

Real Lives, Real Listening: Intermediate

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. Thom

Unit 1 – Tecwyn

1 Pre-Listening Comprehension

Introduction to Tecwyn

This is a telephone interview with Tecwyn talking about his family. Tecwyn was born in North Wales and was brought up with Welsh as his first language, although he had to learn English when he started going to school. He left the UK in the 1950s and moved to Canada. He has a strong Canadian accent with a hint of a Welsh accent. Because this is a telephone interview, the sound levels are quite high and there is a lot of background noise.

Key lexis

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

- the war years – the Second World War years between 1939 and 1945
- a big step – a major life change
- significant – great or important enough to be worthy of attention
- climate – the normal weather conditions in an area over a long period of time
- a pulp mill – a building with machinery which turns felled trees into a substance used to make paper
- to freelance – to work for other organisations, but on a contractual basis and not as an employee

A. Schema building

Ask your students to choose the correct answers.

1. **True** – Canada is the second-largest country in the world in terms of area.
2. **False** – The population of Canada is around 60 million.
3. **True** – Nearly 25% of all the fresh water in the world is in Canada.
4. **False** – The largest city in Canada is Vancouver.
5. **True** – Forests cover about half of Canada.

B. 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 ¼ 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

C. Normalisation – Gap-fill (T2–T7)

Read out the following excerpts, stopping before the underlined word, and ask your students to guess what the next word is. Accept anything which fits the gaps appropriately, in terms of semantics and grammar. After they have guessed the words, play the tracks so that they can hear what the actual word was, and see how close they were.

Note: Since this interview takes place on the phone, there is a lot of background noise. You may need to repeat the audio tracks several times to maximize students' comprehension.

- (T2) 1. I was there for four summers and five winters.
- (T3) 2. It's a beautiful part of the world.
- (T4) 3. His wife, like mine, never worked.
- (T5) 4. Where is she at the moment?
- (T6) 5. There's an Australian company that operates this Russian icebreaker which is also a research ship and which carries about 100 to 125 paying passengers.
- (T7) 6. Her job is titled 'hotel manager'.

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. True/False (T8)

In this first exercise, Tecwyn talks about how he ended up in Vancouver.

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

1. Tecwyn has two sons and two daughters. (T **He has a son aged 43, a daughter aged 41, and daughter aged 38 and a son aged 37.**)
2. Tecwyn's wife is half-Irish. (T **'her father was English, her mother was Irish'**)
3. She moved to Canada during the war. (F **'She spent the war years in Ireland.'**)
4. Tecwyn met his wife at work. (T **'We worked together in London.'**)
5. Tecwyn applied for a job with an Asian exchange bank. (F **'an Eastern exchange bank'**)
6. Tecwyn spent some time in the Far East as a soldier. (T **'I'd done a tour out in er, the Far East with the army.'**)
7. On arriving in Canada, Tecwyn worked at his bank's head office for several months. (F **'I was there for about two or three days'**)
8. Tecwyn then asked if he could be transferred to Ottawa. (F **'Did you have a choice?' 'No, no.'**)
9. After three years in Ottawa, Tecwyn moved to Montreal. (T **'I was there for three years... I was then transferred to Montreal.'**)
10. After Montreal he spent the next five years in Winnipeg. (T **'I was there for four summers and five winters.'**)
11. During one winter in Winnipeg the temperature stayed above -25C for a fortnight. (F **'there was er, one winter there where the temperature didn't come above 25 degrees below zero for two weeks'**)
12. Tecwyn then went to work for a different bank in Vancouver. (F **'I was transferred to Vancouver'**)
13. Vancouver is Tecwyn's favourite city in Canada. (T **'Um, of all the places you've been to in Canada, do you prefer Vancouver?' 'Absolutely.'**)
14. Tecwyn was in Vancouver at the time of this interview. (F **'The climate is very much as it is here in the UK.'**)
15. Tecwyn likes Vancouver because of the surroundings. (T **He mentions the mountains, forests and the seaside.**)
16. He says 'the long mainland' of British Columbia is probably the best place to live in Canada. (F **'the low mainland'**)

B. Gap-fill (T9)

Tecwyn talks about his eldest son.

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. Tecwyn's two oldest children were **born** in Winnipeg.
2. Tecwyn's **oldest** son works for a pulp mill.
3. McKenzie is in **northern** British Columbia.
4. Tecwyn's oldest son also installs **satellite dishes** in that area.
5. His son is very good at **technical** things.
6. Before going to work in the pulp mill, Tecwyn's son worked for a **telephone** company.
7. Tecwyn says his son **can** turn his **hand** to anything.
8. This son's **wife** doesn't **work**.
9. This son has four **boys** aged **13, 12, 11** and **9**.

C. Questions (T10)

Tecwyn talks about his two daughters. Ask students listen and answer the questions.

1. What is Catherine's job? **She's a programme analyst.**

2. Does she work for herself, or is she employed by a company full-time? **She works for herself.**
3. Where does Catherine live? **in the United States**
4. How long does it take Tecwyn to drive to Catherine's place? **about 2½ hours**
5. How old are Catherine's children? **17, 4 and 2½**
6. What does Tecwyn's younger daughter love doing? **travelling**
7. Which company does this daughter work for? **The Rocky Mountain Railroad**
8. During which part of the year does she work for this company? **from April till October**
9. What does she usually do the rest of the year? **She travels anywhere in the world.**
10. How do you think the interviewer feels when she confuses the Arctic with the Antarctic? **very stupid, embarrassed, etc.**
11. What does the Australian company operate? **a Russian icebreaker**
12. What is the second function of the ship? **It's also a research ship.**
13. How many paying passengers does the ship carry? **about 100 to 125**
14. What is the daughter's job title? **hotel manager**
15. How does Tecwyn describe this daughter? **He says she's 'a people person'.**

D. Gap-fill (T11)

Tecwyn talks about his youngest son and another relative. As with Exercise B, ask your students to try to predict their answers before they listen.

1. Tecwyn's youngest son isn't **married**.
2. He lives with a **girl**.
3. She is what is called a '**common law** wife' in Canada.
4. They have a **three**-year-old son.
5. Tecwyn doesn't have any other **family** in Canada.
6. He has one **sister** who lives in **Wales**.
7. The interviewer has **met** her.
8. She's **younger** than Tecwyn.

3 Interesting Language Points (T12–T13)

You may wish to point out the 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. Contractions (T14)

Explain to your students that we use contractions in spoken English much more frequently than in written English. See if they can tell you the contracted forms of the following phrases and pronounce them correctly:

I am, you are, he is, she is, we are, they are, I have, you have, he has, she has, we have, they have, does not, do not

Ask your students to look at the following phrases and sentences taken from the interview and predict where Tecwyn or the interviewer use contractions.

1. a daughter **who is (who's)** 41

2. and **it is (it's)** a beautiful part of the world
3. **we have (we've)** got, you know, mountains, forests, seaside
4. we **do not (don't)** have those horrible winters
5. But **that is (that's)** two quite different things, **is (isn't)** it **not**?
6. **she is (she's)** a world traveller
7. **She will (She'll)** travel anywhere in the world.
8. **What is (What's)** she doing up there?
9. **There is (There's)** an Australian company that operates this Russian icebreaker
10. oh, **they have (they've)** been together about four years
11. **you have (you've)** met her
12. **She is (She's)** younger than I am.

Now listen to the excerpts and check whether the students predicted the correct contractions.

B. Recognising sentence stress (T15)

Explain that stressed words are the most important in spoken English because they carry the most meaning. Ask your students to underline, note down or call out the words they think Tecwyn stresses in the following extracts. Then ask them to listen to check their answers:

1. She spent the **war** years in Ireland.
2. we **worked** together in London
3. I **applied** to work for an Eastern Exchange **Bank**
4. I'd done a **tour** out in er, the **Far** East with the **army**
5. I was there for **four** summers and **five** winters.
6. Well, first of all it's the **climate**
7. And then **generally**, from November until the following April she'll **travel** anywhere in the **world**.
8. But er, **this** November she's, she has a job in **Antarctica**.
9. There's an **Australian** company that **operates** this **Russian icebreaker** which is also a **research** ship.
10. She's sort of a **people** person.

C. Assimilation

Canadians and Americans tend not to pronounce the *t* sound in certain words. Ask students listen to these examples:

(T16–T17)

She has her own little company.

She lives in the United States.

This non-pronunciation of the *t* sound appears especially when Canadians and Americans say numbers out loud. Listen to Tecwyn talking about his daughter's job on the icebreaker:

(T18)

and which carries about a hundred to a hundred and twenty-five paying passengers

D. Linking (T19)

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 often links with the start of the second word, making it sound as if the two words are one.

Linking also occurs when the consonant at the end of one word is the same as the consonant at the start of the next word. Give your students the following excerpts and ask them to mark where linking occurs:

1. her father **was** English, her mother **was** Irish
2. She spent the war **years** in Ireland.
3. How **did** I **get** into banking?
4. **That's** sort of a long story, I guess.
5. I **flew** into Toronto...
6. **What's** so nice about it?
7. he also **gets** involved in all **sorts** of other stuff as well
8. She **lives** in the United States.
9. she **looks** after those passengers
10. **She's** sort of a people person.

5 Further Language Development

A. Extension exercise

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

1. Have you **got** any children?
2. My grandfather **was** born in 1887.
3. Yesterday I **spent** three hours on the phone trying to book a holiday.
4. Let's try and meet **up** in the summer, when the weather's better.
5. You said you're a nurse. What does your husband **do**?
6. I always try not to get **involved** in my brother's arguments with his wife.
7. I'm not very **technical** – I just learned how to send text messages.
8. My sister can turn her **hand** to anything. You name it, she can do it.
9. You **must** be exhausted – you've been working on that report for hours.
10. On Thursdays my mother takes **care** of the children and my husband and I spend the evening together.
11. My brother is **divorced**, but he still sees his ex-wife.
12. I have just heard about some **research** that is being carried out into the effects of divorce on children.
13. Can you look **after** my cat while I'm on holiday?
14. The use of the voice is one of the **similarities** between teaching and acting.
15. I've **applied** for a new job, but I don't know if I'll get it.
16. Last night there was a pile-up on the motorway, so I ended **up** not getting home till midnight.
17. My brother used to work in New York, but he's just heard he's being **transferred** to Croydon, so he's not very happy.
18. There has been a **significant** rise in unemployment, according to reports.

19. Do you think you could stop your **bloody** dog barking all night?

B. Prepositions and adverbs

Ask your students to insert the correct preposition or adverb in these sentences based on vocabulary taken from Tecwyn's interview:

1. We were supposed to meet **up** at 8, but my train was late so I didn't get there until quarter past.
2. I've applied **for** a job **on** a ferry.
3. It was my turn to cook last night, but I got home so late we ended **up** getting takeaway pizza.
4. I haven't played tennis **in** years.
5. Mike's just heard he's being transferred **to** his company's New York office. He says he'll be really sad to leave London.
6. Simon's just been telling us **about** your holiday. It sounds fantastic.
7. I go to the gym about three times a week **on** average.
8. Our firm's involved **in** takeover talks at the moment, so I can't really take any time off.
9. I've been **at** the same firm since 2001.
10. His parents were so proud **of** him going to university that they bought him a car.
11. Don't worry about Petra – she can take care **of** herself.
12. Can you look **after** my bag while I nip to the loo?

C. The present continuous, the present perfect simple and the simple past

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

1. Oh no! I only (buy) **bought** this milk on Tuesday and it's already gone off.
2. I (meet) **have met** her a couple of times over the past few months.
3. We (go) **went** out for dinner last night to celebrate my pay raise.
4. We (save) **have saved** \$1,000 deposit for a new apartment already.
5. We (see) **saw** Brad at the party and he was asking after you.
6. David (pass) **passed** his driving test last week, so now he (look) **is looking** for a cheap second-hand car.
7. Sorry for not getting in touch earlier, but I (lose) **have lost** my mobile phone so I (have) **had** to get your number from Andy.
8. I (get) **got** this DVD last week, but we (see) **have seen** it already.
9. I (feel) **am feeling** a bit tired. Can we go out tomorrow instead?

6 Transcript (T20)

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 – Yasmin

1 Pre-Listening Comprehension

Introduction to Yasmin

This is an interview with Yasmin talking about her family. Yasmin originally comes from Pakistan, but she and her family came to live in the UK when she was four. Yasmin has worked as a teacher and a therapist and is currently doing a PhD comparing the position of women in Jewish, Christian and Muslim societies. Yasmin has a strong Huddersfield accent. The interview takes place in the interviewer's home in London.

Key lexis

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

- to be familiar with (something) – to know something well
- heroine – (in this case) the main female character in a book
- to rhyme – words which rhyme have a similar sound, e.g. house/mouse, lice/mice
- (a) share – a part of a larger amount of something which is divided among more than one person
- the Middle Ages – the period of European history from 1100 to 1453 CE
- exploring – travelling through and learning more about a place or country
- motivation – your personal reason for doing something
- courageous – brave
- succulent – pleasant, juicy
- a passer-by – somebody walking past the house
- to be passionate about (something) – to have a great interest in, or strong feelings about, something

A. Schema building

Ask your students to choose the correct answers.

1. **False** – The capital of Pakistan is Karachi.
2. **True** – Pakistan stretches from the Himalayas to the Arabian Sea.
3. **True** – Pakistan shares borders with Afghanistan, China, India and Iran.
4. **False** – The modern state of Pakistan was founded in 1947.

B. 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: The Islamic Republic of Pakistan

- The modern state was born out of the partition of the Indian sub-continent in 1947.
- Pakistan was created to meet the demands of Indian Muslims for their own homeland.

- Pakistan stretches from the Himalayas to the Arabian Sea

Statistics

Total area: 796, 095 sq km (excluding Pakistan-administered Kashmir 83,716) (UK 242, 514; USA 9.8 million)

Borders with: Afghanistan (2,430 km), China (523 km), India (2,912 km), Iran (909 km)

Population: 164 million (over 65% live in rural areas) (UK 61 million; USA 306 million)

Capital: Islamabad

Largest city: Karachi

Major languages: English, Urdu, Punjabi

Major religion: Islam

Life expectancy: 65 (men), 66 (women)

Currency: Pakistani Rupee

Gross National Income per capita: \$690 (UK \$37,600; USA \$43,740)

C. Normalisation (T21)

The aim of this exercise is to allow your students to become accustomed to Yasmin's voice. Ask them to listen to the first part of the interview and answer the following questions:

1. How did Yasmin travel from Seven Sisters to Walthamstow?
 - a) by bus
 - b) by car
 - c) by **Underground** ('by Tube')
2. Which two cities does Yasmin mention? **Leeds and Birmingham**

D. Anticipating the next word – aural (T22–T28) (T29–T35)

Listen to tracks 22–28 which have a word missing from each excerpt. Ask your students to guess what the missing word is. Accept anything which fits in the gaps. After they have guessed the words, play tracks 29–35 so that they can hear what the actual word was, and see how close they were.

- (T29) 1. I think my father was reading a novel.
- (T30) 2. when she was at school she was brilliant at maths
- (T31) 3. my dad might have been in his late 30s
- (T32) 4. I think they were so courageous in er, in um, making this huge change.
- (T33) 5. I can remember in the late 60s the winters used to be freezing.
- (T34) 6. there'd be several feet of snow
- (T35) 7. I've only ever been to Pakistan once in my life.

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 (T36)

In this first exercise, Yasmin talks about her brothers and sisters.

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. Yasmin's parents have **five** girls and one boy.
2. Nasreen is the **eldest** child and Shazia is the **youngest**.
3. Yasmin's **mom** finds English names really **difficult** to pronounce.
4. The second oldest daughter's name is P-**e-r-v-e-e-n**.
5. Yasmin's brother's name is S-**a-r-f-r-a-z**.
6. The youngest daughter's name comes from a **novel**.
7. Her name is S-**h-a-z-i-a**.

B. True/False (T37)

Yasmin talks about why her parents moved to England.

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

1. Yasmin came to England when she was a little girl. (T 'my parents brought me over when I was four')
2. Yasmin's parents moved to England from a big city in Pakistan. (F 'a village')
3. Yasmin's father had three older and three younger brothers. (F 'my father had six brothers.... And he was the eldest.')
4. Yasmin's father began working on a farm at the age of 12. (T 'he'd worked on the land since he was 12')
5. In Pakistan it seems only the oldest brother inherits the family's land. (F 'his feeling was that everybody would get a share of the land')

C. Gap-fill (T38)

Yasmin talks about her mother's feelings about moving to England. As with Exercise A, ask your students to try to predict their answers before they listen.

1. Yasmin says a lot of British and **French** people in the **Middle** Ages left their countries because they wanted 'to see the **wealth** and taste the **fruit**' of other parts of the world.
2. Yasmin's parents came to England to benefit from the **economy** and to find **work**.
3. Yasmin's **mother** didn't want to come to Britain at first.
4. She had been **brilliant** at **maths** when she was at school.
5. However, she was not **allowed** to **leave** the village to pursue an **education**.

6. This is why she was passionate about her **daughters** being **educated**.
7. She felt her daughters would have more of an **opportunity** in Britain.

D. True/False (T39)

Yasmin talks some more about her parents moving to England.

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

1. Yasmin thinks her parents were in their 20s when they left Pakistan. (F **'Maybe my mum was in her mid-30s...my dad might have been in his late 30s.'**)
2. Yasmin thinks her parents were very brave to come to England. (T **'I think they were so courageous in making this huge change...'**)
3. Yasmin says her parents are in their 60s now. (F **She talks about cold winters in the 1960s, not her parents being in their 60s.**)
4. Yasmin remembers very cold winters in England as a child. (T **'the winters used to be freezing'**)
5. On one occasion a neighbour had to help Yasmin's mother open the door because the lock was frozen. (F **a passer-by, not a neighbour**)

E. Questions (T40)

Yasmin talks about an incident from her childhood. Ask students to listen and answer the questions.

