

SANAKO Lab 100

Resource Book

**Exercises for
the SANAKO Lab 100 activities**

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About this Resource Book

This is the Resource Book for the SANAKO Lab 100 Enhanced Language Instruction Center. The aim of this book is to give you, as teacher, some ideas on how to make the most of your teaching situation using SANAKO Lab 100. The following pages provide some examples of different types of activities that can be created and used in a classroom or language lab incorporating SANAKO Lab 100 functions.

The Lab 100 language learning center incorporates the use of a variety of learning activities. Each of these activities has its own specific characteristics yet use the same main functions.

Please read through the general description of the main steps you will take to work through a "Lab 100 session". A SANAKO Lab 100 session is a teaching situation for which you will select the participants and the activity they are to proceed with. The general procedure is the same for every session; the steps are the same regardless of which activity you choose.

Basic descriptions of the different types of SANAKO Lab 100 activities can be found in the User's Guide, "Activities in the Lab 100 sessions." For information on how to proceed with the different activities, see the descriptions in "Activity Procedures" in the User's Guide.

The exercises provided in this Resource Book are designed for learners of English and/or Spanish as a foreign language. Transcripts and correct answers can be found in the Appendix. The themes and difficulty of the exercises vary in order to present a broad spectrum of possibility for the use of SANAKO Lab 100 within the context of varying language skill levels. It is hoped that these exercises will be helpful in showing how SANAKO Lab 100 can be used in your own classroom situation, but needless to say, they are merely meant to serve as starting points for your own activities.

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Creating a Lab 100 session – general description

Creating a session

1. In the toolbar, click the **New Session** button.



The Session Screen activates.

Selecting members for the session

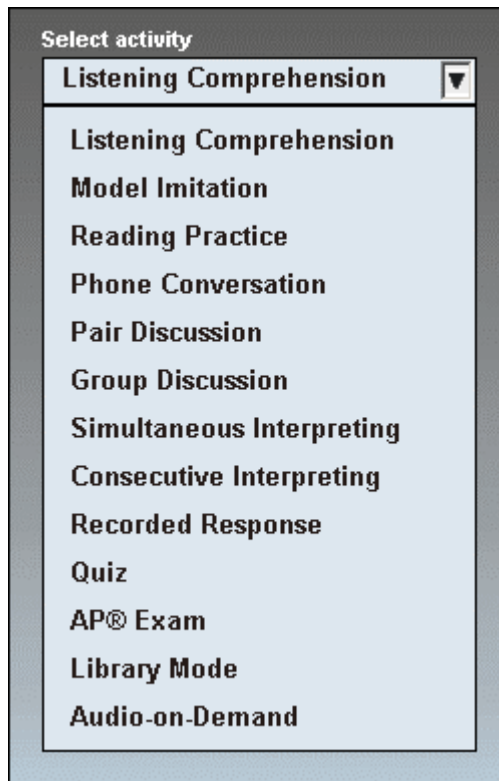
You can select members for the session, by either clicking to select an individual, or by dragging the mouse over a number of student icons.

2. Click on a student icon, or drag the mouse over the student icons you want to include in a session.
3. If you want to change your selection, that is, add or remove students, click the **Add/Remove** button, and select again.

Note that you can make multiple consecutive selections, by pressing and holding down Shift on your keyboard, and selecting the students as described above.

Selecting an activity for the session

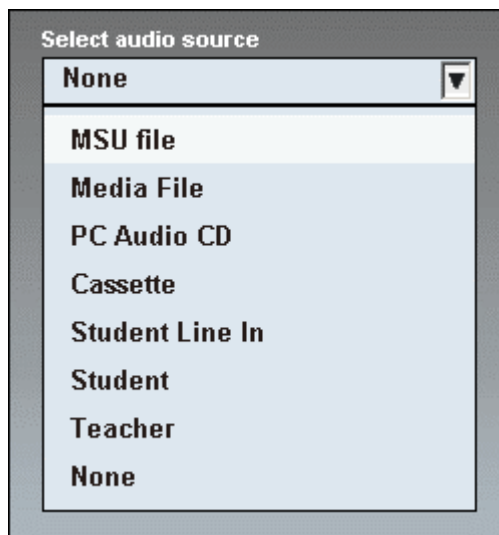
4. Select an activity from the list that opens by clicking on the activity field. The controls needed to accomplish the activity appear.



The Lab 100 activity list

Selecting an audio source

5. Select audio source from the list that opens by clicking the source field.

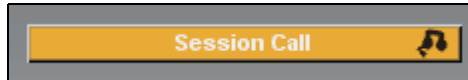


A drop-down menu for the Lab 100 audio sources

To play the audio material meant for this Resource Book's exercises, select **MSU File**.

Session controls

6. To give instructions, click the **Session Call** button.



The red-highlighted *On the Air* sign appears on the upper part of the main window.



All the students in the session now hear your voice. To break the connection, click the button again.

7. To initiate the activity, click **Start**.



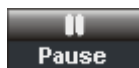
Initiating an activity means connecting the audio source to students and starting the recording(s).

The controls for the MSU file are on the Session Screen. Auxiliary sources, such as MP3 players, CD-Audio players, audio / video cassette players, etc. are to be started manually.

Pausing the activity

You may want to pause the activity, for example, to ask students questions.

8. To pause the activity, click **Pause**.



Pausing the activity means pausing the recordings and the connection between the students and the source. Auxiliary sources are to be stopped manually.

9. To continue the activity, click **Continue**.



The students are connected to the source again. Auxiliary sources are started again manually.

10. To stop the activity, click **End**.



The source is disconnected from the students. Auxiliary sources are stopped manually.

Allowing student's access to their recorders

You can now allow the students practice individually. To do this, click **Free** to set the students' audio panels to free mode.



The students are then able to work with the master track at their own pace. Note that if the material used for the activity is an MSU file, you can set the student audio panels to free mode right away, without listening to the source first.

Replaying the student tracks

If you have recorded the student tracks during the activity, you can replay the tracks for the students. By doing this, you have more time to monitor the students and comment on their work.

To replay the student tracks, click **Replay**.

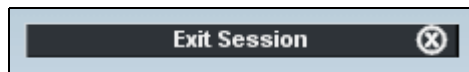


► On how to monitor a student, see chapter "Monitor and intercom" in the SANAKO Lab 100 User's Guide.

The playback stops automatically when the tracks reach the end. You yourself can stop the playback by clicking the button again. However, if you stop the playback and click the button again to restart the playback, the track is played from the beginning.

Exiting the session

11. To end and remove the session, click the **Exit Session** button.



1. LISTENING COMPREHENSION

1.1. English

1.1.1. Wanted – Au pair for busy London family

Duration: 2 min 5 sec

Preparatory steps:

Copy the written exercise for your students.

Select the **Listening Comprehension** activity.

Select **MSU file** as the audio source and browse for **Au_pair.wav**.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity.

You will hear the following instructions:

"You are going to hear the text twice, first straight through, then in smaller parts. Fill in the missing information during the second listening."

