

1.1

Presenter: 1.1. Theme 1: Education
Lesson 1.1. Vocabulary for listening: Academic life

Exercise A1. Listen and discuss some statements about education.

- Students:
1. At school, English is more useful than Mathematics.
 2. There is no point in studying Art at school.
 3. Writing is the most difficult skill in English.
 4. A teacher should explain everything to the students.
 5. At both university and school, you have lessons and homework.
 6. A university education is not right for everyone.

1.2

Presenter: 1.2. Exercise A2. Listen to some students. Do they agree or disagree with each statement?

Presenter: One.

- Student A: At school, English is more useful than Mathematics.
Student B: I think that's true.
Student C: Actually, I don't agree. Maths is much more useful than English.

Presenter: Two.

- Student B: There is no point in studying Art at school.
Student A: I think Art is important. Everybody needs an Art education.
Student C: But not modern Art. That's awful.

Presenter: Three.

- Student C: Writing is the most difficult skill in English.
Student B: No, it isn't, because you can think about writing. Speaking is more difficult.
Student A: I agree. Speaking is the most difficult skill.

Presenter: Four.

- Student A: A teacher should explain everything to the students.
Student B: No, not everything. We need to work things out for ourselves.
Student C: Yes, that's right. Teachers should help you, but they shouldn't explain everything.

Presenter: Five.

- Student C: At both university and school, you have lessons and homework.
Student B: It's true really.
Student A: Yes, but they have different names. They are called lectures and assignments.

Presenter: Six.

- Student B: A university education is not right for everyone.
Student A: I absolutely agree with that. Some people should not go on to university.
Student C: Yes. Mechanics and plumbers and electricians don't need a university education, for example.

1.3

Presenter: 1.3. Exercise B2. Listen and check your answers.

- Students:
- a. The academic year in my country starts in October. All the university students go back then.
 - b. When does the second semester start? Is it in February?
 - c. Which faculty are you in? Education? Mathematics? Modern Languages?
 - d. Which lecturer gives the Science in Education lectures?
 - e. How many staff are in the Faculty of Education? I mean, how many people work there?
 - f. Where is the student accommodation at this university? Where do the students live?
 - g. This is a large campus. There are ten faculty buildings, the library, the Resource Centre and the Students' Union.
 - h. A university student is called a *freshers* in the first year.

1.4 DVD 1.A

1. Student A: What's the connection between History and Mathematics?
Student B: They're both subjects.
2. Student A: *Begin and end?*
Student B: That one's easy. They're opposites!
3. Student B: What about *lecturer* and *teacher*?
Student A: They both teach.

- Student B: Yes, but a lecturer teaches at a university and a teacher works in a school.
4. Student A: *In charge of* and *responsible for*?
 Student B: They're the same! They mean 'do a job'.
 Student A: Well, they're not quite the same, are they? *In charge of* goes with a place or group of people, like 'He's in charge of the library' – whereas *responsible for* goes with an action or a thing, doesn't it? 'She's responsible for the schedule.'
5. Student A: *Head* and *in charge of*?
 Student B: That's easy too. They're the same.
 Student A: Well, not quite. You use them differently, don't you? You say, 'She is the Head of Year 1' or 'She is in charge of Year 1.' Yes, *head* is a noun so we can say *the head*.
6. Student B: *Accommodation* and *hall of residence*?
 Student A: They are both places to live.
 Student B: *Accommodation* is more general, I think. Yes, *hall of residence* is for students, at a college or university.

 1.5 DVD 1.B

Presenter: 1.5. Lesson 1.2. Real-time listening: A speech of welcome

Mr Beech: OK. Let's begin. Welcome to the Faculty of Education. My name is Peter Beech. We all hope that you will have a great time here, and learn a lot, too, of course. OK. First, some important information about people. As I said, I'm Peter Beech. I'm the Dean of Education. That means I'm responsible for this faculty, the Faculty of Education. The bursar is Mrs Pearce. She deals with all the money, so she's a very important person! This is Mrs Pinner. She's the Head of Year 1, and she's responsible for the schedule. After this meeting, Mrs Pinner is going to talk to you about your schedule for the first semester. The Accommodation Manager – that's Mr Heel. He's in charge of the halls of residence on the campus. And finally, Mr Ben Hill looks after the Resource Centre. Ben will help you find the information you need. OK, well that's it from me for the moment. Oh, no. I forgot. One more very important person. Mr Mills. He helps international students if they have any problems. OK, well I will talk to you again later in Freshers' Week. Now I'll hand over to Mrs Pinner...

 1.6 DVD 1.C

Mrs Pinner: Thank you, Mr Beech. Right. You need some information about the campus – the university buildings. Firstly, the library is near the main entrance. Next to the library there is the Resource Centre. Resources are things to help you with studying. Ben will help you find the information you need. You can do Internet research in the Resource Centre.

The Administration Block is opposite the library. Go there if you have a problem with fees – that means the money for your course. Behind the Admin block is the Welfare Office. Go there if you have any other problems ... You will also find the Medical Centre behind the Admin block.

OK. Next to the Admin block is the JCR and the SCR – that is the Junior Common Room and the Senior Common Room. The common rooms are for the staff, the lecturers. Then on the north of the campus are the halls of residence – in other words, the accommodation for students on campus. We have Hall A, Hall B and Hall C.

Finally, there's the Students' Union – the SU. That's the special place for you. There are lots of facilities for you in the SU. Go and have a look ... OK. Now, as Mr Beech said, I'm going to talk to you about your schedule ...

 1.7

Presenter: 1.7. Exercise E. Listen and answer the questions.

- Voice:
1. What does a dean do at a British university?
 2. What does a bursar do?
 3. What is a faculty?
 4. What's another phrase for *hall of residence*?
 5. Where are the social facilities for students?
 6. What's the difference between the Welfare Office and the Medical Centre?

 1.8

Presenter: 1.8. Lesson 1.3. Learning new listening skills: Waiting for spoken definitions

Exercise A. Listen to the stressed syllables from some words in this theme. Number the words below.

- Voice:
- | | | | |
|--------|---------|---------|----------|
| 1. ca | 4. lec | 7. da | 10. u |
| 2. bur | 5. li | 8. spon | 11. sour |
| 3. cam | 6. sche | 9. me | 12. fa |

 1.9 DVD 1.D

Mrs Pinner: OK. As the Dean said, I'm Head of Year 1. That means I'm responsible for the schedule. In Year 1, you have five lectures a week. In two of those lectures, the lecturer will give you an assignment – that is, a piece of work to do on your own. Most assignments have a deadline. That is the time to give it in. The lecturer may say, for example, 'you have one week for this assignment', or 'you must finish this by next Tuesday'.

Don't leave assignments until the last minute. Start work on them immediately. Sometimes assignments involve research – in other words, you must read some articles from journals, um, academic magazines, by scientists and researchers.

There are many journals in the Resource Centre. You can use the Internet to do some research, but be careful – we'll talk more about using Wikipedia and so on for research later on.

You have one tutorial each week. A tutorial is a small discussion with your tutor and some other students.

1.10

Presenter: 1.10. Exercise C. Listen to some speakers. They define each word below. Write the definition in each case.

- Students:
1. The SU has a food court – a place with lots of different restaurants.
 2. When the food court is closed, you can use one of the vending machines, which are machines with food and drink.
 3. There's a laundrette in the SU. In other words, you can wash your clothes there.
 4. Did you know? There's a crèche every morning in the SU. It's a place to leave your children for a few hours.
 5. Student A: Is there a gym on the campus?
Student B: Sorry? What's a gym?
Student A: It's a place to do exercise.
Student B: No, I don't think so.

1.11

Presenter: 1.11. Exercise D. Listen and write the correct consonant in each word.

- Voice:
- | | | | |
|-----------|------------|----------------|--------------|
| 1. both | 4. explain | 7. responsible | 10. personal |
| 2. campus | 5. job | 8. bursar | 11. place |
| 3. club | 6. pay | 9. people | 12. problem |

1.12

Presenter: 1.12. Exercise E. Listen and tick under the correct vowel sound for each word.

- Voice:
- | | | | | |
|--------|----------|----------|---------|----------|
| 1. in | 3. teach | 5. begin | 7. meet | 9. it |
| 2. fee | 4. mean | 6. free | 8. ill | 10. give |

1.13

Presenter: 1.13. Lesson 1.4. Grammar for listening: Defining

Exercise A2. Listen to some definitions. Which word or phrase is the speaker defining in each case?

- Students:
1. It's a place for tennis and squash and football.
 2. It's a person in charge of a library.
 3. It's a place for lectures.
 4. It's a certificate for a university course.
 5. It's a restaurant for students. You usually serve yourself.
 6. It's a place for plays and sometimes music concerts.
 7. It's a place for experiments.
 8. It's work outside the university. You visit a place and do research.
 9. It's a machine for showing slides, from Powerpoint, for example.
 10. It's a person with a degree.

1.14

Presenter: 1.14. Exercise B. Listen. How does the speaker define each action below?

- Students:
1. revising: It's going over something again, something you have studied before.
 2. contributing: It means taking part in something, like a tutorial. It means giving your ideas or your opinion.
 3. parting: It means saying goodbye.
 4. graduating: It means getting your degree and leaving university.
 5. advising: It is telling someone what to do.
 6. disagreeing: It is saying you don't agree.

1.15 DVD 1.E

Presenter: 1.15. Lesson 1.5. Applying new listening skills: Living and studying in Britain

Mr Mills: Hello. My name is Mills. Tim Mills. I'm sorry I wasn't here earlier in the week. I was feeling really ill. Anyway, I'm fine now so ... I want to talk to you for a few minutes about living in the UK. Every culture is different. You are learning a new language. You also need to learn a new culture. International students sometimes have problems because they don't know English very well. But sometimes international students have problems because they don't know British customs. For example, when do you shake hands with someone? Today, I'm going to talk about six things which international students sometimes get wrong.

1.16 DVD 1.F

Mr Mills: Let's start at the beginning. Greetings – I mean, saying hello to someone. When you meet someone for the first time, you can say 'Pleased to meet you' or 'How do you do?'. Some English people just say 'Hi' or 'Hello'. All of these are fine.

Secondly, be careful when you address people. You can't use titles – I mean Mr, Mrs, Professor – with a first name, like Mr John, or Mrs Mary or Professor Michael. You must use the surname with a title – Mr Williams, Mrs Pearce, Professor Jones. By the way, you call most lecturers at a British university Mr or Mrs or Miss. We only use Doctor if he or she has a PhD. Oh, and Professor. In Britain, a Professor is usually the head of department or faculty. Do not call all lecturers Professor.

Handshakes – shaking hands. We do shake hands a lot in Britain but not with colleagues, that is, people we work with or study with. So don't offer to shake hands with the other students every time you meet them.

What about eye contact? I mean, looking at people. Perhaps, in your country, it is polite to look down when you are talking to an older person, or a person of the opposite sex. But not in Britain. Look people in the eye – your lecturers, the Professor, even the Vice Chancellor. They will not think you are disrespectful.

The next thing is social distance – in other words, how close you should stand to people. In Britain, we stand about 60 centimetres away from colleagues – that's about arm's length.

Next, gender equality. Gender means sex – male or female. So gender equality is the way we think about men and women in Britain. Basically, men and women are equal. You may have male lecturers, or female lecturers or a combination, but they are all equal – same pay, same level in the university.

Finally, participation, which means taking part in something. Lecturers sometimes ask questions during a lecture and they expect you to answer. They sometimes ask for questions at the end of a lecture. It is good to ask questions if you are not sure about something. And of course, lecturers expect active participation in a tutorial.

1.17

Presenter: 1.17. Lesson 1.6. Vocabulary for speaking: Education systems

Exercise B1. Listen. Complete each dialogue with a word from the list on the right. Make any necessary changes.

Presenter: Conversation 1.

Voice A: When do you sit national examinations?
Voice B: In Britain, we take them at 16 and at 18.

Presenter: Conversation 2.

Voice A: Is education compulsory in your country?
Voice B: Yes, up to the age of 16.

Presenter: Conversation 3.

Voice A: When did you start school?
Voice B: When I was three. I went to nursery school.

Presenter: Conversation 4.

