

# Real Lives, Real Listening: A Place I Know Well – Intermediate

## Teacher's Notes

### Introduction

#### Aims

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

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

#### Authenticity

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

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

#### Content

The series is at 3 levels: Elementary (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 Intermediate level, and is suitable for students ranging from lower- to upper-intermediate levels. The first three main units are graded in terms of difficulty from easier to more challenging.



## Unit 1 – Scott

### 1 Pre-Listening Comprehension

#### Introduction to Scott

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

#### Key lexis

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

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

#### A. Schema building

Ask your students to choose the correct answers.

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

#### B. Discussion

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

The Factfile below has been compiled to help you.

#### Factfile: Australia

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

#### Statistics

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

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

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

**Largest city:** Sydney

### C. Normalisation (T2)

With any listening activity it is a good idea to let students listen to the speaker and get used to his or her voice. This first exercise is a gap-fill based on the start of the interview. Before they listen, ask your students to try to predict which words, or which types of words (nouns, adjectives, prepositions, parts of verbs, etc.) will fit in the gaps. Then play the track and check their answers.

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

## 2 Listening Comprehension

### Introduction

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

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

### A. Questions (T3)

Scott talks about Maida Vale and the apartment he shares.

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

### B. Gap-fill (T4)

Scott talks some more about flat-sharing.

**Teacher's Notes**

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

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

**C. Questions (T5)**

Scott talks about his previous accommodation.

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

**D. Gap-fill (T6)**

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

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

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

**E. Questions (T7)**

Scott talks about making the most of where you live.

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

**F. Gap-fill (T8)**

Scott talks about exercise.

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

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

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

### 3 Interesting Language Points (T9–T10)

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

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

### 4 Further Listening Practice

#### A. Recognising sentence stress (T11)

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

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

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

#### B. Linking

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

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

#### (T12)

1. Everyone **lives\_in** mansionettes.
2. every house **looks\_exactly** the same
3. **there's\_a** couple in the main room

However, linking also occurs with other sounds.

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

#### (T13)

1. I **live\_in** Maida Vale, **which\_is** not far from here at Regent's **Park\_and** the Academy...
2. It's basically a **block\_of** um, apartments, two or three-bedroom **apartments,\_stacked\_on top\_of each\_other**.
3. **And\_they're\_often\_referred\_to** as 'mansions'.
4. So **your\_address** is 96 Elgin Mansions...
5. And **it's\_also** close to **an\_area** called 'Little Venice'

### C. Features of spoken English: elision and the glottal stop (T14)

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

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

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

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

## 5 Further Language Development

### A. Extension exercise

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

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

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

### B. Phrasal verbs

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

*When are you going to give up smoking?*

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

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

### C. Colloquial English

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

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

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

## **6 Transcript (T15)**

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 – Ingse

### 1 Pre-Listening Comprehension

#### Introduction to Ingse

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

#### Key lexis

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

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

#### A. Schema building

Ask your students to choose the correct answers.

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

#### B. Discussion

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

The Factfile below has been compiled to help you.

#### Factfile: Norway 'The Land of the Midnight Sun'

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

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

### Statistics

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

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

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

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

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

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

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

**Currency:** Norwegian Krone

### C. Normalisation (T16)

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

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

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

### D. Anticipating the next word (T17–T22) (T23–T28)

This activity is designed to help learners guess what word or type of word follows a phrase or group or phrases. Tracks 17–22 contain the excerpts below, except for the last (highlighted) word. Play tracks 17–22 or read the unfinished excerpts and ask students to guess the word or type of word that may follow. Accept anything which fits in the gaps. Then play tracks 23–28 or read the complete excerpts and compare students' answers with the actual text.

(T17) 'all the cities in Norway are small compared to .....

(T18) 'In 1916 we had a big fire so all the old houses, they .....

(T19) 'Now for us in England, salmon is the most expensive .....

(T20) 'A marvellous view, yeah, especially in the winter when the leaves, leaves are off the .....

(T21) 'Do you go to the seaside at all in the .....

(T22) 'We tend to spend more time at home or inviting friends for a meal or for a .....

- (T23) 'all the cities in Norway are small compared to **England**'
- (T24) 'In 1916 we had a big fire so all the old houses, they **burnt/burned**'
- (T25) 'Now for us in England, salmon is the most expensive **fish**.'
- (T26) 'A marvellous view, yeah, especially in the winter when the leaves, leaves are off the **trees**.'
- (T27) 'Do you go to the seaside at all in the **summer**?'
- (T28) 'We tend to spend more time at home or inviting friends for a meal or for a **drink**.'

## 2 Listening Comprehension

### Introduction

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

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

### A. Questions (T29)

Ingse talks in general about Bergen.

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

### B. True/False (T30)

Ingse talks about where she lives in Bergen.

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

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

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

### C. Gap-fill (T31)

Ingse talks about skiing and fjords.

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

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

### D. True/False (T32)

Ingse talks about the cost of living in Norway.

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

### 3 Interesting Language Points (T33–T40)

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

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

## 4 Further Listening Practice

### A. Recognising individual words in a stream of speech (Dictation) (T41–T47)

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

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

- (T41) 1. All the cities in Norway are small compared to England.  
(T42) 2. And actually one of the mountains is an island.  
(T43) 3. nowadays we also get the small cabin cruisers  
(T44) 4. but we don't get as much snow as up in the mountains  
(T45) 5. the water is not as salty as out in the ocean  
(T46) 6. How much would that be in England?  
(T47) 7. a few years back we could go to England or other places and buy really cheap stuff.

