

Real Lives, Real Listening: My Family – 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 – Tecwyn

1 Pre-Listening Comprehension

Introduction to Tecwyn

This is a telephone interview with Tecwyn talking about his family. Tecwyn was born in North Wales and was brought up with Welsh as his first language, although he had to learn English when he started going to school. He left the UK in the 1950s and moved to Canada. He has a strong Canadian accent with a hint of a Welsh accent. Because this is a telephone interview, the sound levels are quite high and there is a lot of background noise.

Key lexis

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

- the war years – the Second World War years between 1939 and 1945
- a big step – a major life change
- significant – great or important enough to be worthy of attention
- climate – the normal weather conditions in an area over a long period of time
- a pulp mill – a building with machinery which turns felled trees into a substance used to make paper
- to freelance – to work for other organisations, but on a contractual basis and not as an employee

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 – Gap-fill (T2–T7)

Read out the following excerpts, stopping before the underlined word, and ask your students to guess what the next word is. Accept anything which fits the gaps appropriately, in terms of semantics and grammar. After they have guessed the words, play the tracks so that they can hear what the actual word was, and see how close they were.

Note: Since this interview takes place on the phone, there is a lot of background noise. You may need to repeat the audio tracks several times to maximize students' comprehension.

- (T2) 1. I was there for four summers and five winters.
- (T3) 2. It's a beautiful part of the world.
- (T4) 3. His wife, like mine, never worked.
- (T5) 4. Where is she at the moment?
- (T6) 5. There's an Australian company that operates this Russian icebreaker which is also a research ship and which carries about 100 to 125 paying passengers.
- (T7) 6. Her job is titled 'hotel manager'.

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 (T8)

In this first exercise, Tecwyn talks about how he ended up in Vancouver.

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. Tecwyn has two sons and two daughters. (T **He has a son aged 43, a daughter aged 41, and daughter aged 38 and a son aged 37.**)
2. Tecwyn's wife is half-Irish. (T **'her father was English, her mother was Irish'**)
3. She moved to Canada during the war. (F **'She spent the war years in Ireland.'**)
4. Tecwyn met his wife at work. (T **'We worked together in London.'**)
5. Tecwyn applied for a job with an Asian exchange bank. (F **'an Eastern exchange bank'**)
6. Tecwyn spent some time in the Far East as a soldier. (T **'I'd done a tour out in er, the Far East with the army.'**)
7. On arriving in Canada, Tecwyn worked at his bank's head office for several months. (F **'I was there for about two or three days'**)
8. Tecwyn then asked if he could be transferred to Ottawa. (F **'Did you have a choice?' 'No, no.'**)
9. After three years in Ottawa, Tecwyn moved to Montreal. (T **'I was there for three years... I was then transferred to Montreal.'**)
10. After Montreal he spent the next five years in Winnipeg. (T **'I was there for four summers and five winters.'**)
11. During one winter in Winnipeg the temperature stayed above -25C for a fortnight. (F **'there was er, one winter there where the temperature didn't come above 25 degrees below zero for two weeks'**)
12. Tecwyn then went to work for a different bank in Vancouver. (F **'I was transferred to Vancouver'**)
13. Vancouver is Tecwyn's favourite city in Canada. (T **'Um, of all the places you've been to in Canada, do you prefer Vancouver?' 'Absolutely.'**)
14. Tecwyn was in Vancouver at the time of this interview. (F **'The climate is very much as it is here in the UK.'**)
15. Tecwyn likes Vancouver because of the surroundings. (T **He mentions the mountains, forests and the seaside.**)
16. He says 'the long mainland' of British Columbia is probably the best place to live in Canada. (F **'the low mainland'**)

B. Gap-fill (T9)

Tecwyn talks about his eldest son.

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. Tecwyn's two oldest children were **born** in Winnipeg.
2. Tecwyn's **oldest** son works for a pulp mill.
3. McKenzie is in **northern** British Columbia.
4. Tecwyn's oldest son also installs **satellite dishes** in that area.
5. His son is very good at **technical** things.
6. Before going to work in the pulp mill, Tecwyn's son worked for a **telephone** company.
7. Tecwyn says his son **can** turn his **hand** to anything.
8. This son's **wife** doesn't **work**.
9. This son has four **boys** aged **13, 12, 11** and **9**.

C. Questions (T10)

Tecwyn talks about his two daughters. Ask students listen and answer the questions.

1. What is Catherine's job? **She's a programme analyst.**

- Does she work for herself, or is she employed by a company full-time? **She works for herself.**
- Where does Catherine live? **in the United States**
- How long does it take Tecwyn to drive to Catherine's place? **about 2½ hours**
- How old are Catherine's children? **17, 4 and 2½**
- What does Tecwyn's younger daughter love doing? **travelling**
- Which company does this daughter work for? **The Rocky Mountain Railroad**
- During which part of the year does she work for this company? **from April till October**
- What does she usually do the rest of the year? **She travels anywhere in the world.**
- How do you think the interviewer feels when she confuses the Arctic with the Antarctic? **very stupid, embarrassed, etc.**
- What does the Australian company operate? **a Russian icebreaker**
- What is the second function of the ship? **It's also a research ship.**
- How many paying passengers does the ship carry? **about 100 to 125**
- What is the daughter's job title? **hotel manager**
- How does Tecwyn describe this daughter? **He says she's 'a people person'.**

D. Gap-fill (T11)

Tecwyn talks about his youngest son and another relative. As with Exercise B, ask your students to try to predict their answers before they listen.

