

## **Real Lives, Real Listening: My Family – 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 – Jackie

### 1 Pre-Listening Comprehension

#### Introduction to Jackie

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

#### Key lexis

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

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

#### Normalisation – sentence stress (T2–T7)

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

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

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

### 2 Listening Comprehension

#### Introduction

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

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

### A. Part 1 – Ticking boxes (T8)

Ask your students to tick the correct box.

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

### B. Part 2 – Ticking boxes (T9)

Ask your students to tick the correct box.

1. Brian likes \_\_\_\_\_ trees.



apple



fir



palm

2. He likes plants from \_\_\_\_\_.

Austria    Australia    Ostend

3. He builds \_\_\_\_\_.



houses



planes



trains.

4. Jackie's sister has \_\_\_\_\_.

two boys    two girls

## 3 Interesting Language Points

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

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

## 4 Further Listening Practice

### A. Hearing the sounds of English 1 (T10)

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

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

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

live/leave	been/bin
still/steal	hip/heap
look/Luke	side/site

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

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

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

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

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

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

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

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

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

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

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

##### (T13)

Example: **I'm\_originally** from Cardiff. I now **live\_in** Cornwall, **which\_is** a long way from Cardiff.

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

##### (T14)

1. but **he's\_out** now and seems to be OK
2. I've still got a dad that **lives\_in** Cardiff.
3. I have a, **an\_elderly** cousin that I **look\_after**...
4. she's **been\_in** hospital as well
5. one is married and **lives\_in** London and he **works\_in** the centre of London
6. He likes gardening and er, **grows\_orchids**...
7. He likes palm **trees\_and** er, plants from South Africa and Australia.

#### E. 'er' for pauses (T15)

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

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

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

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

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

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

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

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

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

**G Hearing the sounds of English 2 (T17)**

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

rest/west	palm/balm
loves/leaves	time/dime
life/live	bit/bid

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

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

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

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

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

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

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

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

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

### J. Contractions (T29)

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

The following contractions appear in the interview:

he has/he is – *he's*

I am – *I'm*

I have – *I've*

it is – *it's*

she has – *she's*

we have – *we've*

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

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

## 5 Further Language Development

### A. Gap-fill (T30)

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

**Interviewer:** Does your husband still work?

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

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

### B. Extension exercise

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

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

### C. Present simple and present continuous

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

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

### D. Prepositions and adverbs

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

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

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

### E. Transformations

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

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

## 6 Transcript (T31)

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

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

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

## Unit 2 – Micky

### 1 Pre-Listening Comprehension

#### Introduction to Micky

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

#### Key lexis

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

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

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

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

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

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

Tell your students that people with a London accent often:

##### (T32)

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

‘Tammy an’ Tiffany’

‘one, an’ one on the way’

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

##### (T33)

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

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

‘Tammy’s got two. Tiffany’s got one...’

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

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

(T34–T38) (with missing final word)

(T39) 1. So you’ve got five children?

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

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

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

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

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

## 2 Listening Comprehension

### Introduction

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

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

### Corrections (T44)

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

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

### 3 Interesting Language Points

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






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

### 4 Further Listening Practice




#### A. Falling intonation for statements (T45)

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

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

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

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

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

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

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

##### (T46)

Example: So...what are their **names\_again**?

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

##### (T47)

1. So **five\_altogether**.
2. she is 44 **years\_of** age
3. **Her\_eldest** is Kim.
4. Have you got any **uncles\_and** aunties?
5. Has Carole got any **brothers\_and** sisters?
6. one **is\_in** England
7. The **others\_all** live in Ireland.

