

6B LISTENING AND VOCABULARY

1 41 Listen to a radio interview with a pupil at a boarding school and tick the topic that is NOT mentioned.

1 international students 4 exams
2 independence 5 free time
3 homesickness

2 41 Listen again and choose the correct answers.

1 What was the most important factor in Tilly's decision to go to boarding school?
a The influence of her parents.
b Her wish to experience a more independent lifestyle.
c The non-academic opportunities that boarding school provides.

2 What does Tilly say about academic study at boarding school?
a It's not as challenging as most people believe.
b Success is respected by boarding school pupils.
c Nobody manages to stay completely silent during evening study.

3 What kind of extra-curricular activities does Tilly prefer?
a special interest groups
b music lessons
c sports and fitness

4 How does Tilly feel about being away from home?
a It doesn't bother her.
b It has made friendships more important.
c It has made her closer to her parents.

5 What does Tilly say is the most important thing for boarders to do at weekends?
a resting b going home c leaving the campus

Vocabulary extension

3 Complete one listener's comment with the adjectives from the box, which you heard in the recording in Exercise 1. Use a dictionary to help you if necessary.

diverse extra-curricular **marvellous** obligatory
rigid strict

» What a(n) **1**marvellous interview! I really enjoyed listening to Tilly. She made me realise I'm behind the times. I thought that the students at boarding school had to live according to very **2** _____ rules with a lot of really **3** _____ teachers shouting at the pupils. You know – the kind of thing we read about in novels where everyone has a(n) **4** _____ cold shower every morning! And I was surprised to hear about how many **5** _____ activities are offered to the students; I'd like to try canoeing or coding myself! It was really interesting to hear about the **6** _____ range of nationalities among the students. Good luck, Tilly!

Pronunciation

4 42 Listen to some sentences from the radio interview in Exercise 1. What happens to the sounds /t/ and /d/ in the underlined phrases?

1 Tilly, you board at a well-known school in Exeter, don't you?
2 How much of your time, would you say, is spent on academic study?
3 You mentioned how important your extra-curricular activities are.
4 You get used to it though, and I've found that it helps me to focus.

ACTIVE PRONUNCIATION

Assimilation of /t/ + /j/ and /d/ + /j/ sounds

When English speakers talk quickly, they do not always pause in between each word; they link different sounds and words together into connected speech. Sometimes two sounds blend together to form a completely new sound. This often happens with /t/ and /j/, which come together to become /tʃ/ (as in *choose*), and with /d/ and /j/ which become /dʒ/ (as in *jeans*).

- *I met you.* (/t/ becomes /tʃ/)
- *He told you.* (/d/ becomes /dʒ/)

5 43 Listen and notice how the sounds /t/ and /d/ change. Practise saying the words in isolation and in phrases.

1 hold	hold you
2 did	did you
3 would	would you
4 meet	meet you
5 hit	hit you
6 get	get you

6 44 Tick the sentences in which the sounds /t/ and /d/ change in the underlined phrases. Listen and check. Then practise saying the sentences.

- 1 Would you mind opening the window?
- 2 All the postmen hate your aggressive dog.
- 3 We aren't open yet!
- 4 Act your age!
- 5 Did you know his old roommate?

7 45 Read the sentences. Underline the phrases in which assimilation of the sounds from Active Pronunciation occurs. Listen and check. Then practise saying the sentences.

- 1 I can't wait to meet your new neighbour.
- 2 What can I get you for the house-warming party?
- 3 Would you like to attend a boarding school?
- 4 We need your address to deliver your furniture.
- 5 You're prepared to share a room, aren't you?