1. Who brought home a mango one day, when Yasmin was eight or nine years old?
Yasmin's father
2. How much did each child get to taste? **a slice**
3. Who went without? **Yasmin's mother**
4. What did Yasmin's parents keep in Pakistan? **a farm**
5. When did Yasmin last visit Pakistan? **about six years ago**
6. Where did Yasmin see masses of mango trees? **in the farm's orchard**
7. Which words does Yasmin use to describe the mangos? **'succulent' and 'fresh'**

3 Interesting Language Points

You may wish to point out the 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 sentence stress (T41)

Explain that stressed words are the most important in spoken English because they carry the most meaning. Ask your students to underline, note down or call out the words they think Yasmin stresses in the following extracts. Then ask them to listen to check their answers:

1. I've got two **older** sisters, then **myself**, and my **brother** and then two **younger** sisters.
2. my **mum** finds **English** names difficult

3. they wanted to **see** the um, **wealth** and taste the **fruit** of other parts of the **world**
4. so her **brothers** could **leave**
5. Actually they were not so **young**...
6. Maybe my mum was in her mid-**thirties**. My, my dad might have been in his **late** thirties.
7. the winters used to be **freezing**
8. my father brought **one** mango
9. I've only ever **been** to Pakistan **once** in my life...
10. and I was thinking, you know, **there** people sort of have...it's **nothing** to have three or four mangoes in one **day**

B. Pronunciation – *cup* /ʌ/ and *put* /ʊ/

Like many native speakers in northern England and the Midlands, Yasmin does not distinguish the /ʌ/ vowel sound found in the word *cup* in standard English from the /ʊ/ vowel sound found in *put*.

Ask your students to listen to how Yasmin pronounces the following words from the interview, and then pronounce them yourself in standard English:

(T42)

brother youngest young succulent

Can your students now imitate Yasmin's pronunciation, just for fun?

C. Linking (T43)

When a word ends in a consonant in spoken English and the next word begins with a vowel, or when one word ends in the same letter as the letter at the start of the following word, 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.

Play the following excerpts and ask your students to mark where linking occurs.

1. I've **got_two** older sisters...
2. I think **it's_all** to do with familiarity.
3. my mum **finds_English** names difficult
4. he'd **worked_on** the land
5. and taste the fruit of other **parts_of** the world
6. because of the morality there, I suppose, pertaining to **girls_and** women
7. I'll have to really work **this_out**.
8. there'd be several **feet_of** snow

D. Recognising individual words in a stream of speech – Dictation (T44–T51)

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

Play these excerpts from Yasmin'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.

(T44) 1. I mean, for instance, my mum finds English names difficult

(T45) 2. I think my father was reading a novel

(T46) 3. my parents brought me over when I was four

(T47) 4. she was not allowed to leave the village to pursue her education

- (T48) 5. and I can remember in the late 60s the winters used to be freezing
(T49) 6. I can remember when I was about eight or nine, my father brought one mango
(T50) 7. we all had a slice each and my mum didn't have one because she wanted us all to have more
(T51) 8. I've only ever been to Pakistan once in my life

5 Further Language Development

A. Gap-fill (T52)

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

Interviewer: How did you (1) get here today?

Yasmin: Oh, I came (2) by tube.

Interviewer: OK. Seven Sisters?

Yasmin: That's (3) right, yeah. So um, (*coughs*) Neil's ever so (4) considerate, so he (5) showed me the route from his home 'cos I'm not (6) familiar with the area. So (7) last night we (8) took a walk. 'Cos we'd been, I'd been (9) sitting in the car from, from Leeds and then to Birmingham, so (*coughs*) the idea was (10) we'd have a stretch and um, have a little walk and so he, he wanted to show me the route from his home. And I'm (11) notorious for getting (12) lost (*laughs*) and getting (13) confused with my left and my (14) right!

Interviewer: Well, I'll take you (15) back to the tube so you know you're safe.

B. Extension exercise

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

1. How are you getting home? Would you like a lift?
2. My best friend Claus is very considerate. He always remembers my birthday.
3. What's the best route to your house from the motorway?
4. When you've been sitting in front of the computer for hours it's a good idea to stand up and have a stretch.
5. My father is notorious for forgetting things. He even forgot my birthday!
6. Sorry, but I'm a bit confused. Please explain that again.
7. I find it very difficult to make time to relax. I tend to work too hard.
8. Have you come across a novel by Nicholas Drayson called *Confessing a Murder*? It's one of the best books I've ever read.
9. I think you'll find the word 'kir' in French rhymes with 'fear', not 'fir'.
10. Can you bring the rest of the shopping in from the car for me?
11. Until the Industrial Revolution in England, people used to work on the land, but then they started moving to the towns and cities.
12. A lot of people from Eastern Europe come to live in Britain to benefit from the higher wages here.
13. She's a really good actress, but she lacks motivation so she doesn't try hard enough to get work.
14. Ben didn't want to come to the party but I persuaded him by telling him there'd be lots of food!

15. My neighbour's son is **brilliant** at squash. He won the national under-15s championship last year.
16. When I was young we weren't **allowed** to have dessert until we'd eaten all our vegetables.
17. I can't **work** out how old Kim is. Is she 11 or 12?
18. When we were kids, we **used** to play terrible games like ringing people's doorbells and running away.
19. My key broke in the **lock** last night so I had to break a window to get in. Now I've got to find a locksmith who won't charge the earth.
20. I was **struggling** up the road with five bags of shopping yesterday afternoon when my neighbour stopped their car and offered me a lift. Wasn't that **considerate**?
21. The **climate** in New Zealand is similar to that of the UK, except the seasons are reversed.
22. Would you like another **slice** of cake?
23. Have you **ever** been to Seville? We're going there next week for a mini-break.
24. We've got **masses** of tomatoes growing in the garden. Would you like to take some home?

6 Transcript (T53)

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 – Scott

1 Pre-Listening Comprehension

Introduction to Scott

Scott is 23 years old and comes from Australia. He is currently living and working in London and has retained his Australian accent. In this interview he talks about his family back in Australia.

Key lexis

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

- great – really good, wonderful
- deceased – (formal English) dead
- lucky – fortunate
- (a) visa – (in this case) an ancestral visa – A visa is an endorsement which allows a person to stay or work in a country for a specific period of time.
- second generation Australian – someone whose parents were born in Australia, but whose grandparent(s) was/were born in another country
- a little bump (i.e. pregnant) – when a woman's stomach has grown a little bigger because of a baby

A. Schema building

Ask your students to choose the correct answers.

1. **True** – People from overseas make up one quarter of the population of Australia.
2. **False** – The capital of Australia is Sydney.
3. **False** – Australia is the third-biggest country in the world.

B. 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: Australia

- Australia is the sixth largest nation after Russia, Canada, China, the USA and Brazil.
- About 70% of the population live in 10 largest cities, mainly on the eastern seaboard and in the south-eastern corner
- People born overseas make up one quarter of population.
- Since 1945 over six million people have emigrated to Australia from around 200 countries.
- Quote from Bill Bryson, the travel writer: *'It has more things that will kill you than anywhere else.'*

Statistics

Total area: 7.7 million sq kms (UK 242, 514; USA 9.8 million)

Population: around 21 million (UK 61 million; USA 306 million)

Population density: 2.6 inhabitants per sq km (UK 246; USA 31)

Capital: Canberra

Largest city: Sydney

C. Normalisation (T54–T58) (T59–T63)

This exercise is designed to help your students get used to Scott's voice. Listen to tracks 54–58 which have a word missing from each excerpt. Ask your students to guess what the missing word is. Accept anything which fits in the gaps. After they have guessed the words, play tracks 59–63 so that they can hear what the actual word was, and see how close they were.

(T59) 1. I'm the middle child.

(T60) 2. I've got an older brother and a younger sister.

(T61) 3. He has travelled a little bit.

(T62) 4. Also my sister, obviously the youngest, but the first to get married.

(T63) 5. And they had their first overseas trip last year.

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 (T64)

In this first exercise, Scott talks about his immediate family. Ask students to listen and answer the questions.

1. Scott is 23 years old. How old is his sister? **She's 21.** ('about two years in-between each child')
2. What does Scott's brother work as? **He's a travel agent.**
3. Is Scott's brother a homeowner? **Yes.** ('and bought his own house')
4. How far does Scott's sister live from Scott's brother? **about 1½ kilometres (Scott's brother lives half a kilometre from his parents and Scott's sister lives about a kilometre the other way from his parents.)**
5. What did Scott's sister do before the two brothers? **She got married.** ('the first to get married')
6. How old are Scott's mum and dad at the moment? **59** ('both sort of um, approaching 60 now')
7. What had Scott's parents never done until last year? **They had never been overseas.** ('they had their first overseas trip last year')
8. Who does Scott call regularly? **his mother** ('I try to get on the phone to mum as often as I can')

B. True/False (T65)

Scott talks about his grandparents.

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

1. His maternal grandfather's name doesn't sound very Scottish. (F **'her dad was from, was from a Scottish background, so his name was Fergus McAlpin. It doesn't get much more Scottish than that.'**)
2. Scott's maternal grandfather was born and grew up in Scotland. (F **'certainly both my mother's parents were born in Australia.'**)
3. Scott's paternal grandfather came to Australia from England when he was a teenager. (T **'my dad's father was actually born in England. He moved to Australia when he was about 15.'**)
4. Only one of Scott's grandparents was born in England. (T **'And I'm lucky that my grandparent was born in England...'** singular, not plural)
5. Australian citizens don't need a visa to live and work in the UK. (F **'I'm lucky that my grandparent was born in England 'cos that, that's allowed me to get the ancestral visa to stay here.'**)
6. Scott's grandparents always used to make the children eat healthily. (F **'they were typical grandparents...spoiling their grandchildren and taking them to McDonald's at any opportunity.'**)
7. Scott's grandparents had their children quite late in life. (T **'I guess they had their children reasonably late for their generation...'**)
8. Scott's grandparents all died within 10 years of each other. (F **'And they all passed away within about four or five years of each other...'**)
9. Scott is pleased that none of his grandparents had to spend years on their own. (T **'And they all passed away within about four or five years of each other which um, in a way was, was really good 'cos you can see that um, when one's left for a long time they can tend to get quite lonely, so it wasn't such a bad thing to see them um, all go off very happy and after a good life.'**)

3 Interesting Language Points

You may wish to point out the 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 sentence stress (T66)

Explain that stressed words are the most important in spoken English because they carry the most meaning. Ask your students to underline, note down or call out the words they think Scott stresses in the following extracts. Then ask them to listen to check their answers.

1. I come from a family of **five**...
2. so three children and I'm the **middle** child
3. so I've got an **older brother** and a **younger sister**
4. and a **mother** and a **father** who are still both **alive**
5. Also my **sister**, obviously the **youngest**, but the **first** to get **married**.

6. And my parents are both sort of um, approaching 60 now.
7. and I'm lucky that my grandparent was born in England
8. I guess they had their children reasonably late for their um, generation
9. my parents certainly had us quite late for their generation

B. Recognising individual words in a stream of speech – Dictation (T67–T70)

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

Play these excerpts from Scott'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.

- (T67) 1. and a mother and a father who are still both alive
- (T68) 2. back home, where he was born and grew up
- (T69) 3. Also my sister, obviously the youngest, but the first to get married.
- (T70) 4. I try to get on the phone to mum as often as I can because I know she appreciates it and does miss me

Scott pronounces these four excerpts with a definite rhythm pattern. As a follow-up exercise ask you students to mark the stressed words.







C. Rising and falling intonation (T71)

Traditionally students are taught that the speaker's voice falls at the end of statements and this is, indeed, the case with many British native speakers of English. However, it is worth pointing out to your students that many younger British native speakers and native speakers from Australia and New Zealand tend to have a rising intonation pattern at the end of statements.

Some people think it sounds less dogmatic when a speaker raises his or her voice at the end of a statement because it includes the listener, in that the listener is invited to indicate either verbally or physically that they have understood, or are following, the speaker. However, it can be stressful for the listener who then feels under pressure to indicate over and over again that they are actively listening.

Because Scott has lived in London for a while he uses both intonation patterns and this is a good exercise for raising your students' awareness of these two intonation patterns.

Ask your students to listen to these excerpts and mark with arrows where Scott's voice rises or falls at the end of each excerpt:

1. I come from a family of five...
2. and a younger sister
3. and my parents are both sort of um, approaching 60 now
4. And they had their first overseas trip last year.
5. all my grandparents are now deceased
6. certainly as a child I had four grandparents

5 Further Language Development Practice

A. Extension exercise

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

1. I don't like it when my brother and his wife argue because I always get caught in the **middle**.
2. You have to put in a lot of **effort** to learn a language.
3. One of the perks of being a **travel agent** is that you get a discount on flights and package trips.
4. I was born in Ankara, but I **grew up** in Istanbul.
5. We **ended up** not getting home till gone midnight.
6. Mia is leaving work in September because she's **expecting** a baby.
7. We're really **grateful** to you for letting us stay with you and it was **great** to see you both again.
8. I'm sorry, she's **on** the phone. Can she call you back?
9. My grandfather really **appreciates** you doing his shopping now he can't drive any more.
10. I love living in New York, but I do **miss** my family and friends back in Britain.
11. I'm usually really **lucky** at cards.
12. I think you need a **visa** to work in the USA.
13. My grandfather on my mother's **side** unfortunately **passed away** before I was born.
14. London can be a very **lonely** place, even though you're always surrounded by loads of people.

B. The present simple and continuous, the simple past and the present perfect simple

Ask your students to put the verbs in brackets into the appropriate tense.

1. Have you got any aspirin? I think I (get) **am getting** a headache.
2. This is the third time I (have) **have had** French fries this week!
3. I always (sing) **sing** when I'm in the shower.
4. Paul (stay) **stayed** at our place last night.
5. Robert (walk) **is walking** from Land's End to John O'Groats this coming summer to raise money for charity.
6. Generally I (read) **read** when I'm on the train, but I was so tired last time I (take) **took** one that I (fall) **fell** asleep even before the train had left the station.
7. I (get) **am getting** really fed up with work. I (think) **think** it's time I (got) **get** another job.
8. We (not see) **have not seen** Simon since he (go) **went** to work in Spain. Is he still there, do you know?
9. Paul (give up) **has given up** smoking at last. I'm really proud of him. I never (think) **thought** he'd do it.
10. We (have) **are having** a party next Saturday. Can you make it? It (be) **has been** ages since we last (meet) **met**.

C. Transformations

Ask your students to change the words in each bracket which Scott uses in his interview to form a word which fills the gap.

1. Don't forget – I shall be following your progress **closely**. (close)
2. He's not a difficult child, but he is very **lively**. I don't know where he gets his energy! (alive)
3. A lot of younger people in Britain think **marriage** is a bit old-fashioned these days. (married)
4. The 19th century saw the **growth** of the middle classes in Europe. (grew)
5. I don't like **travelling**. I prefer to stay at home. (travelled)
6. Can't you work it out? The answer's **obvious**. (obviously)

7. This road's so **bumpy**. I wish they'd fill in all the potholes. (bump)
8. I love this time of year when the leaves start **turning** red and yellow. (turns)
9. We're trying to eat more **healthily** these days, so we have lots of salads and fresh fruit and vegetables. (health)
10. My brother's studying **photography** at art school. (photos)
11. My grandmother always took great **pride** in her appearance. (proudly)
12. **Missing** you already! (miss)
13. In Germany universities students show their **appreciation** of a good lecture by banging the tables with their knuckles. (appreciates)
14. Thank you very much for all your **support** over the past few weeks. (supporting)
15. This is the **actual** spot where I tripped. You can see how uneven the sidewalk is. (actually)
16. James was very **spoiled** as a child because he was the only boy with four elder sisters. (spoiling)
17. What is the **meaning** of the Latin saying 'Carpe diem'? (mean)
18. We **guessed** you'd be hungry when you got home so we ordered a pizza. (guess)
19. The asking price is £250,000, but that's quite **reasonable** for a house in this area. (reasonably)
20. Wishing you good health and **happiness** in the coming year. (happy)

6 Transcript (T72)

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 – Carol

1 Pre-Listening Comprehension

Introduction to Carol

This is an interview with Carol talking about her family. Carol comes from Dublin, the capital of the Republic of Ireland, which is also known as Eire. Although she has lived in London for over 10 years, Carol still has a strong Irish accent.

Key lexis

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

- (a) drawer – a storage compartment which slides in and out of a desk or other piece of furniture
- to get on well – to have a good relationship with someone
- (an) adrenaline rush – excitement which increases your awareness and senses
- moody – when someone's mood is very changeable; sometimes they're cheerful and sometimes they're depressed
- (a) sugar daddy – an expression used to describe a man who is having a relationship with a much younger woman
- handy – convenient

A. Schema building

Ask your students to choose the correct answers.

1. **False** – The currency of the Republic of Ireland is the Irish pound, or punt.
2. **True** – The capital of the Republic of Ireland is Dublin.
3. **False** – The patron saint of the Republic of Ireland is St. Paul.

B. 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: The Republic of Ireland (or Eire in Irish)

- Ireland was under British rule until 1921, when years of protests and violence resulted in the British government's decision to divide the country, known as 'partition'.
- The 26 predominantly Catholic counties in the south became the independent Republic of Ireland.
- The six predominantly Protestant counties to the north became Northern Ireland.

