



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens

ELT Methods and Practices

Unit 6.

Listening comprehension: Learning to understand
the spoken language

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The ‘what’ / ‘why’ of listening comprehension

- Why do we “teach” listening comprehension in the FL class (so that students learn to function successfully in real-life listening situations)?
- What does real-life listening involve?
- Which are the most common real-life listening comprehension situations?
- What sorts of things does the listener need to be able to do in order to comprehend satisfactorily in a variety of situations?



Task 1: Think of more situations, what they have in common and how each differs

- interview,
- instructions,
- telephone chat,
- loudspeaker announcements,
- lesson,
- lecture,
- radio news,
- conversation,
- gossip,
- committee meeting,
- TV show,
- theatrical play,
- story- telling.

Note: Think about the kind of language usually used, the kind of interaction, what the listener is doing, and other such common characteristics.



Listening as an active process

- There are situations when the speaker has planned what s/he will say, others when s/he improvises as he or she speaks which results in a rather informal, disorganized kind of language; and in most situations the listener is responding to what is being said as well as listening.



The nature of informal spoken language

- Most of the spoken language we listen to is informal and spontaneous.
- The speaker makes it up as s/he goes along rather than reading aloud or reciting from memory.

Homework task:

- Observe and then describe an informal communicative event and describe the roles of the speaker and listener.
- Find one listening comp activity that resembles a real-life communicative event.



The features of informal speech (1/2)

- Spoken messages are brief. Speech is usually broken into short chunks.
- The pronunciation of words is often slurred (noticeably different from the phonological representation in a dictionary).



The features of informal speech (2/2)

- The vocabulary used is often colloquial.
- Informal speech tends to be ungrammatical:
 - utterances do not usually divide neatly into sentences.
 - a grammatical structure may change in mid-utterance.
 - unfinished clauses are common.



More features of informal speech (1/2)

- There is a certain amount of “noise” involved: either bits of speech that are unintelligible to the hearer or background noise.
- The speaker normally says much more than is strictly necessary for the conveying of the message. Redundancy includes repetition, paraphrase, glossing with utterances in parenthesis, self- correction, the use of ‘fillers’.



More features of informal speech (2/2)

- Redundancy compensates for the gaps created by noise to some extent.
- Normally, the listener hears the message only once (though this may be compensated for by the redundancy of the discourse, and by the possibility of requesting repetition or explanation).



Do we comprehend everything?

We usually comprehend less than 100 per cent of what is said to us, making up for the deficit by guessing the missing items or simply ignoring them and gathering what we can from the rest.

And, we remember much less than that which we might understand...

Comprehending what is said (or read) does not mean that we can remember it (verbatim or otherwise!)



Listener roles

- The listener almost always knows in advance something about what is going to be said
- Linked to this is his/her purpose for listening. We normally have some objective in listening beyond understanding for its own sake, and we expect to hear something relevant to our purpose.

Task: Think of two communicative events where the purpose for listening is different, thus affecting the outcome.



What the listener does (1/2)

- **Looking as well as listening:** Only a very small proportion of listening is “blind.” Normally, we have something to look at that is linked to what is being said: usually the speaker him- or herself, but often other visual stimuli as well
- **Ongoing, purposeful listener response:** The listener is usually responding at intervals as the communicative event unfolds. It is relatively rare for us to listen to extended speech and respond only at the end.



What the listener does (2/2)

- **Listener response** is normally directly related to the listening purpose, even if only a simple demonstration of comprehension.
- Speakers usually **direct their speech** to their listeners. They take the listener's character, intentions, etc. into account when speaking, and often responds directly to their reactions, whether verbal or non-verbal, by changing or adapting the discourse.



Levels of meaning

Meanings created in discourse and conveyed involve different levels of meaning:

- notional meaning (consisting of the basic meaning categories of grammar, i.e. quantity, time and case).
- referential meaning (the literal propositional value)
- pragmatic meaning (the function in context).
- textual meaning (as it develops through coherence and textual cohesion).
- discursive meaning (depending on the discursive context).



The development of meaning

- Focus on social context.
- Focus on the discursive context.
- Focus on language use depending on genre and situational context.
- Focus on the linguistic context.
- Focus on the interaction of verbal and other semiotic modes.



Understanding language in use

- Meaning is created while language is used.
- Meaning is not inside the text, independently from how it is understood by readers and listeners.
- Meaning develops in the process of interaction between people exchanging messages.
- A message is not complete without the interpretation of the recipient.
- The meaning of the messages is determined by what the meaning creator wanted to convey and what the recipient has understood.