- Tecwyn's youngest son isn't **married**.
- He lives with a **girl**.
- She is what is called a '**common law** wife' in Canada.
- They have a **three**-year-old son.
- Tecwyn doesn't have any other **family** in Canada.
- He has one **sister** who lives in **Wales**.
- The interviewer has **met** her.
- She's **younger** than Tecwyn.

3 Interesting Language Points (T12–T13)

You may wish to point out the 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. Contractions (T14)

Explain to your students that we use contractions in spoken English much more frequently than in written English. See if they can tell you the contracted forms of the following phrases and pronounce them correctly:

I am, you are, he is, she is, we are, they are, I have, you have, he has, she has, we have, they have, does not, do not

Ask your students to look at the following phrases and sentences taken from the interview and predict where Tecwyn or the interviewer use contractions.

- a daughter **who is (who's)** 41

2. and **it is (it's)** a beautiful part of the world
3. **we have (we've)** got, you know, mountains, forests, seaside
4. we **do not (don't)** have those horrible winters
5. But **that is (that's)** two quite different things, **is (isn't)** it **not**?
6. **she is (she's)** a world traveller
7. **She will (She'll)** travel anywhere in the world.
8. **What is (What's)** she doing up there?
9. **There is (There's)** an Australian company that operates this Russian icebreaker
10. oh, **they have (they've)** been together about four years
11. **you have (you've)** met her
12. **She is (She's)** younger than I am.

Now listen to the excerpts and check whether the students predicted the correct contractions.

B. Recognising sentence stress (T15)

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 Tecwyn stresses in the following extracts. Then ask them to listen to check their answers:

1. She spent the **war** years in Ireland.
2. we **worked** together in London
3. I **applied** to work for an Eastern Exchange **Bank**
4. I'd done a **tour** out in er, the **Far** East with the **army**
5. I was there for **four** summers and **five** winters.
6. Well, first of all it's the **climate**
7. And then **generally**, from November until the following April she'll **travel** anywhere in the **world**.
8. But er, **this** November she's, she has a job in **Antarctica**.
9. There's an **Australian** company that **operates** this **Russian icebreaker** which is also a **research** ship.
10. She's sort of a **people** person.

C. Assimilation

Canadians and Americans tend not to pronounce the *t* sound in certain words. Ask students listen to these examples:

(T16–T17)

She has her own little company.

She lives in the United States.

This non-pronunciation of the *t* sound appears especially when Canadians and Americans say numbers out loud. Listen to Tecwyn talking about his daughter's job on the icebreaker:

(T18)

and which carries about a hundred to a hundred and twenty-five paying passengers

D. Linking (T19)

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

Linking also occurs when the consonant at the end of one word is the same as the consonant at the start of the next word. Give your students the following excerpts and ask them to mark where linking occurs:

1. her father **was_English**, her mother **was_Irish**
2. She spent the war **years_in_Ireland**.
3. How **did_I_get_into** banking?
4. **That's_sort_of_a** long story, I guess.
5. I **flew_into** Toronto...
6. **What's_so_nice_about_it?**
7. he also **gets_involved** in all **sorts_of_other** stuff as well
8. She **lives_in** the United States.
9. she **looks_after** those passengers
10. **She's_sort_of_a** people person.

5 Further Language Development

A. Extension exercise

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

1. Have you **got** any children?
2. My grandfather **was** born in 1887.
3. Yesterday I **spent** three hours on the phone trying to book a holiday.
4. Let's try and meet **up** in the summer, when the weather's better.
5. You said you're a nurse. What does your husband **do**?
6. I always try not to get **involved** in my brother's arguments with his wife.
7. I'm not very **technical** – I just learned how to send text messages.
8. My sister can turn her **hand** to anything. You name it, she can do it.
9. You **must** be exhausted – you've been working on that report for hours.
10. On Thursdays my mother takes **care** of the children and my husband and I spend the evening together.
11. My brother is **divorced**, but he still sees his ex-wife.
12. I have just heard about some **research** that is being carried out into the effects of divorce on children.
13. Can you look **after** my cat while I'm on holiday?
14. The use of the voice is one of the **similarities** between teaching and acting.
15. I've **applied** for a new job, but I don't know if I'll get it.
16. Last night there was a pile-up on the motorway, so I ended **up** not getting home till midnight.
17. My brother used to work in New York, but he's just heard he's being **transferred** to Croydon, so he's not very happy.
18. There has been a **significant** rise in unemployment, according to reports.

19. Do you think you could you stop your **bloody** dog barking all night?

B. Prepositions and adverbs

Ask your students to insert the correct preposition or adverb in these sentences based on vocabulary taken from Tecwyn's interview:

1. We were supposed to meet **up** at 8, but my train was late so I didn't get there until quarter past.
2. I've applied **for** a job **on** a ferry.
3. It was my turn to cook last night, but I got home so late we ended **up** getting takeaway pizza.
4. I haven't played tennis **in** years.
5. Mike's just heard he's being transferred **to** his company's New York office. He says he'll be really sad to leave London.
6. Simon's just been telling us **about** your holiday. It sounds fantastic.
7. I go to the gym about three times a week **on** average.
8. Our firm's involved **in** takeover talks at the moment, so I can't really take any time off.
9. I've been **at** the same firm since 2001.
10. His parents were so proud **of** him going to university that they bought him a car.
11. Don't worry about Petra – she can take care **of** herself.
12. Can you look **after** my bag while I nip to the loo?

