

Real Lives, Real Listening: A Place I Know Well – Elementary Teacher's Notes

Introduction

Aims

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

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

Authenticity

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

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

Content

The series is at 3 levels: Elementary (KET/PET), Intermediate (FCE/CAE) and Advanced (CAE/CPE), and each book has 5 listening texts.

The first three listening texts in each title are accompanied by a wide variety of focused exercises from which the teacher can make a selection, depending on the needs of their students. The final two listening texts are for revision purposes. Here the speakers recycle, naturally, the lexis and grammatical structures found in the previous three texts. Each book 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.

Level

This book is at Elementary level, and is suitable for students ranging from lower- to upper-elementary levels. The first three main units are graded in terms of difficulty from easier to more challenging.

Sheila M. Thorn

Unit 1 – Danny

1 Pre-Listening Comprehension

Introduction to Danny

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

Key Lexis

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

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

Normalisation (T2)

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

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

2 Listening Comprehension

Introduction

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

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

Multiple choice (T3)

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

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

3 Interesting Language Points (T4–T8)

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

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

4 Further Listening Practice

A. Linking

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

The most common linking occurs between the letter *-s* at the end of a word when the next word begins with a vowel, as in these excerpts from the interview:

(T9)

*Third year **was_in** Dover.*

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

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

(T10)

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

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

B. Hearing the sounds of English 1 (T11)

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

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

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

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

C. Discriminating between minimal pairs of sounds 1 (T12)

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

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

D. Contractions

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

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

(T13)

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

(T14)

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

E. Sentence stress (T15)

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

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

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

F. Recognising individual words in a stream of speech (T16–T20)

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

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

- (T16) 1. but there aren't many to see
(T17) 2. But not in the winter.
(T18) 3. So it wasn't too comfortable.
(T19) 4. It was quite expensive.
(T20) 5. There are parts of it that are nice.

G. Hearing the sounds of English 2 (T21)

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

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

H. Discriminating between minimal pairs of sounds 2 (T22)

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

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

I. Weak forms (T23)

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

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

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

J. Gap-fill – elision (T24)

When speaking quickly in English, people often miss out individual sounds at the ends of words – a process known as elision. For example, a speaker will say *las' night* instead of *last night*, *jus' got here* instead of *just got here*, or *trie' to* instead of *tried to*.

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

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

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

5 Further Language Development

A. Extension exercise

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

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

B. Introduction to the present perfect simple

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

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

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

C. Prepositions

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

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

Teacher's Notes

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

D. Transformations

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

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

6 Transcript (T25)

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 – Catherine

1 Pre-Listening Comprehension

Introduction to Catherine

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

Key Lexis

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

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

A. Welsh pronunciation

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

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

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

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

B. Normalisation – anticipating the next word

Ask your students to listen to tracks 26–30. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down. Then ask them to listen to tracks 31–35 to check their answers.

(T26–T30) (with missing final word(s))

(T31) 1. it has lots of visitors in summer

(T32) 2. Lots of people go and watch it on a Saturday afternoon.

(T33) 3. So can you see mountains from your house?

(T34) 4. my friend loves to shop for clothes and things

(T35) 5. Then I go out and meet a couple of my friends for coffee.

2 Listening Comprehension

Introduction

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

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

A. Corrections (T36)

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

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

B. Gap-fill (T37)

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

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

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

C. Questions (T38)

Catherine talks about a typical day out in Llandudno.

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

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

D. Corrections (T39)

Catherine talks about housework and a typical Saturday.

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

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

3 Interesting Language Points

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

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

4 Further Listening Practice

A. Sentence stress (T40–T46)

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

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

- (T40) 1. It's a **pretty** little town.
(T41) 2. it has **lots** of **visitors** in **summer**
(T42) 3. **beautiful** colour in the autumn
(T43) 4. There's a nice **bowling** green there.
(T44) 5. Yes, it's a **very** pleasant place to live.
(T45) 6. we have a day **out** on a **Friday**, usually
(T46) 7. We do our **shopping** in Asda.

B. Hearing the sounds of English 1 (T47)

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

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

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

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

C. Discriminating between minimal pairs of sounds 1 (T48)

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

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

D. Weak forms (T49)

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

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

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

E. Hearing the sounds of English 2 (T50)

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

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

F. Discriminating between minimal pairs of sounds 2 (T51)

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

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

G. 'um' for pauses (T52)

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

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

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

H. Recognising individual words in a stream of speech – dictation (T53–T61)

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

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

- (T53) 1. It's a pretty little town.
 (T54) 2. It has lots of visitors in summer.
 (T55) 3. And they sell cream teas...
 (T56) 4. Lots of people go and watch it on a Saturday afternoon.