Voice A: Who was your best teacher?
Voice B: Mr Jarvis. He treated us as adults.

1.18

Presenter: 1.18. Lesson 1.7. Real-time speaking: Education in the UK

Exercise A1. Listen to the words on the right. Tick the correct column to show the number of syllables.

Voice:	a. after	c. level	e. primary	g. called	i. school
	b. children	d. nursery	f. secondary	h. exam	j. sixth

1.19

Presenter: 1.19. Exercise A3. Listen again and repeat the words.

[REPEAT OF SCRIPT FROM 1.18]

1.20

Presenter: 1.20. Exercise B1. Listen to the first part of the talk. Complete Table 1.

Student: Britain has four kinds of school. They are nursery, primary, secondary and sixth form.

Many British children go to nursery school at three or four. Children do not take exams at nursery school.

At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam.

Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs but many children stay at school for two more years.

The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university.

 1.21

Presenter: 1.21. Exercise B2. Listen to the second part of the talk.

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

 1.22

Presenter: 1.22. Exercise C2. Listen and check.

- Student:
- Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
 - Children don't take exams at nursery school.
 - At four or five, they move to primary school.
 - They stay there for six years and then they move to secondary school.
 - Secondary school lasts five years.
 - Children take exams called GCSEs at the age of 16.
 - You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
 - I didn't go to nursery school.
 - I was good at primary school and I liked the teachers.
 - I went to secondary school.

 1.23

Presenter: 1.23. Everyday English: Asking about words and phrases

Exercise B2. Listen to the conversations. Number the sentences on the right 1 to 6 in the order you hear them.

Presenter: Conversation 1.

- Voice A: What's a nursery school?
Voice B: It's a school for young children.
Voice A: How old are they?
Voice B: They're between three and five.

Presenter: Conversation 2.

- Voice A: What does GCSE mean?
Voice B: It's an abbreviation.
Voice A: I know. But what does it mean?
Voice B: It means *General Certificate of Secondary Education*.

Presenter: Conversation 3.

- Voice A: Does *primary* mean 'first'?
Voice B: Yes, it does.
Voice A: So does *secondary* mean 'second'?
Voice B: That's right.

Presenter: Conversation 4.

- Voice A: What are A levels?
Voice B: They're exams in Britain.
Voice A: When do you take them?
Voice B: You take them at 18.

Presenter: Conversation 5.

- Voice A: Is sixth form for 17- and 18-year olds?
Voice B: Yes, it is.
Voice A: Why is it called *sixth form*?
Voice B: Because it starts with the sixth year of secondary school.

Presenter: Conversation 6.

- Voice A: Do you *take* an exam or *make* an exam?
Voice B: We use the verb *take* with exams.

Voice A: And what about assignments?
Voice B: You *do* assignments.

1.24

Presenter: 1.24. Portfolio: Activities and clubs

Presenter: Exercise B1. Group 1: the IT club.

Student: IT stands for *information technology* so the IT Club is for anyone interested in computers. Do you like playing games on your computer? Do you use Word or Excel? Do you send e-mails? Would you like to learn how computers work? Then this club is for you.

We meet at 12.30 p.m. on Wednesdays, in the IT Room of course, which is next to Room 16 on the ground floor. The meetings last for one hour so we finish at 1.30 p.m. There is something for everyone. You don't need to bring your laptop. There are 20 computers in the IT room.

What do we do in the meetings? Well, you can learn the latest computer game, get help with computer applications, like Word and Excel, or you can even learn to program in C++.

1.25

Presenter: 1.25. Exercise B1. Group 2: the Debating Society.

Student: We are looking for new members for the Debating Society. What is the Debating Society? Well, a debate – that's D-E-B-A-T-E – is like a conversation between two people. But in a debate, one person likes something, and the other person doesn't like it. There are two speeches – one from each person. Then the audience, that's the other members of the Debating Society, the audience chooses between the two people.

So who is the Debating Society for? Well, two kinds of people. Firstly, people who like to speak in public, in front of a group of people. Secondly, for people who like to listen to ideas and opinions.

We meet straight after school in the school hall on Thursdays for an hour – so that's from 4.00 p.m. to 5.00 p.m. Each week, there is a debate. You can lead a debate or just sit in the audience and choose the best speaker at the end.

2.1

Presenter: 2.1. Theme 2: Psychology and sociology
Lesson 2.1. Vocabulary for listening: What groups do you belong to?

Exercise B2. Listen. Complete the text below with words from the list on the right. Make any necessary changes.

Lecturer: A person is an individual. Psychology is about individuals. Psychologists ask questions like: *What is the mind? How does it control human behaviour?*

People have relationships with other people. Sociology is about human behaviour in groups. Sociologists ask questions like: *Why do people form groups? Why do groups sometimes behave badly?*

In the diagram, the circle for **my family** is separate from the other three circles. Why? Because my family is different from my friends, my neighbours and my colleagues. Why are these three circles linked? Because some of my friends live in my neighbourhood and some of my friends are also my colleagues.

Sociologists call the four inner circles the primary groups. The people in your primary groups are very important to you.

2.2

Presenter: 2.2. Exercise C2. Listen to a student explaining one word in each pair. Tick the word.

Student:

1. Oh that's the person. You know, the person who studies human behaviour.
2. Well, it's a science. It's the study of the mind, I think.
3. That's where children go. From about 5 to 11 years, isn't it?
4. It's a physical part of your body. The organ in your head.
5. It's everyone in the world. We are thinking of them as one group.
6. Well, I think it means 'one person'.

2.3 DVD 2.A

Presenter: 2.3. Lesson 2.2. Real-time listening: An introduction to sociology

Part 1

Lecturer: In this lecture, I'm going to talk about sociology. Now, firstly, I'm going to mention the aims of the science. Secondly, I will give a little bit of history – some key names and quotes from each person. Finally, I'm going to talk about sociology today.

Part 2

Lecturer: So, first. Sociology has three main aims. Firstly, sociologists *study* human behaviour in groups. They ask the question: *How do people behave in groups?* Secondly, they try to understand human behaviour in groups. They ask the question: *Why*

do they behave in those ways? Finally, they try to predict human behaviour in groups. They ask the question: *How will people behave in groups in certain situations?*

Part 3

Lecturer:

In 1838, a Frenchman called Auguste Comte used the word *sociology* for the first time. Today, Comte is often called 'The Father of Sociology'. He said 'Human behaviour has rules and patterns.' So the name *sociology* is quite new, but interest in human behaviour is very, very old. For example, in the 4th century BCE, Plato had ideas about people and groups. He said 'People live in groups for friendship. They also live in groups for safety. Groups must have rules of behaviour.'

Nearly two thousand years later, in the 14th century, in Tunisia, a man called Ibn Khaldun wrote about people in groups. He said 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'

Part 4

Lecturer:

In the nineteenth century, Auguste Comte used the term *sociology*. Perhaps you did not know the name of Comte. But I'm sure you know the name of the next man. In 1848, Karl Marx, a German, wrote a famous book. At that time, there was a lot of unrest in many countries. Poor people were unhappy. They started to fight for their rights. Marx wrote about this situation. He said, 'People from different groups must fight each other.' In 1904, another German, Max Weber, said: 'There are three important things for groups. They are religion, work and money.'

Part 5

Lecturer:

In the past, we called people like Plato and Ibn Khaldun philosophers. These days, we call them sociologists. In the 1960s, sociology became an important subject. Today, pupils even study sociology at secondary school. They look at the ideas of modern sociologists like Anthony Giddens. He wrote a famous book in 1984. He says: 'People make groups ... but then the groups make people.' The relationship between the individual and the group works in both directions.

2.4

Presenter:

2.4. Lesson 2.3. Learning new listening skills: Recognizing time signposts

Exercise A2. Listen. Tick the word you hear in each case.

Voice:

- Nowadays we call the study of groups *sociology*.
- We are all part of the human race.
- Sociologists study human behaviour.
- People lived together for friendship.
- They also wanted to feel safe.
- Would you like to study sociology?
- What are the main aims of the course?
- What did the people say?
- There was a lot of unrest about rights.
- According to Plato, groups must have rules of behaviour.

2.5

Presenter:

2.5. Exercise C. Listen to sentences from other lectures. Is each sentence about the past or the present?

Voice:

- In 1789, there were a lot of changes in France.
- In the 1970s, there was a lot of research into sociology.
- At one time, people thought the mind was in the heart.
- Later, scientists found that the brain controlled the body.
- Nowadays, a lot of sociologists talk about the philosopher Confucius.
- Today, university students study philosophers from Ancient Greece.
- In the nineteenth century, the term *gender studies* didn't exist.
- In 1904, Weber wrote a famous book.

2.6

Presenter:

2.6. Exercise D3. Listen and check your answers.

Voice:

- Do you all have a book?
- Let me start with ...
- It's an important part of the topic.
- He's called 'The Father of Sociology'.
- He began writing in 1957.
- It's important to understand this.

2.7

Presenter:

2.7. Lesson 2.4. Grammar for listening: Recognizing past-time sentences

Exercise A1. Listen to some verbs. Say *present* or *past* in each case.

Voice:

- | | | | | |
|---------|-----------|---------|---------|----------|
| 1. are | 3. became | 5. go | 7. grew | 9. had |
| 2. were | 4. become | 6. went | 8. grow | 10. have |

2.8

Presenter: 2.8. Exercise A2. Listen to some sentences. Say *present* or *past* in each case.

- Voice:
1. He's a sociologist.
 2. He was a psychologist.
 3. They knew the answer.
 4. We know the reason.
 5. I made a mistake.
 6. They thought about important questions.
 7. People say sociology is not a real science.
 8. Most of the students take two main subjects.
 9. The assignment was difficult.
 10. He did experiments to check his ideas.

2.9

Presenter: 2.9. Exercise B1. Listen to some verbs. Say *present* or *past* in each case.

- Voice:
- | | | | | |
|---------------|--------------|----------------|--------------|--------------|
| 1. predict | 4. graduated | 7. contributed | 10. edited | 13. edit |
| 2. predicted | 5. collected | 8. record | 11. collect | 14. recorded |
| 3. contribute | 6. deleted | 9. delete | 12. graduate | |

2.10

Presenter: 2.10. Exercise B2. Listen to the same verbs in sentences. Say *present* or *past* in each case.

- Voice:
1. We predicted the results.
 2. I contribute to tutorials.
 3. They graduate in the summer.
 4. We collected a lot of data.
 5. The scientists record their results in a table.
 6. I edited my work.

2.11

Presenter: 2.11. Exercise C1. Listen to some sentences. Say *present* or *past* or *I don't know* in each case.

- Voice:
1. They called these people philosophers.
 2. The problems happened lots of times.
 3. Scientists analyze data.
 4. Some students drop Geography.
 5. They managed three shops.
 6. Many students plagiarize the articles on Wikipedia.

2.12

Presenter: 2.12. Exercise C2. Listen to the same sentences with time expressions. Say *present* or *past* or *I don't know* in each case.

- Voice:
1. At one time, they called these people philosophers.
 2. In the past, the problems happened lots of times.
 3. Nowadays, scientists analyze data.
 4. Every year, some students drop Geography.
 5. In the 1990s, they managed three shops.
 6. Today, many students plagiarize the articles on Wikipedia.

2.13

Presenter: 2.13. Lesson 2.5. Applying new listening skills: An introduction to psychology

Exercise A. Listen and complete the phrases.

- Voice:
- | | |
|------------------------|---------------------|
| 1. human behaviour | 5. main aims |
| 2. modern sociologists | 6. famous book |
| 3. important people | 7. people in groups |
| 4. twentieth century | 8. in the past |

2.14 DVD 2.B

Lecturer: In today's talk, I'm going to answer some very basic questions about psychology: First, what is it? Secondly, how does psychology help us in our day-to-day lives? Finally, who are the important names in the history of psychology?

OK, let's answer the first question. What is psychology? Psychology is the study of the mind. It is *not* the study of the brain. The brain is physical. You can see a brain, you can touch it, you can even cut it open. The mind is *in* the brain but

you can't see it or touch it. We now believe that the mind controls our behaviour. So psychologists study the human mind. Then they try to understand human behaviour.