C. The present continuous, the present perfect simple and the simple past

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

1. Oh no! I only (buy) **bought** this milk on Tuesday and it's already gone off.
2. I (meet) **have met** her a couple of times over the past few months.
3. We (go) **went** out for dinner last night to celebrate my pay raise.
4. We (save) **have saved** \$1,000 deposit for a new apartment already.
5. We (see) **saw** Brad at the party and he was asking after you.
6. David (pass) **passed** his driving test last week, so now he (look) **is looking** for a cheap second-hand car.
7. Sorry for not getting in touch earlier, but I (lose) **have lost** my mobile phone so I (have) **had** to get your number from Andy.
8. I (get) **got** this DVD last week, but we (see) **have seen** it already.
9. I (feel) **am feeling** a bit tired. Can we go out tomorrow instead?

6 Transcript (T20)

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 – Yasmin

1 Pre-Listening Comprehension

Introduction to Yasmin

This is an interview with Yasmin talking about her family. Yasmin originally comes from Pakistan, but she and her family came to live in the UK when she was four. Yasmin has worked as a teacher and a therapist and is currently doing a PhD comparing the position of women in Jewish, Christian and Muslim societies. Yasmin has a strong Huddersfield accent. The interview takes place in the interviewer's home in London.

Key lexis

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

- to be familiar with (something) – to know something well
- heroine – (in this case) the main female character in a book
- to rhyme – words which rhyme have a similar sound, e.g. house/mouse, lice/mice
- (a) share – a part of a larger amount of something which is divided among more than one person
- the Middle Ages – the period of European history from 1100 to 1453 CE
- exploring – travelling through and learning more about a place or country
- motivation – your personal reason for doing something
- courageous – brave
- succulent – pleasant, juicy
- a passer-by – somebody walking past the house
- to be passionate about (something) – to have a great interest in, or strong feelings about, something

A. Schema building

Ask your students to choose the correct answers.

1. **False** – The capital of Pakistan is Karachi.
2. **True** – Pakistan stretches from the Himalayas to the Arabian Sea.
3. **True** – Pakistan shares borders with Afghanistan, China, India and Iran.
4. **False** – The modern state of Pakistan was founded in 1847.

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 Islamic Republic of Pakistan

- The modern state was born out of the partition of the Indian sub-continent in 1947.
- Pakistan was created to meet the demands of Indian Muslims for their own homeland.

- Pakistan stretches from the Himalayas to the Arabian Sea

Statistics

Total area: 796, 095 sq km (excluding Pakistan-administered Kashmir 83,716) (UK 242, 514; USA 9.8 million)

Borders with: Afghanistan (2,430 km), China (523 km), India (2,912 km), Iran (909 km)

Population: 164 million (over 65% live in rural areas) (UK 61 million; USA 306 million)

Capital: Islamabad

Largest city: Karachi

Major languages: English, Urdu, Punjabi

Major religion: Islam

Life expectancy: 65 (men), 66 (women)

Currency: Pakistani Rupee

Gross National Income per capita: \$690 (UK \$37,600; USA \$43,740)

C. Normalisation (T21)

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

1. How did Yasmin travel from Seven Sisters to Walthamstow?
 - a) by bus
 - b) by car
 - c) by **Underground** ('by Tube')
2. Which two cities does Yasmin mention? **Leeds and Birmingham**

D. Anticipating the next word – aural (T22–T28) (T29–T35)

Listen to tracks 22–28 which have a word missing from each excerpt. Ask your students to guess what the missing word is. Accept anything which fits in the gaps. After they have guessed the words, play tracks 29–35 so that they can hear what the actual word was, and see how close they were.

- (T29) 1. I think my father was reading a novel.
- (T30) 2. when she was at school she was brilliant at maths
- (T31) 3. my dad might have been in his late 30s
- (T32) 4. I think they were so courageous in er, in um, making this huge change.
- (T33) 5. I can remember in the late 60s the winters used to be freezing.
- (T34) 6. there'd be several feet of snow
- (T35) 7. I've only ever been to Pakistan once in my life.

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 (T36)

In this first exercise, Yasmin talks about her brothers and sisters.

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. Yasmin's parents have **five** girls and one boy.
2. Nasreen is the **eldest** child and Shazia is the **youngest**.
3. Yasmin's **mum** finds English names really **difficult** to pronounce.
4. The second oldest daughter's name is P-**e-r-v-e-e-n**.
5. Yasmin's brother's name is S-**a-r-f-r-a-z**.
6. The youngest daughter's name comes from a **novel**.
7. Her name is S-**h-a-z-i-a**.

B. True/False (T37)

Yasmin talks about why her parents moved to England.

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. Yasmin came to England when she was a little girl. (T 'my parents brought me over when I was four')
2. Yasmin's parents moved to England from a big city in Pakistan. (F 'a village')
3. Yasmin's father had three older and three younger brothers. (F 'my father had six brothers.... And he was the eldest.')
4. Yasmin's father began working on a farm at the age of 12. (T 'he'd worked on the land since he was 12')
5. In Pakistan it seems only the oldest brother inherits the family's land. (F 'his feeling was that everybody would get a share of the land')

C. Gap-fill (T38)

Yasmin talks about her mother's feelings about moving to England. As with Exercise A, ask your students to try to predict their answers before they listen.

1. Yasmin says a lot of British and **French** people in the **Middle** Ages left their countries because they wanted 'to see the **wealth** and taste the **fruit**' of other parts of the world.
2. Yasmin's parents came to England to benefit from the **economy** and to find **work**.
3. Yasmin's **mother** didn't want to come to Britain at first.
4. She had been **brilliant** at **maths** when she was at school.
5. However, she was not **allowed** to **leave** the village to pursue an **education**.