Statistics

Total area: 70,182 sq km (UK 242, 514; USA 9.8 million)

Population: around 4.3 million (UK 61 million; USA 306 million)

Capital: Dublin

Currency: the Euro

Major languages: English, Irish

Major religion: Roman Catholic

Patron saint: St. Patrick

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. True/False (T73)

In this first exercise, Carol talks about her family back in Ireland. Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Carol has five brothers and sisters. **(T She has a sister and a brother here and two sisters at home and a brother at home.)**
2. Despite living in England for 10 years, Carol still calls Ireland 'home'. **(T Interviewer: 'So you still call Ireland home?' Carol: 'Oh yeah. Always will be.')**
3. Carol grew up in a village just outside Dublin. **(F She grew up 'just outside the city centre, but it was Dublin'.)**
4. Carol's brothers and sisters and her parents lived in a huge house. **(F They lived in a two-bedroomed house.)**
5. Carol jokes that she and her brothers and sisters were too poor to sleep in beds. **(T 'We slept in a drawer.')**
6. Carol was 44 years old at the time of the interview. **(T She says her older sister is 54, 10 years older than her.)**
7. Carol has a good relationship with her sister in England. **(F The interviewer asks if Carol gets on well with her sister over here and Carol replies 'No! No, not at all. She then says she sees her 'as little as possible'.')**
8. Carol hardly ever goes back to Ireland. **(F Carol says she goes back to Ireland 'probably twice a year'.)**

B. Questions (T74)

Carol talks about her children and her partner. Ask students to listen and answer the questions.

1. What are the names of Kim's brothers? **Thomas and James**
2. What did Kim finish in May? **her police training**
3. Who does Kim like? **She likes the people she works with.**
4. What does she never feel in her new career? **bored**
5. Does she earn more money now than in her last job? **Yes ('Better than what she was paid in her last job.')**
6. Where did Kim work before she began her new career? **in the law courts**

7. Who works in the same place as Kim used to? **Kim's brother James**
8. Which part of Carol's partner's body does she describe as 'nice'? **his teeth**
9. What is her partner's job? **He's a pub manager.**

3 Features of an Irish Accent (T75–T80)

You may wish to point out the 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 Language Development

A. Extension exercise

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

1. I **grew** up in Southampton, but I moved to London when I was 18.
2. We live five minutes from the station, so it's very **handy** for getting to work.
3. It's impossible to drive into the city **centre** on Saturdays because the traffic's so bad.
4. I'm lucky because I **get** on well with everyone I work with.
5. What time did you get **home** on Friday?
6. I was **paid** £8 an hour in my last job, but I get £10 an hour here.
7. Pavel is very **laid** back. He never gets stressed about anything.
8. I can't open this **drawer**. It seems to be stuck.
9. My cousin is **training** to become a journalist.
10. I'm **still** at work. I'll call you when I'm leaving.
11. We **used** to go fishing here when I was a kid.
12. Tell me **about** your holiday. Anders said you'd been to Seville. I bet it was fantastic, wasn't it?
13. I'm so **bored**. Can't we go out or something?
14. I find Pierre very **moody**. Sometimes he's really friendly and you can have a nice chat and then the next day he won't even say hello.

B. Prepositions and adverbs

Ask students to choose which preposition or adverb in the box fits each gap in these sentences based on Carol's interview. The words are listed in the box to help them. Some of them are used more than once.

1. What's your book **about**?
2. Have you heard what happened **to** Tim on holiday?
3. I'm going to stay **in** tonight. I'm too tired to go **out**.
4. Sorry, I left my homework **at** home.
5. There's a fantastic Thai restaurant **in** the city centre, so we could go there if you like.
6. Why don't you come **over** here and sit **with** us?
7. I'm very lucky because I get **on well** with my wife's parents.
8. How **long** did you spend in Sweden?
9. I don't **often** go out during the week because I have to get **up** early to go **to** work.

10. What does your girlfriend work **as**?
11. I haven't seen Paul **since** he started going out **with** Susanna.
12. I'm getting bored **with** work. I think it's time I looked **for** another job.
13. The Government is trying to encourage students to stay **in** school **until** they're 18.
14. I'm not used **to** going so fast. Could you slow down a bit, please?
15. Doesn't Sarah look **like** her mother?
16. David's mum is the manager **of** the gym I used to go **to**.

5 Transcript (T81)

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 – Barbara

1 Pre-Listening Comprehension

Introduction to Barbara

This is an interview with Barbara talking about her family. Barbara was born and brought up in Paderborn in northern Germany. She studied English at the University of Constance and speaks it almost fluently, although she does have a slight German accent. She also speaks fluent Spanish.

Key lexis

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

- a scholarship – a sum of money which is given to someone by an educational organisation to help pay for their education
- silver wedding (anniversary) – the 25th anniversary of a wedding
- to be retired – A person who has retired has stopped working, usually because of their age
- organist – a person who plays the organ
- romantic – When something is romantic it generates a warm feeling associated with love.

A. Schema building

1. **True** – Germany is the largest European Union member state in terms of population.
2. **False** – Germany shares borders with four other European countries.
3. **True** – Germany has the largest economy in Europe.
4. **False** – Germany does not have any beaches.

B. 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: The Federal Republic of Germany

- Germany is the sixth largest country in Europe following reunification with East Germany in 1990.
- It also has the largest population of any European Union member state.
- Germany has the largest economy in Europe, and is currently believed to be the fourth largest economy in the world.
- Germany comprises 16 states (known as Länder), such as Bavaria and Saxony, all with very distinct identities.

Statistics

Total area: 357,027 sq km (UK 242, 514; USA 9.8 million)

Borders with: The Netherlands, Belgium, France, Switzerland, Austria, Czech Republic, Poland, Denmark, the North Sea and the Baltic Sea

Population: around 82.5 million (UK 61 million; USA 306 million)

Capital: Berlin (3.3 million)

Major cities: Hamburg (around 1.7 million inhabitants) and Munich (around 1.2 million)

Major religion: Christianity (Catholic and Protestant)

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. Questions (T82)

In this first exercise, Barbara gives some personal information. Ask students to listen and answer the questions.

1. Can you spell Barbara's surname? **Isenberg**
2. What is the name of her street? **Linnebornweg**
3. What is the postcode/zipcode? **33100**
4. What is Barbara's home telephone number? **05251 55229**

B. Gap-Fill (T83)

Barbara talks about her husband and children.

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. Barbara's **husband** comes from **Chile**.
2. Barbara's two sons are **14** and **17** years old.
3. Barbara says her sons are very **lively**.
4. They love **playing** with **computers**.
5. Barbara's husband **works** in computing which is why they have **five** computers at home.
6. She has never played **games** on a computer.

C. True/False (T84)

Barbara talks about her husband, parents and brother. Ask your students to listen and decide if each statement is True (T) or False (F). Remind them to give reasons for their answers.

1. Barbara's husband came to Germany on a scholarship to study. (T **'he came over on a scholarship to study electronical engineering'** [sic – electrical engineering])
2. Barbara and Miguel will celebrate their silver wedding anniversary in two years' time. (T **Barbara says it's almost their silver wedding as they've been married for 23 years.**)
3. Barbara's parents live in a house not far from Barbara and her family. (F **They live in a flat.**)

- Barbara's brother is a priest in a church. (F 'He's working as an organist in church.')
- Barbara's brother also writes novels. (F 'he's specialising in writing books on organs all over the world' i.e., He writes non-fiction books, not novels.)

3 Features of a German accent (T85–T89)

You may wish to point out the 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 Language Development

A. Extension exercise

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

- My husband **comes** from Pakistan.
- I've got **quite** a lot of cake left. Would you like to take some home?
- We are celebrating our **silver** wedding anniversary next year. Honestly, after 25 years with James I think I deserve a medal!
- My wife **works** in banking and I'm self-employed.
- The reason I want to quit my job, to be **honest**, is that I know I could get much more money working somewhere else.
- My father **retired** last year and now he spends all his time gardening.
- We have been **married** for six years, but we've actually known each other for nearly 10 years.
- My husband's very **romantic**. He buys me flowers every Friday because that's the day we met.
- Her children are very **lively**. They never stop bouncing around. I'd love to know where they get their energy from!
- Who's Petra going out with at the **moment**?
- I saw Kim in the market today, by **chance**.
- How do you **spell** your surname? Is it with one T or two Ts?
- Sam's really good with figures, so we're both hoping he'll be an **accountant** when he grows up and look after us in our old age.
- We've just got a studio **flat** at the moment so we're looking for somewhere bigger now that I'm pregnant.
- My cousin's eldest boy is a **professional** footballer down in London.
- I knew Victoria Beckham before she was **famous**.

B. Transformations

Ask your students to change the words in each bracket which Barbara uses in his interview to form a word which fills the gap.

- These aren't wrinkles – they're laughter **lines**! (line)
- Stop **playing** computer games and go out and get some fresh air! (play)
- I **honestly** think you shouldn't wear brown. It doesn't suit your colouring. (honest)

4. I've been working so hard for the last few weeks that last night I stayed in and **indulged** myself with a hot bath and a tub of ice cream. (indulge)
5. The atmosphere was **electric**. (electronical)
6. Is Julian going to be at the **meeting**? (met)
7. They say the art of **romance** is dead, but I don't believe that for a minute! (romantic)
8. Do you have an **account** with us, madam? (accountant)
9. One of the best things about taking early **retirement** is that you're still fit enough to do all those things you wanted to do but never had time for when you were working. (retired)
10. Both my sister's children are very **musical**, but my two are both tone deaf. (musician)
11. I still think teaching is a good **profession** for a young woman. (professional)
12. He went to seek his **fame** and fortune in Hong Kong when he was a young man. (famous)
13. Have you **invited** Petra to the party? (invitations)
14. What's the **difference** between Cheddar cheese and Monterey Jack? (different)
15. My cousin works in a hospital in Chicago. He's a **specialist** in mental health. (specialises)

5 Transcript (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 6 – Andrew

1 Pre-Listening Comprehension

Introduction to Andrew

Andrew is 20 and comes from East London. He is a student, but he is currently on a gap year, i.e., he is working for a year in an area related to his degree subject before returning to university. Andrew has quite a strong East London accent.

Key lexis

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

- (a) baguette – a large filled roll where the bread is part of a long, thin French loaf
- assignments – university projects
- a placement year – a year when a student takes a year out from their degree course and works in an area related to their degree subject
- scouts – an organisation for young boys that teaches them practical skills
- (to) hang out with – to spend your free time with friends, not doing anything special, just enjoying being together
- the Marshes – A marsh is an area of flat ground near a river or lake. The area where Andrew lives in east London is famous for the Marshes – a large area rich in wild life and situated near a river.

A. Schema building

Ask your students to choose the correct answers.

1. **True** – London was founded by the Romans in AD43.
2. **False** – The world's first metro system – the London Underground – was created in 1883 and it is still expanding.
3. **False** – The population of London is around 12 million.
4. **True** – Almost a third of the people living in London were born outside the UK.

B. 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: London

- London was founded by the Romans in AD43 and there has been a settlement there ever since.
- The core of London is the small area contained within the medieval walls and is known as the City or the Square Mile.
- The City of London is one of the world's leading financial centres.
- London has four World Heritage Sites: the area including the Houses of Parliament and Westminster Abbey, the Tower of London, Greenwich and the Royal Botanical Gardens in Kew.

- Following the Great Fire of London in 1666, wooden buildings were replaced by buildings of stone and brick and St Paul's Cathedral was built.
- The world's first metro system – the London Underground – was created in 1863 and is still expanding.
- During World War II, more than 30,000 Londoners lost their lives in German bomb attacks, including the Blitz – a period of sustained bombing of London and other cities from September 1940 to May 1941. Large areas of London were destroyed and were subsequently rebuilt in a variety of architectural styles.
- The London area sits inside the orbital motorway, the M25.
- In the decades following World War II, London attracted immigrants from many of the Commonwealth countries and elsewhere. London is now one of the most racially and culturally diverse cities in the world, with almost a third of the population of Greater London having been born outside the UK.

Statistics

Total area: 1,579 sq km

Population: almost 8 million

Population density: 4,761 per sq km (10,292 New York)

C. Normalisation (T91)

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 exercise is a corrections exercise based on the start of the interview.

Ask your students to listen and correct the mistakes in these statements:

1. The interview probably takes place on a weekday morning.
Answer: It probably takes place on a weekday evening because the interviewer says: 'Andrew, you've just come home from work.'
2. It takes Andrew about 20 minutes to get ready to leave for work in the morning.
Answer: Andrew says: 'That gives me exactly half an hour to get ready...'
3. He takes the bus to Finsbury Park station.
Answer: Andrew says he has to: 'get the train to Finsbury Park'
4. He usually has to wait five minutes for the train from Finsbury Park.
Answer: Andrew says he has to: 'Wait there for about 20 minutes...'
5. He works in Welwyn Golden City.
Answer: Andrew says he works in: 'Welwyn Garden City'

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 (T92)

Andrew talks about a typical workday from start to finish. Ask your students to listen and answer the questions.

1. We know Andrew leaves home at 7.30 and then takes two trains to get to work, so what mistake does he make about the time he arrives for work? **He says he gets to work at 20 to 8-ish, but logically he means 20 to 9-ish.**
2. What does he do before he starts work at 9 o'clock? **He has his breakfast.**
3. Why hasn't he been having lunch for the last few days? **Because it's been very busy (at work).**
4. Does he have a cooked meal at lunchtime? **No. He goes to Greggs (a famous chain of bakeries) or a sandwich place and has a baguette or something. (i.e. something similar to a baguette)**
5. How long does he work after lunch? **from 2 to 5.30/for 3½ hours**
6. Does he ever do overtime? **Yes. ('sometimes I've had to stay late')**
7. What time is his train back to Finsbury Park? **at 10 to 6/at 5.50**
8. If he misses that train, what time is the next one? **6.20 (If he misses the first one [the 5.50] he says the next one is half an hour later.)**
9. How far is the train station from his workplace? **It's a five-minute walk.**
10. What time does he usually get home from work? **at about 6.30**
11. Does he cook his own dinner? **No. ('once I get in usually my dinner's ready', so someone else cooks it for him.)**
12. Who does he sometimes see in the evening? **friends**

B. Gap-Fill (T93)

Andrew talks about what he does in his free time.

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. Because Andrew is on a placement year, he has some **assignments** to do.
2. The university likes him to keep a **logbook** which he has to **update** regularly.
3. He has also got to write an **essay**.
4. If Andrew doesn't go out or study, he'll watch a **film** at home.
5. He has a **laptop** in his **bedroom** with a games console.
6. He normally goes **out** on a Saturday and sees his **friends**.
7. Sometimes he goes to the **park** with his friends.
8. If he doesn't go out on a Saturday, that means he must be **ill**.

C. Questions (T94)

Andrew talks about the things he gets up to with his friends. Ask your students to listen to this chunk of text from the interview. It contains a number of errors. Ask them to listen to Andrew and correct the 12 pieces of incorrect information:

Interviewer: OK. You said you've got um, you've got three groups (**1 different groups**) of friends. What, what are they – friends from college (**2 school**) or friends from university, or...?

Andrew: There's... well, the friends from university are in Fermingham (**3 Birmingham**), but I do go up (**4 pop up**) and see them every now and then, like, like this year, 'cos I'm not in Birmingham this month (**5 this year**), obviously. Um, but I've got people from college, got

guys (**6 people**) I met er...I used to go to scouts and there's people that I still sort of speak to (**7 talk to**) from that and er, other people I've met along the way, that I sort of hang out with.

Interviewer: Right. You talked about hanging out in the past (**8 the park**). Do you, do you go out dancing (**9 clubbing**) or?

Andrew: Oh, um, yeah, we go to the bar (**10 the pub**) quite a lot er, sort of. By the park I meant like er, we'll go down the Marshes. Sorry, I should have elaborated on that. We'll go down the Marshes and we might play Frisbee or something. Might just sit around and talk. Er, to keep ourselves busy (**11 occupied**), really. Just have fun.

Interviewer: Not getting into trouble.

Andrew: Not getting into trouble, no! Too good (**12 Too old**) for that.

3 Interesting Language Points (T95–T98)

You may wish to point out the following 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 in the future.

4 Further Listening Practice

A. Recognising individual words in a stream of speech – Dictation (T99–T103)

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

Play these excerpts from Andrew'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.

- (T99) 1. But the past few days I haven't been having lunch
- (T100) 2. the one after that's half an hour later
- (T101) 3. once I get in usually my dinner's ready
- (T102) 4. they want me to keep a logbook of what I'm doing
- (T103) 5. I'm pretty much always out on a Saturday

B. Features of an East London accent

1. Not pronouncing the initial letter *h*- of words (T104)

Andrew often leaves the letter *h*- off at the beginning of words, as in these excerpts:

That give me exactly 'alf an hour to get ready...

I don't usually 'ave breakfast then

I take the whole hour if I do 'ave lunch

a separate essay that I 'ave to do

After you play each excerpt, read out the excerpt yourself in standard English. Can your students hear the difference?

2. The glottal stop (T105)

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*.

Andrew uses a glottal stop instead of the *t* sounds in the following excerpts.

I get up at seven o'clock every day.

Welwyn Garden City where I work

relax for a bit

the one after that's half an hour later

once I get in

I'm pretty much always out on a Saturday.

After you play each excerpt, read out the excerpt yourself in standard English. Can your students hear the difference?

5 Further Language Development

A. Extension exercise

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

1. I've **just** made a pot of coffee. Would you like a cup?
2. Aren't you **ready** to go yet? We said we'd leave 10 minutes ago.
3. How do you **get** to work? Bus or Tube?
4. What would you like me to **bring** to the party? I don't want to turn up empty-handed.
5. I find the best way to **relax** is to read in the bath.
6. I'm a **bit** cold. Can you put the heating on?
7. It's really **busy** at work at the moment because so many people are off with 'flu.
8. She's got a two-hour **gap** between appointments on Tuesday, so we could have the meeting then.
9. We need to **update** our computer system. We're still using Windows 98.
10. I don't go out now as **much** as I used to when I was a student.
11. I don't like **staying** in on a Friday night – do you?
12. I need to **pop** out to the shop for some bread, but I'll be back soon.
13. She **met** Pierre when she was on holiday in Paris.
14. Usually on a Saturday night I just **hang** out with friends and have a laugh.
15. Sorry, I **should** have told you I'm a vegetarian. I'll be fine with just the salad.
16. We didn't go out in the end. We just sat **around** and talked.