(Beginning of the exercise)

Are you a boy or a girl _____ to stay with a big, happy family for six months? Would you like to spend your time _____ with all the fun of the city at hand?

We have six children aged _____ to eleven years. Your duties will include babysitting, preparing _____, some basic housework, ironing shirts and _____, Pongo.

For this, you will receive 65 pounds a week, use of a bicycle and the weekends to yourself.

Write now with _____ to Morris Minor and family, 10 Upping Street, London W1.

(End of the exercise)

3. After you have heard the exercise twice, **End** the activity.
4. Call session (**Session Call**) to ask the students to answer the missing parts. Students who want to answer can press the **Call Teacher** key on their audio panel.
5. With the Session Call mode still on, click on a student icon to select a student to answer. All the students in the session will now hear the answering student.
6. Alternatively, you can of course give the right answers yourself by writing them on the board or on an overhead transparency, or simply saying them aloud to the students.

1.1.2. English names

Duration: 1 min 4 sec

Preparatory steps:

Copy the written exercise for your students.

Select the **Listening Comprehension** activity.

Select **MSU file** as the audio source and browse for **English_names.wav**.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity.

You will hear the following instructions:

You're going to hear some surnames being spelled. Put a tick next to the right one from each pair.

(Beginning of the exercise)

1 Pryce ()	Price ()	4 Stevens ()	Stephens ()
2 Braun ()	Brown ()	5 Marten ()	Martin ()
3 Steele ()	Steel ()	6 Daley ()	Dailey ()

(End of the exercise)

Listen to the exercise with the students once straight through. If you want to listen to it again with pauses, play the track again, and pause the MSU file when you want to give the students time to answer.

3. At the end of the exercise, **End** the activity.
4. Call the session (**Session Call**) in order to give the right answers.
Alternatively, you can of course write the answers on the board or on an overhead transparency.

1.2. Español

1.2.1. La solicitud de empleo

Duration: 1 min 28 sec

Preparatory steps:

Copy the written exercise for your students.

Select the **Listening Comprehension** activity.

Select **MSU file** as the audio source and browse for

Solicitud_de_empleo.wav.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity. Listen to the exercise once straight through.

You will hear the following instructions:

Imagínate que trabajas en una agencia de empleo y que Alejandra es una cliente. Escucha mientras Alejandra explica su formación y experiencia. Luego completa su solicitud de trabajo. Puedes escuchar más de una vez, si quieres. ¡Ojo! Alejandra no da toda la información necesaria.

(Beginning of the exercise)

Solicitud de empleo

Fecha:

Referido por:

Información personal

Apellidos:

Nombre:

Dirección:

Fecha de nacimiento:

Teléfono:

Empleo deseado

Puesto:

Fecha de comienzo:

¿Actualmente empleado/a?

Sueldo deseado:

¿Permiso para ponernos en contacto con su jefe actual?

Educación:

Nombre

Lugar

Primaria:

Secundaria:

Universidad:

Idiomas:

Otras habilidades:

Empleos anteriores

Fechas	Compañía	Puesto	Sueldo	Jefe
Referencias				
Nombre			Teléfono	

(End of the exercise)

3. **End** the activity.

You can now let the students listen to the exercise individually.

4. **Free** the student recorders.

5. **Lock** student audio panels and call the session in order to go through the right answers.

6. Clicking on a student icon during the Session Call allows that student to answer.

1.2.2. El pronóstico del tiempo

Duration: 1 min 15 sec

Preparatory steps:

Copy the written exercise for your students or write the questions on the board or an overhead transparency.

Select the **Listening Comprehension** activity.

Select **MSU file** as the audio source and browse for

El_pronostico_del_tiempo.wav.

1. Call the session (**Session Call**) in order to give instructions.

2. **Start** the activity.

You will hear the following instructions:

Escucha el pronóstico del tiempo que se da en la radio para esta semana. Luego, completa la información a continuación. Puedes escuchar más de una vez si quieres.

Listen to the exercise once straight through.

(Beginning of the exercise)

Ciudad: _____

Siglas (call letters) de la emisora de radio: _____

Fecha: _____

Estación del año: _____

Tiempo de ayer: _____

Pronóstico para hoy: _____

Pronóstico para mañana: _____

Una actividad que puedes hacer mañana: _____

(End of the exercise)

3. **End** the activity.

You can now let the students listen to the exercise individually.

4. **Free** the student audio panels.

5. **Lock** the student audio panels, and call the session in order to go through the right answers.

6. Clicking on a student icon during the Session Call allows that student to answer.

1.2.3. ¿Otro Neruda?

Duration: 2 min 32 sec

Preparatory steps:

Copy the written exercise for your students.

Select the **Listening Comprehension** activity.

Select **MSU file** as the audio source and browse for **Otro_Neruda.wav**.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity.

You will hear the following instructions:

Escucha las siguientes descripciones de comidas a ver si puedes adivinar qué representan. Identifica los objetos con el número de la descripción correspondiente.

MODELO: Amigo mío...fiel amigo de las mañanas de tostadas...de las tardes en bocadillo...compañero de mesa en las cenas...de masa a miga te quiero...

> el pan

Listen to the exercise once straight through.

(Beginning of the exercise)

___ el jugo de naranja

___ el plátano

___ la langosta

___ la cebolla

___ el huevo

___ la lechuga

(End of the exercise)

3. **End** the activity.

You can now let the students listen to the exercise individually.

4. **Free** the student audio panels.
5. **Lock** the student audio panels, and call the session to go through the right answers.
6. Clicking on a student icon during the Session Call means letting a student answer.

2. MODEL IMITATION

2. 1. English

2.1.1. Polish your pronunciation

Duration: 1 min 22 sec

Copy the written exercise for your students.

Select the **Model Imitation** activity.

Select **MSU file** as the audio source and browse for **Polish_your_pronunciation.wav**.

The exercise consists of three parts:

- Place words on a list
- Check your answers
- Repeat after the model

1. Call the session (**Session Call**) in order to give instructions.

In the first part of the exercise, the students look at the list of subjects that they might study at a school or university and try to put them in the right box according to where the main syllable stress (*) is.

Call the session again in order to go through the right answers. After you have checked that the words are placed in the correct boxes, you can let the students listen to and repeat the words themselves.

2. **Start** the activity.

The students now practice repeating the words after the model.

3. If you want to leave some more time for the student input than what is given in the source, pause the MSU file for as long as you like.

(Beginning of the exercise)

Science	politics	physics	economics
Literature	chemistry	sociology	music
Computing	philosophy	biology	engineering
Psychology	statistics	mathematics	geography
History	geometry	algebra	geology

* _
science

* _ _
literature

_ * _
computing

_ * _ _

_ _ * _

_ _ * _ _

(End of the exercise)

4. **End** the activity.

In Model Imitation, both the master and student tracks are recorded by default. So if you want to let the students practice at their own pace after ending the activity, you can free the student audio panels by clicking **Free**. The students are then able to work with their student track individually.