6. This is why she was passionate about her **daughters** being **educated**.
7. She felt her daughters would have more of an **opportunity** in Britain.

D. True/False (T39)

Yasmin talks some more about her parents moving to England.

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. Yasmin thinks her parents were in their 20s when they left Pakistan. (F **'Maybe my mum was in her mid-30s...my dad might have been in his late 30s.'**)
2. Yasmin thinks her parents were very brave to come to England. (T **'I think they were so courageous in making this huge change...'**)
3. Yasmin says her parents are in their 60s now. (F **She talks about cold winters in the 1960s, not her parents being in their 60s.**)
4. Yasmin remembers very cold winters in England as a child. (T **'the winters used to be freezing'**)
5. On one occasion a neighbour had to help Yasmin's mother open the door because the lock was frozen. (F **a passer-by, not a neighbour**)

E. Questions (T40)

Yasmin talks about an incident from her childhood. Ask students to listen and answer the questions.

1. Who brought home a mango one day, when Yasmin was eight or nine years old?
Yasmin's father
2. How much did each child get to taste? **a slice**
3. Who went without? **Yasmin's mother**
4. What did Yasmin's parents keep in Pakistan? **a farm**
5. When did Yasmin last visit Pakistan? **about six years ago**
6. Where did Yasmin see masses of mango trees? **in the farm's orchard**
7. Which words does Yasmin use to describe the mangos? **'succulent' and 'fresh'**

3 Interesting Language Points

You may wish to point out the 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 (T41)

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 Yasmin stresses in the following extracts. Then ask them to listen to check their answers:

1. I've got two **older** sisters, then **myself**, and my **brother** and then two **younger** sisters.
2. my **mum** finds **English** names difficult

3. they wanted to **see** the um, **wealth** and taste the **fruit** of other parts of the **world**
4. so her **brothers** could **leave**
5. Actually they were not so **young**...
6. Maybe my mum was in her mid-**thirties**. My, my dad might have been in his **late** thirties.
7. the winters used to be **freezing**
8. my father brought **one** mango
9. I've only ever **been** to Pakistan **once** in my life...
10. and I was thinking, you know, **there** people sort of have...it's **nothing** to have three or four mangoes in one **day**

B. Pronunciation – *cup* /ʌ/ and *put* /ʊ/

Like many native speakers in northern England and the Midlands, Yasmin does not distinguish the /ʌ/ vowel sound found in the word *cup* in standard English from the /ʊ/ vowel sound found in *put*.

Ask your students to listen to how Yasmin pronounces the following words from the interview, and then pronounce them yourself in standard English:

(T42)

brother youngest young succulent

Can your students now imitate Yasmin's pronunciation, just for fun?

C. Linking (T43)

When a word ends in a consonant in spoken English and the next word begins with a vowel, or when one word ends in the same letter as the letter at the start of the following word, the end of the first word will link with the start of the second word, making it sound as if the two words are one.

Play the following excerpts and ask your students to mark where linking occurs.

1. I've **got_two** older sisters...
2. I think **it's_all** to do with familiarity.
3. my mum **finds_English** names difficult
4. he'd **worked_on** the land
5. and taste the fruit of other **parts_of** the world
6. because of the morality there, I suppose, pertaining to **girls_and** women
7. I'll have to really work **this_out**.
8. there'd be several **feet_of** snow

D. Recognising individual words in a stream of speech – Dictation (T44–T51)

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

Play these excerpts from Yasmin'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.

- (T44) 1. I mean, for instance, my mum finds English names difficult
(T45) 2. I think my father was reading a novel
(T46) 3. my parents brought me over when I was four
(T47) 4. she was not allowed to leave the village to pursue her education

- (T48) 5. and I can remember in the late 60s the winters used to be freezing
(T49) 6. I can remember when I was about eight or nine, my father brought one mango
(T50) 7. we all had a slice each and my mum didn't have one because she wanted us all to have more
(T51) 8. I've only ever been to Pakistan once in my life

5 Further Language Development

A. Gap-fill (T52)

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

Interviewer: How did you (1) get here today?

Yasmin: Oh, I came (2) by tube.

Interviewer: OK. Seven Sisters?

Yasmin: That's (3) right, yeah. So um, (*coughs*) Neil's ever so (4) considerate, so he (5) showed me the route from his home 'cos I'm not (6) familiar with the area. So (7) last night we (8) took a walk. 'Cos we'd been, I'd been (9) sitting in the car from, from Leeds and then to Birmingham, so (*coughs*) the idea was (10) we'd have a stretch and um, have a little walk and so he, he wanted to show me the route from his home. And I'm (11) notorious for getting (12) lost (*laughs*) and getting (13) confused with my left and my (14) right!

Interviewer: Well, I'll take you (15) back to the tube so you know you're safe.

B. Extension exercise

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

1. How are you getting home? Would you like a lift?
2. My best friend Claus is very considerate. He always remembers my birthday.
3. What's the best route to your house from the motorway?
4. When you've been sitting in front of the computer for hours it's a good idea to stand up and have a stretch.
5. My father is notorious for forgetting things. He even forgot my birthday!
6. Sorry, but I'm a bit confused. Please explain that again.
7. I find it very difficult to make time to relax. I tend to work too hard.
8. Have you come across a novel by Nicholas Drayson called *Confessing a Murder*? It's one of the best books I've ever read.
9. I think you'll find the word 'kir' in French rhymes with 'fear', not 'fir'.
10. Can you bring the rest of the shopping in from the car for me?
11. Until the Industrial Revolution in England, people used to work on the land, but then they started moving to the towns and cities.
12. A lot of people from Eastern Europe come to live in Britain to benefit from the higher wages here.
13. She's a really good actress, but she lacks motivation so she doesn't try hard enough to get work.
14. Ben didn't want to come to the party but I persuaded him by telling him there'd be lots of food!

