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
2 ☐ independence
3 ☐ homesickness
4 ☐ exams
5 ☐ free time

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?

LIVEWORKSHEETS