Understanding as a meaning making process

- Meanings are created not only by those speaking or writing but also by the person listening / reading and interpreting what s/he reads or hears.
- Therefore, listening and reading comprehension is not a passive but a truly active process.
- The socially appropriate meanings created by listeners and readers motivate and contribute to the interaction.



How do people understand? (1/2)

- The meaning of utterances, oral and written texts depends on the interpretation of the reader/listener, who is a social subject of a particular age, sex, and social class, with certain forms of literacy, sociocultural experiences, etc. S/he understands based on his/her cognitive capacity, literacy background, sociocultural knowledge, previous experiences, how familiar s/he with the topic, whether s/he empathises or identifies with what is said or written.



How do people understand? (2/2)

- The understanding of a text (oral or written) is based on an integration of ideas/information as it develops through several utterances in combination with the other semiotic modes.
- Understanding does not involve simply identifying a series of words in well structured sentences, nor working out the meaning of language elements in isolation; it involves interpreting a message, comprehending the writer's or the speaker's intention, and much more.



What do people understand? (1/2)

- We understand the ideational, interpersonal and textual meaning of what is said/written.
- On a purely linguistic level, we may understand words and expressions that we do not 'know'. A 'good' listener/reader guesses the meaning of unknown words or words s/he cannot hear or see.



What do people understand? (2/2)

- We understand or should understand what is clearly stated, what is not stated at all and what is implied, as we make assumptions about:
 - what happened before and what will happen afterwards,
 - who wrote/is saying something, who is talking and why, as well as other details about social the context of an utterance, text,
 - spatial relations and instruments.



What's at the 'end of the line'? (1/2)

- As we make assumptions about meanings, we draw on our cognitive faculties and a wide range of prior knowledge. Writers and readers take their interlocutor's knowledge into account and (because of the limited possibility to express the thought process fully), the reader/writer presents information elliptically.



What's at the 'end of the line'? (2/2)

- The recipient must make assumptions and inferences about what is missing and this entails a process of deriving certain implicit facts from an initial set of explicit formulas according to fixed rules of inference.
- We use inductive inferences, inference by analogy and self-knowledge inference. We also make what we call 'preferred inferences' (and understand what we want or need to).



What are the results of our understanding?

- When making assumptions and inferences, we draw on a higher level of semantic and pragmatic knowledge so as to reinterpret what we read or hear
- When we process in our mind what we read or hear something that involves extremely intricate cognitive mechanisms— and finally understand, we usually:
 - confirm or modify what we already know
 - act on the basis of what we have understood, as for example: select which play to go to, buy something, tell someone off, make an important decision, solve a problem.



Reading and listening comprehension skills

- The processes we go through recurrently in authentic communicative interaction so as to understand make inferences, assumptions and guesses are fairly complicated.
- Effective reading and listening comprehension performance demands a wide number of abilities and skills which cannot be left to chance.
- Development of listening and reading comprehension abilities and skills require systematic training throughout our formal education but also beyond.



Being trained to understand (1/2)

- Our abilities to understand effectively need to be developed
 - in our mother tongue
 - in any language we are learning
- but the type of training is different – Why?



Being trained to understand (2/2)

- Where the foreign language is concerned, it is important to use activities and task to train learners to understand the gist of an oral or written text/ conversation and to scan for information:
 - literal / explicitly stated meanings,
 - implicitly stated meanings,
 - by reading or listening ‘between the lines’,
 - through inferring contextual information,
 - on the basis of which to act.



As we come to the end of the lecture...

- Let's think about the tasks in the slides that follow and decide:
 - For which reading competence level is each of the tasks appropriate?
 - What are some basic differences between tasks for the same level of reading competence?
 - Which are the language skills requirements for each of the reading tasks?
 - Which are the literacy skills requirements for each of the reading tasks?








Task 1

- Level: _____
- Task type: _____
- Language skills: _____
- Literacy skills: _____

What's on each badge? Match badges A-G with each of descriptions 6-10, as in the example (D). There is one badge you do not need.

Τι λέει η κάθε κονκάρδα; Αντιστοιχίστε τις κονκάρδες Α-Γ με τις περιγραφές 6-10, όπως στο παράδειγμα. (D). Υπάρχει και μια επιπλέον κονκάρδα και δεν θα τη χρυαστείς.