Teacher's Notes

15. My neighbour's son is **brilliant** at squash. He won the national under-15s championship last year.
16. When I was young we weren't **allowed** to have dessert until we'd eaten all our vegetables.
17. I can't **work** out how old Kim is. Is she 11 or 12?
18. When we were kids, we **used** to play terrible games like ringing people's doorbells and running away.
19. My key broke in the **lock** last night so I had to break a window to get in. Now I've got to find a locksmith who won't charge the earth.
20. I was **struggling** up the road with five bags of shopping yesterday afternoon when my neighbour stopped their car and offered me a lift. Wasn't that **considerate**?
21. The **climate** in New Zealand is similar to that of the UK, except the seasons are reversed.
22. Would you like another **slice** of cake?
23. Have you **ever** been to Seville? We're going there next week for a mini-break.
24. We've got **masses** of tomatoes growing in the garden. Would you like to take some home?

6 Transcript (T53)

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 – Scott

1 Pre-Listening Comprehension

Introduction to Scott

Scott is 23 years old and comes from Australia. He is currently living and working in London and has retained his Australian accent. In this interview he talks about his family back in Australia.

Key lexis

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

- great – really good, wonderful
- deceased – (formal English) dead
- lucky – fortunate
- (a) visa – (in this case) an ancestral visa – A visa is an endorsement which allows a person to stay or work in a country for a specific period of time.
- second generation Australian – someone whose parents were born in Australia, but whose grandparent(s) was/were born in another country
- a little bump (i.e. pregnant) – when a woman's stomach has grown a little bigger because of a baby

A. Schema building

Ask your students to choose the correct answers.

1. **True** – People from overseas make up one quarter of the population of Australia.
2. **False** – The capital of Australia is Sydney.
3. **False** – Australia is the third-biggest country in the world.

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.
- About 70% of the population live in 10 largest cities, mainly on the eastern seaboard and in the south-eastern corner
- People born overseas make up one quarter of population.
- Since 1945 over six million people have emigrated to Australia from around 200 countries.
- Quote from Bill Bryson, the travel writer: *'It has more things that will kill you than anywhere else.'*

Statistics

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

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

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

Capital: Canberra

Largest city: Sydney

C. Normalisation (T54–T58) (T59–T63)

This exercise is designed to help your students get used to Scott's voice. Listen to tracks 54–58 which have a word missing from each excerpt. Ask your students to guess what the missing word is. Accept anything which fits in the gaps. After they have guessed the words, play tracks 59–63 so that they can hear what the actual word was, and see how close they were.

(T59) 1. I'm the middle child.

(T60) 2. I've got an older brother and a younger sister.

(T61) 3. He has travelled a little bit.

(T62) 4. Also my sister, obviously the youngest, but the first to get married.

(T63) 5. And they had their first overseas trip last 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. Questions (T64)

In this first exercise, Scott talks about his immediate family. Ask students to listen and answer the questions.

1. Scott is 23 years old. How old is his sister? **She's 21. ('about two years in-between each child')**
2. What does Scott's brother work as? **He's a travel agent.**
3. Is Scott's brother a homeowner? **Yes. ('and bought his own house')**
4. How far does Scott's sister live from Scott's brother? **about 1½ kilometres (Scott's brother lives half a kilometre from his parents and Scott's sister lives about a kilometre the other way from his parents.)**
5. What did Scott's sister do before the two brothers? **She got married. ('the first to get married')**
6. How old are Scott's mum and dad at the moment? **59 ('both sort of um, approaching 60 now')**
7. What had Scott's parents never done until last year? **They had never been overseas. ('they had their first overseas trip last year')**
8. Who does Scott call regularly? **his mother ('I try to get on the phone to mum as often as I can')**

B. True/False (T65)

Scott talks about his grandparents.

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. His maternal grandfather's name doesn't sound very Scottish. (F **'her dad was from, was from a Scottish background, so his name was Fergus McAlpin. It doesn't get much more Scottish than that.'**)
2. Scott's maternal grandfather was born and grew up in Scotland. (F **'certainly both my mother's parents were born in Australia.'**)
3. Scott's paternal grandfather came to Australia from England when he was a teenager. (T **'my dad's father was actually born in England. He moved to Australia when he was about 15.'**)
4. Only one of Scott's grandparents was born in England. (T **'And I'm lucky that my grandparent was born in England...'** singular, not plural)
5. Australian citizens don't need a visa to live and work in the UK. (F **'I'm lucky that my grandparent was born in England 'cos that, that's allowed me to get the ancestral visa to stay here.'**)
6. Scott's grandparents always used to make the children eat healthily. (F **'they were typical grandparents...spoiling their grandchildren and taking them to McDonald's at any opportunity.'**)
7. Scott's grandparents had their children quite late in life. (T **'I guess they had their children reasonably late for their generation...'**)
8. Scott's grandparents all died within 10 years of each other. (F **'And they all passed away within about four or five years of each other...'**)
9. Scott is pleased that none of his grandparents had to spend years on their own. (T **'And they all passed away within about four or five years of each other which um, in a way was, was really good 'cos you can see that um, when one's left for a long time they can tend to get quite lonely, so it wasn't such a bad thing to see them um, all go off very happy and after a good life.'**)

3 Interesting Language Points

You may wish to point out the 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 (T66)

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. I come from a family of **five**...
2. so three children and I'm the **middle** child
3. so I've got an **older brother** and a **younger sister**
4. and a **mother** and a **father** who are still both **alive**
5. Also my **sister**, obviously the **youngest**, but the **first** to get **married**.

