

# Understanding Spoken English

a focus on everyday  
language in context



**Book Two**

**Contains:**  
**dialogues**  
**language reviews**  
**answers and**  
**reference lists**

Susan Boyer

Use with accompanying audio recording

**Book Two**

# **Understanding Spoken English**

**a focus on everyday language in context**

**Susan Boyer**

**Boyer Educational Resources 2003**  
**Reprinted 2004, 2005, 2006, 2007**

Published by  
Boyer Educational Resources  
for worldwide distribution.

Phone/fax +61 2 4739 1538  
E-mail: boyer@eftel.net.au  
Web address: www.boyereducation.com.au

### Acknowledgments

I would like to express my thanks to the following people for their contribution to the final presentation of this book:

Firstly, I would like to thank all the teachers who trialed exercises and material contained in the original (Australian) edition of this book and suggested improvements. In particular I wish to say thank you to Terry Stroble for his time and constructive comments regarding North American usage of expressions included in this book.

I would like to thank Matthew Larwood for his creative illustrations. I would like to say thank you to Darrell Hilton Productions for the production of the accompanying audio recordings. And, as with all my previous English language teaching publications, I am particularly indebted to the many students who have given me the necessary insight into the language needs of English language learners around the world.

Again, I want to thank my dear husband, Len, for his encouragement and support throughout the project, as well as the many hours spent in the production of this resource.

Illustrations on pages 18, 28, 38, 41, 42, 54, 63b, 64, 72, 86, 96, 107 are by Matthew J Larwood.

Other images used herein were obtained from IMSI's MasterClips Collection, 1895 Francisco Blvd. East, San Rafael, CA 94901-5506, USA. Also, Greenstreet software Ltd, Meadow Lane, St Ives, Cambridgeshire PE27 4LG UK

The kookaburra clipart was obtained from Australian Graphics Selection, New Horizons, Armidale. Australia.

Boyer, Susan

Understanding Spoken English: a focus on everyday language in context – Book Two

ISBN 1 877074 12 8

1. English language - Spoken English - Textbooks for foreign speakers.
2. English language - Spoken English - Problems, exercises, etc. I. Boyer Educational Resources II Title

428.34

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior consent of the publisher.

© Boyer Educational Resources 2003

Boyer Educational Resources  
PO Box 255, Glenbrook, 2773 Australia,  
Phone/Fax +61 2 4739 1538

**Dear English Language Student,**

Welcome to *Book Two* in the '*Understanding Spoken English – a focus on everyday language in context*' series. This book, along with its accompanying audio recording, has been designed to help you to understand English as it is spoken in 'everyday' situations in English speaking environments around the world. As a student of English as a second or foreign language, you are no doubt aware of the difference between the formally presented language of many textbooks and the speech you hear, outside the language classroom, in the English speaking media or in conversations with native English speakers.

As well as introducing and explaining the meaning of many widely used everyday expressions, each unit focuses on other aspects of spoken English, such as grammatical forms used when talking about the past and the future and the use of articles (*a, an, the*). Aspects of pronunciation, such as pronouncing 'ed' endings on words and the use of intonation to show meaning, is dealt within the context of everyday conversations. You will also learn conversational strategies involved in everyday situations such as making a telephone call, giving advice, giving instructions and directions and giving feedback.

I sincerely hope you enjoy and benefit from using *Understanding Spoken English - a focus on everyday language in context - Book Two*

***Susan Boyer***

**A note on 'English' accents used in the audio recording**

The conversations on the accompanying audio recording present speakers with a variety of different English accents as they are encountered in English speaking environments around the world. This is because it is very beneficial for students to become accustomed to the different accents of English speakers that will be encountered in the media, in international business contexts and social situations.

The intention of presenting different accents, however, is not to provide particular models for imitation but to *increase familiarity* with a variety of different accents.

It should be noted that, though the *accents* of the speakers vary, the vocabulary and grammar points presented in each unit of this book are those generally used by all varieties of 'native speaker' English.

