

Real Lives, Real Listening: A Typical Day – 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 – Andrew

1 Pre-Listening Comprehension

Introduction to Andrew

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

Key lexis

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

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

A. Schema building

Ask your students to choose the correct answers.

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

B. Discussion

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

The Factfile below has been compiled to help you.

Factfile: London

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

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

Statistics

Total area: 1,579 sq km

Population: almost 8 million

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

C. Normalisation (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 exercise is a corrections exercise based on the start of the interview.

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

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

2 Listening Comprehension

Introduction

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

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

A. Questions (T3)

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

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

B. Gap-Fill (T4)

Andrew talks about what he does in his free time.

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

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

C. Questions (T5)

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

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

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

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

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

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

Interviewer: Not getting into trouble.

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

3 Interesting Language Points (T6–T9)

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

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

4 Further Listening Practice

A. Recognising individual words in a stream of speech – Dictation (T10–T14)

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

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

(T10) 1. But the past few days I haven't been having lunch

(T11) 2. the one after that's half an hour later

(T12) 3. once I get in usually my dinner's ready

(T13) 4. they want me to keep a logbook of what I'm doing

(T14) 5. I'm pretty much always out on a Saturday

B. Features of an East London accent

1. Not pronouncing the initial letter *h*- of words (T15)

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

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

I don't usually 'ave breakfast then

I take the whole hour if I do 'ave lunch

a separate essay that I 'ave to do

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

2. The glottal stop (T16)

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

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

I get up at seven o'clock every day.

Welwyn Garden City where I work

relax for a bit

the one after that's half an hour later

once I get in

I'm pretty much always out on a Saturday.

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

5 Further Language Development

A. Extension exercise

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

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

B. The present perfect simple and the present perfect continuous

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

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

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

C. Transformations

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

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

6 Transcript (T17)

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 – Tammy

1 Pre-Listening Comprehension

Introduction to Tammy

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

Key lexis

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

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

A. Schema building

Ask your students to choose the correct answers.

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

B. Discussion

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

The Factfile below has been compiled to help you.

Factfile: Canada

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

- The maple leaf is the emblem of Canada.

Statistics

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

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

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

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

Capital: Ottawa

Largest city: Toronto

C. Normalisation (T18)

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

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

2 Listening Comprehension

Introduction

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

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

A. True/False (T19)

Tammy talks about her mornings.

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

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

B. Gap-Fill (T20)

Tammy talks about her afternoons.

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

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

C. Questions (T21)

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

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

3 Interesting Language Points

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

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

4 Further Listening Practice

A. 'cos instead of *because* in fast, informal spoken English (T22)

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

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

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

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

Interviewer: *Why?*

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

B. Two classic intonation patterns

1. Intonation for lists

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

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

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

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

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

2. Intonation for statements

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

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

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

(T23)

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

C. Features of a Canadian accent 1: *en* instead of *and* (T24)

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

I get up and have a shower

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

D. Features of a Canadian accent 2: leaving off the final –g of words ending in –ing (T25)

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

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

I sit and watch the mornin' news...

E. Features of a Canadian accent 3: 'em instead of them in fast speech (T26)

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

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

F. Features of a Canadian accent 4: couple of and coffee (T27–T28)

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

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

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

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

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

G. Recognising individual words in a stream of speech – Dictation (T29–T35)

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

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

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

- (T29) 1. The dogs don't wake me up.
- (T30) 2. They don't get out of bed till I make coffee.
- (T31) 3. find out what's going on
- (T32) 4. once I get to work I find out what we're doing
- (T33) 5. send for the first patient as soon as it's ready
- (T34) 6. there's always problems to sort out
- (T35) 7. try to have a bit of a laugh with them

H. Recognising sentence stress (T36)

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

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

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

5 Further Language Development

A. Extension exercise

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

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

B. Transformations

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

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

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

C. The first conditional

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

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

D. Phrasal verbs

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

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

6 Transcript (T37)

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 – Caroline and Martin

1 Pre-Listening Comprehension

Introduction to Caroline and Martin

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

Key lexis

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

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

A. Discussion

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

The Factfile below has been compiled to help you.

Factfile: London Theatre District

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

B. Normalisation (T38)

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

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

2 Listening Comprehension

Introduction

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

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

A. True/False (T39)

Caroline and Martin talk about their work in London.