6. And my **parents** are both sort of um, approaching **60** now.
7. and I'm **lucky** that my grandparent **was** born in England
8. I guess **they** had **their** children reasonably late for **their** um, generation
9. my parents certainly had **us** quite late for **their** generation

B. Recognising individual words in a stream of speech – Dictation (T67–T70)

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

Play these excerpts from Scott'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.

(T67) 1. and a **mother** and a **father** who are still **both alive**

(T68) 2. back home, where he was **born** and grew **up**

(T69) 3. Also my **sister**, obviously the **youngest**, but the **first** to get **married**.

(T70) 4. I **try** to get on the **phone** to mum as often as I **can** because I know she **appreciates** it and does **miss** me

Scott pronounces these four excerpts with a definite rhythm pattern. As a follow-up exercise ask you students to mark the stressed words.







C. Rising and falling intonation (T71)

Traditionally students are taught that the speaker's voice falls at the end of statements and this is, indeed, the case with many British native speakers of English. However, it is worth pointing out to your students that many younger British native speakers and native speakers from Australia and New Zealand tend to have a rising intonation pattern at the end of statements.

Some people think it sounds less dogmatic when a speaker raises his or her voice at the end of a statement because it includes the listener, in that the listener is invited to indicate either verbally or physically that they have understood, or are following, the speaker. However, it can be stressful for the listener who then feels under pressure to indicate over and over again that they are actively listening.

Because Scott has lived in London for a while he uses both intonation patterns and this is a good exercise for raising your students' awareness of these two intonation patterns.

Ask your students to listen to these excerpts and mark with arrows where Scott's voice rises or falls at the end of each excerpt:

1. I come from a family of five...
2. and a younger sister
3. and my parents are both sort of um, approaching 60 now
4. And they had their first overseas trip last year.
5. all my grandparents are now deceased
6. certainly as a child I had four grandparents

5 Further Language Development Practice

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 don't like it when my brother and his wife argue because I always get caught in the **middle**.
2. You have to put in a lot of **effort** to learn a language.
3. One of the perks of being a **travel agent** is that you get a discount on flights and package trips.
4. I was born in Ankara, but I **grew up** in Istanbul.
5. We **ended up** not getting home till gone midnight.
6. Mia is leaving work in September because she's **expecting** a baby.
7. We're really **grateful** to you for letting us stay with you and it was **great** to see you both again.
8. I'm sorry, she's **on** the phone. Can she call you back?
9. My grandfather really **appreciates** you doing his shopping now he can't drive any more.
10. I love living in New York, but I do **miss** my family and friends back in Britain.
11. I'm usually really **lucky** at cards.
12. I think you need a **visa** to work in the USA.
13. My grandfather on my mother's **side** unfortunately **passed away** before I was born.
14. London can be a very **lonely** place, even though you're always surrounded by loads of people.

B. The present simple and continuous, the simple past and the present perfect simple

Ask your students to put the verbs in brackets into the appropriate tense.

1. Have you got any aspirin? I think I (get) **am getting** a headache.
2. This is the third time I (have) **have had** French fries this week!
3. I always (sing) **sing** when I'm in the shower.
4. Paul (stay) **stayed** at our place last night.
5. Robert (walk) **is walking** from Land's End to John O'Groats this coming summer to raise money for charity.
6. Generally I (read) **read** when I'm on the train, but I was so tired last time I (take) **took** one that I (fall) **fell** asleep even before the train had left the station.
7. I (get) **am getting** really fed up with work. I (think) **think** it's time I (got) **get** another job.
8. We (not see) **have not seen** Simon since he (go) **went** to work in Spain. Is he still there, do you know?
9. Paul (give up) **has given up** smoking at last. I'm really proud of him. I never (think) **thought** he'd do it.
10. We (have) **are having** a party next Saturday. Can you make it? It (be) **has been** ages since we last (meet) **met**.

C. Transformations

Ask your students to change the words in each bracket which Scott uses in his interview to form a word which fills the gap.

1. Don't forget – I shall be following your progress **closely**. (close)
2. He's not a difficult child, but he is very **lively**. I don't know where he gets his energy! (alive)
3. A lot of younger people in Britain think **marriage** is a bit old-fashioned these days. (married)
4. The 19th century saw the **growth** of the middle classes in Europe. (grew)
5. I don't like **travelling**. I prefer to stay at home. (travelled)
6. Can't you work it out? The answer's **obvious**. (obviously)

7. This road's so **bumpy**. I wish they'd fill in all the potholes. (bump)
8. I love this time of year when the leaves start **turning** red and yellow. (turns)
9. We're trying to eat more **healthily** these days, so we have lots of salads and fresh fruit and vegetables. (health)
10. My brother's studying **photography** at art school. (photos)
11. My grandmother always took great **pride** in her appearance. (proudly)
12. **Missing** you already! (miss)
13. In Germany universities students show their **appreciation** of a good lecture by banging the tables with their knuckles. (appreciates)
14. Thank you very much for all your **support** over the past few weeks. (supporting)
15. This is the **actual** spot where I tripped. You can see how uneven the sidewalk is. (actually)
16. James was very **spoiled** as a child because he was the only boy with four elder sisters. (spoiling)
17. What is the **meaning** of the Latin saying 'Carpe diem'? (mean)
18. We **guessed** you'd be hungry when you got home so we ordered a pizza. (guess)
19. The asking price is £250,000, but that's quite **reasonable** for a house in this area. (reasonably)
20. Wishing you good health and **happiness** in the coming year. (happy)

6 Transcript (T72)

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 – Carol

1 Pre-Listening Comprehension

Introduction to Carol

This is an interview with Carol talking about her family. Carol comes from Dublin, the capital of the Republic of Ireland, which is also known as Eire. Although she has lived in London for over 10 years, Carol still has a strong Irish accent.

