

# English Course- Intermediate Level

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## Lecture 7



**Warm up**

2 truths and a lie



**Listening: ESL Program Meeting**  
**Pronunciation: linking vowel to vowel**



# **Listening ESL Program Meeting**

- **go over** (*verb*): review
  - We still need to go over the final proposal before Friday.
- **tentative** (*adjective*): not certain, not finalized, still in review
  - Here are our tentative travel plans for next week's trip.
- **commence** (*verb*): begin, start
  - The meeting was supposed to commence at 9:00 AM, but it was postponed until tomorrow.
- **originally** (*adverb*): in the beginning, in the first place
  - We were scheduled originally to go over the proposal today, but let's review it later.
- **extracurricular** (*adjective*): outside the regular curriculum
  - Several extracurricular activities are being organized for the students this semester.

- **shuttle** (*also noun*): in this case, a bus that carries passengers from one point to another
  - The shuttle should arrive in 10 minutes.
- **to be up to your ears in** (*verb phrase*): to be extremely busy
  - I'll try to complete that report by 5:00 PM, but I'm up to my ears in other paperwork, so I can't guarantee it will be finished.
- **get things rolling** (*verb phrase*): to start something
  - If you help, we can get things rolling and complete the assignment by tomorrow.
- **jot down** (*verb*): to write down a quick note
  - Let me jot down your phone number so I don't forget it.
- **to find a needle in a haystack** (*verb phrase*): extremely difficult or impossible to find something
  - Locating the report in this filing cabinet like finding a needle in a haystack.

- **to lend a hand** (*verb phrase*): to help
  - Could you lend me a hand to move these boxes?
- **to give the green light** (*verb phrase*): to give the okay or permission to
  - The president of the company must give the green light before we proceed with the plan.
- **to wrap things up** (*verb phrase*): to complete or finish
  - Since everyone lent a hand to the project, we were able to wrap things up in time for the party.
- **bottom line** (*noun*): the most important point
  - We want to emphasize that the bottom line in our business is great customer satisfaction.

**Listen to the recording and answer the questions.**

<https://www.esl-lab.com/academic-english/esl-program-meeting/>

**1- The orientation meeting is on \_\_\_\_\_.**

Friday

Wednesday

Thursday

**2- The woman wants to end the meeting at \_\_\_\_\_.**

11:00 a.m.

10:00 a.m.

10:30 a.m.



**3- The campus tour will end around \_\_\_\_\_.**

1:45 p.m.

2:15 p.m.

2:00 p.m.

**4- During the tour, the students will see the union building, the library, and the \_\_\_\_\_.**

student services building

cafeteria

health center



## 5- Why will it be difficult to find a pen on Randall's desk?

His desk is messy.

He never uses a pen to write.

The lights are off in his office.

## Listening Script

**Randall:** Hi Faith. Do you have a minute?

**Faith:** Sure. What's up?

**Randall:** Well, I just wanted to **go over** the schedule for Wednesday's orientation meeting to make sure everything is ready.

**Faith:** Okay. Here's a copy of the **tentative** schedule. [*Okay.*] Now, the registration starts at 8:30 [*Alright*] and goes until 9:15. Then, the orientation meeting will **commence** at 9:30.

**Randall:** Okay. Now, we had planned **originally** for the meeting to go until 10:30, but now we have someone from the international center coming to speak to the students on **extracurricular** activities, so how about ending the meeting around 11:00?

**Faith:** Fine. And, uh, then students will take the **placement** tests from 11:15 until noon [*Okay.*], followed by a twenty-minute break before lunch. [*Okay.*] And, immediately after lunch, we have reserved a campus **shuttle** to give students a forty-five-minute tour starting at 1:30. [*Oh. Okay.*] We want to show students around the university, including the union building, the library, and the student services building.

**Randall:** Great. Now, how about the oral interviews?

**Faith:** Well, we're planning to start them at two fifteen.

**Randall:** Oh, well, teachers are going **to be up to their ears in** preparations, and they'll **be hard-pressed** to start then.

**Faith:** Okay, let's **get things rolling** around 2:45.

**Randall:** Okay, here, let me **jot that down**. Uh, could you grab a pen off my desk?

**Faith:** Right. Finding anything on your desk is like **finding a needle in a haystack**. [*Oh, it's not that bad.*] Here, use mine.

**Randall:** Okay. And we'll need 150 copies of this program guide by then.

**Faith:** Hey. That's a **tall order** on such short notice! How about **lending me a hand** to put things together by this afternoon[*Okay*] so we don't have to worry about them?



**Randall:** Okay. And I think the manager has **given the green light** to go ahead and use the more expensive paper and binding for the guides this time.

**Faith:** Okay. So the interviews will go from two forty-five until, let's say, 4:30. [*Okay.*] I hope we can **wrap things up** by 5:00.

**Randall:** Great. And I think the **bottom line** is to keep things running smoothly throughout the day.

**Faith:** I agree. I'll pass this schedule by the director for a final look.



# **Pronunciation**

## **linking vowel to vowel**



**Vowel to Vowel  
Linking** in  
American English

## Linking: Vowels Using /y/ and /w/

To link smoothly from vowel sound to vowel sound, add a **small, quick** /y/ or /w/ between the vowels.

### Examples:

very old: /vɛri/ + /oʊld/ → [vɛri~~y~~oʊld]  
so old: /soʊ/ + /oʊld/ → [soʊ~~w~~oʊld]

### Don't do:

Using the **wrong sound** will sound very awkward!

very old: /vɛri/ + /oʊld/ → ~~[vɛri~~w~~oʊld]~~  
so old: /soʊ/ + /oʊld/ → ~~[soʊ~~y~~oʊld]~~

### Don't do:

Using **glottal stops** [ʔ] will sound choppy

very old: /vɛri/ + /oʊld/ → ~~[vɛri~~ʔ~~oʊld]~~  
so old: /soʊ/ + /oʊld/ → ~~[soʊ~~ʔ~~oʊld]~~

## Practice

<https://pronuncian.com/linking-vowels-into-vowels>



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# Thank You

