

V J COOK

Listening to

# Living with People

TEACHER'S TAPESCRIPT

PERGAMON INSTITUTE OF ENGLISH (OXFORD)

*English Language Courses*

# Listening To **LIVING WITH PEOPLE**

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*Teacher's Tapescript*



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# LISTENING TO 'LIVING WITH PEOPLE'

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## Introduction to Teacher's Key

The purpose of this material is to provide supplementary exercises for post-beginners in English as a Foreign Language. It is designed to be used by students on individual cassette players, at home or in class or language laboratories and concentrates on listening skills and oral exercises. It is basically designed to be used in conjunction with 'Living with People' (level 3 of *English for Life*). As the cassette is virtually self-contained, it can also be used as supplementary material with other courses at this level.

## Use

The exercises are constructed so that the students work on them individually with the cassette; the only other need is for pencil and paper. The cassette can be used as individual practice in class or in a language laboratory. It may also be used by students as homework, where they use the cassette on their own players. In addition, the teacher may use the tapes as class activities; with this in mind, each unit contains an extra exercise, based on a visual display in the teacher's key, which the teacher may copy on an overhead projector or a blackboard.

## Exercise types

The first exercise in each unit is a connected piece of spoken English on the theme of the equivalent unit of 'Living with People.' It provides practice in listening to informal spoken English of a similar kind to that used in the main course. Usually the student is given an initial task which he has to carry out as he listens to the short piece — perhaps to make a list of the things that are mentioned, identify what is being talked about, or decide which of a number of things he or she prefers. Then, after the passage, there is a set of straightforward comprehension questions. The students' attention is then focused on part of the message while they are listening; after they have listened, they have to process the information in various ways to get at the answers to the questions. They should not feel this is a test of memory; they are not expected to take in the whole passage at once. Instead, they should listen to the passage as many times as they need in order to carry out their tasks. At this level it should be pointed out that the students are not expected to understand every word and grammatical structure they hear; rather, they have to simulate the real-life task of getting the gist of the passage without 100% comprehension.

The second exercise in each unit is concerned with pronunciation; the students normally listen and repeat a series of words or sentences concentrating on some aspects of English phonology. In this book, the aspects taught are mostly word and sentence stress, the meaning of intonation patterns, and certain consonant clusters. Clearly, students with some native languages will need more practice on some of these than will those from other backgrounds.

The third exercise returns to the theme of the unit and asks the student to take one side in a conversation about that unit. Probably the best way of tackling this is to listen to the whole conversation first and then go back and supply the student's responses.

Finally, each unit has a suggestion for a blackboard exercise — something which re-uses the material in Exercise 1 in a way that the teacher can utilise with the whole class on the blackboard as revision, as a test, or as a check on homework.

V J Cook

Essex, 1984

## UNIT ONE

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**Exercise 1** Listen to Bill talking about living in Morrell Hall.

Make two lists of the things he likes and doesn't like about it.

*Bill:* 'Well it's not too bad really living here. I can get across to the poly in about five minutes and that's very useful in the mornings. It's a bit of a nuisance having so far to go to town; it's slightly too far to walk and the buses! There isn't much to do either round here; well I suppose there's a cinema up in Headington, but it shows films in foreign languages mostly. And the pubs are pretty terrible. The Hall itself isn't bad; it's nice to have a room of your own, though the furniture is a bit boring. I must say some of the other students are a bit much; they seem to complain all the time. You know, "Don't make so much noise" when all you're doing is playing a record, "What's that funny smell?" whenever you try and cook a curry or something like that, "Do you have to come in so late?" — I mean who doesn't come in at one o'clock sometimes? Still, it's better than staying with some old lady in Parktown, who'd make you turn the lights off to save electricity all the time.'

Now make the lists. Listen to Bill again and answer these questions:

1. How long does it take from Morrell Hall to the polytechnic?
2. Is it a long way from the centre of Oxford?
3. Does Bill think the bus-service is good?
4. What is there to do in Headington itself?
5. What does Bill not like about his room?
6. Name one thing that Bill does to annoy the other students.
7. What does he not like about staying in digs in Oxford itself?
8. Does Morrell Hall sound a good or a bad place to live? Why?

### **Exercise 2** Intonation

Often in English we can say the same sentence with two patterns to mean something different. This exercise practices two intonation patterns; one has rising intonation, with *wh*- questions to ask someone to repeat or explain what they say; the other has falling intonation, to ask a real question for more information. Listen and repeat:

- ↘ What?
- ↘ What?
- What did you say?
- ↘ What did you say?
- ↘ Who?