2.1.2. Polish your intonation

Duration: 1 min 12 sec

Copy the written exercise for your students.

Select the **Model Imitation** activity.

Select **MSU file** as the audio source and browse for **Polish_your_intonation.wav**.

1. Call the session (**Session Call**) in order to give instructions.

The task is to listen to the dialog below and underline where the main stress occurs in B's answers.

2. **Start** the activity.

First, listen to the dialog straight through, then with proper gaps.

3. To leave the students time to answer, **pause** the activity from the MSU controls.

(Beginning of the exercise)

- A Nick's just started a new job, hasn't he?
B No, he's just quit his job, actually.

- A Really? He's in computer software, isn't he?
B No, that's Rick. Nick's on computer hardware.

- A Is he the one who married your sister?
B I haven't got a sister.

- A Oh. But you went to college together, right?
B No, we went to the same school.

- A Hey, wait a sec. Is Nick the guy who speaks fluent German?
B He is German.

- A That's right. Sold you your computer, didn't he?
B No. I sold him mine.

- A Oh yes, that's right. Who could forget a guy like Rick!

(End of the exercise)

4. When you have listened to the dialog twice (or more), you can review and discuss the right answers.
5. To give the right answers, click **Session Call** in order to talk to the students. You can either show a transparency with the right answers, tell the answers yourself orally, or select one or several students to answer the questions. To select a student to answer, in Session Call mode, click on a student icon.

You can then let the students practice the dialog with a partner, taking turns to be B. In Session Call mode, give the students instructions.

In the activity field, change the activity by selecting **Pair Discussion**. Make up pairs. For a detailed description of the different pairings, see "Pairing methods" in the SANAKO Lab 100 User's Guide.

6. **Start** the activity to connect the pairs.

While the students are practicing in pairs, you may want to **monitor** the students' work.

7. To monitor a pair, click on a student icon. You can now hear the selected student and his or her partner.

You can also monitor the whole class automatically (**automonitor**), or join a pair's discussion by establishing an **intercom** connection. For a description of these functions, see "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

8. **End** the activity.

2.2. Español

2.2.1. Pronunciación

Duration: 1 min 16 sec

Copy the written exercise for your students.

Select the **Model Imitation** activity.

Select **MSU file** as the audio source and browse for **Pronunciacion.wav**.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity.

You will hear the following instructions:

Los sonidos r y rr

The Spanish r has two distinct sounds. The rr represents a strong trilled sound and is produced by striking the tip of the tongue against the ridge behind the upper front teeth in a series of rapid vibrations. When a single r appears at the beginning of a word or after the consonants l, n, and s, it is pronounced like the rr. Listen to and repeat the following words.

(Beginning of the exercise)

Roberto	repetir	correr	alrededor	Barrer
cerrar	ratón	enredo	Israel	Terraza

In all other positions, the Spanish r is a tap, pronounced similarly to the dd in the English word ladder.

cero	oro	arena	abrir	estéreo
ladra	mira	pero	cara	dentro

(End of the exercise)

You can now let the students listen to the exercise individually.

3. **Free** the student audio panels.
4. **Lock** the student audio panels, and call the session in order to go through the right answers.
5. **End** the activity.

2.2.2. Practice for Pronunciación

Write these sentences for your students on the board or an overhead transparency

-
1. Balbino baila la lambada.
 2. Pepe pesca peces.
 3. Viviana vive en Venezuela.
 4. Bebemos vino en invierno.
 5. Pepita tiene pocos pesos.
-

Select the **Model Imitation** activity.

Select yourself, **Teacher** as the audio source.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity.

You can then read the sentences aloud. After each sentence, give the students some time to repeat after you.

1. After you have read all the sentences, **End** the activity.
2. **Free** student recorders. Students are then able to practice individually. You might want to monitor the students' work.
3. **Lock** the student audio panels.

3. READING PRACTICE

3.1. English

Preparatory steps:

Copy the written exercise for your students.

Select the **Reading Practice** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (Session Call) in order to give instructions.
2. **Start** the activity to connect the source to the students and to start the recordings.

The students read the text, which is recorded on the student track (this recording option is selected by default).

(Beginning of the exercise)

3.1.1. Evolution

The theory of evolution is one of the fundamental keystones of modern biological theory. It states that the different types of animals and plants have their origin in other types that existed before them, and that the differences between them are due to changes that have taken place over millions of years.

When Charles Darwin wrote *The Evolution of Species* he suggested something that would revolutionize biological thinking – namely, that man was descended from apes. At the heart of Darwinian thinking is the process of natural selection. It comes from the fact that animals produce more offspring than can survive to maturity. A high rate of mortality – through starvation, diseases and accidents – reduces the population of those who are less adapted to survive. The surviving animals are therefore the stronger ones and they pass on these features to succeeding generations which, in turn, evolve in an even more superior way. This is the basis of what is known as 'survival of the fittest'.

Direct fossil evidence of the earliest members of the human species, *homo sapiens*, has been traced back to the late Middle Pleistocene era, about 100,000 to 250,000 years ago, perhaps even as long as 400,000 years ago. Apart from walking on two legs and having a large brain capacity, *homo sapiens* – 'man the wise' – was different from other species because he had made and used tools and had the ability to use symbols such as language and writing.

(End of the exercise)

3. When the students have read the text, **End** the activity.
4. **Free** the student recorders.
5. **Lock** the student recorders.

3.2. Español

Preparatory steps:

Copy the written exercise for your students.

Select the **Reading Practice** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity to connect the source to the students and to start the recordings.

The students read the text, which is recorded on the student track (this recording option is selected by default).

(Beginning of the exercise)

3.2.1. Mireya Moscoso, presidenta del pueblo panameño

Mireya Moscoso, la viuda del legendario gaudillo panameño Arnulfo Arias, salió electa presidenta de Panamá el 12 de mayo de 1999 con más el 40% del voto popular y tomó posesión de su cargo el primero de septiembre. A los cincuenta y tres años, Moscoso tomó las riendas del poder en un momento crucial para su país. Con 2,7 millones de habitantes, Panamá tiene una deuda externa de \$7.300 millones, un desempleo del 13% y un índice de pobreza del 37%. Ella espera aliviar la situación facilitando préstamos de bajo interés, para que agricultores y ganaderos creen pequeñas empresas. También Moscoso confía en los beneficios que traerá la reversión del Canal a los panameños, porque el canal genera unas ganancias anuales de más de \$500 millones. Por otro lado, la salida de las tropas estadounidenses de la Zona del Canal supone una pérdida de \$300 millones al año y de unos 8.000 empleos. Moscoso ha hablado con empresas extranjeras para abrir negocios en la zona. Así podrán disminuir el desempleo y llenar el vacío que dejan los estadounidenses. Mireya Moscoso promete que la prioridad de su mandato será ayudar a los pobres.

(End of the exercise)

3. When the students have read the text, **End** the activity to stop the recording.
4. **Free** the student recorders.
5. **Lock** the student recorders.