B. The present perfect simple and the present perfect continuous

Ask your students to choose whether the verbs in brackets should be in the present perfect simple or present perfect continuous:

1. You (wear) **have been wearing** that shirt since Monday. I think it needs washing.
2. Jill (lose) **has lost** 10 kilos since she went on that diet.

3. (see) **Have** you **seen** the new Toy Story film yet?
4. I (try) **have been trying** to write this report since last week and I still (not finish) **haven't finished** it.
5. We (not have) **haven't had** a holiday since 2008.
6. Paul (take) **has been taking** a lot of time off work lately. I think I'd better have a word with him.
7. I (have) **have had** five interviews this month.
8. We (wait) **have been waiting** for hours!
9. Our neighbours (not speak) **haven't spoken** to us since we complained about their dog barking.
10. I know this will come as a shock, Dad, but I (decide) **have decided** to quit work and go back to university.
11. Sorry for not getting in touch, but I (feel) **have been feeling** a bit low lately.
12. You can go out when you (finish) **have finished** the washing up.

C. Transformations

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

1. I don't think your cunning plan is (work) **working!**
2. Have you (get) **got** some spare change, please?
3. Oh no! A filling's just fallen out of my (teeth) **tooth!**
4. Is it (usually) **usual** to have Yorkshire pudding with roast lamb?
5. Chris is (train) **training** for the New York marathon at the moment.
6. This is the (early) **earliest** meeting I've ever had.
7. Have you (bring) **brought** your swimming trunks?
8. You should try yoga. It's very (relax) **relaxing**.
9. These figures need (update) **updating** when you've got a moment.
10. My parents (separate) **separated** when I was 10.
11. Have you (work) **worked** out the answer yet?
12. I haven't (feeling) **felt** this tired in ages.

6 Transcript (T106)

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 – Tammy

1 Pre-Listening Comprehension

Introduction to Tammy

You are going to listen to Tammy talking about a typical day. Tammy is a theatre sister (i.e. a senior nurse in charge of an operating theatre) in a busy London hospital. She comes from Canada, but she moved to the UK 17 years ago. However, she has kept her Canadian accent.

Key lexis

Teach your students the following lexical items or elicit their dual meanings, where appropriate. The definitions given below are the meanings of these words in the context of the interview:

- (a) patient – a person receiving medical treatment
- (a) sister – a senior nurse with responsibility for an operating theatre or hospital ward
- (a) theatre – an operating theatre (a special area in a hospital where surgeons carry out operations)
- Recovery – the area where patients are sent after an operation
- kit – equipment

A. Schema building

Ask your students to choose the correct answers.

1. **True** – Canada is the second-largest country in the world in terms of area.
2. **False** – The population of Canada is around 60 million.
3. **True** – Nearly 25% of all the fresh water in the world is in Canada.
4. **False** – The largest city in Canada is Vancouver.
5. **True** – Forests cover about half of Canada.

B. 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 ¼ 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

C. Normalisation (T107)

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 exercise is based on the start of the interview.

1. What time does Tammy get up? **at about quarter to seven**
2. What pets does she have? **at least two dogs**
3. What does she do before she gets dressed? **She has a shower.**
4. Who does she give some milk to, after she's made her coffee? **her dogs**

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. True/False (T108)

Tammy talks about her mornings.

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

1. Tammy always has breakfast before she goes to work. (F 'sometimes have breakfast, sometimes don't, depends on how I feel')
2. She listens to the radio news every morning. (F 'I sit and watch the morning news')
3. She leaves her home at between quarter and ten to eight. (T 'I go to work about quarter to eight, ten to eight')
4. She knows what operations are planned from the day before. (F 'once I get to work I find out what we're doing')
5. She doesn't usually have a break in the morning because she's too busy. (T 'Don't tend to have a break in the morning 'cos it tends to be non-stop or there's always problems to sort out.')

B. Gap-Fill (T109)

Tammy talks about her afternoons.

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.

Typically get about 10, 15 minutes for **lunch** and then get back, back to it and send **early** if I can and try to get **patients** through as quickly and as **efficiently** as possible. Try to have a bit of a **laugh** with them 'cos they usually come up they're quite **scared**. Er, once the last patient's **out**, I make sure everything's **OK** in Recovery, **get changed**, go **home**, take the dogs out for a **walk**.

C. Questions (T110)

Tammy talks about her evenings. Ask your students to listen and answer the questions.

1. What do you think the word *knackered* means in the first full sentence? **tired/exhausted**
2. Which two sports does Tammy play regularly? **hockey and rugby**
3. What is the latest Tammy goes to bed during the week? **12/midnight**
4. How much sleep does she get if she's lucky? **four hours**
5. How much sleep can she usually manage on? **a couple of hours**

3 Interesting Language Points

You may wish to point out the following 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 in the future.

4 Further Listening Practice

A. 'cos instead of *because* in fast, informal spoken English (T111)

When we are talking quickly, we often say 'cos instead of *because* as it's shorter and easier to say. Listen to Tammy:

give the dogs a bit of milk 'cos that's what they're waiting for

Don't tend to have a break in the morning 'cos it tends to be non-stop or there's always problems to sort out.

Tammy: *I'll be lucky if I get four hours' sleep!*

Interviewer: *Why?*

Tammy: *'Cos I just don't sleep very well.*

B. Two classic intonation patterns

1. Intonation for lists

Tell your students that when we are giving one piece of information after the other, the standard intonation pattern is for the voice to rise with each piece of information and to fall on the final piece of information. This final fall occurs to alert the listener to the fact that the list of information has come to an end. Read out this example:

'I need six first class stamps, two second class stamps, one stamp for a letter to Europe and one 69p stamp.'

Now ask your students to look at these examples and predict with arrows where they will hear a rise or fall. Then read the examples aloud so that they can check their answers.

'We'd like three coffees, two teas and a Coke, please.'

'I know Germany quite well. I've been to Berlin, Hamburg, Dresden and Leipzig.'

2. Intonation for statements

The standard intonation pattern with statements is for the voice to fall at the end, although many younger British native speakers, New Zealanders, Canadians, and North Americans often go up at the end of statements.

When Tammy is giving various pieces of information about a typical day, her voice tends to rise each time. However, towards the end of the interview her voice falls when she is making statements. The following exercise is designed to train students to identify whether they hear a rise or fall in the speaker's intonation.

Ask your students to listen and mark with arrows whether they hear a rise or fall at the end of each statement:

(T112)

1. I get up about quarter to seven
2. might go to rugby, depending on how I'm feeling
3. I get up and have a shower and then I get dressed
4. and then go to bed
5. give the dogs a bit of milk 'cos that's what they're waiting for
6. sit and watch the morning news
7. I'll be lucky if I get four hours' sleep
8. once I get to work I find out what we're doing

C. Features of a Canadian accent 1: *en* instead of *and* (T113)

Canadians and North Americans tend to say *en* rather than *and* in fast informal speech. Listen again to Tammy:

I get up and have a shower

then get back, back to it and send early if I can and try to get patients through as quickly and as efficiently as possible

D. Features of a Canadian accent 2: leaving off the final -g of words ending in -ing (T114)

Some Canadians and Americans tend not to pronounce the final -g in rapid speech. Listen to Tammy:

OK. I get up about quarter to seven in the mornin'. The dogs don't wake me up. They don't get out of bed till I make coffee.

I sit and watch the mornin' news...

E. Features of a Canadian accent 3: 'em instead of them in fast speech (T115)

Instead of saying *them* in rapid speech, Canadians, Americans, and many British speakers often shorten this to *'em*. Listen again to Tammy:

Depending on how knackered I am, I'll take 'em for a long walk or a short walk.

F. Features of a Canadian accent 4: couple of and coffee (T116–T117)

Instead of saying *couple of* in rapid speech, Canadians, Americans, and many British speakers shorten this to *coupla*. Listen again to Tammy:

It's just I only need a coupla [couple of] hours usually...

Canadians and Americans tend to put a lot more stress on the first syllable of *coffee* than British English speakers. Listen again to Tammy:

they don't get out of bed till I make coffee

Now read out the two excerpts yourself in standard English. Can your students hear the difference?

G. Recognising individual words in a stream of speech – Dictation (T118–T124)

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.

(Please note the following excerpts have been selected on account of a) contracted forms and b) speed of delivery.)

- (T118) 1. The dogs don't wake me up.
- (T119) 2. They don't get out of bed till I make coffee.
- (T120) 3. find out what's going on
- (T121) 4. once I get to work I find out what we're doing
- (T122) 5. send for the first patient as soon as it's ready
- (T123) 6. there's always problems to sort out
- (T124) 7. try to have a bit of a laugh with them

H. Recognising sentence stress (T125)

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

Ask your students to underline the words they think Tammy stresses in the following excerpts. Then ask them to listen to check their answers:

1. I get up about quarter to **seven** in the morning.
2. I get up and have a **shower**.
3. give the dogs a bit of **milk**
4. there's always **problems** to sort out
5. typically get about 10, 15 minutes for **lunch**
6. try to have a **bit** of a **laugh** with them
7. I'll be lucky if I get **four** hours' sleep.

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. One of the words is used twice.

1. I want to hear all about your holiday from start to **finish**.
2. Please don't **wake** me up before 10 o'clock.
3. I only **get** out of bed when my husband's finished in the shower.
4. On a Sunday I don't get **dressed** after my shower. I just put on my dressing gown.
5. I don't go out every Friday – it **depends** on what kind of day I've had.
6. Why are the police here? What's **going** on?
7. I **tend** to get home at about 6 o'clock most days.
8. Simone has a few problems she needs to sort **out**. She'll be joining us later.
9. How long do you **get** for lunch at your place?
10. Please be as quiet **as** you can. I don't want the kids to wake up.
11. I know Rob seems a bit scary at first, but you can really have a **laugh** with him when you get to know him. He's really funny.
12. My sister is so **scared** of going to the dentist that she tends to put off going for ages, even if she's in pain.
13. **Once** I've finished doing the ironing I'm going out in the garden.
14. Why do I need to get **changed**? It's only a barbecue.
15. **Depending** on how I feel when I get up, I either walk or drive to work.
16. I'm not coming out tonight – I'm too **knackered**.
17. We went for a **walk** in the forest on Sunday. It was too hot to run.
18. I've been having **problems** reading small print. I think I need to get glasses.
19. I can manage a couple of nights without much sleep, but then it **catches** up with me.

B. Transformations

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

1. Have the kids (wake) **woken** up yet?

- The weather forecast said we'd have sunny spells and (shower) **showers** today.
- I used to love (dress) **dressing** up in my mother's clothes when I was a girl.
- Do you want to have my coffee instead? It's too (milk) **milky** for me.
- Have you (find) **found** out where it is yet?
- I spent the weekend (sort) **sorting** out my clothes for the holiday.
- Can you walk a bit (quickly) **quicker**? I said we'd be there by 8.
- Stop (laugh) **laughing** at me!
- What's the (scared) **scariest** film you've ever seen?
- Where's the (change) **changing** room, please?
- I left my keys at work yesterday, but (lucky) **luckily** Sam was in when I got home.
- I had a great holiday, but Dominic (catches) **caught** a cold, so he was a bit miserable.
- Have you got any aspirin? I think I am (get) **getting** a headache.

C. The first conditional

Ask your students to put the verbs in brackets into the simple present or future simple, as appropriate, using contractions wherever possible.

- If I (see) **see** another dress like it I (get) **will get (I'll get)** it for your birthday.
- I (bring) **will bring (I'll bring)** the salad if you (get) **get** the meat.
- If you (want) **want** to go home I (give) **will give (I'll give)** you a lift.
- I'm sure it (be) **will be (it'll be)** cheaper if we (go) **go** by car.
- If you (get) **get** to the station before 9.30, they (not let) **will not let (won't let)** you use your travelcard.
- I (bring) **will bring (I'll bring)** your book back next week if I (remember) **remember**.
- If I (see) **see** Siri I (tell) **will tell (I'll tell)** her you were asking after her.
- I (give) **will give (I'll give)** you \$100 if you (pass) **pass** your driving test.
- If the tickets (cost) **cost** more than £20 I (not go) **will not go (I won't go)**.
- If you (stay) **stay** in the sun much longer you (get) **you will get (you'll get)** sunstroke.

D. Phrasal verbs

Ask your students to insert the following phrasal verbs taken from Tammy's interview into the gaps. The words are listed in the box to help them.

- I need to **get up** early tomorrow because I've got a doctor's appointment at 8.15.
- Wake up!** You're snoring!
- Can you **wait for** me? I've just got to make a quick phone call.
- I need to stay in tonight because I've got to **catch up** on some work.
- Did you **find out** what time the train leaves?
- I really need to **sort out** this drawer. I can't find anything.

6 Transcript (T126)

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 – Caroline and Martin

1 Pre-Listening Comprehension

Introduction to Caroline and Martin

Caroline and Martin both do backstage theatre work in London, working behind the scenes on lighting, sound, and so on. Caroline is 23 and speaks with an RP accent. Martin is 27 and speaks with a South Welsh accent. They met while they were studying to become theatre technicians at RADA (the Royal Academy of Dramatic Art in London).

Key lexis

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

- scenery – the painted pictures on backdrops on a stage used to represent where the action is taking place
- the set – the scenery on the stage, i.e. the painted backdrops
- a rehearsal – a time when the people involved in a play, ballet, opera etc. practise before they give their first official opening performance
- the Tube – the colloquial name of the London Underground train system
- a canteen – a place in a factory or other place of work where the employees can buy food or drink, generally at lower prices
- shift (work)/shifts – a shift is a fixed period of work

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: London Theatre District

- Covent Garden – An area of central London full of theatres, street performers and interesting shops. The piazza is the site of the former flower, fruit and vegetable market.
- The Royal Opera House – The home of the Royal Opera, the Royal Ballet and the Orchestra of the Royal Opera House situated in Covent Garden. In fact the Royal Opera House is still often called Covent Garden. The facade, auditorium and foyer of the Royal Opera House date from 1858, but the building was extensively reconstructed in the 1990s.

B. Normalisation (T127)

With any listening activity it is a good idea to let students listen to the speakers and get used to their voices. This exercise is questions based on the start of the interview.

1. What time did Caroline and Martin start work at the theatre in Leicester? **9am**
2. What time did Martin normally wake up when he was living in Leicester? **at 8am**
3. How many days a week did Caroline and Martin work in Leicester? **six**
4. What was the maximum number of hours they worked per week in Leicester? **49**

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. True/False (T128)

Caroline and Martin talk about their work in London.

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

1. Caroline and Martin live in a flat. (F **The interviewer says 'and you're sharing a house together?' Caroline and Martin both reply 'Yeah.'**)
2. Martin is working on a show called "Priscilla" in London's East End. (F **'in the West End'**)
3. Caroline sometimes works in the same theatre as Martin. (T **Caroline says 'I work there as well doing the lighting...'**)
4. Martin works even longer hours in London than he did in Leicester. (F **'No, much shorter.'**)
5. Occasionally Martin has to start work at 10am. (T **'Some days I have to go in for 10 o'clock in the morning...'**)
6. Caroline only has one day off a week. (T **'I still do a six-day week...'**)
7. Sometimes Caroline just works two hours in the morning at the Royal Opera House. (F **'If I'm at the Opera House sometimes I start at 7.30 in the morning and finish at 10.30 at night.'**)
8. Caroline has problems sleeping. (F **'Er, no. I can, I could sleep. I could sleep for a very long time.'**)
9. She usually drives into work. (F **The interviewer says 'And you have to get the Tube into work?' Caroline replies 'Yeah.'**)
10. Sometimes Martin doesn't get up until 1pm. (T **'Sometimes, if I've worked later the night before, um, and I don't need to be in 'till much later, then I'll leave it until about midday or one o'clock.'**)
11. Caroline and Martin always have breakfast together. (F **'So you don't have breakfast together.' 'No' 'No'**)

B. Gap-Fill (T129)

Caroline and Martin talk about meeting up for lunch.

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. If Caroline's working at the Royal Opera House she has an hour's **break** from **2.30pm** and sometimes Martin's **available** at the same time.
2. They often meet on a **Friday** because Martin finishes his maintenance work by **5.30pm** and Caroline is free between 6 and **7pm**.

3. They have dinner in the Royal Opera House canteen because they get served quickly, it's nice and **relaxing** and there is a great **view**.
4. From the Royal Opera House canteen you can see the London **Eye** and Big **Ben**.
5. It normally takes Martin about **five** minutes to walk to the Royal Opera House from his theatre.
6. On a Saturday it takes him longer because the streets are so **crowded**.
7. After they finish work, they travel home by **tube**.
8. They get to back to Walthamstow at about **11pm**.
9. Every night when they get home they watch a programme called **Family Guy**.
10. The last thing they do before they go to **bed** is **feed** their **cats**.
11. Martin had to work at weekends, but Caroline normally has **Sunday(s)** off.
12. Sometimes Caroline has to work **overnight**.

C. Note-taking (T130)

Caroline talks about what she did last Saturday and Sunday.

Ask your students to take notes and then compare their versions. Here is the transcript to help you check how much they understood:

Caroline: ...last Saturday it was fun. I started at 10 o'clock in the morning – Saturday morning. Um, and then I worked through till half-past two.

Interviewer: Right.

Caroline: Um. Then I had a three-hour break um, and then I went down into the studio theatre at the Opera House, started there at 5pm, finished the show at half-past 10 and then we had to take the set down and put it in a um, in a lorry er, and we didn't get out of there...didn't get home until 7 o'clock in the morning. So I couldn't sleep because you're buzzing at the end of a night like that.