EX.	Το χαμόγελο κάνει καλό στην υγεία!	D.
6.	Αγαπά τα σκυλιά αλλά το πιο αγαπημένο μου ζώακι είναι η αδελφή μου!	
7.	Ποτέ δεν είναι αργά	
8.	Ακούω μουσική, γ' αυτό μίλα πιο δυνατά!	
9.	Αν μπορείς να το διαβάσεις αυτό είσαι πιο κονιά απ' όπi πρέπει!	
10.	Εγώ μιλά κι εσύ ακούς!	

<p>A.</p> 	<p>B.</p> 	
<p>C.</p> 	<p>D.</p> 	
<p>E.</p> 	<p>F.</p> 	<p>G.</p> 



Task 2

- Level: _____
- Task type: _____
- Language skills: _____
- Literacy skills: _____

Step 1: Read the text below and choose the best answer (A, B, or C) for items 11-13, as in the example.

Διάβασε το παρακάτω κείμενο και διάλεξε την καλύτερη απάντηση (Α, Β ή C) για τις ερωτήσεις 11-13, όπως στο παράδειγμα.

Εξ. Το παρακάτω κείμενο απευθύνεται σε

- A. παιδιά. B. ενήλικες. C. παιδιά και ενήλικες. ✓

11. Το κείμενο είναι από


- A. μία εγκυκλοπαίδεια. B. ένα τουριστικό φυλλάδιο. C. το βιβλίο της Ιστορίας.

12. Το κείμενο μιλάει για

- A. μία βιβλιοθήκη. B. μία πινακοθήκη. C. ένα μουσείο.

13. Δίνει πληροφορίες για το

- A. τι θα δούμε εκεί. B. πότε έγιναν οι ανασκαφές. C. πώς θα πάμε εκεί.



A

HERE, UNDER THE CITY OF MODERN YORKS TIME HAS STOPPED BUT THE SPIRIT OF THE VIKINGS LIVES ON.

B

On this very site, archeologists discovered what Viking life was really like: the busy market, the houses full of people, and the ships! Now you too can see where and how the Vikings lived when Erik Bloodaxe was king.

C

Step in your time car and travel back 1,000 years! This is Jorvik – and your chance to experience its atmosphere, sounds and smells. Come face to face with real characters from the past, pictures of the great Vikings have been recreated using laser scanned Viking skulls.

D

Here, you can see the place where the Vikings built their houses and hundreds of real objects from the everyday lives. We have them for you in our modern gallery. Please visit!

Step 2: Which part of the text contains the following information? Match parts A-D with statements 14-16 as in the example.

Ποιο τμήμα του κειμένου περιλαμβάνει τις παρακάτω πληροφορίες; Αντιστάχσε τα τμήματα Α-Δ με τις προτάσεις 14-16, όπως στο παράδειγμα.

Εξ.	Πού βρίσκεται το Jorvik Viking Centre.	A
14.	Περιγράφει τι μπορείς να κάνεις στο Jorvik Viking Centre.	
15.	Αναφέρεται σε εκθέματα από την καθημερινότητα των Vikings.	
16.	Δίνει στοιχεία για τη ζωή των Βίκινγκς.	



Task 3

- Level: _____
- Task type: _____
- Language skills: _____
- Literacy skills: _____


Read the text below and choose the best answer (A, B, or C) for items 37-41, as in the example.

Διάβασε το παρακάτω κείμενο και διάλεξε την καλύτερη απάντηση (Α, Β, ή C) για τα ερωτήματα 37-41, όπως στο παράδειγμα.

URQUHART CASTLE

Once, Urquhart was one of Scotland's largest and most important castles. It has witnessed many sieges and battles in its long history.


Exploring the Castle




Urquhart Castle is fascinating to explore. It provides a vision of life during the Middle Ages, both in war and peace. The most dramatic building is the 16th century Grant Tower where the lords and their families lived and entertained their guests. Other parts of the castle include the kitchens, guardhouse and cellars.

The Visitor Centre

Urquhart Castle's visitor centre is modern and well-equipped. Set back into the hillside, it looks out over the castle ruins, the waters of Loch Ness and the mountain beyond. Visitors can enjoy an exciting film in six languages which describes the castle's long history.




There is a scale model of the castle and visitors can see all sorts of objects found at the castle in the 1920s, including gunstones and arrowheads.