4. PHONE CONVERSATION

4.1. English

4.1.1. Role play: Interview a pop star

Preparatory steps:

Copy the written exercise for your students.

Select the **Phone Conversation** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (**Session Call**) in order to give instructions.

Divide students into pairs. One student plays the role of an inquisitive journalist, the other a pop star. Students conduct the interview over the phone. The interview is recorded for further analysis. You may ask partners to switch roles in turn.

-
2. **Start** the activity. The students call each other by dialing a partner student's workstation number.

While the students practice in pairs, you can **monitor** them.

3. To monitor a pair, click on a student icon. You can now hear the selected student and his or her partner.

You can also monitor the whole class automatically (**automonitor**), or join a pair's discussion by establishing an **intercom** connection. For a description of these functions, see "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

4. **End** the activity.

4.1.2. Speaking on the phone

1. Think of the problems a foreign language speaker might encounter using an answering machine. Negative preconceptions, anticipated fears, etc.
2. Supply the student with a few pre-recorded answering machine prompt messages. Pay attention to the tone, speed, clarity, etc. of the message.
3. Ask students to prepare a prompt message of their own, and leave a message on the answering machine.

For example:

"You have reached the home of ... I am not able to come to the phone but you may leave a message after you hear the beep."

4.2. Español

4.2.1. Una llamada por teléfono

Preparatory steps:

Select the **Phone Conversation** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (**Session Call**) to give instructions.

Escriban por lo menos cinco preguntas que les gustaría hacerle a un/a jefe/a de personal. Luego túrnense para hacer y responder a las preguntas.

MODELO: Buenos días. Soy ... ¿Tiene usted vacantes en ...?

2. **Start** the activity to free the students to call each other. For a description of how to proceed with the Lab 100 phone conversation activity, see "Phone Conversation" in the SANAKO Lab 100 User's Guide.

While the students are practicing in pairs, you can **monitor** their work.

3. To monitor a pair, click on a student icon. You can now hear the selected student and his or her partner.

You can also monitor the whole class automatically (**automonitor**), or join a pair's discussion by establishing an **intercom** connection. For a description of these functions, see "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

4. **End** the activity.

4.2.2. Una encuesta de Harris

Preparatory steps:

Copy the written exercise for your students.

Select the **Phone Conversation** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (**Session Call**) in order to give the following instructions:

Túrnense para hacer esta encuesta de **Harris**. Empiecen con esta presentación.

MODELO: E1: *Buenos días. Con su permiso, me gustaría hacerle algunas preguntas sobre su forma de utilizar la tecnología...*

E2: *Bueno, no tengo mucho tiempo, pero...*

2. **Start** the activity to free the students to call each other. For a description on how to proceed with the Lab 100 phone conversation activity, see "Phone Conversation" in the SANAKO Lab 100 User's Guide.

(Beginning of the exercise)

1. ¿Tiene un contestador automático en casa? ¿Qué mensaje tiene?
 2. ¿Con qué frecuencia usa los cajeros automáticos?
 3. ¿Usa una computadora para sus trabajos universitarios? ¿Qué marca de computadora tiene?
 4. ¿Qué programa usa? ¿Le gusta o no le gusta?
 5. ¿Cuánta memoria tiene su computadora?
 6. ¿Tiene una pantalla grande o pequeña?
 7. ¿Su computadora tiene un fax? ¿Un módem?
-

(End of the exercise)

While the students are practicing in pairs, you can **monitor** their work.

3. To monitor a pair, click on a student icon. You can now hear the selected student and his or her partner.

You can also monitor the whole class automatically (**automonitor**), or join a pair's discussion by establishing an **intercom** connection. For a description of these functions, see "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

4. **End** the activity.

5. PAIR DISCUSSION

5.1. English

5.1.1. Role Play: Swot versus slacker

Preparatory steps:

Copy the written exercise for your students.

Select the **Pair Discussion** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (**Session Call**) in order to give the following instructions:

Work in pairs. Decide which of you will take role A and which will take role B. If you identify more with either of the roles, don't take that one, take the other one – it will be more fun.

You are both supposed to justify your own lifestyle as strongly as you can. Base your arguments on examples and give good grounds for your opinions.

You can argue for example about homework versus freetime activities, attending lessons, staying out of school, teamwork, the role of teachers, the examination period, etc.

Description of roles:

A

You're a swot. You live for school and homework is your only hobby. When preparing for your exams, you get up at 5 am to squeeze in an extra hour of study. You feel you have no time for TV, sport or any other pastime except homework. You suffer from all the symptoms of stress: headaches, stomach ache, insomnia, different kinds of fears and phobias. Some days you're afraid to go to school at all. You may panic in exams.

B

You're a slacker. You skip all your homework, you have a large number of friends and hobbies which, you feel, are far more important. You sleep late in the morning and often miss the first lesson or two, sometimes even the whole day. You tend to skip some of the "less interesting" or "less important" lessons – you prefer sitting in the nearby café. When working in teams, you let the others do the work. Nothing seems to bother you, only the very demanding teachers and the examination period make you feel a bit uneasy. You don't think it's the end of the world if you fail your exams.

-
2. Make up pairs. For instructions on how to create pairs, see "Pairing Method" in the SANAKO Lab 100 User's Guide.
3. **Start** the activity. The students are then able to practice the dialog in pairs. While the students are practicing in pairs, you can **monitor** their work.

4. To monitor a pair, click on a student icon. You can now hear the selected student and his or her partner.

You can also monitor the whole class automatically (**automonitor**), or join a pair's discussion by establishing an **intercom** connection. For a description of these functions, see "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

5. **End** the activity.

5.1.2. Polish your pronunciation

Preparatory steps:

Copy the written exercise for your students.

Select the **Pair Discussion** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (**Session Call**) in order to give instructions.
2. Make up pairs. For instructions on how to create pairs, see "Pairing Method" in the SANAKO Lab 100 User's Guide.
3. **Start** the activity. The students are then able to practice the dialog in pairs.

(Beginning of the exercise)

The following words are pretty common in business life, but they're also pretty difficult to pronounce. Go through the list with a partner and decide how you think each one should be said.

- | | | |
|-------------------|--------------|-----------------|
| 1. data | 8. analysis | 15. hierarchy |
| 2. microprocessor | 9. procedure | 16. scenario |
| 3. stable | 10. growth | 17. subsidiary |
| 4. gross | 11. install | 18. interpreter |
| 5. debt | 12. system | 19. threat |
| 6. scheme | 13. monopoly | 20. majority |
| 7. status | 14. budget | |
-

(End of the exercise)

While the students are practicing in pairs, you can **monitor** their work.

4. To monitor a pair, click on a student icon. You can now hear the selected student and his or her partner.

You can also monitor the whole class automatically (**automonitor**), or join a pair's discussion by establishing an **intercom** connection. For a description of these functions, see "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

5. **End** the activity.

5.2. Español

5.2.1. ¿De veras?

Preparatory steps for both exercises:

Explain the exercise to your students.