### B. Intonation practice (T48)

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

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

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

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

### C. Contractions (T49)

Explain to your students that contractions are common in informal spoken and written English, such as two friends chatting, emails between friends, and so on, but not in more formal English such as lectures, speeches and letters to companies. See if they can tell you the contracted form of the following and pronounce them correctly:

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

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

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

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

## 5 Further Language Development

### A. Extension exercise

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

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

### B. Prepositions

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

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

**Teacher's Notes**

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

**C. Transformations**

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

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

**6 Transcript (T50)**

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 – Anne

### 1 Pre-Listening Comprehension

#### Introduction to Anne

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

#### Key lexis

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

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

#### A. Schema building

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

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

#### B. Discussion

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

The Factfiles below have been compiled to help you.

#### Factfile: Greece (The Hellenic Republic)

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

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

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

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

**Major religion:** Christianity (Greek Orthodox)

**Factfile: Crete**

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

**C. Normalisation (T51)**

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

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

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

**Anne:** Mmm.

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

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

**2 Listening Comprehension**

**Introduction**

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

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

**A. True/False (T52)**

Anne talks about living and working on Crete.

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

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

### B. Gap-fill (T53)

Anne talks about her life during the winter on Crete.

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

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

### C. Questions (T54)

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

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

### 3 Interesting Language Points

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

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

### 4 Further Listening Practice

#### A. Recognising individual words in a stream of speech (Dictation) (T55–T64)

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

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

- (T55) 1. and we always said that we would retire to Greece
- (T56) 2. it's still got that fishing village feel
- (T57) 3. I thought I would get on with the people that holidayed here
- (T58) 4. I live in a traditional village up the road...
- (T59) 5. and it's just such a lovely lifestyle
- (T60) 6. I still have time to socialise and enjoy the sun and the life...
- (T61) 7. he works in the tourist industry as well
- (T62) 8. We pick olives in the winter with our friends...
- (T63) 9. our cost of living is minimal in the winter
- (T64) 10. I used to work in the museum...

#### B. Recognising sentence stress (T65)

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

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

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

#### C. Weak forms: to, for and of (T66)

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

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

#### D. Linking (T67–T68)

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

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

(T67) we came on **lots\_and lots\_of** holidays

However, linking also occurs with other sounds.

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

#### (T68)

1. I live not too **far\_away**
2. I **wanted\_to** work here
3. but **it's\_so** lovely
4. and **things\_like** that
5. It **sounds\_strange...**
6. if **you're\_on** the coastline

#### E. Some features of a Midlands accent

##### 1. The glottal stop (T69)

The glottal stop (i.e. not pronouncing fully the *-t* sound at the end of words such as *got* or *lot*, or the *-t-* sounds in words such as *bottle* or *kettle*) is a common feature of many British accents, and is used particularly by younger people.

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

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

## 2. *an'* instead of *and* (T70–T71)

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

(T70) we came on lots *an'* lots of holidays *an'* we always said that we would retire to Greece...

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

(T71)

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

## 3. Pronunciation – *cup* /ʌ/ and *put* /ʊ/ (T72–T80)

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

(T72) and *just loved* it

(T73) I live in a traditional village *up* the road

(T74) at *lunchtime*

(T75) it's *just such* a lovely lifestyle

(T76) enjoy the *sun*

(T77) that *come* out from the UK

(T78) we're very *much* village people

(T79) they have *bumped* the prices up a little bit

(T80) all my family live *up, up* north

## 5 Further Language Development

### A. Extension exercise

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

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

**Teacher's Notes**

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

**B. get and got**

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

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

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

**C. Colloquial English**

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

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

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

## **6 Transcript (T81)**

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

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

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

## Unit 4 – Jill

### 1 Pre-Listening Comprehension

#### Introduction to Jill

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

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

#### Key lexis

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

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

#### A. Schema building

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

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

#### B. Discussion

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

The Factfile below has been compiled to help you.

#### Factfile: The US state of California

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

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

#### **Statistics**

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

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

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

**Capital:** Sacramento

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

**Languages:** English and Spanish

### **C. Normalisation (T82)**

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

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

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

## **2 Listening Comprehension**

### **Introduction**

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

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

### A. Gap-fill (T83)

Jill talks about living in San Diego.

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

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

### B True/False (T84)

Jill talks about going to the beach.

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

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

### C. Gap-fill (T85)

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

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

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

### D. Questions (T86)

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

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

### 3 Features of a Welsh Accent and Informal Spoken English (T87–T88)

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

## 4 Language Development

### A. Extension exercise

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

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

### B. Colloquial English

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

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

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

### C. Transformations

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

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

## 5 Transcript (T89)

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

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

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

## Unit 5 – Barbara

### 1 Pre-Listening Comprehension

#### Introduction to Barbara

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

#### Key lexis

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

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

#### A. Schema building

Ask your students to choose the correct answers.

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

#### B. Discussion

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

The Factfile below has been compiled to help you.

#### Factfile: The Federal Republic of Germany

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

#### Statistics

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

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

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

**Capital:** Berlin (around 3.4 million)

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

**Major religion:** Christianity (Catholic and Protestant)

### C. Normalisation (T90)

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

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

## 2 Listening Comprehension

### Introduction

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

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

### A. Gap-fill (T91)

Barbara talks about things you can see in Paderborn.

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

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

### B. True/False (T92)

Barbara talks about the market in Paderborn.

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

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

### 3 Features of a German Accent and L1 Interference (T93–T95)

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

## 4 Language Development

### A. Extension exercise

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

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

### B. Colloquial English

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

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

## **5 Transcript (T96)**

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

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

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