We must understand the mind. Then we can understand the way we think. We can understand the things we say. We can understand the things we do.

2.15 [DVD] 2.C

Lecturer: A long time ago, in the 4th century BCE, the Greek philosopher Aristotle wrote the first book about the mind. It was called *Para Psyche*. *Psyche* means 'mind' in ancient Greek. *Para* means 'about'. In the 17th century, Locke in England and Descartes in France asked the same question: *How do the mind and the body work together?* At that time, we called these people philosophers not psychologists. They thought about important questions but they did not do scientific experiments.

In 1879, a German scientist, Wilhelm Wundt, opened the first psychology school. The science of Psychology was born. At the end of the 19th century, Ivan Pavlov in Russia asked the question: *How do people learn?* He did experiments to check his ideas. In the early 1900s, Sigmund Freud in Germany asked: *What do dreams mean?* At the same time, Watson, an American, said: 'We can only study behaviour. We cannot study the mind.' But in 1967, Ulric Neisser said: 'We must study the mind.' It was the start of cognitive psychology. *Cognitive* means 'knowing'.

2.16 [DVD] 2.D

Lecturer: Finally, I want to mention three modern psychologists.

Elizabeth Loftus was born in 1944. In 1970, she obtained a PhD in Psychology. At that time, she was interested in learning. But in 1974, she started to study memory. Today, she works with the police in criminal cases.

Stephen Pinker was born in 1954. In 1979, he obtained his doctorate in Psychology. In 1994, Pinker wrote a famous book called *The Language Instinct*. At that time, he was a Psychology teacher. Today he does a lot of research into language and the mind.

Elizabeth Spelke was born in 1949. In the 1980s, she carried out experiments on babies and young children. In 2000, Elizabeth Spelke described new ideas about the minds of babies. Today, she teaches Psychology in the USA.

2.17

Presenter: 2.17. Lesson 2.6. Vocabulary for speaking: Personality

Exercise B1. Listen and complete the conversations with words from the list on the right.

Presenter: Conversation 1.

Voice A: Do you like being on your own?
Voice B: It depends. Sometimes I like being with other people.

Presenter: Conversation 2.

Voice A: Is personality the same as behaviour?
Voice B: Well, I think it influences behaviour.

Presenter: Conversation 3.

Voice A: What is personality?
Voice B: I think it's similar to behaviour.

Presenter: Conversation 4.

Voice A: Can people change their behaviour?
Voice B: Yes, but they can't change completely.

2.18

Presenter: 2.18. Lesson 2.7. Real-time speaking: Personality vs behaviour

Exercise A1. Listen and mark the stress on these words.

Voice: a. behaviour c. completely e. difference g. important i. personality
b. changes d. depend f. friendly h. influences j. situation

2.19

Presenter: 2.19. Exercise A2. Listen again and repeat the words.

[REPEAT OF SCRIPT FROM 2.18]

 2.20  2.E

- Student 1: I think behaviour and personality are the same thing. You can say 'He is a very happy person' or you can say 'He smiles a lot', and it's the same thing. There is no difference between personality and behaviour ... I think ...
- Student 2: Well, I read that behaviour and personality are two completely different things. Behaviour changes depending on your situation. But your personality is always the same. You like some things but you don't like other things.
- Student 3: But I found an article. It says ... um ... I've got a quote here. 'Personality influences behaviour. An aggressive person acts in one way in a situation. In the same situation, a friendly person acts in a different way.' So your personality is more important. What do you think?
- Student 4: OK, but, no, I think your behaviour is much more important, because you learn good behaviour when you're a child. But your personality changes all the time. Your personality depends on your friends, the places you go, and so on.

 2.21

Presenter: 2.21. Everyday English: Asking for information

Exercise B2. Listen to the conversations. Number the sentences on the right in the correct order.

Presenter: Conversation 1.

- Voice A: Is this the way to the bookshop?
Voice B: Yes. I'm going that way too.
Voice A: Do you mind if I go with you?
Voice B: No, not at all.

Presenter: Conversation 2.

- Voice A: Excuse me. Where's the library?
Voice B: It's in the other building.
Voice A: Thanks. Which floor is it on?
Voice B: The second.

Presenter: Conversation 3.

- Voice A: Do you give a student discount?
Voice B: Yes, with a student ID card. It's 10 per cent.
Voice A: Oh, great. Can I pay for these books then?
Voice B: Certainly.

Presenter: Conversation 4.

- Voice A: When does the library tour start?
Voice B: Ten o'clock, I think.
Voice A: How long does it last?
Voice B: An hour.

Presenter: Conversation 5.

- Voice A: How do you reserve a book?
Voice B: You have to fill in a form.
Voice A: OK. Sorry. Where are the forms.
Voice B: They're next to the index.

Presenter: Conversation 6.

- Voice A: How much does this book cost?
Voice B: It's on the back.
Voice A: Oh, yes. Thank you.
Voice B: No problem.

 2.22

Presenter: 2.22. Lesson 2.8. Learning new speaking skills: Taking turns

Exercise C2. Listen. Complete the sentences.

- Voice: a. I found a good article in the library.
b. I think we should discuss sociology first.
c. Well, what is the difference between them?
d. I read that a lot of psychologists are women.
e. OK, and what about old people?
f. I found a quote about that on the Internet.
g. Yes, but that's not a new idea.
h. I heard that it's an interesting website.

2.23

Presenter: **2.23. Exercise D2. Listen. Are these examples of good or bad turn-taking?**

Presenter: Example 1.

Student A: Well I've seen a –
Student B: I've got a good quote here from the article.

Presenter: Example 2.

Student C: ... and that's all really. That's all I wanted to say. Yes, that's all.
Student D: Hmm. OK. I think it's an interesting idea.

Presenter: Example 3.

Student E: I read that psychologists and sociologists don't help in our everyday life.
Student F: Well I read something different. I have it here.

Presenter: Example 4.

Student G: There is one more thing that I found. It was on the Internet.
Student H: I looked on the Internet too. I saw an article there.

Presenter: Example 5.

Student I: So maybe we should work in pairs to find the information. What do you think?
Student J: I think that's a good idea.

3.1

Presenter: **3.1. Theme 3: Work and business**
Lesson 3.1. Vocabulary for listening: Responsibilities at work

Exercise A2. Listen to descriptions of the jobs above. Number the pictures in order.

Presenter: One.

Voice 1: I'm a medical assistant. I work in a hospital.

Presenter: Two.

Voice 2: I'm an engineer. I work on big public projects.

Presenter: Three.

Voice 3: I am a businessperson. I work in a small company.

Presenter: Four.

Voice 4: In my office we make plans for towns and cities. I'm an office worker.

Presenter: Five.

Voice 5: I work as a waiter. A waiter, and sometimes a cook. I also have to wash up sometimes.

Presenter: Six.

Voice 6: I'm a park ranger. I look after the animals and the plants.

3.2

Presenter: **3.2. Exercise B1. Listen. The people in the pictures above are talking about their jobs. You will hear two of the words or phrases below in each description. Number the words.**

Presenter: One.

Voice 1: I'm responsible for the equipment in the hospital. My job is to clean it and keep it in order.

Presenter: Two.

Voice 2: We make roads and water systems and other things for everybody to use. So our customers are people like you and me – the public.

Presenter: Three.

Voice 3: We work fast. It's important for us to finish tasks on time. If we can't, another company gets the job, and we lose the money.

Presenter: Four.

Voice 4: We go to a lot of meetings for work to discuss projects. We need to travel sometimes and we're very busy, so we organize our time carefully. We also have to wear good clothes, and be punctual.

Presenter: Five.

Voice 5: I work with food, so it's very important that my workspace is always clean and tidy. It's important too that our customers are always satisfied. That way they come back.

Presenter: Six.

Voice 6: I think of myself as a kind of teacher. My colleagues and I teach people, usually children, to enjoy and respect nature.

 **3.3** DVD 3.A

Presenter: **3.3. Lesson 3.2: Real-time listening: behaviour at work**

Businessman: How do you get a good job when you leave university? Well, here's an idea. Start thinking about it NOW! Change the way that you think about university. Think of university as a kind of job – your first real job.

So university should be a job. But what is a job? What do employers want? I'm going to tell you eight important things. I'm talking about *work*, but all of these things are important at *university* too.

Number one: You must go to work every day. Of course, if you are sick, you can't go. Phone and tell your manager, and stay at home. But you must phone.

Secondly, you must be punctual – that means, you must always be on time. You must be on time for work, for meetings, and when you come back to your desk after lunch. If you are not punctual, people are waiting for you, and they get angry. Why? Because you waste their time. In addition, the company loses money.

Number three: You must respect your manager – the person who gives you your tasks, your pieces of work. You must also respect your colleagues – that is, the people who you work with. Finally, you must also respect the customers, in other words, the people who buy things from the company.

Fourthly, you must do all the tasks on time, but fifthly, you must not rush work in order to finish on time. You are responsible for the quality of your work – whether it is good or bad.

Sixthly. Now, this one is a big problem nowadays. You must only use the company's equipment – that is, the phones and computers – for work, and not for personal things. Many companies have software to check your computer usage. If you misuse your computer, your manager will probably find out.

Seven. You must keep your workspace tidy – that means your desk, and any shelves or cupboards that you use.

And, finally, you must also organize your work files sensibly – in alphabetical order, or chronologically – that means by date.

We have heard about a lot of *rules* at work. In the next part of my talk, I will give *reasons* for these rules.

 **3.4**

Presenter: **3.4. Lesson 3.3. Learning new listening skills: Recognizing sentence stress**

Exercise A. Listen to the sentences. What is the next word?

Voice:

1. Always arrive on time. It's important to be [PAUSE] punctual.
2. You must keep your shelves, your desk and your cupboards [PAUSE] tidy.
3. Your files must be in date order or in alphabetical [PAUSE] order.
4. At university, your tutor gives you instructions. He or she is your [PAUSE] manager.
5. If your work is bad, it is your fault. You are [PAUSE] responsible.
6. Do your work on time. Complete all your [PAUSE] tasks.

 **3.5**

Presenter: **3.5. Exercise B3. Listen. Underline the stressed words.**

Voice:

- a. Companies want college or university graduates.
- b. All employers want critical thinking.
- c. 'But how can I *get* work skills?' you might ask.
- d. You can learn management skills in university clubs.
- e. You must show that you want to learn.
- f. You must take responsibility for your mistakes.

3.6

Presenter: 3.6. Exercise C2. Listen and note the key words in each sentence.

- Voice:
- How do you keep a good job?
 - How old do you need to be?
 - You learn new skills from your colleagues.
 - Your employer will give you orders.
 - Practise your skills to make them better.

3.7

Presenter: 3.7. Exercise D3. Listen and check your answers.

- Voice: change, begin, get, job, university, young, wage

3.8

Presenter: 3.8. Lesson 3.4. Grammar for listening: Negative sentences; reasons

Exercise A1. Listen to some verbs. Say positive or negative in each case.

- Voice:
- | | | | | |
|---------------|-----------|-----------------|----------------|-----------------|
| 1. goes | 3. 'll do | 5. doesn't like | 7. won't make | 9. 'd like |
| 2. don't tell | 4. see | 6. has | 8. didn't take | 10. wouldn't go |

3.9

Presenter: 3.9. Exercise A2. Listen to some sentences. Say positive or negative in each case.

- Voice:
- He works in a bank.
 - Managers don't like workers to come late.
 - I'll finish the work tomorrow.
 - The company has a big office.
 - The woman doesn't know the way.
 - The secretary has a lot of experience.
 - They won't buy any new machines.
 - I didn't make a mistake in the letter.
 - They'd like me to work at the weekend.
 - I wouldn't do that. It's dangerous.

3.10

Presenter: 3.10. Exercise B1. Listen to some verbs. Say positive or negative in each case.

- Voice:
- | | | | |
|---------------|--------------------|-----------|------------------|
| 1. are | 4. must go | 7. isn't | 10. mustn't come |
| 2. aren't | 5. shouldn't leave | 8. were | 11. should have |
| 3. can't wear | 6. is | 9. can be | 12. weren't |

3.11

Presenter: 3.11. Exercise B2. Listen to some sentences. Say positive or negative in each case.