Interviewer: So you worked 20 hours, or more.

Caroline: Yeah.

Interviewer: Gosh!

Caroline: I wasn't awake for all 20 hours! I did fall asleep between shifts. (*laughs*)

Interviewer: OK.

Caroline: Grab sleep where you can. (*laughs*)

3 Interesting Language Points (T131–T138)

You may wish to point out the following language points 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. Features of spoken English: elision and the glottal stop stress (T139)

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*.

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 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*.

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

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

1. you've recently **moved back** to London, I think
2. Sometimes I **won't be** in till half-six in the evening.
3. It depends on, on **what** I'm **supposed to** be doing.
4. I **get up** er, oh, well, I **tend to** get up **about** 8...
5. There's a **lot** of days at the moment where I'm starting work at 9 or 10 in the morning.
6. Sometimes, if I've **worked later** the **night before**, um, and I **don't need** to be in till much later, then I'll leave it until **about** midday or one o'clock.
7. the cut-off time is **about** 2.30, so I **get** an hour's **break then**
8. so we've **got about** an hour to **spend** with each other
9. We **get served there** quickly.
10. And then I **worked through** till half-past two
11. and then I **went down** into the studio theatre **at** the Opera House
12. and then we **had to** take the **set down** and **put it** in a um, in a lorry
13. and we **didn't get out** of there... didn't **get** home until 7 o'clock in the morning
14. So I **couldn't sleep** because you're buzzing **at** the end of a night **like that**.

B. Contractions (T140)

Explain to your students that 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. See if they can tell you the contracted form of the words listed in the box and pronounce them correctly:

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

1. Now um, you two, **you've** recently moved back to London, I think, from Leicester...
2. We **didn't** live too far away so it **wasn't** too bad, was it?
3. No, **I'd** be in for 9 o'clock on a normal day, so **I'd** wake up at about half-seven?
4. The working day normally **won't** start until about 2 o'clock.
5. but generally without fail **we'll** finish at about half-ten at night
6. a lot of **it's** 9 o'clock in the morning till 10 o'clock at night
7. If **I'm** at the Opera House sometimes I start at 7.30 in the morning...

8. it just depends on what job **I'm** doing
9. Sometimes, if **I've** worked later the night before, um, and I **don't** need to be in till much later, then **I'll** leave it until about midday or one o'clock.
10. So you **don't** have breakfast together.
11. so **we've** got about an hour to spend with each other
12. Oh, **that's** your favourite programme?
13. **I'm** normally free on a Sunday. **That's** normally my day off.
14. I **wasn't** awake for all 20 hours.

C. Recognising individual words in a stream of speech 1 – Dictation (T141–T149)

Ask your students to work with a partner. Play the excerpts from Caroline and Martin's interview and ask them to write down what they hear. They should then check their versions with another pair.

- (T141) 1. we could work up to 49 hours every week
(T142) 2. I work there as well doing the lighting.
(T143) 3. so sometimes we meet up between shows
(T144) 4. There's a lot of days at the moment where I'm starting work at 9 or 10 in the morning.
(T145) 5. depends on what job I'm doing
(T146) 6. And it's nice and relaxing and it has a lovely view.
(T147) 7. I'm normally free on a Sunday. That's normally my day off.
(T148) 8. Or recovering from doing an overnight shift.
(T149) 9. I wasn't awake for all 20 hours! I did fall asleep between shifts.

D. Recognising individual words in a stream of speech 2 – Simplification (T150–T154)

Explain to your students that when we speak quickly a process known as *simplification* occurs. The speaker cuts corners and doesn't articulate words clearly. This makes it difficult for students to recognise even words that are in their active vocabularies.

Read out the following words from the interview to your students in isolation:

opera generally especially supposed obviously

Now play these extracts and ask your students to tell you how the pronunciation of these words changes in a stream of speech.

- (T150) 1. I also work at the Royal **Opera** House in Covent Garden...
(T151) 2. but **generally** without fail we'll finish at about half-ten at night...
(T152) 3. that's a hassle, **especially** at that time in the morning
(T153) 4. It depends on, on what I'm **supposed** to be doing.
(T154) 5. ...but not...**obviously** not on a Thursday

E. Recognising individual words in a stream of speech 3 – Weak forms (T155–T158)

Some of the most frequently occurring words in English are the functional (or grammatical) words and many of these have so-called *weak forms*. These weak forms are short, unstressed, and contain weak vowels. Often the vowels are replaced by the schwa /ə/.

The frequent use of weak forms in spoken English makes it difficult for students to recognise words which often have a very important grammatical function, so it is a good idea to draw their attention to how these words sound in informal spoken English.

First explain to your students the purpose of the exercise, a) to help them recognise weak forms in spoken English and b) to encourage them to use weak forms themselves so that their spoken English sounds more fluent.

Begin by writing each word on the board and pronouncing it clearly before playing the track which includes examples of that weak form in context. Ask your students if they can tell you what has happened to the word in a stream of speech.

Next ask your students to write four informal sentences featuring these four weak forms – as might occur in a conversation – and ask them to read out their sentences, making sure they pronounce the weak form naturally, and not the citation form.

1. *for* (T155)

1. I'd be in **for** 9 o'clock on a normal day...
2. Did you get overtime **for** that?
3. some days I have to go in **for** 10 o'clock in the morning
4. in time **for** me to have dinner
5. we normally make it back to Walthamstow **for** about 11 o'clock

2. *and* (T156)

1. **And** I do... I work there as well doing the lighting **and** I also work at the Royal Opera House in Covent Garden doing the lighting on the main stage **and** in their studio theatre as well.
2. Anywhere between 9 **and** 10...
3. **And** it's nice **and** relaxing **and** it has a lovely view.
4. **and** then we had to take the set down **and** put it in a um, in a lorry

3. *to* (T157)

1. Leave at about half-past eight **to** be in and ready **to** start work at 9.
2. Well, I tend **to** get up about 8...
3. where you come over **to** the Opera House and he comes up **to** the canteen
4. We go **to** the Opera House canteen...
5. How long does it take you **to** walk to Caroline's...**to** the Royal Opera House?

4. *from* (T158)

1. Now um, you two, you've recently moved back to London, I think, **from** Leicester
2. Or ridiculously long days, **from** 9 in the morning till 10 at night.
3. Um, you can see Battersea Power Station **from** there.

5 Further Language Development

A. Extension exercise

Ask your students to fill in the blanks in these new sentences with words they heard during Caroline and Martin's interview. The words are listed in the box to help them. Two of the words are used twice.

1. I've been putting on a lot of weight **recently** so I need to go on a diet.
2. We **have to get up** early tomorrow morning to catch our flight to Moscow.
3. It's **too bad** you can't make it to the party.
4. Are you **ready** to leave yet?
5. If we do **overtime** on a Saturday we get paid double.
6. According to my **contract** I should work a maximum of 35 hours a week, but my boss seems to have forgotten that.
7. Because I'm not used to getting a **salary** every month, I generally run out of money by the third week.
8. We're driving down together and **sharing** the cost of the petrol.
9. Aren't you **supposed** to be at work today?
10. We **tend** to spend Christmas with my parents and New Year's with Andre's parents.
11. It's a bit of a **hassle** getting to my dentist because he lives the other side of London so you **have** to take the Tube and then two buses to get there.
12. What do you get if you **add** £11.50 to £16.25?
13. I'm **supposed** to finish work at 5, but I often work later to avoid travelling home during the **rush** hour.
14. Our cat is so **lazy**! He just sleeps all day, apart from when he's eating.
15. Why don't you have a **break**? You've been working on that report for hours.

B. Transformations

Ask your students to change the word in each bracket which Caroline and Martin used in their interview to form a word which fits the gap.

1. Would you mind (move) **moving** your feet so I can sit down?
2. The surgeon who (performances) **performed** the operation used to work with my father.
3. I think it's (ridiculously) **ridiculous** that the Tubes in London stop running so early at night.
4. (Live) **Life** would be very boring without the Internet.
5. We are (contract) **contracted** to work a 35-hour week.
6. We weren't very hungry so we just (share) **shared** a pizza.
7. What (varies) **variety** is your dog?
8. I very (rare) **rarely** go out during the week because I'm always too tired.
9. We're not sure if we can get tickets for that day. We need to check the (available) **availability**.
10. The (served) **service** was appalling! We had to wait nearly an hour for our starters.
11. Sam seems much more (relaxing) **relaxed** now that he's changed jobs, don't you think?
12. I prefer watching football on telly rather than going to matches because I don't like (crowded) **crowds**.
13. As I was (steps) **stepping** off the sidewalk my shoe came off and then a car ran over it!
14. We normally do our (feed) **food** shopping in the local supermarket.
15. It was supposed to be a comedy, but I didn't find it very (fun) **funny**.

C. Prepositions and adverbs

Ask your students to insert the correct preposition or adverb from the word box into the gaps. Some are used several times.

1. We're thinking **of** going to Spain **for** our next holiday.
2. Why don't you give me a call **in** the morning when you know what's happening?

3. I normally go shopping **on** a Thursday.
4. Yesterday I worked **until** 10pm.
5. I start work at 8 and then I work **through** to lunchtime without a break.
6. I'm only **on** a temporary contract **at** the moment so I've started to apply **for** other jobs.
7. What does your boyfriend work **as**?
8. I'm working **on** a new project at work which is very exciting.
9. We're having dinner **with** friends tomorrow, but we're free **on** Saturday.
10. I normally get **to** work **by** 9 **at** the latest.
11. Would you like to go **out with** me?
12. Why don't you come **over** to our place tonight?
13. Make sure you get back **in** time **for** dinner!
14. Our friends have got a cottage **in** the middle of the village **of** Romsey, so we often go and visit them.
15. The hotel was wonderful. We could see the sea **from** our window!
16. Anneke's just got **back** from Chile. I can't wait to hear all **about** her trip.
17. I normally have one day **off** a month.
18. Don't be sad! It's not the end **of** the world!
19. Can you put your suitcase **in** the car? It's nearly time to go.
20. I was sitting **between** Jack and Bernie so there wasn't a lot **of** room.

6 Transcript (T159)

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 – Anne

1 Pre-Listening Comprehension

Introduction to Anne

Anne is in her mid-30s and comes from the Midlands in the heart of England. She and her husband recently moved to the Greek island of Crete, where they live and work. Anne has a noticeable Midlands accent. Here she talks about a typical working day as a holiday rep.

Key lexis

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

- a holiday rep – a person who works for a holiday company
- to liaise with – to exchange information with people so that things work well
- queries – questions asked to find out information or to check that the information you have is correct
- excursions – trips organised for groups of people, especially for people on holiday
- to get picked up – to be collected by coach before their journey to or from the airport
- to be dropped off – to be taken to the hotels where they are staying
- to turn up – an informal way of saying ‘to arrive’
- properties – different hotels, apartments, etc.

A. Schema building

Ask your students to choose the correct answers.

1. **True** – Greece has over 1400 islands, the largest of which is Crete.
2. **False** – Crete is the largest island in the Mediterranean.
3. **True** – Crete was the capital of the Minoan civilisation (2,600–1,400 BC) – the oldest European civilisation.
4. **False** – The traditional Greek specialty, feta cheese, is white and sweet.

B. 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 Factfiles below have been compiled to help you.

Factfile: Greece (The Hellenic Republic)

- Greece is known as the birthplace of democracy, Western philosophy and drama, the Olympic Games.
- It has over 1400 islands, the largest of which is Crete.
- Greece has the tenth longest coastline in the world.
- It is famous for its cuisine: moussaka, Greek salad, souvlaki and kebabs, Feta cheese, dolmades.

Statistics

Total area: 131,957 sq km (UK 242, 514; USA 9.8 million)

Borders with: Albania, the Former Yugoslav Republic of Macedonia, Bulgaria and Turkey, with the Ionian Sea to the west and the Aegean Sea to the east and south.

Population: around 11.1 million (UK 61 million; USA 306 million)

Major religion: Christianity (Greek Orthodox)

Factfile: Crete

- Greece has over 1400 islands and Crete is the largest.
- Crete is the fifth largest island in the Mediterranean.
- Crete was the centre of the Minoan civilisation (2,600 – 1,400 BC) – the oldest European civilization, evidence of which can still be seen at the Palace of Knossos in Heraklion.
- Crete is 260 km from east to west and 60 km at its widest point and has a mountain range from east to west.
- Around 624,000 people live in Crete
- The capital is Heraklion

C. Normalisation (T160)

The aim of this exercise is to allow your students to become accustomed to Anne's voice. Ask them to listen to the first part of the interview and answer the following questions.

1. When does Anne normally start work? **in the morning**
2. How many properties is she looking after at the moment? **three**
3. How long does she spend in each property? **about an hour**

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 (T161)

In this first exercise Anne talks about a typical working day.

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. Basically **you're** there if anybody **needs** you or **wants** you.
2. There may be some **complaints** that you have to **deal** with.
3. Sometimes people just want to **chat**.
4. They want to tell Anne what **they've** been **doing**.
5. Anne also liaises with the hotel **owners**.
6. Anne has a **break** in the **middle** of the day before returning in the **evening** and doing the same **thing**.
7. Sometimes Anne takes **bookings** for excursions and deals with any **problems** people have with their **rooms**, etc.
8. For example sometimes people are **situated** over a **bar** and they want to **move**.

B. Sentence completion (T162)

Anne talks about getting people to and from the airport.

As with Exercise A, 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. Next Anne talks about **airport duty days**.
2. She's told where she will be **picked up**.
3. She turns up and collects the **coach**.
4. She then takes people **to the airport**.
5. She makes sure they're **checked in OK**.
6. She then waits for the flight she's been given to **bring back**.
7. She makes sure people are dropped off at **the right places**.
8. On a Friday Anne begins work at **midnight**.
9. She then finishes at about eight **o'clock in the morning**.

C. True/False (T163)

Anne talks about the day after she collects new guests.

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

1. Sometimes Anne has to work all night. (T **'So sometimes you're working all through the night, then.'** 'Yeah')
2. People always have a welcome meeting the day they arrive. (F **'the next day is welcome meeting day'**)
3. If Anne works through the night on a Friday, she has the afternoon and evening free. (T **'if I worked through the night on a Friday, I'd visit my...do my duties, visit the hotels in the morning, but then as soon as I've finished at lunchtime, I have the afternoon and evening off'**)
4. On these days she usually stays at home for the rest of the day. (F **'so that's when I would go to bed, visit the beach, that sort of thing...'**)
5. Welcome meetings generally take place just after breakfast. (F **'I usually schedule welcome meetings um, to start around lunchtime'**)

3 Features of a Midlands Accent (T164-T165)

You may wish to point out these features of Anne's Midlands accent to your students.

4 Further Language Development

A. Extension exercise

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

1. Aren't you ready yet? It's nearly half-past and I said we'd be there at eight.
2. You're spending a lot of time in the library these days. What's up? Are you in love with the librarian or something?
3. After we dropped Marco off at his place, we drove back to my place and had a coffee.
4. The customer services manager is responsible for dealing with complaints from customers.
5. I think there should be a special tax for dog owners to pay for pavement cleaning.
6. Why don't you go to bed? You look exhausted.
7. Julie's the richest person I know. She owns properties all over London. She buys places that need a lot of work, gets the work done and then sells them on at a huge profit.
8. I think you should have a break now. You've been sitting at that computer for hours.
9. She said she needed to see me urgently, but then it turned out she just wanted to chat about her new boyfriend.
10. My job is to liaise between the customers and the suppliers, so I spend most of my time on the phone.
11. When we went to Malaga we went on excursions every other day; otherwise it just gets too boring, lying on the beach all day.
12. What have you been doing since we last met?
13. Stefan picked me up in his car at 7 and then we drove to Lansdowne Park and met the others there.
14. Do you know your flight number? Once we've got that we can find out where you need to check in.
15. Are you sure you've got the right number? This is 020 8523 6592.
16. Are you doing anything special next Friday? It's just I've got the day off and I thought it'd be nice if we could do something together.

B. Transformations

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

1. I don't (normal) normally go out on Friday evening. I just have a quiet night in.
2. We (spending) spent most of our holiday decorating our spare bedroom, so I was exhausted when I went back to work.
3. Do stop (complaints) complaining!
4. Have you (telling) told your mother what happened at school today?
5. My grandparents (owners) owned a sweetshop when we were little, so that was perfect.
6. I've (bookings) booked tickets for that new musical for Yuko's birthday.
7. What's the (situated) situation with Markus and Helga? Are they back together again?

8. She gave me very (details) **detailed** instructions on how to get there, but we still got lost.
9. We often go out (picked) **picking** mushrooms in the woods in the autumn.
10. What time do we need to (checked) **check** in?
11. What's the (different) **difference** between a Kiwi fruit and a Chinese gooseberry?
12. What's your estimated time of (arrive) **arrival**?
13. When we used to live in London we always got a lot of (visit) **visitors**.
14. We'll be there soon! We're just (finished) **finishing** dinner.
15. Have you two (meetings) **met** yet?

C. Phrasal verbs

Ask your students to insert the phrasal verbs from the word box taken from Anne's interview into the gaps:

1. Can you **look after** my handbag while I go the restroom?
2. We'll **pick you up** at 7, if that's OK.
3. I have to **deal with** a lot of angry people in my line of work because I'm a complaints manager.
4. We've invited about 50 people, but we only expect about 30 of them to **turn up**.
5. You normally have to **check in** at least an hour before your flight.
6. Is it OK if I **drop you off** here as the traffic's so bad? It'll probably be quicker for you to walk.

5 Transcript (T166)

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 – Fernand

1 Pre-Listening Comprehension

Introduction to Fernand

Fernand comes from a Flemish town near Brussels in Belgium. He has lived in various parts of the UK for the past 21 years, but he still has a strong Flemish accent. Fernand is a sommelier by profession, that is a person who has trained to be an expert in wines and who advises people on what wine to have with their food in restaurants. At the moment, however, he is working at a private gentleman's club in central London. This operates as a private hotel. Members pay a subscription and the clubs provide a lounge and restaurant, in addition to accommodation. Membership of clubs like these is generally by invitation only.