## ABOUT THIS BOOK

*Understanding Spoken English- Book Two* has been designed so that you can work through it alone, without the help of a teacher, or in a classroom situation with other students. The book contains nine units of work, each based on a conversation about a particular topic. The units are divided into *six parts* that have been designed to introduce unfamiliar language, *step by step*, in a gradual and systematic way. The layout of the book is as follows:

### *Part 1 - Focus on listening for general understanding*

Part 1 introduces the topic and invites you to listen to an everyday conversation and answer a few general questions by putting a tick next to the correct answers. You will be listening for *general* understanding of the conversation only. (You will not need to understand every word.) This is an important step as it will help you to realise that it's not always necessary to hear every word to understand the general meaning of a conversation. In some units, you are asked to check words in a dictionary, so have a dictionary nearby when you are studying.

### *Part 2 - Focus on reading & finding the meaning*

In this section, you will *read* Conversation 1 as you listen again. When you have finished listening, your task is to *compare Conversation 1 with Conversation 2* (which will be next to Conversation 1). Conversation 1 contains the everyday expressions and Conversation 2 contains an interpretation of the expressions in Conversation 1. This section will help you to learn the *meaning* of the everyday expressions.

### *Part 3 - Focus on listening for detail*

Now you will listen to Conversation 1 again and write in the missing words in the spaces as you hear them. Don't worry about spelling as this exercise focuses on your *listening skills* - you can check your spelling later. Listen to the conversation as many times as you like, then check your answers (and spelling) by comparing what you have written with Conversation 1.

### *Part 4 - Focus on listening and writing for reinforcement*

This section reinforces (strengthens) your memory as you listen once more to Conversation 1 and tick the newly learnt everyday expressions on the list as you hear them. Then you are asked to look at the list of expressions (all taken from Conversation 1) and try to remember their meaning. Write in the ones that you can remember, then check your answers by reading Conversation 1 again or checking the reference list at the back of the book. This may seem like hard work but *writing* the meanings of the newly learnt expressions is a useful way of reinforcing what you have just heard and read.

### ***Part 5 - Focus on language revision - crosswords***

Now it's time to test yourself and see what you have learnt by trying the language revision and crossword activity. In this section, you are asked to use the newly learned expressions in a different context. In each unit you are asked to complete sentences with the appropriate expression and complete the crossword. The answers to the exercises can be found in the answer section of this book.

### ***Part 6 - Focus on other aspects of spoken English***

In this section, there will be exercises for you to complete and/or cultural advice for you to remember. This section focuses on aspects of spoken English (grammar, pronunciation etc.) that may make it difficult for learners to understand. Each unit focuses on conversation strategies or social conventions used by the speakers in Conversation 1 of that particular unit.

### ***Language Reviews***

After Unit 3, Unit 6 and Unit 9 you will find a language review that consists of pictures and sentences containing the 'everyday' expressions, which were introduced in the preceding units, for you to match together. This will help you to see how much you have remembered.

#### **IMPORTANT NOTE TO STUDENTS**

Please be aware that the meaning of colloquial language is ***very dependent on the context or situation in which it is used***. 'Understanding Spoken English' has been designed to ***introduce and explain*** the meaning of colloquial expressions used by English speakers in the everyday situations presented in this book. However, because colloquial expressions can have different meanings in different situations, it is not recommended that students of English immediately begin using the newly introduced expressions indiscriminately. It would be much better to spend time becoming familiar with, and understanding the correct meaning of expressions in different situations ***before you use them*** in your conversations.

In this regard, the author and publisher of this book will not be responsible to any person, with regard to the misuse of language, caused directly or indirectly by the information presented in this book.