- Voice:
- You can't be rude to customers.
 - They're important people.
 - She's the manager.
 - They weren't late yesterday.
 - You aren't responsible for the files.
 - The papers were on your desk.
 - You must arrive before nine.
 - Everyone should be in the office now.
 - I mustn't leave before six.
 - You shouldn't wear those clothes.
 - This isn't a difficult problem.
 - You can be in charge this afternoon.

3.12

Presenter: 3.12. Exercise C1. Listen to some sentences. Does the speaker give a reason? Say Yes or No.

- Voice:
- You must finish on time. Why? Because other people need that information.
 - We must arrive before eight o'clock; we have lunch at twelve; we finish at five.
 - You must be responsible for your work ... other people can't do it for you.
 - Customers must complete a form with their name, address and telephone number.
 - Office employees must be polite. Rudeness makes people angry.
 - I must go because I have a meeting at three o'clock.

3.13

Presenter: 3.13. Exercise C2. Listen. Is the second sentence a reason or a new point?

- Voice:
1. A new employee must work hard. He or she usually has a lot to learn in his or her new job.
 2. So you must always come on time. Now let's think about wages.
 3. Big companies want diplomas and degrees. They need knowledge.
 4. Employees mustn't waste time. Time is money!
 5. You mustn't take things from the office. Another point is critical thinking.

3.14

Presenter: 3.14. Exercise C3. Listen. The speaker gives a silly reason! Correct the reason in each case.

- Voice:
1. You mustn't play games on the computers at work because the level is too difficult for you.
 2. You must be polite to colleagues – they will buy lunch for you every day.
 3. You must respect your manager. Why? Because he is taller than you.
 4. You must go to work because it's boring at home.
 5. You mustn't wear shorts to work – you might be cold.
 6. You must be nice to customers. Why? Because they are poor.

3.15

Presenter: 3.15. Lesson 3.5. Applying new listening skills: Reasons for good behaviour at work

Exercise A2. Listen and tick the phrase you hear.

- Businessman:
- a. If you are ill and can't work, stay in bed, but phone.
 - b. The company doesn't want to waste money.
 - c. It's important to respect your colleagues and customers.
 - d. You're responsible for your office equipment.
 - e. Organize your files in chronological order.
 - f. Make sure your workspace is organized.

3.16 DVD 3.B

Presenter: 3.16. Lesson 3.6. Vocabulary for speaking: Employment

Businessman: OK. How to be a good employee. I have told you some of the things which you must do. But why must you do these things? Sometimes, people don't see the reason for some of the things. They say 'Oh no, it's just more rules. It's just the same as school.' But there is a reason for each thing. Lets look at each thing and suggest a reason.

Firstly, you must go to work every day because people rely on you – they need you to do your work so they can do their work. A company needs reliable employees.

My second point – that you must be punctual – is connected to this. You must be punctual because people expect to start at a certain time. If you are late, you waste their time. People get angry and, sometimes, the company loses money.

Next, you must respect people. You must respect your manager and your colleagues because you must work together every day. It's very difficult to work with a person if he or she behaves badly or is rude to you.

You must respect the customers. Why? Because, in the end, they pay your wages. Think about it. It is not the manager. It is not the company. It is the customers. They buy things from the company and the company uses the money to pay you.

You must complete all the tasks your manager gives you. Why? Because other people need the information. And you must do all the tasks well because it is very bad if a customer is not satisfied with a product or service.

A few final points. You must not use the company's phones and/or the email to talk to your friends – this is a waste of time. It is also a waste of the company's money.

You must keep your workspace tidy because untidiness is rude to the other people in your workplace. Also, perhaps colleagues need to use the same space. They need to find things. For the same reason, you must organize your work files sensibly. You might be ill one day. Then a manager or colleague will have to find urgent papers in your work files.

3.17

Presenter: 3.17. Exercise B1. Listen and check.

Presenter: Conversation 1.

- Voice A: You look smart.
Voice B: Thanks. I'm on my way to a recruitment agency.
Voice A: Oh, what for?
Voice B: I've got an interview for a summer job.
Voice A: Well, good luck!

Presenter: Conversation 2.

Voice A: Could you put an advert in the paper for a summer job?
Voice B: Yes, of course. What's the exact job title?
Voice A: Um. Sales assistant, I think.
Voice B: Full-time or part-time?
Voice A: Part-time.

Presenter: Conversation 3.

Voice A: Did you have a good summer?
Voice B: Not really. I was working for a building company.
Voice A: In the office?
Voice B: No, I wasn't doing clerical work. I was outside.
Voice A: So manual work, then.
Voice B: That's right. It was hard work, but the pay was good.

 3.18

Presenter: 3.18. Exercise C4. Listen to some sentences and check your ideas.

Voice:

1. There are lots of job advertisements in today's paper.
2. I am advertising my bike on the university website.
3. The careers advisor's office is next to the library.
4. There is lots of interview advice on the Internet.
5. It's important to make a good impression at an interview.
6. My boss is very hard to impress.
7. The organization of the office is not very good.
8. I need to organize my desk before I start work.
9. I did lots of preparation before my interview.
10. Good managers prepare for meetings.
11. Banks have reduced recruitment recently.
12. We need to recruit more staff for the tourist season.

 3.19

Presenter: 3.19. Lesson 3.7. Real-time speaking: Talking about summer jobs

Exercise C. Listen. Julia is talking to her friend, Carla. Fill in the form below for Carla.

Carla: Hi, Julia. What are you doing?
Julia: I'm using this webpage to help me find a summer job. It says a good summer job for me is ... nursery school assistant or shop assistant. I think that's a stupid suggestion. I don't like working with children and I don't like selling things!
Carla: Are you going to get a job in the university holidays?
Julia: I'd like to. What about you?
Carla: Yes, I think so.
Julia: What would you like to do?
Carla: I'm not sure.
Julia: Would you like to work abroad?
Carla: Yes, I would. I'd love to work in another country.
Julia: Do you like working alone or with other people?
Carla: With other people definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.
Julia: Do you like working inside or outside?
Carla: Mm. Let me think. Inside. No, I'll change that. Outside.
Julia: OK. So I just click *Find* and ...
Carla: Why are you laughing?
Julia: It says ... a good job for you is... camp counsellor.
Carla: Well, I agree. I think that's a good suggestion.
Julia: Oh, look at the time. I must go. I'm late for a lecture.

 3.20

Presenter: 3.20. Exercise D. Listen. Write one or two words in each space.

Carla: Are you going to get a job in the university holidays?
Julia: I'd like to. What about you?
Carla: Yes, I think so.
Julia: What would you like to do?
Carla: I'm not sure.
Julia: Would you like to work abroad?
Carla: Yes, I would. I'd love to work in another country.
Julia: Do you like working alone or with other people?
Carla: With other people definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.
Julia: Do you like working inside or outside?
Carla: Mm. Let me think. Inside. No, I'll change that. Outside.

3.21

Presenter: 3.21. Everyday English: Talking about days and times

Exercise A2. Listen and match a conversation with each picture.

Presenter: Conversation 1.

Voice A: Excuse me. Have you got the time?
Voice B: Yes, it's just after three forty.
Voice A: Thank you.
Voice B: That's OK.

Presenter: Conversation 2.

Voice A: Excuse me. What day is our test?
Voice B: Next Monday.
Voice A: What time does it start?
Voice B: At nine thirty.

Presenter: Conversation 3.

Voice A: What's the date today?
Voice B: Let me check. The ninth.
Voice A: So what's the date next Wednesday?
Voice B: The fifteenth.

Presenter: Conversation 4.

Voice A: Hurry up! We're late!
Voice B: What time is it?
Voice A: It's nearly eight fifteen. The bus is at half past.
Voice B: OK. I'll be as quick as I can.

3.22 [DVD] 3.C

Presenter: 3.22. Lesson 3.8. Learning new speaking skills: How to be a good interviewee

Careers advisor: What sort of summer job would you like?
Female student: I'm not sure.
Careers advisor: Well, for example, do you like working with people?
Female student: Mm, yes.
Careers advisor: And how about children?
Female student: Maybe.
Careers advisor: OK. I know there is a job at Macdonald's. You could apply for that.
Female student: Oh no, I wouldn't like to work inside.
Careers advisor: I see. Well, let me have a look what I can find for you out of doors ...

3.23 [DVD] 3.D

Careers advisor: What sort of summer job would you like?
Male student: Well, I'm doing an education course so perhaps something with children. Also I have two younger brothers and I like looking after them.
Careers advisor: That's a good idea. Would you like to work in this country or abroad?
Male student: I would like to work abroad, if possible. I like travelling.
Careers advisor: Well, there are lots of jobs in holiday camps for children in the USA.
Male student: Ah, that sounds interesting. Can you tell me more about them?
Careers advisor: Yes, of course. And I have some leaflets you can take away with you ...

3.24

Presenter: 3.24. Exercise A. Listen and give true answers with **Yes, ... or No, ...**

Voice:

1. Do you go to university?
2. Have you got a job?
3. Can you drive a car?
4. Would you like to work in a bank?
5. Did you go out last night?
6. Are you a student?
7. Were you late for class today?
8. Have you been to another country?
9. Can you ride a horse?
10. Do you live in a flat?

3.25

Presenter: 3.25. Exercise B. Listen and give true answers. Select the first choice or the second choice.

- Voice:
1. Would you like to visit Russia or America?
 2. Would you like to have a manual job or a clerical job?
 3. Would you prefer to live in a city or in a village?
 4. Would you prefer to eat Chinese food or Indian food?
 5. Would you like to travel in your job or stay in one place?
 6. Would you prefer to work with children or adults?
 7. Would you like to live in a flat or a house?
 8. Would you prefer to work in the daytime or at night?
 9. Would you like to be a manager or a worker?
 10. Would you like to have your own desk or share a desk?

3.26

Presenter: 3.26. Portfolio: Jobs

Presenter: Exercise B1. Group A.

Teacher: I'm going to tell you a little bit about my job. I'm a primary school teacher. At primary schools in the UK, we have children between the ages of 5 and 11. After 11, they go on to secondary school. So I teach children between 5 and 11. I teach all the subjects, like History and Geography. At primary schools, we don't have special teachers for Maths or Science.

I think you have to be a special kind of person to be a primary teacher. I don't mean very intelligent. I mean patient. You have to say the same things again and again, and you must not get angry with the children. In fact, you must like children very much.

Primary schools are open from 8.45 a.m. to about 3.45 p.m., but a teacher's day is longer. I work from about 8.00 a.m. to about 5.00 p.m. Schools are open five days a week, Mondays to Fridays. But of course, my work does not finish when I go home. I have to prepare lessons, mark homework, write reports for the school or the government. I also manage an after-school club.

Some people think teachers have an easy life because schools are only open for about 40 weeks each year. But I have to go into the school when the children are on holiday and there is a lot of preparation for the next term.

You must have a teaching certificate – that takes three years. You must then work as a practice teacher for one year.

The best work experience for this job is having younger brothers and sisters. You learn to be patient. If you don't have brothers or sisters, get a job in a school in the summer holidays. Teachers need a lot of help in the classroom.

A newly qualified teacher can earn about £18,000 per year at first.

3.27

Presenter: 3.27. Exercise B1. Group B.

Solicitor: I'm going to tell you a little about my job. I'm a solicitor. A solicitor is a person who helps if you have a legal problem, or if you want to write a legal document. For example, you need a solicitor when you buy or sell your house.

Solicitors must be patient and they must be good at listening. They must listen to their customers' problems and give them advice. They must also be very careful because their advice must be correct, in the law.

Solicitors work a 37-hour week usually, Monday to Fridays. However, you are often on call at night or at the weekend. On call means that people can call you on your mobile and you have to talk to them or even go and see them at any time.

New solicitors usually start with small companies but they can go on to work with very large companies. Many solicitors start their own companies after some years.

You must have a degree in law or a diploma. A degree takes three years and a diploma takes at least two years.

The best work experience for this job is working with a local solicitor, in his or her office. You get a good idea of the different jobs. Some are very interesting, some are quite boring!

A newly qualified solicitor can earn about £14,000 per year at first.

3.28

Presenter: 3.28. Exercise E. Listen to a talk about the job of retail manager.