- ✓ Who?
- Who did you see?
- ✓ Who did you see?
- ✓ Where?
- ✓ Where?
- Where did you find it?
- ✓ Where did you find it?
- ✓ Why?
- ✓ Why?
- Why did he fail the exam?
- ✓ Why did he fail the exam?

### Exercise 3

You are looking for somewhere to live. Listen to half of a conversation between you and an accommodation officer. Then go through a second time, answering the questions for yourself.

*Man:* Could I have your name first of all?

....

*Man:* How do you spell that?

...

*Man:* I see. Do you want a flat or a house?

...

*Man:* Is it just yourself or do you have a family?

...

*Man:* Would somewhere in the centre of town suit you or would you prefer the suburbs?

...

*Man:* I see. Well that will make a difference to the cost of course. About how much a week were you thinking of paying?

...

*Man:* OK. Now do you need a garage?

...

*Man:* Mmm. What about a garden?

...

*Man:* I think that's everything. Anything else you want to add?

...

*Man:* Right. Well I'll see what we can do.

...

### Blackboard exercise

Bill uses a very colloquial style when talking about his room. Get the students to listen again to Exercise 1 and make them list the words and expressions that they would not use in written English. The following list covers some of them: 'not too bad,' 'really,' 'a bit of a nuisance,' 'well,' 'pretty terrible,' 'isn't bad,' 'nice,' 'a bit,'

'I must say,' 'you know,' 'something like that,' 'still' (in this concessive meaning). List them all on the blackboard and get the students to suggest alternatives for written English.



## UNIT TWO

---

### Exercise 1

Make notes on Judy's educational background; do you think it suits her particularly for being a school teacher?

*Judy:* 'Well first of all I went to a comprehensive school in North London. I quite enjoyed it — it was a very mixed locality and I enjoyed meeting people from many different backgrounds, West Indian, Greek, Indian and almost any country you could name. I didn't do very well at "O" level; I got eight subjects with reasonable grades, mostly arts subjects though I did get a good mark in mathematics, oddly enough. Then I went to a Sixth Form College to do my "A" levels in French, German and History. Also of course I had to do the entrance examination to get into LMH — sorry I mean Lady Margaret Hall here in Oxford. Luckily my marks were good enough to get in and I read for a degree in Modern Languages, particularly French. Mostly of course that meant studying French Literature rather than speaking it so I'm afraid I don't think my spoken French is very good. Anyway I ended up with a second class degree. And that's about it — another unemployed graduate.'

Read through your notes then answer the following questions.

1. What kind of secondary school did Judy go to?
2. Where was it?
3. What was special about it?
4. How many 'O' level examinations did she pass?
5. What 'A' level examinations did she take?
6. What college did she go to in Oxford?
7. What was the subject of her degree?
8. What class of degree did she get? First, second, third?
9. What is her job now?
10. What kind of person do you think Judy is?

### Exercise 2

In English the rhythm of speech comes from the stressed syllables which come at more or less even intervals. Listen and repeat these sentences, trying to keep the beats even.

A book.

An interesting book.

An interesting book about England.

An interesting book about the situation in England.

A very interesting book about the situation in England.

A very interesting book about the political situation in England.

John wrote a very interesting book about the political situation in England.

John has been writing a very interesting book about the political situation in England.

Water.

Boiling water.

Fill the teapot with boiling water.

Carefully fill the teapot with boiling water.

Carefully fill the teapot with boiling water two thirds full.

Be careful to fill the teapot with boiling water two thirds full.

### Exercise 3

You are being interviewed for a job. The interviewer is asking you questions about your education. First listen to the whole conversation and then go through it again answering the questions for yourself.

*Woman:* Well first of all, where did you go to school?

...

*Woman:* Did you enjoy school?

...

*Woman:* I see. What examinations did you take?

...

*Woman:* So what do you think you were best at?

...

*Woman:* Did you go to college after that?

...

*Woman:* Really? Could you say a bit more about that?

...

*Woman:* So what are you doing now?

...

*Woman:* Oh. Are you enjoying it?

...

*Woman:* Now is there anything else you want to tell me about your education?

...

*Woman:* Indeed. Well thank you very much for coming.

**Blackboard exercise**

- Listen to Exercise 1 again and fill in the following form on the blackboard about Judy, using the students' notes as a basis.