Key lexis

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

- (a) drawer – a storage compartment which slides in and out of a desk or other piece of furniture
- to get on well – to have a good relationship with someone
- (an) adrenaline rush – excitement which increases your awareness and senses
- moody – when someone's mood is very changeable; sometimes they're cheerful and sometimes they're depressed
- (a) sugar daddy – an expression used to describe a man who is having a relationship with a much younger woman
- handy – convenient

A. Schema building

Ask your students to choose the correct answers.

1. **False** – The currency of the Republic of Ireland is the Irish pound, or punt.
2. **True** – The capital of the Republic of Ireland is Dublin.
3. **False** – The patron saint of the Republic of Ireland is St. Paul.

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 Republic of Ireland (or Eire in Irish)

- Ireland was under British rule until 1921, when years of protests and violence resulted in the British government's decision to divide the country, known as 'partition'.
- The 26 predominantly Catholic counties in the south became the independent Republic of Ireland.
- The six predominantly Protestant counties to the north became Northern Ireland.

Statistics

Total area: 70,182 sq km (UK 242, 514; USA 9.8 million)

Population: around 4.3 million (UK 61 million; USA 306 million)

Capital: Dublin

Currency: the Euro

Major languages: English, Irish

Major religion: Roman Catholic

Patron saint: St. Patrick

2 Listening Comprehension

Introduction

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

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

A. True/False (T73)

In this first exercise, Carol talks about her family back in Ireland. 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. Carol has five brothers and sisters. **(T She has a sister and a brother here and two sisters at home and a brother at home.)**
2. Despite living in England for 10 years, Carol still calls Ireland 'home'. **(T Interviewer: 'So you still call Ireland home?' Carol: 'Oh yeah. Always will be.')**
3. Carol grew up in a village just outside Dublin. **(F She grew up 'just outside the city centre, but it was Dublin'.)**
4. Carol's brothers and sisters and her parents lived in a huge house. **(F They lived in a two-bedroomed house.)**
5. Carol jokes that she and her brothers and sisters were too poor to sleep in beds. **(T 'We slept in a drawer.')**
6. Carol was 44 years old at the time of the interview. **(T She says her older sister is 54, 10 years older than her.)**
7. Carol has a good relationship with her sister in England. **(F The interviewer asks if Carol gets on well with her sister over here and Carol replies 'No! No, not at all. She then says she sees her 'as little as possible'.')**
8. Carol hardly ever goes back to Ireland. **(F Carol says she goes back to Ireland 'probably twice a year'.)**

B. Questions (T74)

Carol talks about her children and her partner. Ask students to listen and answer the questions.

1. What are the names of Kim's brothers? **Thomas and James**
2. What did Kim finish in May? **her police training**
3. Who does Kim like? **She likes the people she works with.**
4. What does she never feel in her new career? **bored**
5. Does she earn more money now than in her last job? **Yes ('Better than what she was paid in her last job.')**
6. Where did Kim work before she began her new career? **in the law courts**

7. Who works in the same place as Kim used to? **Kim's brother James**
8. Which part of Carol's partner's body does she describe as 'nice'? **his teeth**
9. What is her partner's job? **He's a pub manager.**

3 Features of an Irish Accent (T75–T80)

You may wish to point out the 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 Language Development

A. Extension exercise

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

1. I **grew** up in Southampton, but I moved to London when I was 18.
2. We live five minutes from the station, so it's very **handy** for getting to work.
3. It's impossible to drive into the city **centre** on Saturdays because the traffic's so bad.
4. I'm lucky because I **get** on well with everyone I work with.
5. What time did you get **home** on Friday?
6. I was **paid** £8 an hour in my last job, but I get £10 an hour here.
7. Pavel is very **laid** back. He never gets stressed about anything.
8. I can't open this **drawer**. It seems to be stuck.
9. My cousin is **training** to become a journalist.
10. I'm **still** at work. I'll call you when I'm leaving.
11. We **used** to go fishing here when I was a kid.
12. Tell me **about** your holiday. Anders said you'd been to Seville. I bet it was fantastic, wasn't it?
13. I'm so **bored**. Can't we go out or something?
14. I find Pierre very **moody**. Sometimes he's really friendly and you can have a nice chat and then the next day he won't even say hello.

B. Prepositions and adverbs

Ask students to choose which preposition or adverb in the box fits each gap in these sentences based on Carol's interview. The words are listed in the box to help them. Some of them are used more than once.

1. What's your book **about**?
2. Have you heard what happened **to** Tim on holiday?
3. I'm going to stay **in** tonight. I'm too tired to go **out**.
4. Sorry, I left my homework **at** home.
5. There's a fantastic Thai restaurant **in** the city centre, so we could go there if you like.
6. Why don't you come **over** here and sit **with** us?
7. I'm very lucky because I get **on well** with my wife's parents.
8. How **long** did you spend in Sweden?
9. I don't **often** go out during the week because I have to get **up** early to go **to** work.