Voice: The job is retail manager. *Retail* is another word for 'selling' so a retail manager is in charge of a shop or a store. At first, a retail manager usually manages a department – that is, one small part of the store. He or she manages different departments in the first two or three years and then, finally, manages a complete store.

A retail manager must organize the work of the staff – the people in the department. He or she must also check the stock – the things for sale – and make sure there are enough things for customers to buy. A manager must be confident. A manager must be able to deal with people – staff and customers. The normal working hours are nine to five, six days a week, but there is lots of overtime. This is not paid for in many cases. A manager usually gets discounts on purchases from the store. In other words, a manager can buy things from the store for 10 or 20 per cent less than other customers.

You need a degree for most stores. A degree in business or retail management is obviously the best. Stores are looking for people with sales experience. You can get this in the summer holidays or in the evenings and at weekends. The starting salary is quite low – about £12,000 in a small company, perhaps £17,000 in a large company.

4.1

Presenter: **4.1. Theme 4: Science and nature**
Lesson 4.1. Vocabulary for listening: Tables, graphs, experiments

Exercise A1. Listen. Add the information to the table and the graph.

Teacher: Add the word *London* to the first column of the table.
Write the data for London in the table. You can get it from the graph. Write one number in each block.
Add the missing months to the graph. Write them on the horizontal axis.
Now write the missing temperatures on the vertical axis.
Add the data for Abu Dhabi to the graph and draw the line.

4.2

Presenter: **4.2. Exercise A2. Listen and answer the questions.**

Teacher:

- What do the table and the graph compare?
- Which one displays the information more clearly? Why?
- What does the dotted line in the graph represent?
- What is another way you can display results in a graph?
- Why is it useful to organize information in this way?
- Which websites are useful for research about average temperatures?

4.3

Presenter: **4.3. Exercise B. Listen. Tick the correct column to show the stressed syllable.**

Voice:

1. average	3. circle	5. compare	7. display	9. result
2. axis	4. column	6. data	8. research	10. table

4.4

Presenter: **4.4. Exercise C. Listen. Complete the text with words from the list on the right.**

Lecturer: Science is the study of how things work in the world. A scientist usually works in a laboratory. He or she works with many different kinds of materials, for example plastic or metal, and liquids. A scientist tests things to prove a hypothesis. A hypothesis is an idea that something is true. Scientists must collect all the facts first. Then he or she often puts the facts in a table with columns of information, or in a graph, with blocks or lines that represent the information.

4.5

Presenter: **4.5. Lesson 4.2. Real-time listening: Scientists and the scientific method**

Exercise A2. Listen to the introduction and answer the first two questions.

Arthur Burns: This week on *So you want to be ...* we are looking at the job of a scientist. What is science? What do scientists do? And, possibly, the most important question of all: Is science the right career for you?

First, what is science? Science is the study of how things work in the world. The word *science* comes from Greek and Latin words meaning 'to know'.

What do scientists do? Well, scientists are not satisfied just to think something is true. They must prove it. Proving means showing that something is always true. In this way, scientists are different from other people. Let me show you the difference. I know that plants need sunlight and water to live. At least, I think that's true. But thinking is not enough for a scientist. If a scientist thinks something is true, he or she wants to prove it.

4.6

Presenter: **4.6. Exercise B. Listen and complete the notes below about the scientific method.**

Arthur Burns: How exactly can scientists prove that something is true? They must follow the scientific method. A method is a way of doing something. But what is the scientific method? It works like this:

Firstly a scientist makes a hypothesis, which means an idea of the truth. Then he or she tests the hypothesis. Scientists can test a hypothesis in two main ways. They can do an experiment, which means a test in a laboratory. Scientists study

what happens during the experiment. Or they can do research, which means looking up information. They usually do research in a library or, nowadays, on the Internet. With research, scientists look at what happened in the past.

In both cases – experiments and research – they collect data. Data is information before it is organized. Then they display the results in a table or graph. They draw conclusions. Conclusions are what you learn from an experiment. The hypothesis is proved – or disproved.

Does this sound interesting to you? Is science the right career for you?

4.7

Presenter: 4.7. Lesson 4.3. Learning new listening skills: Predicting the next word

Exercise B2. Listen to some of Arthur's sentences from the radio programme. Number a word in the table in Exercise A each time Arthur pauses.

- Arthur Burns:
1. Science is the study of how things work in the ...
 2. The word *science* comes from Greek and Latin words meaning to ...
 3. Scientists must prove that something is ...
 4. They must follow the scientific ...
 5. Scientists must collect ...
 6. They display the results in a table or ...

4.8

Presenter: 4.8. Exercise C1. Listen and predict the next word.

- Arthur Burns:
- I made a ...
Plants need things to help them ...
I think they need sunlight and ...
I bought three ...
I tested the ...
I put one plant in a cupboard so it did not get any ...
The plant went ...
The second plant did not get any ...
The plant ...
I put the third plant in ...
I gave it ...
It grew ...
It did not go ...
I proved my ...

4.9

Presenter: 4.9. Exercise C2. Listen to the complete talk. Check your ideas.

- Arthur Burns:
- I made a hypothesis.
Plants need things to help them grow.
I think they need sunlight and water.
I bought three plants.
I tested the hypothesis.
I put one plant in a cupboard so it did not get any sunlight.
The plant went yellow.
The second plant did not get any water.
The plant died.
I put the third plant in sunlight.
I gave it water.
It grew well.
It did not go yellow.
I proved my hypothesis.

4.10

Presenter: 4.10. Exercise D. Listen and copy each word from Arthur's talk into the correct column.

- Arthur Burns: that, the, they, both, then, there, with, hypothesis, thing, truth

4.11

Presenter: 4.11. Exercise E1. Listen. Which is the odd one out?

- Voice: test, when, then, pen, she, bed, many, any, head, again

4.12

Presenter: 4.12. Lesson 4.3. Grammar for listening: Articles; introduction phrases

Exercise B. Listen and check your answers.

Radio presenter: Firstly, a scientist makes a hypothesis, which means an idea of the truth. Then he or she tests the hypothesis. Scientists can test a hypothesis in two main ways. They can do an experiment, which means a test in a laboratory. Scientists study what happens during an experiment. Or they can do research, which means looking up information. They usually do research in a library or, nowadays, on the Internet.

4.13

Presenter: 4.13. Exercise C. Listen and check your ideas.

Voice:

1. I know that plants need water.
2. I think that sugar damages teeth.
3. I don't believe that the research is finished.
4. It means that we don't have enough data.
5. It proves that the hypothesis is correct.
6. The graph shows us that the average temperature in summer is 17°C.
7. Scientists have proved that seawater temperatures are getting warmer.

4.14

Presenter: 4.14. Lesson 4.5. Applying new listening skills: Proving a hypothesis: Drinks can damage your teeth

Exercise B. Listen. Put these groups of words in the correct order.

Student: Remember: my hypothesis is that cola and other sugary drinks damage your teeth.

The experiment: I bought four types of drink: cola, fruit drink, fresh fruit juice and water. I also brought in some clean eggshells. Why eggshells? Because they are made of similar material to human teeth.

4.15

Presenter: 4.15. Exercise C1. Listen to the student describing the experiment. When she stops speaking, tick the correct word from each pair of words below.

Student: Remember: my hypothesis is that cola and other sugary drinks damage your [PAUSE] teeth.
The experiment: I bought four types of drink: cola, fruit drink, fresh fruit juice and [PAUSE] water. I also brought in some clean [PAUSE] eggshells. Why eggshells? Because they are made of similar material to human teeth.
I put each drink into a different [PAUSE] glass.
I made a small hole in each shell with a [PAUSE] pin.
I tied each piece of eggshell onto a piece of [PAUSE] thread.
Then I hung each piece of thread so that the eggshell was in the [PAUSE] liquid.
I left the four glasses of liquid for one week.
After one week I compared the pieces of egg [PAUSE] shell.
The eggshells from the glasses of cola and fruit drink were very soft.
The eggshells from the glasses of fruit juice and water were not [PAUSE] damaged.
My conclusion is: cola and fruit drinks damage your teeth.

4.16

Presenter: 4.16. Lesson 4.6. Vocabulary for speaking: Diagrams and explanations

Exercise B. Listen and number the words below in the order that you hear them.

Lecturer: Isaac Newton explained about sunlight over 300 years ago. He said that sunlight contains seven colours. Light from the Sun hits the Earth. It passes through the atmosphere. When white light from the Sun hits water, it splits into seven colours. This produces a rainbow in the sky. The opposite is also true. If you mix the seven colours of natural light together, you get white light.

4.17

Presenter: 4.17. Exercise C1. Listen and check.

Presenter: Conversation 1.

Voice A: What is the water cycle?
Voice B: I'm not sure. Is it something to do with rain?

Presenter: Conversation 2.

Voice A: What's that noise?
Voice B: I think it's thunder.

Presenter: Conversation 3.

Voice A: What are clouds made of?
Voice B: Water vapour, I think.

Presenter: Conversation 4.

Voice A: Why do we have tides at the coast?
Voice B: I don't know. Perhaps the wind causes them.

 4.18 **DVD** 4.A

Presenter: 4.18. Lesson 4.7. Real-time speaking: The water cycle

Ruth: Can I help?
Martha: Yes, please. We've got to study the pictures and the information, and on Tuesday we have to explain it to the other students in our group and draw a picture to show them.
Ruth: Can you use notes?
Martha: No.
Ruth: What's it about?
Martha: We're doing weather. My topic is rain: 'Why does it rain?' What do you think?
Ruth: Why does it rain? ... That's easy. It's because ... um ... I don't know.
Martha: OK. Shall I try out my talk on you?
Ruth: Yes, go ahead.
Martha: OK. I'll draw a picture for you, too. Right. (*She draws*) This is the sky. This is the land. These are rivers and lakes. Now, rain is part of the water cycle.
Ruth: The what?
Martha: The water cycle. Look. The Sun is here (*She draws*), and it heats up the surface of the water, here. The water is a liquid, of course, but it heats up and it turns into a gas. The gas is called water vapour. The water vapour rises into the air, like this (*She draws*).
Ruth: What's that?
Martha: That's the water vapour rising. It rises because it's hot.
Ruth: OK.
Martha: But the atmosphere here (*She points to the sky on her drawing*), above the Earth, is cold. The vapour makes clouds because it cools. Here are the clouds (*She draws clouds*). The clouds move with the wind. They collect more and more water, and get bigger and bigger, like this (*She draws more and bigger clouds*). Finally, they are full of water, and burst. The water falls from the clouds. In other words, it rains.
Ruth: Ahhh ...
Martha: This is the rain falling (*She draws*). Some rain falls directly into the rivers, lakes and seas. The rest falls onto the land, and from there it travels back to the seas, rivers and lakes. And the cycle continues, round and round, like this (*She draws*).
Ruth: That's great.

 4.19

Presenter: 4.19. Everyday English: Offering and requesting, accepting and refusing

Exercise C. Listen to the conversations. Then practise them in pairs.

Presenter: Conversation 1.

Voice A: Are you OK there?
Voice B: I don't understand this assignment.
Voice A: Let me have a look.
Voice B: Thank you.

Presenter: Conversation 2.

Voice A: Would you like some help with that?
Voice B: No, thanks. I can manage.
Voice A: Are you sure?
Voice B: Yes, I'm fine. Thanks anyway.

Presenter: Conversation 3.

Voice A: Can I help you?
Voice B: Yes, please. Black coffee please.
Voice A: Medium or large?
Voice B: Mm. Large.

Presenter: Conversation 4.

Voice A: Could you help me with this?
Voice B: I'm afraid I can't. I haven't finished myself.
Voice A: OK. Don't worry.
Voice B: Give me a few minutes.

Presenter: Conversation 5.
Voice A: Could you help me with this?
Voice B: Of course.
Voice A: Sorry to trouble you.
Voice B: It's no trouble.

Presenter: Conversation 6.
Voice A: Have you got a moment?
Voice B: No, sorry. I'm in a hurry.
Voice A: OK. That's fine.
Voice B: Sorry.