**Educational Career**

*Name:*

*Sex:*

*Approximate age:*

*School:*

*College/University:*

*Degree and class:*

*Languages spoken:*

*Other comments:*

## UNIT THREE

---

### Exercise 1 A Recipe for Cooking Rice

First listen to the recipe and check any words you do not understand. Then listen to it carefully again.

This is the way I prefer to boil rice. First, you need a large amount of water in a saucepan, at least one litre for every cup of rice. Then you put salt in it and bring it to the boil. Put the rice in very slowly, almost one grain at a time, and stir with a spoon. After ten minutes, test one or two grains of rice; they should be neither hard nor soft, but somewhere in between. When they taste right, immediately pour out the water and drain the rice; do not run cold water over it or stir it with a spoon, because this makes it go soft. If you can't eat it at once, put it back in a saucepan with a lid on. Now you can do many different things with the rice; you can just put a bit of butter and Parmesan cheese over it; or you can put lots of soft cheese such as Mozzarella over it, which will melt and make a lovely mixture; or you can add vegetables such as peppers, tomatoes and peas to get a main dish on its own.

Now answer the questions:

1. How much water do you need?
2. What do you add to the water?
3. How do you put the rice in?
4. What do you do at the same time you are putting the rice in?
5. How long should it cook?
6. How do you know the rice is cooked?
7. What must you do the moment it is cooked?
8. What mustn't you do after it is cooked?
9. Name one thing you can add to the rice.
10. Do you agree that this is a good recipe? Why?

### Exercise 2

Some of the English vowels come in pairs of long and short. Listen and repeat:

bit ... beat ... read ... rid ... team ... tin ... can ... fast ... laughed ... man ... gas ...  
mask ... moon ... good ... food ... stood ... June ... foot ... He ran from the Indies  
to the Andes in his undies ... The sinking steamer sunk ... three tree twigs ...  
Tuesday is stew day ... Stew day is Tuesday.

The last four are tongue twisters; go back and listen to them again and try to say each one several times very fast.

**Exercise 3**

You are in a shop. Someone comes up to you and starts speaking; try and answer him quickly without hearing what comes next.

*Man:* Good morning. Could I speak to you for a moment?

...

*Man:* Do you shop here often?

...

*Man:* What sorts of things do you buy?

...

*Man:* Do you ever buy perfume?

...

*Man:* Are you quite certain?

...

*Man:* Have you brought any perfume with you today?

...

*Man:* You haven't got any in your bag or pocket, for example?

...

*Man:* You see I'm the store detective and one of our assistants says you picked up some perfume and put it in your pocket.

...

*Man:* We always send for the police in cases like this.

...

*Man:* Would you mind coming to the manager's office to be searched?

...

You are of course innocent. Now that you know what the conversation was about, go back to the beginning and see if you would have changed anything you said. Do you think (i) that you might have given the wrong impression because you are not a native speaker of English, (ii) that the detective is right in talking to you in this way?

**Blackboard exercise**

Listen to Exercise 1 and complete the following:

**How to Boil Rice**

Ingredients: ... ..

Time: .....

Stages in cooking rice: (i) ...

(ii) ...

(iii) ...

Ways of serving rice: ... ..

Things *not* to do: ... ..

## UNIT FOUR

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### Exercise 1

Here is Judy describing what she spent last week. As you listen add up in your head how much money she spent.

*Judy:* Let me see, first I did the weekly shopping at the supermarket, that was about £9.50, as far as I remember, a bit up from last week, we must be more careful. Then I bought some petrol for the car, didn't I? Yes that's it, £7 or so. I must have had lunch a couple of times, yes I went to Browns, that was £3.20, and then there was that terrible meal in a pub in Headington, £2. I think I paid the newspapers, that's usually about £3, really we shouldn't spend so much but I think it's important to know what's going on in the world. Oh I went to the cinema, terrible film, and that was a waste of £2. I don't think there was anything else, a couple of coffees, say 50p and a chocolate bar, 20p not very healthy but I do need a bit of luxury from time to time! Hold on a minute, there was a T-shirt, £5.95, not bad at that price really.

How much did she spend in all? Now listen to Judy again and find the answers to these questions\*.

#### Questions:

1. Is Judy's supermarket bill more or less than last week?
2. How much did Judy pay for petrol?
3. Where did she go for lunch?
4. Why does Judy buy newspapers?
5. Did she enjoy going to the cinema?
6. Does she drink tea or coffee?
7. Does she really think chocolate is unhealthy?
8. What did she spend on a T-shirt?
9. Was it good value?
10. Do you think there is anything Judy has forgotten?

