

Real Lives, Real Listening: A Typical Day – 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.



Unit 1 – Dorothy

1 Pre-Listening Comprehension

Introduction to Dorothy

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

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

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

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

Key lexis

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

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

A. Normalisation – sentence stress (T2)

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

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

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

- if it's a **shopping** day we go out and do our shopping **together**
- we **always** take a list
- we have our **evening** meal quite **early**

B. Normalisation – anticipating the next word (T3–T8)

Students listen to tracks 3–7. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down, then they listen to track 8 to check their answers.

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

2 Listening Comprehension

Introduction

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

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

A. Part 1 – Ticking boxes (T9)

Ask your students to tick the correct box.

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



six

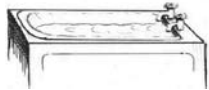


eight



nine

2. She generally has a _____.



bath



shower

3. At home she usually wears _____.



a skirt



trousers

4. For breakfast she has _____.



an apple



an orange



a banana.

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



one



two



three

6. She also has a _____.



cup of tea



cup of coffee

B. Part 2 – Ticking boxes (T10)

Ask your students to tick the correct box.

1. After breakfast Dorothy reads _____.



a book



a magazine



the newspaper

2. She reads for _____ minutes.

30 20 10

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



glass of orange juice



cup of tea



cup of coffee

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

5 10 15

5. For lunch they often just have _____.



a hamburger



a sandwich



a banana

C. Part 3 – Ticking boxes (T11)

Ask your students to tick the correct box.

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

two three five

2. In the afternoon Dorothy often _____.



listens to music uses the computer reads a book.

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

five half-past six seven

4. They often have _____ with dinner.



a glass of wine a glass of water a cup of tea

5. They go to bed at about _____.

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

3 Interesting Language Points (T12)

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

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

4 Further Listening Practice

A. Hearing the sounds of English 1 (T13)

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

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

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

skirt/shirt

clean/cream

cup/cub

wheel/veal

bowl/pole

list/wrist

room/loom
card/cart

bed/bet
sleep/slip


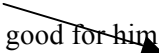
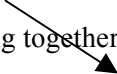

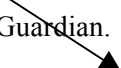
B. Discriminating between minimal pairs of sounds 1 (T14)

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


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


C. Intonation - falling intonation for statements (T15)


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

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

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

I live in Bury. 

I am 20 years old. 

I work in a shop. 

D. Recognising individual words in a stream of speech 1 – dictation (T16–T22)

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

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

- (T16) 1. I usually have a shower.
(T17) 2. We have breakfast around a quarter to nine...
(T28) 3. the house doesn't get very dirty
(T19) 4. We don't usually have lunch.
(T20) 5. If it's a shopping day, we go out and do our shopping together.

(T21) 6. We have our evening meal quite early.

(T22) 7. So we eat quite a lot of salad and quite a lot of vegetables.

E. Contractions (T23)

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

The following contractions appear in the interview:

do not – *don't*

it is – *it's*

does not – *doesn't*

that is – *that's*

he has /he is – *he's*

there is – *there's*

I am – *I'm*

we are – *we're*

I have – *I've*

you are – *you're*

is not – *isn't*

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

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

F. Recognising individual words in a stream of speech 2 – elision (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 listen and fill in the missing words in these extracts, all of which have been affected by elision.

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

G. Hearing the sounds of English 2 (T25)

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

| | |
|-----------------|-----------|
| right/light | has/as |
| always/hallways | sit/seat |
| tend/tent | time/tame |

H. Discriminating between minimal pairs of sounds 2 (T26)

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

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

I. Recognising individual words in a stream of speech 3 – weak forms (T27)

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

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

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

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

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

J. Recognising individual words in a stream of speech 4 – linking (T28–T29)

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

(T28)

Example: I have **an _orange**, two **slices _of** toast...

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

(T29)

1. a **cup _of** coffee
2. I **sit _and** read the paper.
3. **there's _only** my husband and I um, to make a **mess _in** it
4. it **takes _about** 10 minutes **because _it's _a** very easy crossword
5. a **drink _of** something
6. We go to the supermarket **which _is _about** three **miles _away**...
7. We have **it _at _about** half-past six.
8. usually **that's _enough** to **send _us** off to sleep

5 Further Language Development

A. Gap-fill (T30)

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

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

Dorothy:

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

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

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

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

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

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

B: Extension exercise

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

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

C. Prepositions and adverbs

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

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

D. Transformations

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

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

E. Matching words with definitions

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

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

6 Transcript (T31)

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

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

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

Unit 2 – Peter

1 Pre-Listening Comprehension

Introduction to Peter

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

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

Try to ensure they use some common adverbs of frequency, such as *always*, *usually*, *normally*, *often*, *sometimes*, etc, as well as the useful expression *tend to* which Dorothy used in Unit 1 and which Peter also uses in his interview.