Gifts and Refreshments


If you want to rest, there is a comfortable café in the Visitor Centre with hot and cold snacks. Picnic packs are available for those who wish to eat outside. There is also a shop selling a range of books and gifts, including jewellery and locally-made crafts from the Highlands and Islands.



- Open all year seven days a week. From April to September, 9:30 to 6:00pm. From October to March, 9:30 am to 5:00pm.
- Last ticket sold 45 minutes before closing.
- Admission: Adult £6.50, Child £3.25.

Enjoy your visit!

EX. Urquhart is


- | | | |
|---------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------|
| A. <u>a</u> Irish castle. | B. <u>a</u> Welsh castle. | C. <u>a</u> Scottish castle.  |
|---------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------|
37. This text is written for
- | | | |
|---------------------------|----------------------|------------------------|
| A. <u>archeologists</u> . | B. <u>tourists</u> . | C. <u>scientists</u> . |
|---------------------------|----------------------|------------------------|
38. Urquhart is
- | | | |
|--------------------------|------------------------------|----------------------------------|
| A. <u>a small castle</u> | B. <u>a dangerous castle</u> | C. <u>a fascinating castle</u> . |
|--------------------------|------------------------------|----------------------------------|
39. In the Visitor Centre, one can
- | | | |
|------------------------------------|---------------------------------------|-----------------------------------------|
| A. <u>find</u> a miniature castle. | B. <u>see</u> the waters of the lake. | C. <u>watch</u> a film about Loch Ness. |
|------------------------------------|---------------------------------------|-----------------------------------------|
40. In the Visitor Centre, one can also find
- | | | |
|----------------------------------------|---------------------------|---------------------|
| A. <u>food</u> , drinks and souvenirs. | B. <u>picnic</u> baskets. | C. <u>sea</u> food. |
|----------------------------------------|---------------------------|---------------------|
41. The castle is open to visitors
- | | | |
|---------------------------|-----------------------------|-----------------------------------------|
| A. <u>all year</u> round. | B. <u>only</u> on weekends. | C. <u>from</u> morning to late at night |
|---------------------------|-----------------------------|-----------------------------------------|



Task 4

- Level: _____
- Task type: _____
- Language skills: _____
- Literacy skills: _____

Read the text below and decide if the following statements (13-18) are True (A) False (B) or Not Stated (C).



‘Poor’ Banker Wins Nobel Prize

This year’s Nobel Peace Prize has just been awarded to Muhammad Yunus, the founder of a bank which has been praised for giving small loans to people who are too poor to get loans from other banks.

Yunus, who used to be a University professor of Economics, was awarded the Nobel Peace Prize ‘for his efforts to help poor people start their own businesses’.

Yunus himself has received several other national and international prizes. He is the author of *Banker to the Poor*, which has become an international bestseller. The Nobel Prize Peace Committee said Yunus is a leader whose work has ‘helped millions of people, not only in his own country, but also in other countries’.

After receiving the news of the important award, Yunus said he would use part of the \$1.4 million award on an eye hospital for the poor in Bangladesh. The Nobel Prize has never been awarded to a Bangladeshi before.

<http://news.bbc.co.uk/2/hi/europe/6047020.stm>

STATEMENTS		A	B	C
		TRUE	FALSE	NOT STATED
13.	Poor people can borrow money from Yunus' bank.			
14.	Yunus now teaches at a University			
15.	Yunus has written a successful book.			
16.	Yunus' bank has branches all over the world.			
17.	Yunus is going to spend all the money on food for the poor.			
18.	It is the first time a Bangladeshi has won the Nobel prize.			



Task 5

- Level: _____
- Task type: _____
- Language skills: _____
- Literacy skills: _____

Read the text quickly and in pairs find the answers to questions 1-3. They'll be discussed in class.

1. What is Rick Cranson talking about in this interview?
2. What is Cranson mostly interested in?
3. Where is it possible to find an interview like this?

Read the text again carefully and write the answers to questions 9-12. Exchange papers with your partner.

4. What is Cranson's approach to life?
5. How did Cranson's father feel when he heard about his son's plans?
6. According to Cranson, what should people do if they want to be successful?

The Interview: Rick Cranson, businessman.

Interviewer: You left school at 15 and you are now one of the richest men in the world – have you ever regretted not finishing school?



Cranson: Not for a minute. It was the most important decision of my life. It could have been a disaster, but it wasn't.

Interviewer: Wouldn't you have been even more successful if you'd gone to University?

Cranson: Perhaps things would have been more certain, but life's more fun when you don't know what's going to happen next.