### Exercise 2 Intonation

When we continue to talk about the same thing often our intonation goes gradually down; when we change topic we suddenly jump up again. Listen and repeat:

I flew to London and then I went to Paris.  
I flew to London but I went by boat to Paris.  
I like Picasso and I'm very fond of Manet.  
I love Beethoven; it's Brahms I can't stand.  
The food was very good though rather expensive.  
The food was very good; the service was terrible.  
John was standing in the corner next to Mary.

John was standing in the corner, Mary was out in the kitchen.  
 My current account is very low; there's hardly any money in it.  
 My current account is very low; there's lots of money in my deposit account.

### Exercise 3

You are opening a bank account. Discuss it with the bank clerk.

*Woman:* So you want to open an account?

...

*Woman:* And what do you want to pay in to start with?

...

*Woman:* I see. Do you have a salary, or what?

...

*Woman:* And that comes every month.

...

*Woman:* Any other income?

...

*Woman:* Are there any regular bills you would like us to pay?

...

*Woman:* This is for yourself alone or for yourself and someone else?

...

*Woman:* OK. Could I have your signature?

...

*Woman:* Well do come in and see me whenever you have any problems.

### Blackboard exercise

List the items that Judy bought on the blackboard and link them to the amounts she paid for each.

weekly shopping	50p
T-shirt	£7
coffees	£2
lunch at Browns	£9.50
petrol	20p
newspapers	£2
chocolate bar	£3
cinema	£3.20
lunch at a pub	£5.95

\*The right answer is £33.35.

## UNIT FIVE

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### Exercise 1

You want to go out for the evening in Silford. Listen to the short radio talk and decide which of the things you would like to do.

The week in Silford. Quite a few events are taking place this week. All week there is *ET* at the Odeon; for those of you who have spent the past five years at the South Pole, *ET* is about a thing from outer space that makes friends with a small boy. At the theatre there's Tom Stoppard's *The Real Inspector Hound* at the Tower Theatre and Agatha Christie's *Mousetrap* at the Apollo, there should be something for everybody there. Music, well the series of classical concerts continues at the Town Hall with Beethoven's Fourth symphony on Monday and a Schubert piano recital on Friday, something for all you lovers of nineteenth century music. Several pop music events too, the most exciting being the concert by the Police at the Blue Elephant on Thursday, if there are any tickets left. The rest of the week at the Elephant there's the Specials on Tuesday, Bananarama on Friday, and Willie Russell on Saturday; don't forget also their jazz night on Wednesdays with the great Tom Collins Band. Last of all there's a special exhibition of David Hockney at the Old Street Gallery. Well that's all for now. Thank you for listening.

Which did you decide to go to? What day is it? Where is it?

Now answer these questions?

1. What town is being talked about?
2. What is on at the cinema?
3. What kind of film is it?
4. What is on at the Tower Theatre?
5. What kind of music can you often hear at the Town Hall?
6. When was Beethoven alive?
7. What is the Blue Elephant, do you think?
8. What night is going to be most popular at the Blue Elephant?
9. What kind of music do the Tom Collins Band play?
10. Where can you see paintings by David Hockney?

### Exercise 2 Word stress

Stress in English words can occur in many places. Listen and repeat, noticing which syllable is stressed.

leisure ... dancing ... humour ... gossiping ... policeman ... favourite ... musician ...  
opinion ... recital ... impression ... convenient ... reporter ... exhibition ...  
entertainment ... politician ... polytechnic ... application ... information



**Exercise 3**

You are the information officer at the Town Hall. Deal with this person who comes in to ask about one of the events in Silford.

*Man:* Good morning.

*You:* ...

*Man:* I want to find out about the music in Silford this week.

*You:* ...

*Man:* Is there anything classical on?

*You:* ...

*Man:* That's all a bit oldfashioned. Isn't there anything more modern?

*You:* ...

*Man:* I see. Well what about pop music?

*You:* ...

*Man:* I was thinking of going on Friday. Is there anything special on Friday?

*You:* ...

*Man:* How do I get there?

*You:* ...

*Man:* When does it start?

*You:* ...

*Man:* Is it expensive?

*You:* ...

*Man:* I see. Well thank you.

**Blackboard exercise**

Write up the days of the week and listen to Exercise 1 again; try to fill in something for each day of the week.