Key lexis

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

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

A. Normalisation – two typical features of a London accent (T32)

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

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

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

B. Normalisation – anticipating the next word (T33–T38)

Students listen to tracks 33–37. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down, then they listen to track 38 to check their answers.

- (T33) 1. 'don't shower or bath in the.....' **morning**
(T34) 2. 'Normally I always have a cup of tea and something to.....' **eat**
(T35) 3. 'Switch on the computer, look at emails read my...' **post**
(T36) 4. 'Do you have dinner as soon as you get...?' **home**
(T37) 5. 'Watch telly for an hour or so, then I go and have a shower or.....' **a bath**
(T38) Full version of the above.

2 Listening Comprehension

Introduction

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

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

A. Part 1 – Ticking boxes (T39)

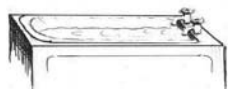
Ask your students to tick the correct box.

1. Peter gets up at _____.
 6.45am 7.45am 8.45am.

2. He has a _____.



shower



bath



wash

3. He leaves home at _____.
 7.45am 8am 8.15am.

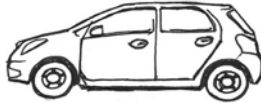
4. He _____ to work.



walks



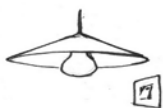
cycles



drives

5. He arrives at work at about _____.
 8.30am 8.45am 9am.

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



the lights



the kettle



his computer.

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

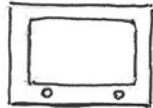
B. Part 2 – Ticking boxes (T40)

Ask your students to tick the correct box.

1. Peter usually leaves work between _____.
 4.30 and 5pm 5 and 5.30pm 5.30 and 6pm.
2. When he gets home he normally has a _____.
 a cup of tea a can of beer a cup of coffee



3. He talks to his _____.
 children wife girlfriend
4. He has dinner between _____.
 6 and 6.30pm 6.30 and 7pm 7 and 7.30pm.
5. After dinner he _____.
 reads a book watches television listens to music



6. He goes to bed between _____.
 10 and 10.30pm 11 and 11.30pm 11.30 and midnight

3 Interesting Language Points

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

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

4 Further Listening practice

A. Recognising individual words in a stream of speech 1 – dictation (T41–T45)

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

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

- (T41) 1. Do you get a lunch break?
- (T42) 2. Do you have to take your lunch between those hours?
- (T43) 3. What time do you leave work?
- (T44) 4. And do you have dinner as soon as you get home?
- (T45) 5. What time do you go to bed?

B. Making the 'er' sound when pausing (T46)

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

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

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

Example:

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

Exercise:

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

C. Hearing the sounds of English 1 (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 Peter used in the interview. You may wish to give definitions of the second words, but this is not necessary as you can explain to your students that the emphasis here is on the sounds of English, and not on vocabulary.

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

wash/watch

back/pack

work/walk

bath/path

hungry/angry

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

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

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

E. Sentence stress (T49–T56)

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

- (T49) 1. Leave home, drive to Stevenage in Hertfordshire.
(T50) 2. Locate myself at my desk, and switch on the computer, look at emails, read my post.
(T51) 3. It's not at a regular time.
(T52) 4. From the time I get hungry to the time I'm not.
(T53) 5. And then back in the car, back down the motorway.
(T54) 6. I normally have a cup of tea, a chat with the wife.
(T55) 7. Watch telly for an hour or so. Then I go and have a shower or a bath and watch some more telly.
T56) 8. Sometimes I do other things.

F. Recognising individual words in a stream of speech 2 – weak forms (T57)

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

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

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

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

G. Contractions (T58)

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

The following contractions appear in the interview:

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

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

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

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

H. Hearing the sounds of English 2 (T59)

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

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

I. Discriminating between minimal pairs of sounds 2 (T60)

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

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

J. The glottal stop (T61)

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

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

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

5 Further Language Development

A. Extension exercise

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

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

B. Prepositions

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

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

C. Transformations

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

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

6 Transcript (T62)

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 – Jill

1 Pre-Listening Comprehension

Introduction to Jill

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

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

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

Key lexis

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

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

A. Normalisation – a typical feature of a Welsh accent (T63)

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

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

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

Short 'a' sound:

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

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

B. Normalisation – anticipating the next word (T64–T69)

Students listen to tracks 64–68. There is a word missing from the end of each excerpt. Ask them to try to guess the missing word and write it down, then they listen to track 69 to check their answers.