# UNDERSTANDING SPOKEN ENGLISH – BOOK TWO

## CONTENTS

	<b>PAGES:</b>
<b>GLOSSARY OF LANGUAGE TERMS</b>	<b>6 - 7</b>
<b>UNIT 1      A TELEPHONE ENQUIRY</b>	<b>8 - 17</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>10</b>
<b>Focus on Spoken Language:</b>	<b>15 - 17</b>
Telephoning strategies:	
A) Checking information such as correct place/number	
B) Giving a reason for the call	
Revision – Aspects of pronunciation:	
C) Noticing ‘weak forms’ in spoken English	
D) Word linking in spoken English	
<b>UNIT 2      TALKING ABOUT STUDY PROBLEMS</b>	<b>18 - 26</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>20</b>
<b>Focus on Spoken Language:</b>	<b>25 - 26</b>
A) Giving suggestions	
B) Giving reasons	
C) Exclamations & the use of intonation to convey attitude	
<b>Reference Page – Understanding the use of intonation in spoken English</b>	<b>27</b>
<b>UNIT 3      TALKING ABOUT EMPLOYMENT</b>	<b>28 - 38</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>30</b>
<b>Focus on Spoken Language:</b>	<b>35 - 38</b>
A) Use of articles - a, an, the	
B) Pronunciation: listening practice	
C) Talking about the past using ‘present perfect’ & ‘past simple’ tenses	
D) Interview strategies: Giving informative answers at an interview	
<b>Reference Page – A list of some irregular verbs</b>	<b>39</b>
<b>LANGUAGE REVIEW ONE - Units 1 - 3</b>	<b>40 - 41</b>
<b>UNIT 4      TECHNOLOGY AND BUSINESS</b>	<b>42 - 52</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>44</b>
<b>Focus on Spoken Language:</b>	<b>49 - 52</b>
A) Pronunciation: Hearing & Pronouncing Syllables correctly - Revision	
B) Adjectives ending with ‘ed’ and ‘ing’	
C) Discourse markers in spoken language	
<b>Reference Page – ‘Discourse markers’ in spoken English</b>	<b>53</b>
<b>UNIT 5      A NEW VENTURE - MAKING DECISIONS</b>	<b>54 - 63</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>56</b>
<b>Focus on Spoken Language:</b>	<b>61 - 63</b>
A) Using pronouns in place of nouns	
B) Giving advice: <i>‘If I were you, I’d...’</i> ;	
C) Talking about future possibilities	
D) ‘a lot of’ and ‘a bit of’ used with uncountable nouns	

# UNDERSTANDING SPOKEN ENGLISH – BOOK TWO

## CONTENTS

	<b>PAGES:</b>
<b>UNIT 6</b>	
<b>TALKING ABOUT THE PAST</b>	<b>64 - 73</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>66</b>
<b>Focus on Spoken Language:</b>	<b>71 - 73</b>
A) Talking about the past using ‘used to’ and ‘would’	
B) Pronunciation: words ending in ‘ed’	
C) Pronouns in spoken English	
<b>LANGUAGE REVIEW TWO - Units 4 - 6</b>	<b>74- 75</b>
<b>UNIT 7</b>	
<b>ASKING FOR DIRECTIONS</b>	<b>76 - 85</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>78</b>
<b>Focus on Spoken Language:</b>	<b>83 - 85</b>
A) Giving instructions or directions	
B) Incomplete sentences in spoken English	
C) Giving feedback - Showing you understand and checking information	
<b>UNIT 8</b>	
<b>FUTURE PLANS AND POSSIBILITIES</b>	<b>86 - 95</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>88</b>
<b>Focus on Spoken Language:</b>	<b>93 - 95</b>
A) Talking about future plans and intentions (will + verb)	
B) Talking about pre-planned decisions (going to + verb)	
C) Making predictions	
D) Talking about definite future arrangements	
<b>UNIT 9</b>	
<b>HAVING DINNER WITH FRIENDS</b>	<b>96 - 104</b>
<b>Conversation with ‘everyday’ expressions</b>	<b>98</b>
<b>Focus on Spoken Language:</b>	<b>100 -104</b>
A) Using ‘too’ & ‘neither’ to agree with another person’s choice/opinion	
B) Uses of the verb ‘have’.	
<b>Reference Page – Uncountable nouns</b>	<b>105</b>
<b>LANGUAGE REVIEW THREE - Units 7 - 9</b>	<b>106 - 107</b>
<b>Answers to exercises and crosswords</b>	<b>108 - 118</b>
<b>Reference Lists - everyday expressions with definitions</b>	<b>119 - 127</b>
<b>Reference Page – Some pronunciation differences between varieties of English</b>	<b>128</b>
<b>Phonemic Chart of English Sounds</b>	<b>129</b>