Select the **Pair Discussion** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (**Session Call**) in order to give the following instructions:

Escriban individualmente cinco o más actividades que tal vez (perhaps) hayan hecho. Luego túrnense para adivinar si el/la otro/a dice la verdad o no. Háganse preguntas para conseguir más información antes de decidir si es cierto o no.

MODELO:

E1: He viajado a la India.

E2: ¿De veras? ¿Cuándo?... ¿Por qué?... ¿Con quiénes?... Pues, yo no creo que hayas viajado a la India.

2. Make up pairs. See, SANAKO Lab 100 User's Guide.

3. **Start** the activity. The students are then able to practice the dialog in pairs.

While the students are practicing in pairs, you can **monitor** their work.

To monitor a pair, click on a student icon. You can now hear the selected student and his or her partner.

You can also monitor the whole class automatically (**automonitor**), or join a pair's discussion by establishing an **intercom** connection. For a description of these functions, see and "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

6. **End** the activity.

5.2.2. El/La adivino/a

Túrnense para ser el/la adivino/a (fortune-teller) y el /la cliente que quiere saber su futuro. Háganse tres preguntas originales también.

MODELO: E1: ¿Dónde voy a trabajar el año que viene?

E2: Trabajarás en alguna parte de la universidad.

1. ¿Dónde voy a estar este verano?

2. ¿Qué voy a hacer después de graduarme?

3. ¿Con quién voy a pasar el resto de mi vida?

4. ¿Cuántos hijos voy a tener?

5. ¿Dónde voy a vivir? ¿En una finca?

6. ¿Cuánto dinero voy a ganar en mi primer trabajo?

7. ¿Qué problemas voy a tener en mi trabajo?
8. ¿Cuánto éxito voy a tener en mi trabajo?
9. ¿Qué tipo de experto/a voy a ser?
10. ¿Cómo voy a ser? ¿feliz? ¿infeliz?

6. GROUP DISCUSSION

6.1. English

6.1.1. The Martin Family

Role Play

Preparatory steps for both of the exercises:

Explain the exercise to your students.

Select the **Group Discussion** activity.

Since no audio source is needed for this exercise, make sure the session source is **None**.

1. Call the session (**Session Call**) in order to give the following instructions:

In the following activity you will read about a situation in which computers play an important part. After you have read the situation, choose the roles of characters you would like to play. You should then act out the role selected. The general situation is as follows:

The Martin family is a normal, middle-class American family. Harry Martin owns a small auto parts store in Never-Never-Land, California. His wife, Carrie, spends most of her time at home, caring for her two teenage children, Jerry and Mary. From time to time she also helps Harry at the auto parts store, working the counter or doing bookkeeping. Jerry is nineteen and is a sophomore at the local junior college. His major is physical education, with an emphasis on volleyball. His sister has just graduated from high school and is planning to go to college in the fall. She has received a full scholarship to attend the local campus of the State University.

It is a typical night for the family. They have just eaten dinner. At the moment they are gathered around the television. During a commercial break Mary turns to her parents and tells them that she needs a \$3000 computer for school. A heated discussion ensues.

-
2. Group the students. Set the group size to 4 students. For a description of the different grouping methods, see "Grouping methods" in the SANAKO Lab 100 User's Guide.
 3. **Start** the activity to connect the students in a group with each other.

While the students are discussing, you can listen to a group's (or several groups') discussion. To listen to a group (**monitor**), click on a student icon, and you will hear the selected student and his or her group members. You can also monitor the whole class automatically (**automonitor**), or join a group's discussion by establishing an **intercom** connection. For a description of these functions, see "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

Note that you can group the students again:

4. **Pause** the activity.
5. Change the grouping method.

6. **Continue** the activity to connect the new group members with each other.
7. Finally, **End** the activity.

6.1.2. Just a minute

In the following exercise you will be asked to make small groups (a minimum of four). Each of you must give a one-minute presentation on one of the following subjects.

Uniforms

Exams

Smoking

Homework

Rules

Your favourite school subject

The idea is to simply say what comes into your head without any advance planning.

6.2. Español

Preparatory steps for both exercises:

Explain the exercise to your students.

Select the **Group Discussion** activity.

1. Call the session (**Session Call**) in order to give instructions.
2. Group the students. Set the group size to 4 students. For a description of the different grouping methods, see "Grouping methods" in the SANAKO Lab 100 User's Guide.
3. **Start** the activity to connect the students in a group with each other.

While the students are discussing, you can listen to a group's (or several groups') discussion. To listen to a group, click on a student icon, and you will hear the selected student and his or her group members. You can also monitor the whole class automatically (**automonitor**), or join a group's discussion by establishing an **intercom** connection. For a description of these functions, see "Automonitor" and "Intercom" in the SANAKO Lab 100 User's Guide.

Note that you can group the students again:

4. **Pause** the activity.
5. Change the grouping method.
6. **Continue** the activity to connect the new group members with each other.
7. **End** the activity.

6.2.1. Ventajas y desventajas

Comenten lo positivo y negativo de tres profesiones y oficios según el horario, las vacaciones, el sueldo, y el prestigio.

MODELO: plomero/a

Una ventaja es que cobra el doble los fines de semana.

Una desventaja es que siempre tiene las manos en agua sucia.

analista de sistemas	Cocinero/a	ingeniero/a	periodista	vendedor/a
arquitecto/a	Contador/a	intérprete	psicólogo/a	veterinario/a
carpintero/a	Dentista	mecánico/a	secretario/a	viajante

6.2.2. ¿Qué opinas?

Hablen en español de las siguientes cuestiones de amor.

MODELO: A los hombres les gusta tener celos.

E1: Estoy de acuerdo. Los hombres son mucho más celosos que las mujeres.

E2: No estoy de acuerdo. Soy hombre y no tengo celos de mi novia ...

E3: Bueno, depende...

1. Los celos alimentan el amor.
2. El amor lo vence (*conquers*) todo.
3. Es bueno confesárselo todo a tu novio/a o esposo/a.
4. Los novios siempre deben complacerse (*please each other*).
5. En el amor, todos somos niños.
6. Es imposible ser feliz en el amor.
7. El amor es complicado.

7. RECORDED RESPONSE

7.1. English

7.1.1. Please take a seat

Duration: 9 min 41 sec

Preparatory steps:

Copy the written exercise for your students.

Select the **Recorded Response** activity.

Select **MSU file** as the audio source and browse for

Please_take_a_seat.wav.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity.

You will hear the following instructions:

You have been invited for a job interview. The job, which you applied for, is a junior position in a large corporation where you will work as an advertising assistant. You found the job through an advert in the Evening Standard. It's your first real job but you believe you are perfect for it. No mention has been made about salary but you can expect the monthly salary to be between 600 to 1000 pounds per month. You are just entering the interview room. Be prepared for some tricky questions.

After each question there will be a pause in which you will be able to answer. Don't just give one-word answers – try and go into more detail.

(Beginning of the exercise)

Interviewer Hello, nice to meet you, please take a seat. Now let me see ...
Erm, I seem to have mislaid your papers and CV. Could you please tell me your name?