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

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

B. Gap-Fill (T40)

Caroline and Martin talk about meeting up for lunch.

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

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

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

C. Note-taking (T41)

Caroline talks about what she did last Saturday and Sunday.

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

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

Interviewer: Right.

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

Interviewer: So you worked 20 hours, or more.

Caroline: Yeah.

Interviewer: Gosh!

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

Interviewer: OK.

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

3 Interesting Language Points (T42–T49)

You may wish to point out the following language points to your students.

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

4 Further Listening Practice

A. Features of spoken English: elision and the glottal stop stress (T50)

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

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

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

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

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

B. Contractions (T51)

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

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

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

Teacher's Notes

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

C. Recognising individual words in a stream of speech 1 – Dictation (T52–T60)

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

- (T52) 1. we could work up to 49 hours every week
- (T53) 2. I work there as well doing the lighting.
- (T54) 3. so sometimes we meet up between shows
- (T55) 4. There's a lot of days at the moment where I'm starting work at 9 or 10 in the morning.
- (T56) 5. depends on what job I'm doing
- (T57) 6. And it's nice and relaxing and it has a lovely view.
- (T58) 7. I'm normally free on a Sunday. That's normally my day off.
- (T59) 8. Or recovering from doing an overnight shift.
- (T60) 9. I wasn't awake for all 20 hours! I did fall asleep between shifts.

D. Recognising individual words in a stream of speech 2 – Simplification (T61–T65)

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

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

opera generally especially supposed obviously

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

- (T61) 1. I also work at the Royal **Opera** House in Covent Garden...
- (T62) 2. but **generally** without fail we'll finish at about half-ten at night...
- (T63) 3. that's a hassle, **especially** at that time in the morning
- (T64) 4. It depends on, on what I'm **supposed** to be doing.
- (T65) 5. ...but not...**obviously** not on a Thursday

E. Recognising individual words in a stream of speech 3 – Weak forms (T66–T69)

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

Teacher's Notes

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

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

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

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

1. for (T66)

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

2. and (T67)

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

3. to (T68)

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

4. from (T69)

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

5 Further Language Development**A. Extension exercise**

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

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

B. Transformations

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

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

C. Prepositions and adverbs

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

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

Teacher's Notes

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

6 Transcript (T70)

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

1 Pre-Listening Comprehension

Introduction to Anne

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

Key lexis

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

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

A. Schema building

Ask your students to choose the correct answers.

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

B. Discussion

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

The Factfiles below have been compiled to help you.

Factfile: Greece (The Hellenic Republic)

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

Statistics

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

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

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

Major religion: Christianity (Greek Orthodox)

Factfile: Crete

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

C. Normalisation (T71)

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

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

2 Listening Comprehension

Introduction

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

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

A. Gap-Fill (T72)

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

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

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

B. Sentence completion (T73)

Anne talks about getting people to and from the airport.

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

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

C. True/False (T74)

Anne talks about the day after she collects new guests.

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

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

3 Features of a Midlands Accent (T75-T76)

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

4 Further Language Development

A. Extension exercise

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

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

B. Transformations

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

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

Teacher's Notes

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

C. Phrasal verbs

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

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

5 Transcript (T77)

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 – Fernand

1 Pre-Listening Comprehension

Introduction to Fernand

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

Fernand lives in Walthamstow in north-east London.

Key lexis

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

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

A. Schema building

Ask your students to choose the correct answers.

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

B. Discussion

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

The Factfile below has been compiled to help you.

Factfile: The Kingdom of Belgium

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

Statistics

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

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

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

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

Capital: Brussels

Other major cities: Antwerp, Bruges, Ghent, Ostend

C. Normalisation (T78)

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

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

2 Listening Comprehension

Introduction

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

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

A. Questions (T79)

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

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

B. Multiple choice (T80)

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

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

C. Gap-Fill (T81)

Fernand talks about his different shifts.

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

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

D. True/False (T82)

Fernand talks about his afternoons and evenings.

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

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

3 Interesting Language Points (T83-T85)

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

4 Further Language Development

A. Extension exercise

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

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

Teacher's Notes

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

B. Transformations

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

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

5 Transcript (T86)

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.