Fernand lives in Walthamstow in north-east London.

Key lexis

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

- a gentleman's club – a place which operates as a hotel, lounge and restaurant
- a buffet – a meal where people serve themselves from the various dishes of food on offer
- to feel like something – to want something
- head sommelier – the chief wine waiter
- she's disabled – she has severe physical problems
- a shift – a fixed period of work time

A. Schema building

Ask your students to choose the correct answers.

1. **True** – The Belgians claim they invented *frites*, or French fries.
2. **False** – Brussels is the headquarters of both NATO and the United Nations.
3. **False** – Antwerp is the gold capital of the world.
4. **True** – Belgium is also famous for beer, moules (mussels), waffles, and chocolate.

B. 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: The Kingdom of Belgium

- Brussels is the headquarters of both NATO and the European Union.
- The Belgians claim they invented frites, or French fries.
- Famous for beer (around 400 different types, plus another 400 + special editions), moules (mussels), waffles and chocolates.
- Antwerp is the diamond capital of the world.

Statistics

Total area: 30, 528 sq km (UK 242, 514; USA 9.8 million)

Borders with: France, Germany, Luxembourg, the Netherlands and the North Sea

Population: around 10.5 million (UK 61 million; USA 306 million)

Languages: Dutch (local variant called Flemish), French (local variant called Walloon), German

Capital: Brussels

Other major cities: Antwerp, Bruges, Ghent, Ostend

C. Normalisation (T167)

The aim of this exercise is to allow your students to become accustomed to Fernand's voice. Ask them to listen to the first part of the interview and answer the following questions:

1. What time does Fernand wake up when he's doing an early shift? **at about 5 or 5.30**
2. Where does he take the Victoria line to? **Green Park**
3. What time does he have breakfast? **at 8 o'clock**
4. What kind of eggs does he sometimes have for breakfast? **scrambled eggs**

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 (T168)

In this initial exercise Fernand talks about his mornings at work. Ask your students to listen and answer the following questions.

1. Who does Fernand have to get the club ready for? **the members**
2. What do people like to read at the club? **newspapers and magazines**
3. What do people sometimes ask Fernand about? **wine**

B. Multiple choice (T169)

Fernand talks about lunch at work. Ask your students to listen and choose a, b or c.

- Fernand...**
- a. eats lunch with the members in the dining room.
 - b. shares the food he brings in with his colleagues.
 - c. eats the same food as the members. ✓**

C. Gap-Fill (T170)

Fernand talks about his different shifts.

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. If Fernand does an early shift, he finishes work at **3** pm.
2. If he does a late session, he gets a free **dinner** with the rest of the **staff**.
3. A late shift ends at **9** pm.
4. Fernand used to be a **wine** waiter.
5. When he's doing a late shift, Fernand gets up at **8** o'clock at the **latest**.
6. He makes his own **breakfast** at home.
7. On a late shift he starts work at around **12** to **12.30**.

D. True/False (T171)

Fernand talks about his afternoons and evenings.

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

1. The nearest Tube station to Fernand's club is Green Park. (T 'I'm near to Green Park...')
2. His friend lives a few minutes' walk from the club. (F 'I go to visit a friend. I finish around 3 o'clock, I arrive at her place around quarter to 4, 4 o'clock...')
3. His friend has serious health problems. (T 'she's disabled for life')
4. She lives in her own house. (F 'She lives in er, in temporary accommodation.')
5. After a late shift, Fernand usually travels back to Walthamstow. (T 'Nine o'clock I come straight to here.')
6. He's generally so tired when he comes home after a late shift that he goes straight to bed. (F 'Yeah, and go to bed after reading a few books, or rather a few pages in a book and all that, I go to bed.')
7. Sometimes he goes to a pub called The Old Wick. (F 'I go to er, to the local pubs, one of them being the, the Old Vic.')
8. Occasionally he eats out. (T 'And er, sometimes er, if I feel like it, I might go out to a Turkish er, kebab shop or some pleasant Chinese...')

3 Interesting Language Points (T172-T174)

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

4 Further Language Development

A. Extension exercise

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

1. Generally, depending on the weather, I either take the tram or walk to work.
2. What time would you like me to get to your place?

3. We normally do our food shopping on a Monday evening, because the supermarket is really quiet then.
4. Do you feel like going out tonight? Or shall we have a quiet night in?
5. I was making scrambled eggs for breakfast, but then the phone rang and I left the saucepan on, so now I need a new one.
6. We had a wonderful Sunday lunch – roast beef with all the trimmings.
7. The most difficult thing about living here is finding cheap accommodation.
8. It was dark when I got dressed this morning and it was only when I got to work that I saw I was wearing one blue sock and one black one.
9. I'm on the late shift this week so I don't start work till 3.
10. My neighbour is disabled so I give him a hand with his garden sometimes.
11. After work I usually come straight home, except on a Wednesday when I go to the gym.
12. It's just typical of Kurt to be late.
13. The boss is in a really good mood today, for a change.
14. I'm not very hungry, so we could just share a starter if you like.
15. I usually wake up at about 7, even at the weekend.

B. Transformations

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

1. The (early) earlier you get there, the better.
2. I can only write on (line) lined paper.
3. I do like Jan, but he can be a bit (mood) moody at times.
4. When you're cooking a big dinner, the (prepared) preparation is very important.
5. Which motoring (organise) organisation does she work for? Is it the AA?
6. The best person to ask is Claire. She's always very (help) helpful.
7. My partner is a (profession) professional artist.
8. We weren't very hungry so we just (share) shared a pizza.
9. I've been feeling a bit tired (late) lately. Perhaps I should go to the doctor.
10. We're very short-(staff) staffed at the moment because so many people are off work with 'flu.
11. What's the (heavy) heaviest metal? It's lead, isn't it?
12. Can you children play a bit more (quiet) quietly? I can't hear myself think!
13. Which is the (near) nearest Tube station to where you work? Is it Marble Arch or Bond Street?
14. Hospital patients are normally only allowed two (visit) visitors at a time.
15. Tanya's new boyfriend isn't very (friend) friendly, is he?
16. Have you (speak) spoken to your parents yet about us going on holiday together?
17. How are you (feel) feeling?
18. Please take a (seating) seat.
19. Patients are generally very well (information) informed when they come in for an operation.
20. Can you ask the (waiting) waiter to come over?

5 Transcript (T175)

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 – Scott

1 Pre-Listening Comprehension

Introduction to Scott

This is an interview with Scott talking about living in London. Scott is 23 years old and comes from Australia. In this interview he talks about the area where he lives and other places he knows in London. Scott has a noticeable Australian accent.

Key lexis

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

- mansionettes – houses which look like mansions from the outside, but which contain separate flats/apartments
- (to) get on with (someone) – to have a good relationship with someone
- (a) hostel – a very cheap type of hotel where each room contains two or more beds
- canals – waterways which have been created by digging passages out of the ground
- (to) afford (something) – to have enough money to buy something
- (a) guy – an informal word for a man
- rowing (a boat) – sitting in a boat and pulling on oars to move it through the water

A. Schema building

Ask your students to choose the correct answers.

1. Australia is the fourth/fifth/**sixth**-largest nation in the world.
2. About 30/50/**70** percent of the population of Australia live in the country's 10 largest cities, mainly on the eastern seaboard and in the south-eastern corner.
3. Residents of Australia born overseas make up about **one quarter**/one half/two thirds of the population.
4. The capital of Australia is **Canberra**/Sydney/Adelaide.

B. 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: Australia

- Australia is the sixth-largest nation after Russia, Canada, China, the USA and Brazil.
- Since 1945 over six million people have emigrated to Australia from around 200 countries.

Statistics

Total area: 7.7 million sq km (UK 242, 514; USA 9.8 million)

Population: around 21 million (UK around 61 million; USA around 306 million)

Population density: 2.6 inhabitants per sq km (UK 246; USA 31)

Largest city: Sydney

C. Normalisation (T176)

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. 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 play the track and check their answers.

1. Maida Vale is **not far** from Regent's Park.
2. Scott **moved** to Maida Vale just over a **year** ago.
3. He says Maida Vale is **actually** a **really** nice part of London.
4. It's very **quiet**.
5. The **streets** are very wide.
6. **Everyone** lives in mansionettes.
7. When you **walk** down the **street**, every house **looks** exactly the same.
8. Mansionettes are something the **French** are keen on, according to Scott.
9. A mansionette is **basically** a block of two or three-**bedroom apartments**.
10. Scott's address is **96** Elgin Mansions and there is another **block** next **door** called Biddulph Mansions.

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 (T177)

Scott talks about Maida Vale and the apartment he shares.

1. What are mansion blocks in Maida Vale made from? **red bricks**
2. What is Maida Vale full of? **three or two-bedroom apartments**
3. How many people live in Scott's apartment altogether? **four**
4. Describe them: **a couple, Scott and another single guy**
5. How many single and double bedrooms are there? **There is one double bedroom and two single rooms.** ('there's a couple in the main room [i.e. the double bedroom] and then there's me and another um, single guy in the other single room')
6. Which rooms do Scott and his flatmates share? **the living room, kitchen and bathroom**
7. Why do young people tend to share flats? **Because the rent in London is quite expensive.**

B. Gap-fill (T178)

Scott talks some more about flat-sharing.

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. Scott says he's quite **lucky** because he and his flatmates **get** on well.
2. They live like a **family**.
3. They **share** the cooking.
4. When Scott first **got** to London he wanted to live somewhere a bit **cheaper**.
5. At one time he was **sharing** with up to **10** people.

C. Questions (T179)

Scott talks about his previous accommodation.

1. Which countries did Scott's flatmates in his first flat come from? **Australia, New Zealand and Germany** ('Aussies, Kiwis, Germans')
2. In which part of London was Scott's first flatshare? **Shepherd's Bush**

D. Gap-fill (T180)

Scott talks about how happy he is living in Maida Vale.

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

1. Scott says it was great **fun** sharing with lots of people, but it got a bit much after a **while**.
2. Scott says where he lives now is **luxury compared** to his first flatshare.
3. He isn't **planning** to move any time **soon**.
4. Scott says he certainly **couldn't afford** to buy a house in Maida Vale.
5. Another word for rich is '**affluent**'.
6. Maida Vale is quite near St. **John's Wood**, which is **walking** distance to Lords cricket ground.
7. Scott is a cricket **fan**.

E. Questions (T181)

Scott talks about making the most of where you live.

1. Which other area is Maida Vale close to? **Little Venice**
2. What does London have a lot of? **canals**
3. When does Scott like walking from Maida Vale to Regent's Park and Camden Town? **in summer**
4. Where did Scott move to Maida Vale from? **Hammersmith**
5. Which water sport did Scott take up when he lived there? **rowing**
6. Where did he use to go running? **along the river/along the (River) Thames**

F. Gap-fill (T182)

Scott talks about exercise.

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

1. The interviewer asks if Scott is **slowing** down as he gets **older**.
2. She points out that before moving to Maida Vale, Scott used to go **jogging** along the **river**.

3. Now he spends his free time **walking** along the canal bank and **watching** cricket.
4. Scott admits he is doing less **exercise** than he was two years ago.

3 Interesting Language Points (T183–T184)

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 sentence stress (T185)

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

Ask your students to underline, note down or call out the words they think Scott stresses in the following extracts. Then ask them to listen to check their answers:

1. It's certainly a term **I** wasn't familiar with until I came to London
2. so my **address** is 96 Elgin **Mansions**
3. Maida Vale is **full** of three or four-bed... **three** or two-bedroom apartments, basically.
4. I live in a **three**-bedroom one.
5. there's a **couple** in the **main** room
6. we share the **living** room and we share **kitchen** and we share **bathroom**
7. But er, when I **first** got to London obviously I was looking for something a bit **cheaper**, even then.
8. I certainly couldn't afford to **buy** a house there.
9. So yeah, it **is** quite a, quite an affluent area.
10. I'm certainly doing less **exercise** than I was two years ago.

B. 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:

(T186)

1. Everyone **lives_in** mansionettes.
2. every house **looks_exactly** the same
3. **there's_a** couple in the main room

However, linking also occurs with other sounds.

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

(T187)

1. I **live_in** Maida Vale, **which_is** not far from here at Regent's **Park_and** the Academy...
2. It's basically a **block_of** um, apartments, two or three-bedroom **apartments,_stacked_on top_of each_other**.
3. **And_they're_often_referred_to** as 'mansions'.
4. So **your_address** is 96 Elgin Mansions...
5. And **it's_also** close to **an_area** called 'Little Venice'

C. Features of spoken English: elision and the glottal stop (T188)

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*.

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 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*.

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

1. I **moved** there about a year... a **bit** over a year ago.
2. it's actually a really nice **part** of London
3. And they're often **referred** to as 'mansions'.
4. so I **don't** know exactly what the definition of a mansionette is
5. **most** people renting in London – certainly people of my age – if they're renting **tend** to be sharing with someone
6. **just** because the, the, the rent in London is quite expensive
7. we **get** on well
8. I was looking for something a **bit** cheaper even then
9. which was **great** fun
10. so I think what I've **got** now is luxury **compared** to that
11. by sharing a house with a few others we **can afford** to rent there
12. it's also close to an area **called** Little Venice
13. so I **tried** to make the most of the river by taking up rowing and going for runs along the river
14. Regent's Park and Lords are the **sort** of highlights of that area.
15. I'll probably **get** back into running er, when the weather picks up a **bit**

5 Further Language Development

A. Extension exercise

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

1. I specifically asked for a **single** room, not a double.
2. I know you're not very happy being away from your family, but you've got to try to make the **most** of your time here.
3. Do you **get** on well with your mother? I always argue with mine.
4. I won't have any cake, thanks. I'm not very **keen** on sweet things.

5. It was a wonderful flat, but the **rent** was too much for me on my own, so now I'm trying to find somewhere cheaper.
6. Do you know the meaning of the Latin **term** 'tempus fugit'?
7. It's a beautiful day. Would you like to go **for** a walk?
8. You can **share** my umbrella if you like. It's big enough for two.
9. In which **part** of Paris do you live? Perhaps I know it.
10. When we go away we always get the people next **door** to feed our cat.
11. At my last job there were nearly 20 of us **crammed** into one small office the size of my living room.
12. Our flat is walking **distance** from the tube, so we hardly use the car during the week.

B. Phrasal verbs

Scott uses a number of phrasal verbs in his interview. A phrasal verb is a verb followed by a preposition or adverb or both which changes the meaning of the main verb, as in this example:

When are you going to give up smoking?

Ask your students to insert the missing preposition or adverb in each sentence. The phrasal verbs are taken from Scott's interview:

1. My parents took **up** golf when they retired.
2. Do you get **on** well with your brother?
3. I didn't open a book all summer, so it's going to be hard to get back **into** studying again.
4. As soon as the weather picks **up** I'm going to start cycling to work.
5. At last! I've been looking **for** that sock for ages.

C. Colloquial English

Scott uses a lot of colloquial English words and phrases in his interview. Colloquial English is found in informal spoken and written English, for example when friends chat or write emails.

Ask your students to fit the words in the box into the sentences below. Two of the words are used twice.

1. I can't really **afford** that much. Have you got anything a **bit** cheaper?
2. We're very **lucky** because our flat is walking distance from where we work.
3. You look exactly the **same** as when we were students! You haven't changed a bit.
4. I left home a **bit** over a year ago, but I still miss my family.
5. I don't really like living out in the suburbs, but it's all I can **afford**, so I'm trying to make the **most** of it.
6. The party was great **fun**, but I had to leave early to get the last bus home.
7. The snow looked beautiful at first, but it got a bit **much** after a **while**.
8. I'm a bit busy **at** the moment. Can I call you back?
9. I don't see the problem! Most people my **age** stay out late on Friday nights. Why should I be any different?
10. At one **stage** I was thinking of giving up university and getting a job, but I'm glad I didn't.

6 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 12 – Ingse

1 Pre-Listening Comprehension

Introduction to Ingse

This is an interview with a Norwegian woman talking about Bergen, a city on the west coast of Norway, and its surroundings. She also talks about life in general in Norway. Ingse lived in Gloucestershire in south-west England for two years and later spent several years living in Sunderland, in north-east England. She has also lived in Germany. She speaks fluent English with a slight Norwegian accent combined with traces of a Geordie accent, i.e. the accent found in the area which includes Newcastle and Sunderland. She speaks clearly and quite slowly.

Key lexis

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

- (a) harbour – an area of calm water usually sheltered by a wall near the land where ships are safe
- (the) quayside – the area around a quay (A quay is a concrete, stone or metal platform on the edge of the water for loading and unloading ships.)
- fisheries – another name for fish farms
- Kronor – the name of the Norwegian currency
- (a) fjord – a long strip of sea between steep hills, found especially along the coasts of Norway and New Zealand's South Island
- (a) funicular – a railway which travels up and down a steep slope and is pulled by a cable
- (a) glacier – a large mass of ice which moves extremely slowly

A. Schema building

Ask your students to choose the correct answers.

1. **False** – Norway became independent from Sweden in 1905.
2. **True**
3. **True**
4. **False** – Norway is the world's third-largest oil exporter after Russia and Saudi Arabia.

B. 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: Norway 'The Land of the Midnight Sun'

- One of the highest standards of living in the world, largely due to the discovery of offshore oil and gas in the late 1960s.
- The coastline contains many fjords – deep inlets along the coastline – and thousands of islands.

- In northern Norway in summer the sun does not set from the middle of May until late July and the rest of the country experiences up to 20 hours of daylight.
- In northern Norway in winter the sun does not rise from the middle of November until the end of January and the rest of the country has very short daylight hours.