You ...

Interviewer ...

...

(End of the exercise)

3. At the end of the exercise, **End** the activity. You can now choose to save the master track and/or collect the student tracks.

Now listen to the tape in full along with the model and your own responses.

7.1.2. Making a follow-up phone call

Duration: 5 min 40 sec

Preparatory steps:

Copy the written exercise for your students.

Select the **Recorded Response** activity.

Select **MSU file** as the audio source and browse for **A_follow-up_phone_call.wav**.

1. Call the session (**Session Call**) in order to give instructions.
2. **Start** the activity.

You will hear the following instructions:

In the following exercise imagine you made the call to Gedrich and Quick Ltd. You are now making a follow-up phone call two days later to see if you can get an interview. You have already sent your CV. Decide yourself what job skills you are offering. Listen to the prompts on the CD and make suitable responses.

(Beginning of the exercise)

Follow-up phone call

(3 min)

Receptionist	Gedrich and Quick Ltd. How can I help you?
Student	(Introduce yourself. Ask to speak with the personnell manager.)
Receptionist	I'm sorry, could you repeat the last name?
Student	(Repeat your last name. Spell the name.)
Receptionist	Trying to connect you now. Ms Thoroughgoode's line is busy at the moment. Would you like to hold? I'm sure she will be with you in a moment.
Student	(Answer in the affirmative.)
Receptionist	Ringng for you.
Student	(Thank her.)
Ms Th	Penny Thoroughgoode speaking. Hello?

- Student (Greet. Remember to mention the name of the person you are greeting. Introduce yourself. Tell that you called two days ago, and inquire politely if anything had come up since then.)
- Ms Th I'm sorry, could you repeat your name? The line is rather bad, I'm afraid.
- Student (Repeat what you are asked to. Spell the letters.)
- Ms Th That's better. Ah, now I remember. Didn't you call the other day and say that you were going to send me your CV?
- Student (Admit having done that. Be surprised that it may not have arrived.)
- Ms Th I'm very sorry but I seem to have misplaced your papers on my desk – do you think you could tell me a little about yourself while I look?
- Student (Tell about yourself. Mention that you are a high school graduate. Tell where you graduated. Use your imagination and tell what you have done to improve your language skills after school. Tell about your training. Inquire politely if they had any adequate work to offer.)
- Ms Th I see. I see. Ah yes, here are your details. Yes, yes, very interesting. As it happens we may be looking for someone like you for a six month contract. Would you be interested in coming in for an interview?
- Student (Answer in the affirmative.)
- Ms Th Good. Very Good. I'm afraid I have a very tight schedule at the moment and the only time available this week is on Wednesday at 9 a.m. Is that possible for you?
- Student (Tell that the time suits you. Promise to be there.)
- Ms Th Well, that's all settled then. See you on Wednesday at nine then.
- Student (React politely and thank her. Remember to mention her name. Tell her that you look very much forward to meeting her.)
- MsTh Goodbye.

(End of the exercise)

Now listen to the model dialog.

Model dialogue

(2 min 45 sec)

Receptionist	Gedrich and Quick Ltd. How can I help you?
Alec	Oh, good morning. My name is Alec Smart. I'm a freelancer system analyst and I would like to speak to your personnel manager – that's Ms Fiona Fullblouse, isn't it?
Receptionist	I'm afraid that Ms Fullblouse has taken early retirement. Our new personnel manager is Ms Penny Thoroughgoode.
Alec	Ah, that's good to know. How do you spell that?
Receptionist	That's T-H-O-R-O-U-G-H-G-O-O-D-E.
Alec	I see. Could you put me through to her, please?
Receptionist	Certainly, I'll just connect you. It's ringing...
Ms. T	Personnel manager, Penny Thoroughgoode speaking. Hello?
Alec	Ah, Ms Thoroughgoode, let me introduce myself. My name is Alec Smart. I'm a freelancer system analyst. I've been working on that basis for the last year and I was wondering if you had need of my services?
Ms T.	Well, I'm afraid that we have nothing to offer you at the moment, Mr Smart. Perhaps you would like to send us your details so that we can keep you on file? You do have our address, don't you?
Alec	Oh yes. It would be a pleasure, Ms Thoroughgoode. There will be a copy of my CV on its way to you today. Er, would it be possible to contact you again after you have looked through it?
Ms. T	Why certainly, Mr Smart. Thank you for your enquiry in any case.
Alec	Thank you, Ms Thoroughgoode. I look forward to talking to you again. Goodbye.
Ms. T	Goodbye.

-
3. At the end of the exercise, **End** the activity. You can now choose to save the master track and/or collect the student tracks.

7.2. Español

7.2.1. En el restaurante

Preparatory Steps:

Write the following questions on the board or an overhead transparency

Select the **Recorded Response** activity.

Select yourself (**Teacher**) as the audio source.

1. Call the session (**Session Call**) in order to ask the following questions:
How would you respond to each question or statement in a restaurant?
2. **Start** the activity.

(Beginning of the exercise)

1. ¡Hola, Ana! ¿Quieres almorzar conmigo?
 2. ¿Qué recomienda usted?
 3. ¿Qué tal está la comida?
 4. ¿Cómo están las chuletas de cerdo?
 5. Camarero, ¿puede usted traernos más vino?
 6. ¿Puedo traerles algo más?
-

(End of the exercise)

3. At the end of the exercise, **End** the activity. You can now choose to save the master track and/or collect the student tracks.

7.2.2. Unas preguntas

Proceed as before (in the "En el restaurante" exercise).

(Beginning of the exercise)

1. ¿Puedes ir al cine esta noche?
 2. ¿A qué hora pasas por mí?
 3. ¡Qué bonita estás!
 4. ¿Vamos al concierto esta noche?
 5. ¿Cómo estás, cariño?
 6. ¿Dónde estás, mi amor?
-

(End of the exercise)

8. QUIZ

8.1. English

8.1.1. American Slang

Duration: 18 sec

Preparatory steps for both quizzes:

Copy the written quiz for your students.

Select the **Quiz** activity.

Select **MSU file** as the audio source and browse for **American_slang.wav**.

1. Call the session (**Session Call**) in order to give instructions.
2. Select **Numeric Answers**, and set the number to **3**.
3. Click **Question**.

If you want the students to answer the first question right away, do as follows:

4. After the first question, **Start** the Answering Time for students. The students give their answers by pressing a number key on their audio panel. Students' answers appear under their icons.
5. **Stop** the Answering Time. The student audio panels are locked.
6. To show the right answer, next to the Correct Answer, click the right answer's number
7. For the next question, click **Question**.

Repeat these steps until the end of the quiz.

If you want the students to give their answers only after the quiz, all you have to do is play the file straight through, and go through the right answers only afterwards. To do this, just click **Question**. At the end of the quiz, click **End**. For the students' answers, follow steps from 4 to 7 (see above).

(Beginning of the exercise)

Question 1.

What does the man think of Bob?

1. Bob is very intelligent.
2. Bob is an energetic person.
3. Bob is very stupid.

Question 2.