- (T57) 5. So can you see mountains from your house?
 (T58) 6. Do you go there quite often?
 (T59) 7. Does your husband do the ironing as well?
 (T60) 8. I do that first thing on a Saturday morning.
 (T61) 9. Then I go out and meet a couple of my friends for coffee.

I. Hearing the sounds of English 3 (T62)

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

built/build	meet/mitt
team/Tim	side/sight
live/leave	quite/quiet
first/thirst	

J. Discriminating between minimal pairs of sounds 3 (T63)

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

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

K. Linking (T64)

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

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

The most common linking occurs between the letter -s at the end of a word when the next word begins with a vowel, as in these excerpts from the interview. However, linking also occurs with other sounds.

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

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

L. Gap-fill – elision (T65–T72)

As we heard in Danny's interview, when speaking quickly in English, people often miss out individual sounds at the ends of words – a process known as elision. For example, a speaker will say *las' night* instead of *last night*, *jus' got here* instead of *just got here*, or *trie' to* instead of *tried to*.

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

- (T65) 1. Well, it's a little **market town**.
- (T66) 2. and an **old bridge**...
- (T67) 3. There **used to** be tennis courts there.
- (T68) 4. **Round** the back of it, yes, easily.
- (T69) 5. Yes, it's a very **pleasant** place to live.
- (T70) 6. So Llandudno is **next to** the sea, then...
- (T71) 7. **take** my friend...
- (T72) 8. We'll have gone **about ten** in the morning.

5 Further Language Development

A. Extension exercise

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

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

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

B. Gap-fill (T73)

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

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

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

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

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

Interviewer: Does your husband do the ironing as well?

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

C. The present simple and present continuous

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

We do our shopping in Asda.

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

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

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

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

D. Transformations

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

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

6 Transcript (T74)

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 – Anders

1 Pre-Listening Comprehension

Introduction to Anders

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

Key Lexis

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

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

A. Discussion

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

The Factfile below has been compiled to help you.

Factfile: Sweden

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

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

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

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

Statistics

Total area: 450,295 sq km

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

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

B. Normalisation – gap-fill (T75)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice. This first exercise is a gap-fill based on the start of the interview.

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

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

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

2 Listening Comprehension

Introduction

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

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

A. Questions (T76)

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

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

B. True/false (T77)

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

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

C. Corrections (T78)

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

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

D. Gap-fill (T79)

Anders talks about his mother. Before they listen, ask your students to try to predict which words, or which **types** of words (nouns, adjectives, prepositions, parts of verbs, etc.) will fit in the gaps. Then ask them to listen and check their answers.

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

3 Interesting Language Points

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

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

4 Further Listening Practice

A. Recognising individual words in a stream of speech – dictation (T80–T85)

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

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

- (T80) 1. They used to build ships in Gothenburg.
- (T81) 2. but I moved away from there when I was in my 20s
- (T82) 3. Can you see the water from where you live?
- (T83) 4. You had everything you needed.
- (T84) 5. Yes, I've still got my mother up there.
- (T85) 6. She's quite old and she finds it difficult to walk.

B. Hearing the sounds of English 1 (T86)

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

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

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

his/is	live/leave
right/light	had/hat
think/sink	

C. Discriminating between minimal pairs of sounds 1 (T87)

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

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

D. Contractions (T88)

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

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

Make sure they look at the example first:

Example: Yes, that is right. that's

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

E. Hearing the sounds of English 2 (T89)

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

years/jeers

north/Norse

old/hold

back/pack

grew/glue

F. Discriminating between minimal pairs of sounds 2 (T90)

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

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

G. Simplification – weak forms (T91)

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

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

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

H. Hearing the sounds of English 3 (T92)

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

lake/rake	said/set
still/steel	all/hall
but/putt	

I. Discriminating between minimal pairs of sounds 3 (T93)

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

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

J. Simplification – elision (T94)

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

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

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

5 Further Language Development

A. Extension exercise

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

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

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

B. Verbs in the simple past

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

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

C. Prepositions and adverbs

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

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

6 Transcript (T95)

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 – Jackie

1 Pre-Listening Comprehension

Introduction to Jackie

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

Key lexis

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

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

Normalisation (T96)

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

2 Listening Comprehension

Gap-fill (T96)

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

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

3 Further Language Development

A. Extension exercise

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

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

B. Prepositions and adverbs

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

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

4 Transcript (T96)

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 – Tammy

1 Pre-Listening Comprehension

Introduction to Tammy

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

Key lexis

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

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

Normalisation (T97)

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

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

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

2 Listening Comprehension

Gap-fill (T98)

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

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

3 Further Language Development

A. Extension exercise

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

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

B. Prepositions and adverbs

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

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

4 Transcript (T97–T98)

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.