Statistics

Total area: 385,155 sq km (UK 242, 514; USA 9.8 million)

Borders with: Sweden, Finland and Russia, the North Sea, the Norwegian Sea, the Barents Sea in the north and Skagerrak in the south

Population: around 4.7 million (UK around 61 million; USA around 306 million)

Capital: Oslo with around 550,000 inhabitants. (Bergen, where Ingse lives, is the second largest city with around 245,000 inhabitants)

Languages: Two official and equal Norwegian languages: Bokmål and Nynorsk (plus Sami in some districts)

Population density: 12 per sq km (UK 246; USA 31)

Gross National Income per capita: \$59,590 (UK \$37,600; USA \$43,740)

Currency: Norwegian Krone

C. Normalisation (T190)

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.

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. Bergen is the **second** biggest city in Norway.
2. Bergen is **surrounded** by seven **mountains**.
3. In **1916** a **fire** destroyed a lot of buildings in the old town.
4. Bergen used to be famous for its **fishing/fish** industry.

D. Anticipating the next word (T191–T196) (T197–T202)

This activity is designed to help learners guess what word or type of word follows a phrase or group or phrases. Tracks 191–196 contain the excerpts below, except for the last (highlighted) word. Play tracks 191–196 or read the unfinished excerpts and ask students to guess the word or type of word that may follow. Accept anything which fits in the gaps. Then play tracks 197–202 or read the complete excerpts and compare students' answers with the actual text.

(T191) 'all the cities in Norway are small compared to

(T192) 'In 1916 we had a big fire so all the old houses, they

(T193) 'Now for us in England, salmon is the most expensive

(T194) 'A marvellous view, yeah, especially in the winter when the leaves, leaves are off the

(T195) 'Do you go to the seaside at all in the

(T196) 'We tend to spend more time at home or inviting friends for a meal or for a

- (T197) 'all the cities in Norway are small compared to **England**'
- (T198) 'In 1916 we had a big fire so all the old houses, they **burnt/burned**'
- (T199) 'Now for us in England, salmon is the most expensive **fish**.'
- (T200) 'A marvellous view, yeah, especially in the winter when the leaves, leaves are off the **trees**.'
- (T201) 'Do you go to the seaside at all in the **summer**?'
- (T202) 'We tend to spend more time at home or inviting friends for a meal or for a **drink**.'

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 (T203)

Ingse talks in general about Bergen.

1. Which is the most common fish reared in the fish farms off the coast of Bergen? **salmon**
2. What is the opposite of the adjective 'farmed'? **wild**
3. What is one of the seven mountains surrounding Bergen? **It's an island.**
4. Which countries can you take a ferry to from Bergen? **England, Denmark and Iceland**
5. Which two types of boats does Ingse mention? **cruise liners and cabin cruisers**

B. True/False (T204)

Ingse talks about where she lives in Bergen.

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

1. Ingse doesn't live in central Bergen. (T Interviewer: Do you live in the centre of the town? Ingse: No, I live outside.)
2. Ingse used to have to climb up a hill every day when she came back from school. (F She took the funicular – a type of cable car.)
3. Ingse lives on the ground floor of her block of flats. (F She lives on the second floor – the very top of the building.)
4. Ingse prefers the view from her flat in the winter, when the trees are bare. (T She says the view in winter is marvellous when the leaves are off the trees because she can see further.)
5. Bergen is covered with snow during the winter months. (F She says 'We get spells of snow. Like for a week.')

6. Bergen is famous for its bad weather. (T 'It's a rainy city.' 'Famous for its raining, yeah.')

C. Gap-fill (T205)

Ingse talks about skiing and fjords.

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. It takes Ingse **45 minutes** to **drive** to the nearest ski resort.
2. At the ski resort you can do **downhill** or **cross-country** skiing.
3. Ingse says it is not **expensive** to go skiing in Norway.
4. Ingse says cross-country skiing is like **walking**, but with skis on your feet.
5. The interviewer asks if it's **warm** enough to go to the **seaside** in the summer in Norway.
6. Ingse says a fjord looks like a **lake**, but the water is **salty**.
7. This is because a fjord occurs when the **ocean** makes its way into the **countryside**.
8. Cruise liners from England and the **Mediterranean** often enter the fjords because the water is very **deep**.
9. In summer the mountains near Bergen don't have any **snow**.
10. Bergen is **unique** in having a glacier so close to the **coast**.
11. In **June** and **July** it's possible to go **skiing** on the glacier in the morning and then **swimming/swim** in the fjord in the **evening**.

D. True/False (T206)

Ingse talks about the cost of living in Norway.

1. Ingse spends a couple of days in England every month. (F Ingse says 'I haven't been here (i.e. to England) for a while now'.)
2. Ingse says food is what tourists find most expensive in Bergen. (F 'the beer is what is er, the worst thing for tourists, of course')
3. In Norway 0.4 of a litre of beer costs around £5. (T)
4. A large pizza in a restaurant costs around £25. (F 'a takeaway pizza')
5. Cosmetics in England now cost nearly as much as those in Norway. (T Ingse says 'a few years back we could go to England... and buy really cheap stuff. But I think the prices are levelling out.')
6. It's usual for Norwegians to meet their friends in each other's houses rather than in restaurants or pubs. (T 'What we do, we meet at each other [sic – other's] places rather than going out.')
7. Bergen city centre is very quiet in the evenings. (F 'It's lively in town. I don't mean it's dead because it's expensive.')

3 Interesting Language Points (T207–T214)

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) (T215–T221)

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

Play these excerpts from Ingse'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.

- (T215) 1. All the cities in Norway are small compared to England.
(T216) 2. And actually one of the mountains is an island.
(T217) 3. nowadays we also get the small cabin cruisers
(T218) 4. but we don't get as much snow as up in the mountains
(T219) 5. the water is not as salty as out in the ocean
(T220) 6. How much would that be in England?
(T221) 7. a few years back we could go to England or other places and buy really cheap stuff.

B. Intonation practice (T222)

In Point 5 of the previous section – Interesting Language Points – we looked at some standard intonation patterns including the following:

- Falling intonation at the end of statements
- Rising intonation when the speaker is expecting a yes/no answer
- Falling intonation when asking 'Wh' questions.

Ask your students to read the following excerpts from the interview and decide whether the speaker's voice will rise or fall on the highlighted words, then play each track so that they can check their answers:

1. And er, nowadays we also get the small cabin **cruisers**. [fall]
2. We don't get as much snow as up in the **mountains** [fall]
3. Do they still do fishing now in **Bergen**? [rise]
4. It's a rainy **city**. [fall]
5. You can go where you **like**. [fall]
6. Are there any islands out at **sea**? [rise]
7. Do you have good **views**? [rise]
8. Can you go skiing in **Bergen**? [rise]
9. How much is a pound, **now**? [fall]
10. What about er, something like a **pizza**? [fall]

C. Contractions (T223)

Explain to your students that 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. See if they can tell you the contracted form of the following and pronounce them correctly:

do not, have not, is not, it is, they are, we are

First ask your students to look at the following excerpts from the interview and ask them to put in the appropriate contractions.

Then listen to the excerpts and see if the students chose the correct contractions.

1. **They're** starting off with cod now, but **it's** mostly salmon, yes.
2. We **don't** get as much snow as up in the mountains
3. But **it's** salty water.
4. Because **they're** very, very deep.
5. I **haven't** been here for a while, now.
6. And a pint, which **isn't** a pint any more...
7. **It's** a long time since **I've** done that...
8. And then one evening, **we're** at my house...

5 Further Language Development

A. Extension exercise

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

1. Bonn is quite a small city **compared** to Hamburg.
2. I find Mumbai very stressful because you're **surrounded** by people all the time.
3. Do you **still** go rock climbing these days, or have you stopped?
4. We don't eat much beef because it's so **expensive**, but sometimes we'll get a small fillet steak for a treat.
5. The blue tit is now the most **common** bird in England. You can see them in nearly every garden.
6. I think Swiss chocolate **tastes** much better than American chocolate.
7. Yesterday we went for a walk down to the **harbour** and booked a fishing trip for this coming Sunday.
8. We used to live on the 10th **floor** of a block of **flats** in Camden Town, but then we bought this house when we decided to start a family.
9. The **view** from this window is wonderful in autumn when all the leaves on the trees in that wood over there change colour.
10. You can tell Valentina's got **loads** of money. She always goes on expensive holidays and you never see her in the same outfit twice.
11. Do you think it will be warm **enough** just to wear a T-shirt, or should I wear a jumper over it?
12. Before you dive into a swimming pool, it's a good idea to check first how **deep** the water is.
13. On Friday evenings we prefer to stay in **rather** than going out because everywhere's so crowded.
14. I'd love to come to Italy, but I really can't **afford** it at the moment. I've just heard I've got to pay out nearly £5,000 to get the roof repaired.

B. Prepositions

Ask your students to try to fill in the missing prepositions in the gaps below. The sentences are all based on the language used in Ingse's interview.

1. She's got a beautiful house in the country surrounded **by** fields.
2. London is very expensive compared **to/with** Berlin.
3. **In** the centre of the ring there was a tiny diamond.

4. We live **on** the ninth floor, which is fine so long as the elevator is working.
5. How much did you pay **for** your train ticket?
6. Please make yourself feel **at** home.
7. Shall we go out **for** dinner? I'm too tired to cook.
8. Sam lives **in** a block **of** flats overlooking a canal.
9. What **about** Sean? Would he like to come with us, do you think?
10. They put the wind farm miles out **at** sea, so it wouldn't spoil the view from the beach.

C. Transformations

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

1. I can smell (*burnt*) **burning!** Have you left something under the grill again?
2. Police are investigating the (*disappear*) **disappearance** of two hitchhikers.
3. This used to be a really (*industry*) **industrial** area when I was growing up.
4. The one disadvantage of living in Bath is that it's very (*hills*) **hilly**.
5. This soup is really (*tastes*) **tasty**. How did you make it?
6. Her dissertation is on population (*grew*) **growth** in southern Europe.
7. It seems that in Eastern Europe (*farmed*) **farming** is becoming less and less popular with younger people.
8. It was only when the Queen (*stand*) **stood** up that I realised she's even shorter than I am!
9. I can remember this (*build*) **building** going up!

6 Transcript (T224)

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

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

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

Unit 13 – Anne

1 Pre-Listening Comprehension

Introduction to Anne

This is an interview with an English woman who comes from the Midlands, i.e. the centre of England. Just over a year ago Anne and her husband decided to relocate to the Greek island of Crete, near the resort of Sissi. Anne has a noticeable Midlands accent. She speaks fast, but clearly.

Key lexis

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

- a (travel) rep – someone who works as a representative of a company, (in this case) a travel company
- a jeep safari – a trip in which a local guide takes tourists around to see the sights in a jeep or other all-terrain vehicle
- olives – An olive is a small oval fruit with a hard and bitter flesh. (Olives are also a popular source of oil for cooking.)
- (an) ex-pat lifestyle – the lifestyle of a British person who has gone to live in another country but who still does the same things, eats the same food, etc., as when he/she was in the UK
- Bass – a famous British company which makes a dark bitter beer
- make a go of (something) – to make a success of something, usually by working hard at it

A. Schema building

Ask your students to answer the following questions. The answers are underlined:

1. Greece is known as the birthplace of democracy, Western philosophy and drama, and Renaissance painting/the Olympic Games/the first Pyramids.
2. Greece has 14/140/1400 islands, the largest of which is Crete.
3. Crete was the centre of the Minoan/Babylonian/Assyrian civilisation, the oldest civilisation in Europe.
4. The capital of Crete is Argostoli/Thessaloniki/Heraklion.

B. 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 Factfiles below have been compiled to help you.

Factfile: Greece (The Hellenic Republic)

- Greece has the tenth longest coastline in the world
- It is famous for its cuisine: moussaka, Greek salad, kebabs, Feta cheese, dolmades Statistics

Total area: 131,957 sq km (UK 242, 514; USA 9.8 million)

Borders with: Albania, the Former Yugoslav Republic of Macedonia, Bulgaria and Turkey, with the Ionian Sea to the west and the Aegean Sea to the east and south

Population: around 11.1 million (UK around 61 million; USA around 306 million)

Major religion: Christianity (Greek Orthodox)

Factfile: Crete

- Crete is the fifth largest island in the Mediterranean.
- Crete was the centre of the Minoan civilisation (2,600 – 1,400 BC) – the oldest European civilization, evidence of which can still be seen at the Palace of Knossos in Heraklion.
- Crete is 260 km from east to west and 60 km at its widest point and has a mountain range from east to west.
- Around 624,000 people live in Crete

C. Normalisation (T225)

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.

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.

Interviewer: Um, you, you said when we met that um, you came to Sissi last 1) year and you fell in 2) love with it

Anne: Mmm.

Interviewer: and you decided to 3) stay, so how, how did that actually happen?

Anne: Um, it, it wasn't so much Sissi. I fell, I fell in love with 4) Greece a long time 5) ago – my 6) husband and I did. And we came on lots and lots of 7) holidays and we always said that we would 8) retire to Greece, we always 9) planned to do that.

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. True/False (T226)

Anne talks about living and working on Crete.

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

1. One of the reasons Anne fell in love with the resort of Sissi was the people. (T **'The people are so beautiful here um, and that just made us decide we were going to make a go of it.'**)
2. Anne lives in the centre of Sissi. (F **'I don't live in Sissi now, but I live not too far away...'**)
3. Anne often has the afternoons free. (T **'I can knock off in the... at lunchtime'**)
4. Anne rarely has time to go to the beach. (F **'I can knock off in the... at lunchtime and go to the beach'**)
5. Anne's husband works mainly in a bar. (F **He does a jeep safari, some guiding work and a couple of pub quizzes.**)
6. Anne's company only pays her during the tourist season. (T **'It's a seven... six, seven-month period um, that you get paid.'**)
7. Anne says a lot of British holiday reps who come to work in Greece stay there during the winter because it's so cheap. (F **She says a lot of the reps that come out from the UK, go back [i.e. to the UK] and take temp jobs in offices and things like that over the winter.**)
8. Anne says a lot of holiday reps work in ski resorts during the winter. (F **She says they go back to the UK and work in offices.**)

B. Gap-fill (T227)

Anne talks about her life during the winter on Crete.

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. The interviewer says it must be quite **hard** for Anne to make the money from the **seven** months she works last through the **winter** months.
2. Anne says she and her husband live like the **villagers** during the winter.
3. They **pick** olives with their friends in the winter.
4. The people in the *kafeneion* don't pay them, but they do **feed** them.
5. When they're picking olives, Anne and her husband go to the *kafeneion* to eat every **night**.
6. They eat with the **family**.

C. Questions (T228)

Anne talks about eating out and what she did before moving to Crete. Ask your students to listen and answer the questions.

1. What have gone up in Greece since they introduced the euro? **prices**
2. Where is it particularly expensive to eat in Sissi? **around the harbour**
3. How much do Anne and her husband pay for a meal for two with drinks in the *kafeneion*? **nine euros**
4. What do the interviewer and her friend normally have to eat at lunchtime? **sandwiches**
5. Where was Anne born? **in Newcastle**
6. How long did Anne and her husband live in Burton-on-Trent? **for nine years**
7. What runs through the centre of Burton-on-Trent? **a big river**
8. Where did Anne work in Burton-on-Trent? **in the Bass Museum**

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) (T229–T238)

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

Play these excerpts from Anne'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.

- (T229) 1. and we always said that we would retire to Greece
- (T230) 2. it's still got that fishing village feel
- (T231) 3. I thought I would get on with the people that holidayed here
- (T232) 4. I live in a traditional village up the road...
- (T233) 5. and it's just such a lovely lifestyle
- (T234) 6. I still have time to socialise and enjoy the sun and the life...
- (T235) 7. he works in the tourist industry as well
- (T236) 8. We pick olives in the winter with our friends...
- (T237) 9. our cost of living is minimal in the winter
- (T238) 10. I used to work in the museum...

B. Recognising sentence stress (T239)

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

Ask your students to underline the words they think Anne stresses in the following extracts. Then ask them to listen to check their answers:

- 1. we came on lots and lots of holidays
- 2. I've got no regrets.
- 3. I live in a traditional village up the road.
- 4. and he works in the tourist industry as well
- 5. I'll go right through to the end of October
- 6. We pick olives in the winter with our friends, and they don't actually pay us, but they own the kafeneion, so they feed us.
- 7. every night we're expected to go down to the kafeneion and we eat with the family
- 8. So our, our cost of living is minimal in the winter...

C. Weak forms: to, for and of (T240)

Explain to your students that the citation form of these words changes to a weaker form in spoken English which is not as clear. Before they listen to the following excerpts, ask them to try to fill in the missing words. Then play the track again so that they can check their answers.

1. So you've got **to** make enough money, basically, in the summer **to, to** get you through the winter...
2. a lot **of** the reps that um, that come out from the UK, they will go back
3. if they want **to** come back, which a lot **of** them do...
4. we're expected **to** go down **to** the *kafeneion* and we eat with the family
5. we don't have **to** make a massive amount
6. we can eat there, even when we pay, um, **for** sort of nine euros
7. Anne: my husband and I lived in Burton-on-Trent.....
Interviewer: Oh. Right.
Anne: **for, for** nine years

D. Linking (T241–T242)

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 this excerpt from the interview:

(T241) we came on **lots_and lots_of** holidays

However, linking also occurs with other sounds.

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

(T242)

1. I live not too **far_away**
2. I **wanted_to** work here
3. but **it's_so** lovely
4. and **things_like** that
5. It **sounds_strange...**
6. if **you're_on** the coastline

E. Some features of a Midlands accent

1. The glottal stop (T243)

The glottal stop (i.e. 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*) is a common feature of many British accents, and is used particularly by younger people.