How did the man like the movie?

1. He thought it was boring.
2. He thought it was exciting.
3. He thought it was very silly.

Question 3.

What does the man invite Tom to do?

1. He invites Tom out for a drink.
2. He invites Tom to go fishing.
3. He invites Tom to go to a movie.

Question 4.

How does the man's brother spend his day?

1. His brother reads.
2. His brother watches TV.
3. His brother cooks.

Question 5.

What is the man going to do?

1. He is going to study for a test.
2. He is going to take a bath.
3. He is going to bed.

(End of the exercise)

8.1.2. Paralanguage

Duration: 17 sec

Browse for **Paralanguage.wav**.

"Paralanguage" is made of sounds that sometimes do not have a written form (e.g., *uh-huh* means *Yes* or *I'm listening to you*). Listen to each sound and choose the best sentence that would follow the sound (for example, you might say "Uh-huh, I'm going to the party too").

(Beginning of the exercise)

Question 1.

1. This soup tastes terrible.
2. The baby is sleeping.
3. Do you really think that?

Question 2.

1. Don't you like this suit?
2. I put glue on the teacher's chair.
3. Merry Christmas!

Question 3.

1. That pan is hot!
2. This is a fun ride!
3. There's a mouse!

Question 4.

1. I didn't know that.
2. I don't think so.
3. Let me think about it.

Question 5.

1. You shouldn't smoke.
2. Pass me the salt, please.
3. This pie tastes good.

Question 6.

1. This bathroom is dirty.
2. You broke mum's glasses.
3. Be quiet!

Question 7.

1. This bed is really soft.
2. Don't say those things.
3. This food is delicious.

Question 8.

1. Look over here.
2. That wasn't funny.
3. What do you mean?

Question 9.

1. I didn't know that.
2. They lost the game.
3. That was interesting.

Question 10.

1. That hurt!
2. That's strange.
3. That's not mine.

(End of the exercise)

8.2. Español

8.2.1. Una invitación

Duration:

Preparatory Steps:

Copy the written quiz for your students.

Select the **Quiz** activity.

Select **MSU file** as the audio source and browse for **Una_invitación.wav**.

1. Call the session (**Session Call**) in order to give instructions.
2. Select **Numeric Answers**. Set the number to **3**.
3. Click **Question** to connect the source to the students.

You will hear the following instructions:

Listen to the telephone conversation between Marilú and José. Then, complete each sentence based on their conversation.

If you want the students to answer the first question right away, do as follows:

4. After the first question, **Start** the Answering Time for students. The students give their answers by pressing a number key on their audio panel. Students' answers appear under their icons.
5. **Stop** the Answering Time. The student audio panels are locked.
6. To show the right answer, next to the Correct Answer, click the right answer's number
7. For the next question, click **Question**.

Repeat these steps until the end of the quiz.

If you want the students to give their answers only after the quiz, all you have to do is play the file straight through, and go through the right answers only afterwards. To do this, just click **Question**. At the end of the quiz, click **End**. For the students' answers, follow steps from 4 to 7 (see above).

(Beginning of the exercise)

I Marilú invita a José a ____.

1. bailar 2. comer 3. dar un paseo

II José acepta la invitación para ____.

1. esta noche 2. mañana 3. las tres de la tarde

III Los chicos también van a ver ____.

1. un partido 2. una película 3. un programa de televisión

VI Es evidente que los chicos son ____.

1. hermanos 2. novios 3. primos

V Marelú y José no tienen que estudiar, porque ____.

1. mañana no hay clases 2. su clase es fácil 3. no hay tarea para mañana
-

(End of the exercise)

8.2.2. Un vuelo en avión

Duración: 1 min 28 sec

Escucha el anuncio en el avión. Indica la información correcta del vuelo.

I aerolínea:	1. IBERIA	2. AVENSA	3. LACSA
II número:	1. 895	2. 985	3. 995
III destino:	1. San Juan	2. San José	3. San Andrés
IV comida:	1. almuerzo	2. merienda	3. desayuno
V película:	1. cubana	2. venezolana	3. colombiana
VI temperatura:	1. 30° C	2. 30° F	3. 32° C
VII hora de llegada:	1. 2:30 AM	2. 3:30 PM	3. 2:30 PM

Appendix

Listening Comprehension

English

1.1.1. Wanted – Au pair for busy London family

Transcript

Are you a boy or a girl willing to stay with a big, happy family for six months? Would you like to spend your time in a busy capital with all the fun of the city at hand? We have six children aged from three to eleven years. Your duties will include babysitting, preparing meals, some basic housework, ironing shirts and walking our dog, Pongo. For this, you will receive 65 pounds a week, use of a bicycle and the weekends to yourself. Write now with personal details and photo to Morris Minor and family, 10 Upping Street, London W1.

1.1.2. English names

Transcript

1 Pryce (X)	Price ()	4 Stevens (X)	Stephens ()
2 Braun ()	Brown (X)	5 Marten ()	Martin (X)
3 Steele (X)	Steel ()	6 Daley ()	Dailey (X)

Español

1.2.1. La solicitud de empleo

Transcript:

Soy Alejandra Medina Ayala. El profesor López me recomendó esta empresa. Soy de Córdoba, Argentina. Mi dirección es Avenida la Pampa, número 33. Mi teléfono es 5358-1191. Nací el 11 de octubre de 1977. Mi meta es encontrar un puesto como contadora. Busco un sueldo mínimo de 750 pesos al mes. Estudié cinco años en la Universidad Nacional donde recibí un título. Éste va a ser mi primer trabajo. Hablo inglés y portugués. Sé usar la computadora. Tengo como referencia al doctor Melara.

1.2.2. El pronóstico del tiempo

Transcript:

¡Buenos días, Santiago! La emisora QRST les está llegando desde la capital chilena hoy, 9 de febrero del año 2000, y hace un calor tremendo. Ayer, si recuerdan bien, hizo buen tiempo: mucho sol y cielos despejados. Hoy, en cambio, la temperatura va a subir a 32 grados centígrados, lo que es bastante normal para el mes de febrero, el fin del verano aquí en el hemisferio sur. Pero si no tienen que salir mañana, es mejor que se queden en casa por la tarde, porque va a haber bastante contaminación. Así que mañana va a ser un día perfecto para descansar o ver la televisión.

Answers:

Ciudad: Santiago de Chile

Siglas: QRST

Fecha: 9 de febrero de 2000

Estación: verano

Tiempo de ayer: buen tiempo, mucho sol, cielos despejados

Pronóstico para hoy: calor

Pronóstico para mañana: contaminación

Una actividad: descansar, ver la televisión

1.2.3. ¿Otro Neruda?

Transcript:

Amarillo tropical, cremoso interior... dulce, suave, sencillo placer... morder y como niña se siente la mujer, hombre vuelve a su niñez...

La perfección innata... paciente en el nido, esperando destinos... cemento de tartas y pasteles... edificios blancos de merengue... fundamento de flan... en la mañana, agua hirviendo, revoluciones, aceite caliente...