 4.20 **DVD** 4.B

Presenter: **4.20. Lesson 4.8. Learning new speaking skills: Scientific explanations**

Student 1: The title of my talk is 'Why is the sky blue?'. This is white light travelling from the Sun. And the light contains all the colours. Here's orange, here's yellow, here's red, this is green, and this is blue. The white light hits dust and the smoke in the atmosphere, like this. And the blue light scatters more than any other colour. And that's why the sky is blue.

Student 2: My explanation is about why the sky is red at sunset. This is white light travelling from the Sun. White light contains all the colours. These are the colours; this is red, this is orange, here's yellow ... and green, and this is blue. The white light hits dust and smoke in the atmosphere, like this. The blue and green light scatters, like this. This is the red, orange and yellow light. Some of it comes in a straight line to our eyes, like this.

Student 3: Why are clouds white? My explanation will answer that question. This is white light travelling from the Sun. White light contains all the colours. These are the colours; this is red, this is orange, this is yellow ... this is green, and blue. The white light hits water vapour, like this. All the light scatters by the same amount. We see all the light at the same time, like this. All the colours together make the clouds white, like this.

 4.21

Presenter: **4.21. Portfolio: Natural events**

Presenter: **Exercise B1. Group 1.**

Lecturer: I'm going to talk to you today about tides. Tides, spelt T-I-D-E-S, are regular changes in the height of the sea. There are low tides and high tides at certain times in the day everywhere in the world. High tide is when the sea covers a lot of the beach. Low tide is when the sea is far out. But why do we have tides?

Tides are caused by gravity. Gravity usually means the attraction or pull towards the centre of the Earth. The gravity of the Earth causes things to fall to the ground. However, the *Earth's* gravity does not cause tides. The gravity of the *moon* causes tides. As the Earth turns, one side and then the other is close to the moon. When the sea is closer to the moon, the moon's gravity pulls the sea towards it so the sea gets deeper on that side, and shallower at the North Pole and the South Pole.

 4.22

Presenter: **4.22. Exercise B1. Group 2.**

Lecturer: I'm going to talk to you today about the wind. Wind is air moving from one place to the other. Sometimes it moves fast and sometimes it moves slowly. Sometimes it hardly moves at all. Why?

The wind always blows from an area of high pressure to an area of low pressure. *Pressure* – spelt P-R-E-S-S-U-R-E comes from the verb *press*. The air presses on the Earth all the time. But in some places the pressure is high and in some places it is low. Why is that?

Cold air is heavier than hot air. When air gets hot, it rises. This causes low pressure. When it gets cold, it falls. This causes high pressure. So, all the time, there are areas of high pressure and areas of low pressure all around the world. The wind blows from an area of high pressure to an area of low pressure.

 5.1

Presenter: **5.1. Theme 5: The physical world**
Lesson 5.1. Vocabulary for listening: Location in the world, physical features

Exercise B1. Listen to descriptions of six countries and look at the map. Number each country in the correct order on the map.

Voice: 1. It is in North America. It is north of the USA.
2. It is in Asia. It is southeast of Pakistan.
3. It is in Africa. It is west of Egypt.
4. It is in Europe. It is west of Spain.

5. It is in Oceania. It is a large island. It is on the Tropic of Capricorn. It is near New Zealand.
6. It is in South America. It is between the Equator and the Tropic of Capricorn. It is north of Argentina.

5.2

Presenter: 5.2. Exercise B2. Listen. Is each sentence true or false?

- Voice:
1. The Equator runs through Central Africa.
 2. New Zealand consists of four islands.
 3. The whole of India is between the Tropics.
 4. This map gives geographical information.
 5. The map shows ten continents.
 6. The area north of the Equator contains most of the world's countries.

5.3

Presenter: 5.3. Exercise C1. Listen to the pronunciation of ten words for physical features. Find and number them in the list on the right.

- Voice:
- | | | | | |
|--------------|--------------------|--------------|-------------------|------------|
| 1. border | 3. freshwater lake | 5. island | 7. rainforest | 9. volcano |
| 2. coastline | 4. gulf | 6. peninsula | 8. mountain range | 10. ocean |

5.4

Presenter: 5.4. Exercise C2. Listen to a sentence about each physical feature. Find an example of each feature on the map.

- Voice:
- a. A peninsula is a piece of land with water on three sides.
 - b. An island is a piece of land surrounded by water.
 - c. A gulf is an area of water with land on three sides.
 - d. A lake is an area of water surrounded by land.
 - e. An ocean is a very large area of water.
 - f. The coastline of a country is where the land meets the sea or the ocean.
 - g. A border is one where country meets another country.

5.5 DVD 5.A

Presenter: 5.5. Lesson 5.2. Real-time listening: The countries of Central America

Lecturer: Let's focus on Nicaragua. This is a map of central America, as you can see. Nicaragua is located at 13 degrees north, between the Equator and Tropic of Cancer. It's 85 degrees west. It is the largest country in Central America, with an area of 129,500 square kilometres.

The capital city, Managua, which is spelt M-A-N-A-G-U-A, is in the west of the country, on a lake. There are two large lakes in the country. I'll tell you about the other one in a moment. Nicaragua is bordered to the northwest by Honduras, here, and to the south by Costa Rica. You can see that Central America is long and thin. Like most of the countries in Central America, Nicaragua has two coastlines – one to the east, on the Caribbean Sea, and one to the west, on the Pacific Ocean. The word *nicaragua* apparently means 'surrounded by water' in a native language.

Student: Excuse me. How do you spell *Caribbean*?

Lecturer: *Caribbean* has one R and two Bs: C-A-R-I-B-B-E-A-N. Now, the country consists of three main areas: rainforest in the eastern region, then mountains in the north, here, including a lot of volcanos. These mountains are the Central Highlands – in Spanish, the *Altiplano*. Then we have the warm Pacific Coast area in the west, where we find the largest freshwater lake in Central America, Lake Nicaragua. There are two volcanoes on the island in the middle of this lake. It's a very beautiful place. There are a lot of volcanoes in the country – perhaps you know the San Cristobal volcano. Nicaragua also has the largest river in Central America, the river Coco.

Student: Sorry. Where is the river?

Lecturer: The river Coco forms the border with Honduras to the north here. It's just spelt C-O-C-O.

5.6

Presenter: 5.6. Exercise D2. Listen to the words and tick the pronunciation that you hear.

Voice: river, south, west, bordered, Cancer, kilometre, north, freshwater

5.7

Presenter: 5.7. Lesson 5.3. Learning new listening skills: Transferring information to a map

Exercise A1. Listen and tick the form of the word that you hear in each case.

- Voice:
- | | | |
|-------------|---------------|--------------|
| a. tropical | c. locates | e. bordering |
| b. centre | d. rainforest | f. coastline |

5.8 DVD 5.B

Lecture extract 1:

The capital city of Honduras is Tegucigalpa. It's located in the south-central area of the country – just here. I'll spell it for you: T-E-G, U-C-I, G-A-L, P-A.

Lecture extract 2:

So mark on your map the Sierra Madre mountains. It's a large mountain range that covers the south and the west. Be careful to copy the correct spelling: S-I-E, double-R-A, and Madre: M-A-D-R-E.

Lecture extract 3:

The highest peak in Honduras is Celaque at 2,827 m. It's situated in the west of the country, in the mountains of the Celaque National Park.

Lecture extract 4:

Central America's second longest river is in Honduras, the river Patuca. It begins here in the south-central area of the country, to the east of the capital. It flows northeast, like this, to the Atlantic Ocean.

Lecture extract 5:

The country's largest lake, Lake Yojoa, is located in the western part of the country, to the east of Celaque.

Lecture extract 6:

Honduras is bordered by Nicaragua to the south, of course, and by Guatemala to the northwest, and El Salvador to the southwest.

Lecture extract 7:

There is a group of islands off the north coast called the Bay Islands. These islands belong to Honduras.

5.9

Presenter: 5.9. Exercise C2. Listen. Circle the word in each row with a different vowel sound.

- Voice:
- what, four, not, on
 - sorry, wash, come, from
 - more, coast, fall, for
 - long, not, was, north
 - locate, border, draw, for
 - before, small, home, warm

5.10

Presenter: 5.10. Exercise C3. Listen and write the words you hear.

Voice: sort, common, corner, top, watch, saw, forest, orange, autumn, hot, morning, always, dawn, honest, block

5.11

Presenter: 5.11. Lesson 5.4. Grammar for listening: *There* as replacement subject

Exercise A2. Listen and check.

- Voice:
- There's a lake in the south.
 - There are many natural features in the country.
 - There are several islands in the gulf.
 - There is a long thin peninsula in the south of the capital.
 - There isn't a mountain range in the east.

5.12

Presenter: 5.12. Exercise B. Listen. Mark the features on the map on the right.

Voice: There are a lot of mountains in the north and east of the country. There's a large volcano in the mountains in the north, but there aren't any volcanoes in the other mountains. There's a large lake in the centre of the country. There's a river from the mountains in the north to the lake. There's another river from the lake to the coast to the east of the peninsula. There's a city on the west side of the lake. There's another city on the west side of the peninsula. It's very dry in the east but there aren't any deserts there.

5.13

Presenter: 5.13. Exercise D. Listen. Which piece of information will come next?

- Voice:
1. There are some containers in the lab.
 2. There's a plant in a pot.
 3. There are some students in the cafeteria.
 4. There aren't any people in the room.
 5. There's an exam in the hall today.
 6. There isn't any coffee in the pot.

5.14 DVD 5.C

Presenter: 5.14. Lesson 5.5. Applying new listening skills: Mexico: location and physical features

Student: Mexico, officially the United Mexican States, is located on the Tropic of Cancer at 23 degrees north and 102 degrees west.

It has a long border in the north with the USA – over 3,000 kilometres – while to the southeast it has borders with Guatemala and with its smallest neighbour, Belize. It has a coastline to the west on the Pacific Ocean, again a very long coastline, and also to the east on the Gulf of Mexico. Where it meets Belize in the east, Mexico has a coastline on a third body of water, the Caribbean Sea. You can see why this country is popular with people who want a holiday at the beach.

The country's capital, Mexico City, is in the south-central area of the country, about the same distance from the west and east coasts.

Many people do not think of Mexico as a large country, but it actually has a total area of 1,972,550 square kilometres – about a fifth of the area of the USA. Much of the country consists of a mountain range called the Sierra Madre. These mountains run in two parts down the west and east sides of the country. These mountains continue from the USA in the north. Between the west and east parts of the Sierra Madre is the high Central Plateau. Some of the largest cities, including Mexico City, are on the Central Plateau. Careful with the spelling of *plateau*: P-L-A-T-E-A-U.

A chain of volcanoes runs east to west across the country in the south. Many of them are active. In the far southeast of Mexico, there is a lowland peninsula called the Yucatán Peninsula. That's spelt Y-U-C-A-T-A-N. It is a low, flat area. The southern part has dense rainforest. Yucatán is home to the Mayan people. If you do history, maybe you also know that central Mexico contains the area of the ancient Aztec culture – ruled by the Mexican people.

Thank you.

5.15

Presenter: 5.15. Lesson 5.6. Vocabulary for speaking: Continents

Exercise C1. Listen and check.

Presenter: Conversation 1.

Voice A: We have a big mountain range in my country.
Voice B: What is a *range*?

Presenter: Conversation 2.

Voice A: Is your country landlocked?
Voice B: No, it has a coastline on the Mediterranean.

Presenter: Conversation 3.

Voice A: What's a *plain*?
Voice B: It's a big flat area of land.

5.16

Presenter: 5.16. Lesson 5.7. Real-time speaking: Croatia

Exercise A1. Listen to the words. Tick the correct column to show the number of syllables.

Voice: Europe, capital, coastline, feature, low, mountainous, north, plain, range, rocky

5.17

Presenter: 5.17. Exercise A2. Listen again and repeat the words.

[REPEAT OF SCRIPT FROM 5.16]

5.18

Presenter: 5.18. Exercise C1. Listen. Make notes beside each heading in the table at the bottom of the page.

Student: I am going to talk about my country, which is Croatia, in southern Europe. First of all, I will describe the size and the location. Then I'll tell you about the capital city. Finally, I'll mention some of the physical features of the country.

OK. The country is quite small. We are 127th out of 203 countries in the world. The country has a strange shape. It looks like a dog's back leg!