Interviewer: What did your parents think of your decision to leave school at 15?

Cranson: I remember the moment when I told my dad I was going to drop out of school. We were outside in the garden. We just walked and talked.

Interviewer: And what happened?

Cranson: Well, he told me that when he was 21 he still had no idea what he was going to do in life. When he heard what I was planning to do, he thought it was wonderful; he said 'it's great that at 15 you have an aim, you know what you want to do'.

Interviewer: Really? He wasn't worried about his son leaving school at 15?

Cranson: Well, not only that, he actually encouraged me. In fact, he promised me that if I didn't manage to achieve my aims, he would give me another chance to study, to go back to school.

Interviewer: How would you react if one of your children told you they were dropping out of school at the age of 15?

Cranson: My daughter had her 15th birthday recently and, you never know, she might tell me what I told my dad. My dad was really open-minded. Ahead of his time! I am not sure I'm as open-minded as he was.

Interviewer: What do you think success means nowadays?

Cranson: An ordinary worker or employee can be successful. An air-hostess on one of my planes can be as successful as I am, or the manager of the company. As long as she gets up everyday with enthusiasm for her work and with a positive attitude to life.



Task 6

- Level: _____
- Task type: _____
- Language skills: _____
- Literacy skills: _____

Read the texts below and decide what kind of book they come from. Match these texts (items 33-38) with options A-H. Use each option only once. There are two options you do not need.

- A. A cook book. B. A detective story. C. A guide book. D. An autobiography
- E. An encyclopaedia. F. A story book. G. A dictionary. H. An atlas



33.	Chopin (1810 –49) was the master of the keyboard, par excellence. His development of the technical and expressive capabilities of the piano is unique in musical history.	
34.	<u>google</u> /'gu:gl/ verb to type words into a SEARCH ENGINE on the internet, especially the <u>Google™</u> search engine, in order to find information about <u>sb/sth</u> .	
35.	A few years ago it seemed unlikely that the rebuilding of St Agnes' convent would ever be finished. However, the city's most famous Gothic complex is now open to the public at last, allowing them to see <u>its</u> fascinating and unfamiliar art collection.	
36.	The harvest mice took hold of his little front paws and pulled with all their might. Suddenly the dormouse shot out from under the flowerpot with a big POP! He was free! Just in time ...	
37.	Place the rocket and lettuce into the centre of the plate and use figs as decoration around the greens.	
38.	'That's the chief constable's point of view. If anyone wanted to poison Heather <u>Badcock</u> , why choose that particular afternoon and circumstances? Hundreds of much simpler ways of doing it.'	



Task 7

- Level: _____
- Task type: _____
- Language skills: _____
- Literacy skills: _____

See next slide for tasks based on this text.



Internationally respected, Dr. Maya Angelou is a remarkable woman who is hailed as one of the great voices of contemporary literature.

She has been a waitress, singer, actress, dancer, activist, editor, filmmaker, writer, mother and poet. She produced and starred in the great play *Cabaret for Freedom* and starred in *The Blacks*. She wrote the original screenplay and musical score for the film *Georgia, Georgia* and was both author and executive producer of a five-part television mini-series, *Three Way Choice*.

She first thrilled the world with her autobiography *I Know Why the Caged Bird Sings*. This was followed by four other titles and in 2002, the sixth and final volume, *A Song Flung Up to Heaven*. Her volumes of autobiography are a testament to the abilities and resilience of this extraordinary writer. Within the rhythm of her poetry and elegance of her prose lies Angelou's unique power to help readers from every kind of background cross the boundaries of race. She captivates audiences through the vigor and sheer beauty of her words and lyrics.

Loving the world, she also knows its cruelty. As a Black woman she has known discrimination and extreme poverty, but also hope and joy, achievement and celebration. In this first volume of her autobiography, Maya Angelou beautifully evokes her childhood with her grandmother in the American south of the 1930s. She learns the power of white folks at the other end of town.

She has written two collections of prose, *Wouldn't Take Nothing for my Journey Now* and *Even the Stars Look Lonesome*. She has also written several collections of poetry, including *I Shall Not Be Moved*. In 1993, Maya Angelou wrote and delivered her historic poem *On the Pulse of the Morning*, for the inauguration of President Bill Clinton at his request. All appear in *The Complete Collected Poems*.

Maya Angelou continues to travel the globe, spreading her legendary wisdom and now has a life-time appointment as Reynolds Professor of American Studies at Wake Forest University of North Carolina.



