and tell me all **about** your holiday.
8. It's a beautiful house, but it's very **near** a main road, so there's always a lot **of** traffic noise, even **at** night.
9. How **far** is it from your house **to** the town centre?
10. I was walking along the street on my way to work when suddenly I walked **into** a lamp-post.
11. I can see Notre Dame Cathedral **from** my office window!
12. Someone stood **on** my toe on the subway and now it's black and blue.
13. I walked **up** and **down** the market for hours yesterday looking for strawberries.
14. Brighton is about 60 miles south **of** London **on** the south coast.
15. This garden reminds me **of** the one my grandmother had when I was growing **up**.
16. I need to go **back** home. I think I left the window open.
17. My son's always **on** his mobile phone these days.

6 Transcript (T283)

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 – Jackie

1 Pre-Listening Comprehension

Introduction to Jackie

Jackie comes from Cardiff in South Wales, but she now lives in Cornwall in south-west England.

Key lexis

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

- Carlyon Bay – The name of the bay is Carlyon. A bay is part of the coast where the land curves in a semi-circle.
- Cornwall – the most south-westerly county in England
- tall ships – old ships with huge masts (A mast is the tall pole on a ship which supports the sails.)
- the Eden project – a popular tourist attraction in Cornwall consisting of two enormous domes (i.e. giant greenhouses) where you can see plants and trees from all over the world

Normalisation (T284)

Before beginning the listening comprehension, play the start of the interview to allow your students to familiarise themselves with Jackie's voice.

2 Listening Comprehension

Gap-fill (T284)

Ask your students to complete the following sentences. The answers are highlighted and underlined.

1. Carlyon Bay is right on the coast.
2. Jackie and her husband live up the fields from a small village.
3. There is a beautiful harbour below them.
4. It's called Charlestown Harbour.
5. They keep 'tall ships' down in the harbour.
6. These are very old ships which they use when they make films.
7. They filmed 'Mansfield Park' near where Jackie lives, and the last Three Musketeers film.
8. Near the harbour there is also a beach.
9. There are beautiful sandy beaches all around Carlyon Bay.
10. Jackie says the whole area is wonderful, but very touristy.
11. A lot of people come to Cornwall on holiday.

3 Further Language Development

A. Extension exercise

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

1. I've never been to Sweden. What's it like?
2. Come you tell me what you did at school today.
3. I grew up in a little village in the country, but I moved to London when I was 20.
4. The place we were staying in was right next to a harbour full of little fishing boats.
5. I think they should make a film about your life. You've done so many interesting things.
6. I prefer sandy beaches to ones with stones.
7. There are lots of sheep in the fields behind our house.
8. My favourite city in the world is Munich.
9. That's the last time I lend you any money!
10. Shall we invite Anders as well?

B. Prepositions and adverbs

Ask your students to insert the correct preposition or adverb listed in the box to fit the gaps. They are all taken from the interview. One of them is used twice.

1. Which US state is Boston in? Is it Massachusetts?
2. We're going on holiday to Switzerland next week.
3. We've got a little holiday cottage on the west coast of Scotland.
4. This is the best knife for peeling potatoes.
5. When I have a day off I love walking around the shops.
6. We're just been to that new Mexican restaurant. It was brilliant!
7. What's your new manager like? Do you get on with her?
8. We live about five minutes from the train station, so we can pick you up if you like.
9. My best friend lives down the road, so we see a lot of each other.
10. My cousin has travelled all over the world.

4 Transcript (T284)

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 – Tammy

1 Pre-Listening Comprehension

Introduction to Tammy

Tammy grew up in Canada but left in her 20s. She now works as a theatre sister and lives in east London, but she has retained her Canadian accent.

Key lexis

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

- the bay – A bay is part of the coast where the land curves in a semi-circle.
- a peninsula – a long piece of land which sticks out into the ocean

Normalisation (T285)

Before beginning the listening comprehension, play the start of the interview to allow your students to familiarise themselves with Tammy's voice and practise constructing meaning.

Ask your students to listen and fill in the missing words.

1. Chilliwack is a very small town outside Vancouver.
2. It's surrounded by mountains, rivers and lakes.
3. It's a very pretty farming community.
4. Chilliwack is about 65 miles from Vancouver.

2 Listening Comprehension

Gap-fill (T286)

Ask your students to complete the following sentences. The answers are highlighted and underlined.

1. Tammy says Vancouver is a really pretty city.
2. It's surrounded by mountains.
3. It overlooks the ocean and the bay.
4. The University of British Columbia is on a peninsula.
5. English Bay is where all the ships wait to come into the harbour.
6. Vancouver has some beautiful bridges.
7. The Lion's Gate Bridge begins in Stanley Park.
8. This is in the heart of Vancouver.
9. The Lion's Gate Bridge ends on the North Shore.
10. All the rich people live there in their big, fancy houses.
11. There are two ski hills in Vancouver: The Cypress Bowl and Grouse Mountain.
12. They have night skiing there all winter.
13. The oldest part of Vancouver is called Gastown.
14. The oldest hotel in Vancouver is about 70 years old.

3 Further Language Development

A. Extension exercise

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

1. What's your cat called?
2. Shall I wait outside in the car?
3. My father grew up in Southampton, but he moved to Bristol when he was 18.
4. Could I just have a small piece of cake, please? I'm not very hungry.
5. Can you wait for me? I just need to change my shoes.
6. There's a little park near us where the kids play football on Saturdays.
7. You know what they say – cold hands, warm heart!
8. They're not rich, but they have enough money to live comfortably.
9. We had loads of snow last winter.

B. Prepositions and adverbs

Ask your students to insert the correct preposition or adverb listed in the box to fit the gaps. They are all taken from the interview. Some of them are used twice.

1. I think children grow up too quickly these days.
2. They live in a little village surrounded by hills.
3. Why don't you come in out of the cold?
4. How long does it take you to get home from work?
5. She's got a wonderful apartment in the centre of Washington DC.
6. If you stand in our kitchen you get a beautiful view across to the other side of the valley.
7. Do you get lots of rain here in winter?
8. This restaurant is just as nice as the Peking Chef and it's half as expensive.
9. I left Martin at home because he isn't feeling at all well.

4 Transcript (T285–T286)

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.