Croatia is north of Bosnia-Herzegovina and south of Hungary and Slovenia. We have a border with Serbia to the northeast. There is also a tiny border with Montenegro in the far southeast. In the south and west there is a coastline on the Adriatic Sea.

The capital city is Zagreb, Z-A-G-R-E-B, Zagreb, which is in the north of the country. In fact, I don't live in the capital. My hometown is a small place in the north called Ludbreg, which is north of Zagreb.

Croatia is a very beautiful country. There are low mountains in many parts of the country, including the north and the northeast. There is a flat plain along the border with Hungary. There are many rivers which cross this plain. The Danube river, which is the second longest in Europe, forms part of the border with Serbia. There are also many lakes, including the Plitvice – that's P-L-I-T-V-I-C-E, lakes which are part of a national park with forests and waterfalls. In fact, this is a UNESCO World Heritage site. Finally, there is a beautiful rocky coastline. Off the coast there are over 1,000 islands.

5.19

Presenter: 5.19. Everyday English: Going places

Exercise B. Listen and check your ideas.

Presenter: Conversation 1.

Voice A: Excuse me.
Voice B: Yes, sir. Can I help you?
Voice A: Yes, please. Where's the nearest tube station?
Voice B: Go straight down this road. It's on the next corner.

Presenter: Conversation 2.

Voice A: Where are we on this map?
Voice B: Let's see. We're here.
Voice A: And where's the hotel?
Voice B: Mm. About a ten-minute walk, I think.

Presenter: Conversation 3.

Voice A: Which room are we in?
Voice B: J32. But I'm not sure where it is.
Voice A: Here we are. It's on the fourth floor.
Voice B: OK. We'd better take the lift.

Presenter: Conversation 4.

Voice A: Are you going to the meeting about fees?
Voice B: Yes, I am. I think it's in the main hall.
Voice A: Where's that?
Voice B: Not far. I'll show you.

Presenter: Conversation 5.

Voice A: How far are we from the bus station?
Voice B: I think it's in the next road on the left.
Voice A: No it isn't! It's the second on the right.
Voice B: Oh, yes. I've got the map the wrong way round!

Presenter: Conversation 6.

Voice A: Hi you two! Where are you going?
Voice B: We're on our way to the café.
Voice A: Can I join you?
Voice B: Yeah, sure. But hurry up, we're starving.

5.20

Presenter: 5.20. Lesson 5.8. Learning new speaking skills: Introducing a talk

Exercise A1. Listen to these sentences. What is the sound of the letter s in each case?

- Voice:
- a. Where's that?
 - b. Yes, that's right.
 - c. How do you spell that?
 - d. Sorry. What did you say?
 - e. It goes through the capital.

5.21

Presenter: 5.21. Lesson 5.9. Grammar for speaking: Location: *which*

Exercise A2. Listen. Which place are they talking about in each case?

- Voice 1: It's on a river near the coast.
Voice 2: It's in the centre of the country.
Voice 3: It's in the mountains near the border.
Voice 4: It's on a lake in the east.
Voice 5: It's between the centre and the northern border.
Voice 6: It's on the northeast border.

5.22

Presenter: 5.22. Portfolio: Comparing countries

Presenter: Exercise B1. Group A: Kuwait.

- Voice: I'm going to talk to you today about one of the countries of the Middle East. The name of the country is Kuwait – in English that spelt K-U-W-A-I-T. Kuwait is located between latitudes 29 and 30 north and longitudes 47 and 48 east.
- The capital is Kuwait City. It is located on the edge of the country, by the coast. However, Kuwait is not the largest city. That is Al Salimiyah, which is very close to Kuwait City.
- The country is very small. It covers an area of only 17,820 square kilometres.
- Kuwait is only bordered by Iraq and Saudi Arabia, but it is very near Iran. Kuwait's land is mostly flat, desert. Its highest point is an unnamed location which is 306 metres high. Kuwait does not have much natural fresh water or any rivers.

5.23

Presenter: 5.23. Exercise B1. Group B: Yemen.

- Voice: I'm going to talk to you today about one of the countries of the Middle East. The name of the country is Yemen. Yemen is located between latitudes 14 and 17 north and longitudes 43 and 53 east.
- The capital is Sana'a. It is in the Jebel an Nabi Shu'ayb mountains, which contain the highest point of the country at 3,760 metres.
- Aden, spelt A-D-E-N in English, is the second biggest city. It is on the south coast. The city of Mocha on the coast of Yemen is famous for its chocolatey coffee.
- The country covers an area of 527,970 square kilometres.
- Yemen is on the Gulf of Aden to the south. It is bordered by Oman in the east and Saudi Arabia in the north.
- Yemen's land comprises a narrow coastal plain in front of flat-topped hills and rugged mountains.

6.1

Presenter: 6.1. Theme 6: Culture and civilization
Lesson 6.1. Vocabulary for listening: Coming of age

Exercise B1. Listen to a talk about births, marriages and deaths, and check your ideas.

- Lecturer: People who study *modern* society are called sociologists. But people who study *primitive* societies, or societies in the past, are called anthropologists. According to anthropologists, all societies past and present have celebrated the happy things in life, like births and marriages, with special events. All societies have remembered the sad things in life, like deaths. These events are called rituals. The events have procedures and people follow them exactly.

What are the origins of rituals? Anthropologists say that rituals are a way of talking to God (or the gods). People come together to celebrate or remember something. For example, there are harvest festivals at the end of the summer in many countries. They thank God for the harvest. They want God to send the sun and the rain. Then they will have a good harvest the next year, too.

Are traditional festivals dying in your country? In the past, parents taught their children about the procedures. They were passed down from one generation to the next. But nowadays, modern societies in some countries are losing the rituals of the past.

6.2

Presenter: **6.2. Lesson 6.2. Real-time listening: *Seijin no hi***

Exercise C1. Listen to the talk once. Juri pauses a few times during her talk. Guess the next word on each occasion.

Juri: I'm going to talk to you today about a festival in [PAUSE]. The festival is called *Seijin no hi*, which is spelt S-E-I-J-I-N, N-O, H-I. The name means 'the coming of age festival'. It is a very old [PAUSE]. It started at least 800 years [PAUSE].

Coming of age is celebrated all around the [PAUSE]. Coming of age means a child becomes an [PAUSE]. In some countries, it is only for boys or only for [PAUSE]. But in Japan, the festival is for boys *and* [PAUSE]. In some countries, children come of age at 18 or 16 or even 14, but in Japan, coming of age happens at 20 years [PAUSE].

The festival takes place on the second Monday of January each [PAUSE]. So all boys and girls who become 20 that year can take part in the *Seijin no hi*.

Coming of age means different things in different [PAUSE]. In some countries, it means you can drive a [PAUSE]. In other countries, it means you can get [PAUSE]. In Japan, it means you can vote ... and [PAUSE]!

The day starts with a ceremony in the local town hall. Town halls are local government offices. The ceremony is called *seijin shiki*. First, a government official makes a [PAUSE]. Then he gives each boy and girl a small [PAUSE].

Before going to the [PAUSE], the girls put on traditional dresses called kimonos. The word is spelt K-I-M-O-N-O. They usually rent the kimonos because these special dresses can cost as much as a [PAUSE]. The boys used to wear dark kimonos too, but now most of them wear business [PAUSE].

After attending the ceremony, the new adults go to special [PAUSE]. Finally, the young people go [PAUSE]. It is usually very late at [PAUSE]. They went out in the morning as children. They go home as [PAUSE].

6.3

Presenter: **6.3. Exercise C2. Listen again and check your ideas.**

Juri: I'm going to talk to you today about a festival in Japan. The festival is called *Seijin no hi*, which is spelt S-E-I-J-I-N, N-O, H-I. The name means 'the coming of age festival'. It is a very old festival. It started at least 800 years ago.

Coming of age is celebrated all around the world. Coming of age means a child becomes an adult. In some countries, it is only for boys or only for girls. But in Japan, the festival is for boys *and* girls. In some countries, children come of age at 18 or 16 or even 14, but in Japan, coming of age happens at 20 years old.

The festival takes place on the second Monday of January each year. So all boys and girls who become 20 that year can take part in the *Seijin no hi*.

Coming of age means different things in different countries. In some countries, it means you can drive a car. In other countries, it means you can get married. In Japan, it means you can vote... and smoke!

The day starts with a ceremony in the local town hall. Town halls are local government offices. The ceremony is called *seijin shiki*. First, a government official makes a speech. Then he gives each boy and girl a small present.

Before going to the ceremony, the girls put on traditional dresses called kimonos. The word is spelt K-I-M-O-N-O. They usually rent the kimonos because these special dresses can cost as much as a car. The boys used to wear dark kimonos too, but now most of them wear business suits. After attending the ceremony, the new adults go to special parties. Finally, the young people go home. It is usually very late at night. They went out in the morning as children. They go home as adults.

6.4

Presenter: **6.4. Exercise F2. Listen to some sentences. Number the words above in order.**

Voice:

1. I'm going to talk to you today about a festival.
2. An official makes a speech.
3. There is a ceremony at the town hall.
4. Each boy and girl receives a present.
5. Coming of age is when a child becomes an adult.
6. All the young men and women attend.
7. After that, there are special parties.

8. This is a traditional event in Japan.
9. Coming of age is celebrated all around the world.
10. Town halls are local government offices.

6.5

Presenter: 6.5. Lesson 6.3. Learning new listening skills: Following a sequence of events

Exercise A2. Listen. Tick the word you hear in each case.

- Voice:
1. First of all, I'm going to talk about coming of age in general.
 2. People celebrate festivals all over the world.
 3. At the start of the ceremony, everyone sings a song.
 4. She got a present from her friends.
 5. There is always a ritual involved in a festival.
 6. We have a big party after the ceremony.
 7. Everybody eats a traditional meal.
 8. The main event is in the morning.
 9. Parents pass rituals on to their children.
 10. There is an official dinner in the evening.

6.6

Presenter: 6.6. Exercise C. Listen and number the events in order.

Voice 1: Sweet Sixteen is a coming of age ceremony for girls in the United States of America. It is for girls who have reached the age of 16. On the day of the ceremony, first, the girl lights 16 candles. The candles represent 16 important people in her life. Then, she sits in a chair. Her father helps her take off flat shoes and put on shoes with high heels. Next, the father and daughter dance. Finally, everybody watches a video of the girl from babyhood to the present day.

Voice 2: *Goyuje* is a coming of age ceremony for boys in Korea. It is for boys who have reached the age of 20. Before going to the ceremony, the boy visits the grave of one of his ancestors. At the ceremony, the boy changes his clothes three times. After changing his clothes each time, he listens to advice from the guests. After the third time, the guests wish him health, good luck and a long life. Next, the boy drinks from a special cup and bows to the guests. Then, the boy is given a new name. Finally, the boy is congratulated on becoming an adult.

6.7

Presenter: 6.7. Lesson 6.4. Grammar for listening: Identifying singular and plural; *after* or *before* + gerund

Exercise A. Listen. Is each subject singular or plural?

- Voice:
1. The house is very interesting.
 2. The houses are very interesting.
 3. The rituals are very strange.
 4. The festival is very old.
 5. The main event happens in the morning.
 6. The parties happen in the evening.
 7. The girls sit on the floor.
 8. The father dances with his daughter.
 9. The mother gives presents to her son.
 10. The officials make speeches.
 11. The day starts early.
 12. The guests watch a video.

6.8

Presenter: 6.8. Exercise B. Listen. Number the subjects in order. There are extra subjects you do not need.

- Voice:
1. After getting money from the bank, the man goes to the supermarket.
 2. Before leaving home, the woman always turns off all the lights.
 3. After playing football on Wednesday evening, the boy is very tired.
 4. Before going to the ceremony, the girls make special presents.
 5. After making speeches, the officials shake hands with the guests.
 6. After listening to the speech, the students leave the hall.
 7. After checking all the application forms, the manager makes a shortlist.
 8. Before attending the interview, the candidates research the company.
 9. After interviewing all the candidates, the interviewer chose the best one.
 10. After hitting the rain droplets, the light splits into the colours of the rainbow.