Teacher's Notes

10. What does your girlfriend work **as**?
11. I haven't seen Paul **since** he started going out **with** Susanna.
12. I'm getting bored **with** work. I think it's time I looked **for** another job.
13. The Government is trying to encourage students to stay **in** school **until** they're 18.
14. I'm not used **to** going so fast. Could you slow down a bit, please?
15. Doesn't Sarah look **like** her mother?
16. David's mum is the manager **of** the gym I used to go **to**.

5 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 5 – Barbara

1 Pre-Listening Comprehension

Introduction to Barbara

This is an interview with Barbara talking about her family. Barbara was born and brought up in Paderborn 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:

- a scholarship – a sum of money which is given to someone by an educational organisation to help pay for their education
- silver wedding (anniversary) – the 25th anniversary of a wedding
- to be retired – A person who has retired has stopped working, usually because of their age
- organist – a person who plays the organ
- romantic – When something is romantic it generates a warm feeling associated with love.

A. Schema building

1. **True** – Germany is the largest European Union member state in terms of population.
2. **False** – Germany shares borders with four other European countries.
3. **True** – Germany has the largest economy in Europe.
4. **False** – Germany does not have any beaches.

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 has the largest economy in Europe, and is currently believed to be the fourth largest economy in the world.
- Germany comprises 16 states (known as Länder), such as Bavaria and Saxony, all with very distinct identities.

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 61 million; USA 306 million)

Capital: Berlin (3.3 million)

Major cities: Hamburg (around 1.7 million inhabitants) and Munich (around 1.2 million)

Major religion: Christianity (Catholic and Protestant)

2 Listening Comprehension

Introduction

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

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

A. Questions (T82)

In this first exercise, Barbara gives some personal information. Ask students to listen and answer the questions.

1. Can you spell Barbara's surname? **Isenberg**
2. What is the name of her street? **Linnebornweg**
3. What is the postcode/zipcode? **33100**
4. What is Barbara's home telephone number? **05251 55229**

B. Gap-Fill (T83)

Barbara talks about her husband and children.

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. Barbara's **husband** comes from **Chile**.
2. Barbara's two sons are **14** and **17** years old.
3. Barbara says her sons are very **lively**.
4. They love **playing** with **computers**.
5. Barbara's husband **works** in computing which is why they have **five** computers at home.
6. She has never played **games** on a computer.

C. True/False (T84)

Barbara talks about her husband, parents and brother. 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. Barbara's husband came to Germany on a scholarship to study. (T **'he came over on a scholarship to study electronical engineering'** [sic – electrical engineering])
2. Barbara and Miguel will celebrate their silver wedding anniversary in two years' time. (T **Barbara says it's almost their silver wedding as they've been married for 23 years.**)
3. Barbara's parents live in a house not far from Barbara and her family. (F **They live in a flat.**)

- Barbara's brother is a priest in a church. (F 'He's working as an organist in church.')
- Barbara's brother also writes novels. (F 'he's specialising in writing books on organs all over the world' i.e., He writes non-fiction books, not novels.)

3 Features of a German accent (T85–T89)

You may wish to point out the 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 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. The words are listed in the box to help them.

- My husband **comes** from Pakistan.
- I've got **quite** a lot of cake left. Would you like to take some home?
- We are celebrating our **silver** wedding anniversary next year. Honestly, after 25 years with James I think I deserve a medal!
- My wife **works** in banking and I'm self-employed.
- The reason I want to quit my job, to be **honest**, is that I know I could get much more money working somewhere else.
- My father **retired** last year and now he spends all his time gardening.
- We have been **married** for six years, but we've actually known each other for nearly 10 years.
- My husband's very **romantic**. He buys me flowers every Friday because that's the day we met.
- Her children are very **lively**. They never stop bouncing around. I'd love to know where they get their energy from!
- Who's Petra going out with at the **moment**?
- I saw Kim in the market today, by **chance**.
- How do you **spell** your surname? Is it with one T or two Ts?
- Sam's really good with figures, so we're both hoping he'll be an **accountant** when he grows up and look after us in our old age.
- We've just got a studio **flat** at the moment so we're looking for somewhere bigger now that I'm pregnant.
- My cousin's eldest boy is a **professional** footballer down in London.
- I knew Victoria Beckham before she was **famous**.

B. Transformations

Ask your students to change the words in each bracket which Barbara uses in his interview to form a word which fills the gap.

- These aren't wrinkles – they're laughter **lines**! (line)
- Stop **playing** computer games and go out and get some fresh air! (play)
- I **honestly** think you shouldn't wear brown. It doesn't suit your colouring. (honest)

Teacher's Notes

4. I've been working so hard for the last few weeks that last night I stayed in and **indulged** myself with a hot bath and a tub of ice cream. (indulge)
5. The atmosphere was **electric**. (electronical)
6. Is Julian going to be at the **meeting**? (met)
7. They say the art of **romance** is dead, but I don't believe that for a minute! (romantic)
8. Do you have an **account** with us, madam? (accountant)
9. One of the best things about taking early **retirement** is that you're still fit enough to do all those things you wanted to do but never had time for when you were working. (retired)
10. Both my sister's children are very **musical**, but my two are both tone deaf. (musician)
11. I still think teaching is a good **profession** for a young woman. (professional)
12. He went to seek his **fame** and fortune in Hong Kong when he was a young man. (famous)
13. Have you **invited** Petra to the party? (invitations)
14. What's the **difference** between Cheddar cheese and Monterey Jack? (different)
15. My cousin works in a hospital in Chicago. He's a **specialist** in mental health. (specialises)

5 Transcript (T90)

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

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

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