Arrugas verdes, te quiero verde... hojas relucientes que coquetean con tomate, que se bañan en aceite de oliva y se duchan en vinagre...

Sencilla y preciosa amiga, sabor de mi vida, compañera del tomate, del ajo, de la rica comida... Me alegras la vida con tu sabor... Ay, mi cariño, cortate me hace llorar...

Líquido pulposo, gotas brillantes ácidas, dulces... despiértame en la mañana...

Naces en el agua... caminando, nadando... pero hirviendo en el agua mueres...

Answers:

el plátano, 2. el huevo, 3. la lechuga, 4. la cebolla, 5. el jugo de naranja, 6. la langosta

Model Imitation

English

2.1.1. Polish your pronunciation

Answers

* _

science

physics

music

* _ _

literature

history

politics

chemistry

algebra

_ * _

computing

statistics

_ * _ _

psychology

philosophy

geometry

_ _ * _

mathematics

economics

engineering

_ _ * _ _

sociology

biology
geography
geology

2.1.2. Polish your intonation

Answers:

- A Nick's just started a new job, hasn't he?
B No, he's just quit his job, actually.
- A Really? He's in computer software, isn't he?
B No, that's Rick. Nick's on computer hardware.
- A Is he the one who married your sister?
B I haven't got a sister.
- A Oh. But you went to college together, right?
B No, we went to the same school.
- A Hey, wait a sec. Is Nic the guy who speaks fluent German?
B He is German.
- A That's right. Sold you your computer, didn't he?
B No. I sold him mine.
- A Oh yes, that's right. Who could forget a guy like Rick!

Recorded Response

English

7.1.1. Please take a seat

Transcript:

- Int Hello, nice to meet you, please take a seat. Now let me see. Erm, I seem to have mislaid your papers and CV. Could you please tell me your name?
- Taina Yes, certainly. My name is Taina Tulokas.
- Int I see, hmm. Ah here are your papers, good. Well, perhaps you would like to tell me a little more about yourself. You have an unusual name – where do you come from?
- Taina Well, I come from Finland in the northern corner of Europe. I was born in Turku, which is on the coast of the country.
- Int Oh really, how interesting. That's where all those famous rally drivers come from isn't it – that Juha Kalkkuna is marvelous. Quite a chilly country Finland, I suppose? Well, ahem, perhaps you'd like to tell me about your education up to now.
- Taina Well, I've completed my studies at school up to matriculation level which I think is the same as you're a levels in sixth form college. I studied all the sciences as well as psychology and philosophy and I can speak English, Swedish and Russian.
- Int I see. Well that all seems to be fine. I'd just like a little more information on your language skills. Which is your strongest language and how would you describe your skills in English in particular?
- Taina Well, my Swedish and Russian are at conversational level but my English is of course much stronger. I studied the long course which means ten years so I think I'm quite fluent.
- Int Well, I'm sure that your English is more than adequate. I wouldn't know where to begin with a language like Finnish! Now, what I'd like to know is something about your work history – that could be voluntary work if you haven't done paid work.
- Taina Well, I worked two summers in a sweet factory where I worked on the line. It was tough work but also fun. The next year I got work in the office in the marketing division, which was really challenging.
- Int Very good. – Very good. Now, this job needs somebody who is willing to work long hours, take responsibility and work well in team. Tell me, what makes you think that we should give you this job?
- Taina First of all, I'm a very independent person but I also like teamwork. I think I'm honest with other people as well as myself and I'm quite sociable. I know that I don't have any experience in this field but I've got a good education and lots of energy.

Int Alright then, we've heard about your strengths, tell me about your weaknesses.

Taina That's a difficult question. Hmm, well sometimes I like to be by myself which some people think means being antisocial but that's not true. I think everybody should have their own space.

Int Well, that doesn't sound do bad – I know that's a tough question. Now, as you know, there was no mention made of salary in our advert. What kind of monthly pay cheque would you expect from this job?

Taina Another difficult question. Erm, would 1000 pounds be asking too much?

Int Really? Actually we were going to offer 800 pounds per month. How about that.

Taina Yes, that sounds reasonable.

Int Good, good. Well, that completes the main part of the interview. Now, perhaps you could tell me something about your hobbies and freetime activities?

Taina I love to play Finnish baseball and I also love orienteering in the forest. Actually, I love most sports whether I'm doing them or just spectating. Oh yes, I also like nature photography and I'm interested in all kinds of visual media.

Int How interesting, you know my favourite is golf. I love it. Well, I don't think there's anything else I need to add. We'll be letting you know in a fortnight if you have been successful. Is there anything you would like to ask?

Taina Could you tell me a little bit more about the duties involved in the job in more detail. Oh and I would be very interested to know whether my language skills could be used...

Int Well, funny you should mention it...

Quiz

English

8.1.1. American Slang

Answers:

1. Bob is really stupid.
2. He thought it was exciting.
3. He invites Tom to a movie.
4. His brother watches TV.
5. He is going to bed.

8.1.2. Paralanguage

Answers:

1. The baby is sleeping.
2. I put glue on the teacher's chair.
3. This is a fun ride!
4. Let me think about it.
5. You shouldn't smoke.
6. You broke mom's glasses.
7. This food is delicious.
8. Look over here.
9. They lost the game.
10. That hurt!

Español

8.2.1. Una invitación

Transcript:

Marilú: Hola, José. Soy Marilú... ¿Qué tal?

José: Marilú, ¡qué sorpresa! ¿Qué pasa?

Marilú: Pues, quiero invitarte a comer en mi casa mañana. ¿Quieres?

José: Con tu familia? ¡Me encantaría! ¿A qué hora?

Marilú: Alas siete. Y después vamos al cine a ver esa película nueva de Almodóvar. ¿Está bien?

José: Perfecto. Como es viernes y no hay clases el sábado, podemos ir a bailar después.

Marilú: ¡Buena idea! Te veo mañana, mi amor.

José: Hasta luego, cariño.

Answers:

I 1., II 2., III 2., IV 2., V 1.

8.2.2. Un vuelo en avión

Transcript:

Señores pasajeros, buenas tardes y bienvenidos a bordo de AVENSA, la aerolínea nacional de Venezuela, donde "el tiempo pasa volando". Este es su vuelo número 985, con destino a San Juan, Puerto Rico. El vuelo hoy va a durar tres horas y media, y debe ser un viaje tranquilo. En ruta, vamos a pasar por el Mar Caribe y les vamos a señalar algunos lugares de interés, como la Isla de Margarita. Durante el vuelo les vamos a servir almuerzo y cócteles a su gusto. Les ofrecemos también la película cubana, "El club social Buena Vista". En San Juan hace buen tiempo, muy agradable con 85 grados Fahrenheit, es decir, más o menos 30 grados centígrados. La hora de llegada va a ser a las dos y media de la tarde, hora local. Otra vez, la tripulación les agradece su decisión de volar con AVENSA.

Answers:

I 2, II 2, III 1, IV 1, V 1, VI 1, VII 3