

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) ¹marvellous 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?