Demonstrate this to your students and ask them to underline where Anne uses a glottal stop in the following excerpts:

1. I don't live in Sissi now, **but** I live not too far away
2. Love **it**.
3. so I can **get** away from the holiday **resort bit**
4. **It** is just a, a short-term contract.
5. if they want to come back, which a **lot** of them do
6. we **get** food when we're **out** picking anyway
7. and we **eat** with the family

2. *an'* instead of *and* (T244–T245)

It is a common feature of many British accents that speakers drop the letter *-d* at the end of the word *and*, as does Anne in this excerpt:

(T244) we came on lots *an'* lots of holidays *an'* we always said that we would retire to Greece...

Ask your students to mark where Anne drops the letter *-d* in the following excerpts.

(T245)

1. we came **an'** holidayed on, in Sissi **an'** just loved it...
2. We were going to try **an'** do it now **an'** not when we retired.
3. Um, **an'** it's just such a lovely lifestyle.
4. I still have time to socialise **an'** enjoy the sun **an'** the life...
5. nine euros with drinks **an'** food **an'** meze

3. Pronunciation – *cup* /ʌ/ and *put* /ʊ/ (T246–T254)

Like many native speakers in northern England and the Midlands, Anne does not distinguish the vowel sound found in the word *cup* in standard English from the vowel sound found in *put*. Ask your students to listen to how first Anne, and then you, pronounce the following excerpts. Can they hear the differences?

(T246) and **just loved** it

(T247) I live in a traditional village **up** the road

(T248) at **lunchtime**

(T249) it's **just such** a lovely lifestyle

(T250) enjoy the **sun**

(T251) that **come** out from the UK

(T252) we're very **much** village people

(T253) they have **bumped** the prices up a little bit

(T254) all my family live **up, up** north

5 Further Language Development

A. Extension exercise

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

1. I fell in **love** with Christophe the first time I saw him.
2. I've got another 12 years until I **retire**. I could stop sooner, but then I'd get a smaller pension.
3. When I was a kid, I **begged** my parents to let me have a kitten, but we couldn't 'cos my mum was allergic to cat fur.
4. You're getting very wet. Would you like to **share** my umbrella?
5. We get **on** really well with our neighbours. We always stop and have a chat when we see each other out in the garden or in the street.
6. Roast beef and Yorkshire pudding is a **traditional** Sunday lunch in Britain.

7. I run my own business so I can choose my own hours. I nearly always begin work at 8 and then knock **off** at around 4.
8. I think you're working too **hard** – you look exhausted!
9. The **tourist** season in Greece lasts from May to October.
10. I got **paid** £200 a week when I started work in 1995.
11. According to the **contract** I only get four weeks' holiday a year, but they definitely said I'd get five weeks during the interview.
12. My best friend's sister is going to France this summer to **pick** grapes on a vineyard.
13. My Spanish is **minimal** so I'm going to have some lessons before we go back there on holiday.
14. Kim's parents live in a **massive** house in the centre of Seoul. It's got five bedrooms and four bathrooms.
15. I was both in Athens, but my family moved to Kefalonia when I was a toddler and so I was **brought** up there.

B. *get* and *got*

The verb *to get* occurs much more frequently in informal spoken English than in formal written English.

Ask your students to look at the following sentences containing examples of phrases with the verb *to get* taken from Anne's interview. Ask them to insert *get* or *got* where appropriate.

1. I'm sorry, I can't come out tonight. I've still **got** lots of revision to do.
2. When I was younger I never used to **get** on with my parents, but I do now.
3. I **got** called in to see the manager yesterday.
4. I just don't know how I'm going to **get** through all this work.
5. It was tough changing careers in my 30s, but I've **got** no regrets.
6. Let's go out! I've just **got** paid for that project I did last month.
7. We try to **get** away to our country cottage every other weekend.
8. It was a really tough interview, but I **got** the job.

C. Colloquial English

Explain to your students that Anne, like Scott and Ingse, uses a lot of colloquial English words and phrases in her interview. Colloquial English is found in informal spoken and written English, for example when friends chat or write emails.

Ask your students to try to fit the words and phrases in the box into the sentences below.

1. Barnet is just another suburb of London now, but it's still got that village **feel**.
2. It was the most expensive holiday we've ever had, but it was **worth it**.
3. There's a nice cafe **just up the road** if you fancy a cup of tea.
4. Here's your pocket money. Remember you've got **to make it last** all week!
5. We don't really like doing the tourist **bit**. We prefer to get **off the beaten track**.
6. Don't work too **hard**!
7. There's a cinema **not too far from** where we live, so we go there at least once a month.
8. I've just treated myself to new boots, gloves and a woolly hat, so I'm really **geared up for** winter now.

6 Transcript (T255)

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 – Jill

1 Pre-Listening Comprehension

Introduction to Jill

This is an interview with Jill, a nurse from North Wales. A few years ago Jill spent a year working in the USA. In this interview she talks about Bonsall, the place where she lived. Bonsall is a small town near San Diego in California. Although she now lives in London, Jill still has a North Welsh accent.

The interview takes place in a pub, so there is quite a lot of background noise. Your students will probably find this rather challenging, so remember to give them a lot of support, encouragement and praise. They are unlikely to have encountered a listening text like this before.

Key lexis

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

- (a) nanny – a person who takes care of someone else's home or children
- (to) look after – to care for someone or something
- (a) ranch – a house on one level on a large plot of land
- bushes – (in this case mulberry bushes) – A bush is a plant with thin branches, smaller than a tree, which grows in a rounded shape. A mulberry bush has sweet, soft, purple berries.

A. Schema building

Ask your students to answer the following questions. The answers are underlined:

1. California is known as the Golden State/Hollywood State/Blue State.
2. A lot of people moved to California right after the discovery of copper/silver/gold in 1848.
3. California is known for its beaches, mountains, wine regions, and amusement parks, and sits on the east/west/south coast of the United States.
4. San Diego is located in the southernmost part of California, near the border with Mexico/New Mexico/Arizona.

B. 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: The US state of California

- Often known as the Golden State and the Sunshine State, California is the most populous state in the USA and has always been a popular location for immigrants.
- California ranks among the 10 largest economies of the world.
- Following the discovery of gold there in 1848 it became the centre of the 1849 Gold Rush.

- Most people live along the coast.
- Every year California is hit by around 10,000 earthquakes.
- Attractions include Disneyland, Hollywood, and the Sea World Adventure Park in San Diego.
- Death Valley is the lowest, driest and hottest place in the USA and is nearly 86 metres below sea level.
- The first McDonald's fast food restaurant was opened in San Bernardino in 1948, before it became a franchise.
- California broke away from Mexico in 1846 and was formally admitted into the USA in 1850.
- California is the third largest state by land area and is 1,240 km long and 400 km wide.

Statistics

Total area: 423,970 sq km (UK 242, 514; USA 9.8 million)

Borders with: Oregon to the north, Nevada to the east, Arizona to the south-east and the Mexican state of Baja California to the south.

Population: around 36.5 million (UK around 61 million; USA around 306 million)

Capital: Sacramento

Largest cities: Los Angeles, San Diego, San Jose and San Francisco

Languages: English and Spanish

C. Normalisation (T256)

Jill talks about how she ended up working in the USA.

The aim of this first exercise is to allow your students to become accustomed to Jill's voice. Ask them to listen to the first part of the interview and answer the following questions:

1. Where in the UK did Jill move to from North Wales? **London**
2. What nationality was the man she was working for there? **Iranian**
3. Who did she look after? **the Iranian gentleman's childhood nanny**
4. How did Jill get to Sloane Street from Battersea? **She walked.**
5. Which bridge did she go over? **the Albert Bridge**
6. Which word does Jill use to describe the bridge? **'beautiful'**
7. In which US state was her boss living at the time? **California**
8. What nationality was her boss's ex-wife? **American**
9. How long did Jill go to the USA for? **a year**

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 (T257)

Jill talks about living in San Diego.

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. Bonsall is in **northern** San Diego County.
2. The ranch Jill lived on had a **swimming pool**.
3. When she got there, Jill's boss was planting **fruit trees** and mulberry **bushes**.
4. He was trying to **recreate** a garden from his homeland.
5. The ranch was out in the **country**, so Jill had to learn to **drive**.
6. The ranch was about **10 miles** from the **coast**.
7. The nearest seaside town was called **Oceanside**.
8. It has miles of sandy **beaches**.

B True/False (T258)

Jill talks about going to the beach.

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

1. Jill used to work six days a week. (T 'I'd have one day off a week')
2. Before she passed her driving test, Jill used to take the bus to Oceanside. (F 'he would give me a lift into Oceanside' i.e. Her boss used to take her in the car.)
3. Jill never used to go into the water. (F 'and er, spent all day on the beach, in the sea...')
4. The sea was very warm. (F 'it's quite chilly')
5. The ranch was 45 minutes' drive north of San Diego. (T 'It's [i.e. San Diego is] about 45 minutes further south.')

C. Gap-fill (T259)

Jill talks about spending her free time in a park in San Diego.

As with Exercise A, ask your students to try to predict their answers before they listen.

1. San Diego is a big **city**, but it has a nice **downtown** area with a lot of **shops** and **restaurants**.
2. Balboa Park is where you can find all the **museums** and **art galleries**.
3. Jill says you could spend **days** going around Balboa Park.
4. She used to take a **book**, lie on the **grass** for a while and then go in and have a bit of **culture**.
5. Sometimes she'd take a **picnic** or go for a walk and look at all the **sights**.

D. Questions (T260)

Jill talks about something that happened to her after her year in California.

1. What happened to Jill because she was swimming every day? **She lost a lot of weight.**
2. What kind of clothes did she wear in the USA? **shorts, vests and T-shirts**
3. What clothes did she put on the day she left for England? **jeans and jumpers**

3 Features of a Welsh Accent and Informal Spoken English (T261–T262)

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

4 Language Development

A. Extension exercise

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

1. These trousers are a bit **loose**, so I'm just going to fetch a belt. I don't want them falling down in the middle of my speech.
2. The stream's too deep to wade across, but there's a little **bridge** a bit further on, so we can cross there.
3. We had a wonderful holiday, but the beach was a bit disappointing. They said it was **sandy**, but when we got there it was really stony because they'd had a storm and all the sand had washed away.
4. I love my brother **dearly**, but sometimes he drives me mad!
5. Can you look **after** the children while I pop out to the shops?
6. His parents both worked so he had a **nanny** when he was a little boy.
7. It's quite **refreshing** to run cold water over your wrists on a hot summer's day.
8. We've got a flat in London and a little cottage in the **country**, about 10 miles from the sea.
9. I've got the **opportunity** to go and work in Russia for a year, but I'm not sure I want to go.
10. I really like this jacket, but it doesn't **fit** me very well. The shoulders are a bit too wide and the sleeves are too short.
11. When I was a boy a group of us **used** to play football in that park every Saturday morning.
12. They say you need to **spend** days going round the Hermitage Museum in St Petersburg, but we've only got an afternoon free, unfortunately.
13. Sarfraz is in the middle of **planting** potatoes in the garden. Shall I get him to call you back?
14. That's a **gorgeous** coat! Where did you get it from?
15. You look fantastic! Have you lost **weight**?
16. I was an accountant by **profession**, but then I began painting 20 years ago and now I make a living doing that.

B. Colloquial English

Explain to your students that Jill, like Scott, Ingse and Anne, uses a lot of colloquial English words and phrases in her interview. Colloquial English is found in informal spoken and written English, for example when friends chat or write emails.

Ask your students to fit the words and phrases in the box into the sentences.

1. They've got a beautiful house in the country, **right by** a river.
2. You don't have to go yet. **In fact** why don't you stay the night? We've got a spare bedroom.
3. Are you allowed to eat pork **in your culture**?
4. Let's go and **see the sights** first, and then we can go and have lunch somewhere.
5. My grandmother loved dancing, even **in her old age**.
6. Why don't we try that new Sri Lankan restaurant **for a bit of a change**?
7. Why don't we stop here? It's **a lovely spot** for a picnic.
8. It's **a bit chilly**. Shall I put the fire on?
9. Basically he chose the wrong **career path** when he was 18 and he's never been happy since.
10. Why don't I give you **a lift** as it's raining?
11. He used to be an accountant **by profession**, but then he retrained as an osteopath in his 40s.

C. Transformations

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

1. I decided on a career in (*nurse*) **nursing** when I was about 17.
2. She's very (*thought*) **thoughtful** — she never forgets anyone's birthday.
3. Economic (*grow*) **growth** has been slowing in recent months.
4. The wind's coming from a (*south*) **southerly** direction, apparently.
5. Normally they serve (*refreshing*) **refreshments** at half-time.
6. How much do you (*weight*) **weigh** now?
7. My cousin became a (*profession*) **professional** tennis player at 17.
8. Hurry up! You need to make a (*decided*) **decision**.
9. We haven't moved yet, (*actual*) **actually**.
10. Have you (*planting*) **planted** those tulip bulbs yet?

5 Transcript (T263)

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 – Barbara

1 Pre-Listening Comprehension

Introduction to Barbara

This is an interview with Barbara talking about Paderborn, the northern German city where she lives with her family. Barbara was born and brought up in northern Germany. She studied English at the University of Constance and speaks it almost fluently, although she does have a slight German accent. She also speaks fluent Spanish.

Key lexis

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

- open-minded – to be open to or accepting of new or different things, ideas, ways of life, etc.
- (a) Gothic cathedral – a cathedral with pointed windows and arches, very high ceilings and tall, thin columns (architecture common in Europe between the 12th and 16th centuries)
- (to) excavate – to dig up something which was buried under the earth

A. Schema building

Ask your students to choose the correct answers.

1. **False** – They reunited in 1990.
2. **True**
3. **False** – Germany has a population of around 82.5 million and the UK has a population of around 61 million.
4. **True**

B. 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: The Federal Republic of Germany

- Germany is the sixth-largest country in Europe following reunification with East Germany in 1990.
- It also has the largest population of any European Union member state.
- Germany is currently (2011) believed to be the fifth-largest economy in the world after the USA, China, Japan and India.

Statistics

Total area: 357,027 sq km (UK 242, 514; USA 9.8 million)

Borders with: The Netherlands, Belgium, France, Switzerland, Austria, Czech Republic, Poland, Denmark, the North Sea and the Baltic Sea

Population: around 82.5 million (UK around 61 million; USA around 306 million)

Capital: Berlin (around 3.4 million)

Major cities: Hamburg (around 1.7 million inhabitants), Munich (around 1.3 million), Cologne (around 1 million), Frankfurt (around 670,000), and Stuttgart (around 600,000)

Major religion: Christianity (Catholic and Protestant)

C. Normalisation (T264)

The aim of this first exercise is to allow your students to become accustomed to Barbara's voice. Ask them to listen to the first part of the interview and answer the following questions:

1. Which two adjectives does Barbara use to describe Paderborn? **'nice'** and **'quiet'**
2. How many people live there? **120,000**
3. What religion are most of the inhabitants of Paderborn? **Catholic**
4. What has a big influence on Paderborn? **the Church**

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 (T265)

Barbara talks about things you can see in Paderborn.

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. Paderborn has had a **university** since **1970**.
2. There are quite a **lot** of computer **firms** in Paderborn.
3. Nixdorf used to be the **biggest** computer company in Germany.
4. Paderborn has the world's largest computer **museum**.
5. Recently a **palace** belonging to King **Charles** I was excavated near the cathedral, which is in the city **centre**.
6. A **market** is held regularly **around** the cathedral.
7. There has been a market there **since** the Middle **Ages**.
8. The market takes place every **Wednesday** and **Saturday**.
9. You can buy **vegetables** and **fruit** at the market, as well as other things.

B. True/False (T266)

Barbara talks about the market in Paderborn.

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

1. The fresh produce sold at the market comes from all over the world. (F 'everything you get from the, the region')
2. Paderborn is surrounded by countryside. (T 'the region, it's really very much countryside')
3. The area around Paderborn is quite hilly. (F 'countryside – very flat')
4. A lot of foreigners live around Paderborn. (F 'a lot of farmers living around')
5. Local farmers sell their produce at the market. (F 'lot of farmers living around and, and they all bring their products [sic – produce] to the market')
6. Barbara enjoys going to the market. (T 'I love to do that.' 'it's great fun to be there')
7. Barbara says the fruit and vegetables at the market are very cheap. (F 'you won't save money')
8. Barbara always has to go straight home after she goes to the market. (F 'After that you have... well, a coffee at the café.')

3 Features of a German Accent and L1 Interference (T267–T269)

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

4 Language Development

A. Extension exercise

Ask your students to fill in the blanks in these new sentences with words they heard during Barbara's interview.

1. We have a **saying** in English: 'The early bird catches the worm.' What do you think it means?
2. Moscow is now **said** to be the most expensive city in the world.
3. I think the euro **symbol** looks too much like the dollar sign.
4. This inn has been here **since** the Middle Ages.
5. You **must** have been upset when you finished last in the Marathon.
6. My grandmother is very **open-minded** – you can talk to her about anything.
7. Considering he's got so much money, you'd think he'd have a more **impressive** house.
8. This **region** of France is very famous for its cheese and its wine.

B. Colloquial English

Explain to your students that Barbara, like Scott, Ingse, Anne, and Jill, uses a lot of colloquial English words and phrases in her interview. Colloquial English is found in informal spoken and written English, for example when friends chat or write emails. Ask your students to fit the words and phrases in the box into the sentences.

1. I'll just have **a little bit of** cake, please, 'cos I'm supposed to be on a diet.
2. I live in Walthamstow which is **quite famous for** its William Morris Gallery.
3. I'm trying **to save money** this month 'cos I owe a lot of money on my credit card.
4. It's a very built-up area, but there are **quite a lot of** trees around, which is nice.
5. Munich is my favourite city **in the world**.
6. I'll just have a sandwich, thanks. I'm not very hungry **to be honest**.

5 Transcript (T270)

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.