Task 7 continued...

Step 2: Read the text again carefully and mark the correct response (A, B or C) for items 5-10.

5. Maya has earned an international reputation because of her skills:
 A. as an energetic entertainer. B. as a gifted writer. C. as a lyric poet.
6. In addition to her many other achievements, Maya has:
 A. directed theatrical plays. B. reviewed films. C. written for television.
7. According to the text, Maya is unique because she is able to:
 A. reach out to people all over the world. B. accomplish so much in such a short time. C. write in a simplistic, direct style.
8. The text suggests that, as a Black woman, Maya learned that:
 A. the poor are discriminated against. B. there is poverty and unfairness in the world. C. the greatest joy comes with achievement.
9. One of Maya's poems was:
 A. read by her on a special occasion. B. included in a volume about the American south. C. written in the 1930s but published in 1993.
10. As a major literary figure, Maya
 A. has held many academic positions during her life. B. is now able to live exclusively from her writing. C. gives many talks all over the world.

Step 3: All the statements below (11-20) concern women writers, but only some are about Maya Angelou. Others are not. Read all of them and, keeping in mind the information in the text, mark A (YES) for those which are about Maya, and B (NO) for those which are not.

FACTS AND STATEMENTS		A (YES)	B (NO)
11.	Not only has she written various types of literature, but she has contributed significantly to the <u>performative</u> arts.		
12.	She began to collect folklore and histories from the underprivileged people she met and used their stories in her writing.		
13.	Her poetry is essentially about the Welsh landscape and its rural life.		
14.	She was able to draw on her own experiences to produce literary works of international appeal.		
15.	Her poems consider the rhythm of the seasons. Earlier poems also reflect her life in the city as a mother bringing up three children in the suburbs.		
16.	Her plays have evolved a powerful dramatic form that combines her interest in oral history and journalism.		
17.	She won the Pulitzer Prize for the <u>Color Purple</u> which was later turned into an Oscar winning film.		
18.	Leading dramatist of her generation, she writes politically committed theatre.		
19.	As she was growing up, she was finding out how social inequality can affect the lives of people.		
20.	She's an innovative playwright who experiments with different forms of theatre and ways of writing that challenge our expectations of plays.		



Task 8

- Level: _____
- Task type: _____
- Language skills: _____
- Literacy skills: _____

Match each of the following newspaper article extracts (items 31–37) with the most appropriate title (A–H). There is one title you don't need.

31.	Harvard University Scientists are seeking permission to conduct therapeutic cloning that would include the creation and destruction of early-stage human embryos to get their stem cells for research.	A.	Celebrating a dean of the jet-age nomads
32.	It could hardly have happened at a more critical juncture. Another major national treasure is at stake. On June 22, one of the most precious manuscripts from medieval times turned up at Sotheby's.	B.	OPENING OF THE 39TH INTERNATIONAL FAIR FOR VIDEO ART
33.	Long before globalization became a catch word, the art establishment had created an international network of fairs and biennials, grants and exchanges that encircle the globe. It is not just today that artists are likely to install their work in Seattle or Seoul one month, in Athens or Paris the next. Klaus Rink was a central figure in this transformation of the art establishment into a sort of global village.	C.	Ethical questions in science
34.	Eliot Spitzer, attorney general for New York State, announced his first prosecution of the insurance industry with charges against Marsh and McLennan and guilty pleas by two executives of American International Group. Spitzer, who began investigating conflicts of interest among insurers six months ago, also called the industry thoroughly corrupt.	D.	Blending fame and flavours
35.	For a celebrity chef, Paul Bocuse does not seem to enjoy talking about himself. Asked whether he had bitten more than he could chew in expanding from a country cook to an international brand name over the past 40 years, he cracks a joke.	E.	EU AFTER THE OIL GIANTS
36.	The Commission is preparing to press charges against companies such as Exxon, Mobil and BP for allegedly participating in a price-fixing cartel in the bitumen market.	F.	Now you can take it with you
37.	In the past few years the biggest breakthroughs in personal computing have not had to do with personal computers. Instead, many of the most exciting inventions have been designed to let you carry a copy of the data that is on the PC you already have.	G.	<i>"Where is the ethical compass of this industry?"</i>
		H.	Can Britain pre-serve its heritage?



End of Unit

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Available at: <http://opencourses.uoa.gr/courses/ENL4/>.



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