- (T64) 1. 'I leave the house at seven...' **thirty**
(T65) 2. 'walk to the bus...' **station**
(T66) 3. 'we're allowed half an hour for...' **lunch**
(T67) 4. 'Then you have er, a 15-minute break in the...' **afternoon**
(T78) 5. 'Meet some...' **friends**.
(T69) Full version of the above.

2 Listening Comprehension

Introduction

(The exercises can be used by all students.)

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

A. Putting events in order (T70)

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

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

Now play the track and see if they were right.

B. Corrections 1 (T71)

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

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

C. Ticking boxes (T72)

Students tick what Jill does when she comes home.

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

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

D. Corrections 2 (T73)

Students correct each sentence.

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

3 Interesting Language Points

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

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

4 Further Listening Practice

A. Hearing the sounds of English 1 (T74)

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

wash/watch

bus/pus

cup/cub

pub/pup

thirty/dirty

bed/bet

B. Discriminating between minimal pairs of sounds 1 (T75)

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

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

C. Sentence stress (T76)

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

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

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

D. Recognising individual words in a stream of speech 1 – linking (T77)

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

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

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

E. Recognising individual words in a stream of speech 2 – dictation (T78–T84)

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

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

- (T78) 1. I go to the bathroom and have a wash and brush my teeth.
(T79) 2. And if I have time I make myself breakfast.
(T80) 3. What kind of things do you have for breakfast?
(T81) 4. The night staff will come on at eight and take over from you.
(T82) 5. How do you get home from the hospital?
(T83) 6. What do you do when you get home?
(T84) 7. I generally have a bath or a shower and relax.

F. Hearing the sounds of English 2 (T85)

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

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

G. Discriminating between minimal pairs of sounds 2 (T86)

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

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

H. Contractions (T87)

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

The following contractions appear in the interview:

do not – *don't*

we are – *we're*

I am – *I'm*

we will – *we'll*

I will – *I'll*

you are – *you're*

cannot – *you can't*

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

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

I. Recognising individual words in a stream of speech 3 – weak forms (T88)

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

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

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

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

J. Hearing the sounds of English 3 (T89)

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

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

K. Discriminating between minimal pairs of sounds 3 (T90)

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

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

L. Making the 'er' and 'um' sounds when pausing (T91)

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

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

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

Example:

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

Exercise:

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

5 Further Language Development

A. Extension exercise

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

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

B. The simple past of regular and irregular verbs

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

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

Teacher's Notes

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

6 Transcript (T92)

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

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

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

Unit 4 – Catherine

1 Pre-Listening Comprehension

Introduction to Catherine

Catherine grew up in the small market town of Llanrwst in North Wales and has lived there ever since. She is bilingual in Welsh and English and she has a strong North Welsh accent. Catherine is a pensioner but she still works as a bookkeeper. The nearest major town to Llanrwst is Llandudno. Catherine's daughter, Jill, is interviewed in Unit 3.

Key lexis

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

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

Normalisation – questions (T93)

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

2 Listening comprehension

Gap-fill (T94)

1. Catherine works in an **office** by herself.
2. She usually has a cup of **coffee** at 9.45 and then again at 11.**15**.
3. She often goes to the **bank**, the **post** office and then back to the office.
4. She works from nine to **12**.
5. When she gets home she has a light **lunch** – just something on **toast** or **salad**.
6. On Mondays and **Wednesdays** Catherine and her husband go to Conway at about **two** o'clock.
7. Catherine's **sister**-in-law works in a **shop** in Conway.
8. Catherine goes **swimming** at **five** o'clock on Mondays.
9. When she gets home she watches the **news** on television.
10. Catherine normally goes to her **friend's** house on Monday evenings.
11. She gets home at about 10.**30** and her husband gets home at 10.**45**.

3 Further Language Development

A. Extension exercise

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

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

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

B. Words which go together

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

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

4 Transcript (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 5 – Danny

1 Pre-Listening Comprehension

Introduction to Danny

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

Key lexis

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

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

Normalisation – questions (T96)

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

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

2 Listening Comprehension

Corrections (T97)

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

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

3 Further Language Development

A. Extension exercise

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

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

B. Transformations

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

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

4 Transcript (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.