### C. Hearing the sounds of English 1 (T48)

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

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

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

three/free	uncles/ankles
time/Tim	works/walks
think/sink	

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

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

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

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

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

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

### F. 'er' for pauses (T51)

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

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

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

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

**G. Sentence stress (T52)**

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

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

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

**H. Hearing the sounds of English 2 (T53)**

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

called/cold	is/his
first/thirst	alive/arrive
years/jeers	live/life

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

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

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

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

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

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

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

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

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

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

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

## 5 Further Language Development

### A. Extension exercise

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

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

### B. Personal pronouns into possessive pronouns

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

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

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

### C. Cardinal numbers into ordinal numbers

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

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

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

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

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

## 6 Transcript (T57)

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

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

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

## Unit 3 – Tammy

### 1 Pre-Listening Comprehension

#### Introduction to Tammy

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

#### Key lexis

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

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

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

#### A. Discussion

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

The Factfile below has been compiled to help you.

#### Factfile: Canada

- Canada is the second largest country in the world by total area, after the Russian Federation, although its population is 20% that of Russia's.
- The border between Canada and the USA is 8890 km long.
- Nearly ¼ of all the fresh water in the world is in Canada.
- Forests cover about half of Canada.
- Nearly one in five people in Canada were born abroad.
- Nearly 90% of Canadians live within 200 km of the US border.
- Canada has the world's longest coastline.
- The maple leaf is the emblem of Canada.

#### Statistics

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

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

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

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

**Capital:** Ottawa

**Largest city:** Toronto

### B. Normalisation – gap-fill (T58)

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

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

#### Registration Form

Name: Tammy St. John

Address: 313a Hainault Road, London

Postcode: N11 1ES

Telephone number: (work) 0208 550 3451

(mobile) 17742135211

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

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

## 2 Listening Comprehension

### Introduction

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

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

### A. Multiple choice (T59)

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

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

### B. Note-taking (T60)

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

#### Stephen

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

#### Susan

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

### C. Gap-fill (T61)

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

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

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

### D. Questions (T62)

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

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

## 3 Interesting Language Points

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

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

## 4 Further Listening Practice

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

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

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

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

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

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

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

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

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

### B. Hearing the sounds of English 1 (T70)

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

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

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

they/day

lives/leaves

had/hat

try/dry

fairly/fairy

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

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

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

#### D. Contractions (T72–T73)

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

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

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

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

#### (T72)

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

#### (T73)

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

#### E. Hearing the sounds of English 2 (T74)

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

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

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

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

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

### G. Linking (T76–T78)

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

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

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

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

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

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

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

### H. Hearing the sounds of English 3 (T79)

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

either/ether	kid/kit
began/begun	gorgeous/gorges
there/dare	

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

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

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

**J. Simplification – elision (T81)**

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

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

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

**K. Simplification – weak forms (T82)**

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

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

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

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

## 5 Further Language Development

### A. Extension exercise

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

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

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

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

You (cook) dinner every night?

**Do you cook dinner every night?**

He (take) sugar?

**Does he take sugar?**

You (have) a good holiday?

**Did you have a good holiday?**

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

### C. Transformations

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

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

## 6 Transcript (T83–T84)

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

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

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

## Unit 4 – Anne-Maj

### 1 Pre-Listening Comprehension

#### Introduction to Anne-Maj

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

#### Key lexis

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

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

#### Normalisation (T85)

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

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

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

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

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

### 2 Listening Comprehension

#### Introduction

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

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

#### A. Gap-fill 1 (T86)

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

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

### B. Questions (T87)

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

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

### C. Gap-Fill 2 (T88)

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

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

## 3 Further Language Development

### A. Extension exercise

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

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

## B. Family members

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

If appropriate, ask students to draw a family tree.

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

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

## 4 Transcript (T89–T90)

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

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

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

## Unit 5 – Danny

### 1 Pre-Listening Comprehension

#### Introduction to Danny

Danny grew up in a small market town in Cambridgeshire. He is now studying at Nottingham University. Danny's father, Micky, is interviewed in Unit 3. Danny has a rural Cambridgeshire accent.

#### Key lexis

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

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

#### Normalisation (T91)

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

### 2 Listening Comprehension

#### Corrections (T92)

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

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

### 3 Further Language Development

#### A. Extension exercise

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

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

#### B. Prepositions

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

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

### 4 Transcript (T92)

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

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

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