6.9

Presenter: 6.9. Lesson 6.5. Applying new listening skills: Quinceañera

Exercise B. Listen to her talk. Make notes of the important points.

Adriana: I'm going to talk to you this morning about a festival in Mexico. It is called *Quinceañera*, spelt Q-U-I-N-C-E-A-N-E-R-A. The name means '15 years'. The festival is for girls and it happens when a girl becomes 15 years old. It is a coming of age celebration.

It is a very old ritual. It may come from the Aztecs, people who lived in Mexico 1,000 years ago. In the past in Mexico, parents expected a daughter to get married after she was 15, but today it just means the end of childhood. It means the child has become an adult.

The girl usually wears a long pink or a long white dress. She wears flat shoes – in other words, shoes with no heels. She wears these shoes at the beginning of the ceremony but changes them to shoes with high heels during the ceremony. The shoes with high heels are another sign. She is not a child any more. She is a woman.

On the girl's 15th birthday, there are several special events.

First, the girl's family and friends go to a ceremony. The ceremony is in a church. There are speeches in the church. Then, a number of people walk with the birthday girl. There are 14 couples – one couple for each year of her life.

Next, the girl gives a small doll to her younger sister. Once again, this represents the end of childhood. The girl played with dolls. But she is an adult now. She will not play with dolls any more.

After that, the girl gets special presents. For example, she gets a tiara for her head. Princesses wear tiaras, so this means she is a princess in the eyes of God. It also means she has lived through childhood.

Finally, after attending the ceremony, the guests go to a party in a local hall, or at the home of the girl's parents.

6.10

Presenter: 6.10. Lesson 6.6. Vocabulary for speaking: Birthdays

Exercise A2. Listen and repeat each word.

Voice: ritual, traditional, symbol, modern, event, origin, adult, official, celebrate, death, marriage, light, wear

6.11

Presenter: 6.11. Exercise C1. Listen to four short talks about birthday traditions: presents, parties, candles and cards. Make one or two notes about each topic.

Voice 1: In British culture, birthdays are important. People give presents to friends and relatives on their birthday. They often have parties for the lucky person. The presents are covered with colourful paper.

Voice 2: People often sing a special song for birthdays. The song 'Happy Birthday' was originally written by two sisters in 1893. Today it is sung at all birthday parties.

Voice 3: Birthday cakes usually have candles on them. There are two original meanings of the candles. They are a symbol of good spirits against evil spirits. They are also a symbol of the time that passes each year.

Voice 4: In British culture, people send a lot of cards. The average person sends between 30 and 60 cards every year. They are not all for birthdays. They can be to say, for example, *Good luck!* or *Congratulations!*

6.12

Presenter: 6.12. Exercise C2. Listen to some words from the talk. How many syllables are there in each?

Voice: culture, lucky, relative, birth, evil, originally, birthday, symbol, colourful, card

6.13

Presenter: 6.13. Lesson 6.7. Real-time speaking: Local festivals

Exercise B2. Listen to the conversation. Complete A's questions.

Voice A: Are there any traditional festivals in your country?

Voice B: Yes, we have one in the summer. It's called *Noc Swietojanska* in Polish. I like it a lot.

Voice A: Sorry? Did you say *Noc*?

Voice B: Yes. It means 'night'. Saint John's Night. We celebrate the longest day of the year, and the shortest night. It's on the 23rd of June.

Voice A: We celebrate that in my country too. What do you do exactly?

Voice B: Well, people dress in colourful traditional clothes. There is music, dancing and fireworks. The young women make wreaths of flowers with candles on them.

Voice A: Sorry? Could you repeat that?
 Voice B: If a woman is single, she makes a wreath – a ring of flowers. Then she puts the flowers on a lake or river. When a young man finds it, he falls in love with the girl – that's the tradition.
 Voice A: Ah, OK. Do the men give flowers to the girls?
 Voice B: No, they don't. In some places they make a fire and jump over it.
 Voice A: Why do they do that?
 Voice B: Because it shows that they are strong and brave.
 Voice A: How do you prepare for the celebration?
 Voice B: We make the food during the day, too. The men prepare the music and the lights outside.
 Voice A: When does it start?
 Voice B: It starts at about 8.00 p.m. We dance and talk and eat. The party continues all night – it doesn't stop until sunrise.
 Voice A: Sunrise? Does everybody work the next day?
 Voice B: Yes, they do. But they're very tired!

 6.14

Presenter: 6.14. Exercise C1. Listen to the conversation again. What do you notice about the intonation of the questions?

[REPEAT OF SCRIPT FROM  6.13]

 6.15

Presenter: 6.15. Everyday English: The right thing to say

Exercise B1. Listen and match each phrase with one of the conversations.

Presenter: Conversation 1.

Voice A: What's wrong?
 Voice B: Oh, I didn't get the job.
 Voice A: Bad luck. I'm sorry.
 Voice B: Thanks.

Presenter: Conversation 2.

Voice A: Hi, there! Happy birthday!
 Voice B: Oh, thanks!
 Voice A: And here's a card.
 Voice B: That's really nice of you. Thank you!

Presenter: Conversation 3.

Voice A: What's the matter? Has something happened?
 Voice B: Yes. My grandmother has died.
 Voice A: Oh, I'm so sorry.
 Voice B: Thanks. We were really close.

Presenter: Conversation 4.

Voice A: Are you tired?
 Voice B: Yes, I am. We've just had a new baby.
 Voice A: Congratulations! Is it a girl or boy?
 Voice B: A boy.

Presenter: Conversation 5.

Voice A: You look a bit stressed.
 Voice B: Yes. I've got an important exam tomorrow.
 Voice A: Well, good luck. I'm sure you'll be fine.
 Voice B: Thanks. I hope so.

Presenter: Conversation 6.

Voice A: I passed my test!
 Voice B: Sorry? Which test?
 Voice A: My driving test.
 Voice B: Well done! That's great!

 6.16

Presenter: 6.16. Lesson 6.8. Learning new speaking skills: Echoing and commenting

Exercise B3. Listen and check. Say the words.

Voice: a. club c. come e. few g. rude i. colour
 b. cool d. two f. useful h. run j. cut

6.17

Presenter: 6.17. Exercise C2. Listen. Tick the reply you hear.

Voice A: My cousin got married last week.
Voice B: Your cousin? Did you go?

Voice A: I got a present today.
Voice B: That is not interesting for me.

Voice A: I'm taking my exam tomorrow.
Voice B: Tomorrow? Are you going to pass?

6.18

Presenter: 6.18. Exercise D1. Listen to some sentences about traditional events.

Voice: a. We eat delicious cakes at New Year.
b. It's my birthday next month.
c. In my country, we have spring cleaning.
d. In my country, a married woman wears a ring on her right hand.

6.19

Presenter: 6.19. Portfolio: Festivals around the world

Presenter: Exercise B1. Group A: Novruz.

Voice: I'm going to talk to you today about a festival in Turkey. The festival is called Novruz – N-O-V-R-U-Z. As I say, it takes place in Turkey but there are similar festivals in Iran and many other countries including Uzbekistan. The name comes from two Turkish words, *nev* meaning 'new' and *ruz* which means 'day'.

It happens on the 22nd of March every year. It is a very, very old festival. People celebrated the end of winter on this day because, on the 22nd of March, the hours of daytime and night time are equal. From this day on, the days are longer than the nights.

People prepare for the event for many days or even weeks before. They buy new clothes. They clean their houses and their gardens. On the day, people put on their new clothes. Some people travel to high areas of land, mountains and hills. Other people visit the graves of their relatives. Some people fire guns into the air.

People have a special meal for the festival of Novruz. The meal has seven foods and all the foods begin with the letter S. There is *samsa*, *seb*, *sümelek*, *sebzi* (or vegetables), *sedena*, *serya* and *süt* (which is milk).

6.20

Presenter: 6.20. Exercise B1. Group B: Nooruz.

Voice: I'm going to talk to you today about a festival in Iran. The festival is called Nooruz – N-O-O-R-U-Z. The name comes from two Farsi words, *noo* meaning 'new' and *ruz* which means 'day'.

It starts on the last Wednesday of the month. This is called *Chahar Shanbeh Soori* – that's spelt C-H-A-H-A-R, S-H-A-N-B-E-H, S-O-O-R-I. It means 'Wednesday fire'.

The festival is probably thousands of years old. Some people say a Persian ruler, Jamshid, gave it the name *Nooruz* over 8,000 years ago. It celebrates the start of a new year.

People prepare for the event for many days or even weeks before. They buy new clothes. They clean their houses and their gardens. They build bonfires. Every family brings several piles of wood.

On the day, people put on their new clothes. Singers dress up as a character called Haji Firoz, with black faces and bright red, blue, yellow or purple clothes. They sing and dance and parade through the streets.

Just after sunset, someone lights the bonfire. Everybody jumps over it. Some people believe that the fire takes away illness and gives health. There are fireworks in the country areas. Children go from house to house asking for sweets or money.

People eat seven foods. Firstly, there is vinegar, which is called *serkeh*, then apple which is *seeb*, garlic – *seer*, wild olive – *senjed*, berries – *sumac*, and the juice of germinating wheat which is called *samanu*. Finally, there are vegetables, called *sabzeh*.

6.21

Presenter: 6.21. Exercise B1. Group C: Seezdah Bedar.

Voice: I'm going to talk to you today about a festival in Iran. The festival is called Seezdah Bedar. That's S-E-E-Z-D-A-H, B-E-D-A-R. It means 'getting rid of 13'. It happens on the 13th day of the new year. The festival is probably thousands of years old. Some people say it is connected with the 12 signs of the Zodiac. Each sign, they say, will rule the earth for 1,000 years and then the world will end, so 13 is an unlucky number in Iran.

People prepare for the event for many weeks before. They put grains of wheat or barley into a dish to grow the *sabzee*. The grains produce green shoots in time for the new year.

On the day, families get up early in the morning and go to parks, hills and mountains. They have a picnic and play games. At the end of the picnic, the family throws the *sabzee*, or green vegetables, into a stream. These vegetables are supposed to contain all the bad luck of the family for the next year.

In the picnic, they eat sandwiches and special snacks called *ajil*. *Ajil* are nuts, seeds and dried fruit.

7.1

Presenter: 7.1. Theme 7: Technology Lesson 7.1. Vocabulary for listening: Power sources for travel

Exercise B2. Listen and check your ideas.

Lecturer: Hundreds of thousands of years ago, there was only one way to travel from one place to another – walking. The only power source for travel was the human body.

Then, many thousands of years ago, some people started to ride horses. So they used animal power for travel. Around the same time, some people started to use boats. Sometimes they used the power of the wind. They put up a sail. Sometimes they used the power of the human body. They rowed the boat or even the ship.

These power sources – human, animal and wind – were the only sources for travel for thousands of years. Then, in 1765, James Watt invented the steam engine. Ten years later, steam was used to power a ship. In 1825, a man called Stephenson used steam power to move a train along a track. There were even steam cars for a few years.

In the next 150 years, many power sources appeared for travel. There was the petrol engine for cars and planes. There was electricity for trains. In the 20th century, scientists invented the rocket for spacecraft and the jet engine for planes.

7.2 DVD 7.A

Presenter: 7.2. Lesson 7.2. Real-time listening: Transport inventions (1)

Lecturer: I'm going to talk to you today about inventions – that is, new ways of doing something. All the inventions are in the field, or area, of transport. First, I'm going to talk about different methods or types of transport. After that, I'll tell you when each method was invented. Finally, I'm going to say which invention was the most important, as far as I'm concerned ... I mean, in my opinion.

7.3 DVD 7.B

Lecturer: OK. So, first, what are the main methods of transport that we use today? We can, of course, travel on land, on sea and in the air. We use cars and bicycles, trains, small boats and big ships and, of course, planes. OK. So, there are several methods of transport. But when was each method invented?

The first method of transport was, of course, walking. But about 40,000 years ago – yes, that's right, 40,000 – some Indonesian natives made a boat and sailed from one island to another.

For centuries man sailed the seas, using only the power of the wind. Then, in 1775, J. C. Perier – that's P-E-R-I-E-R – invented the steam ship. Steam also powered the first train. In 1830, James Stephenson drove his engine, called the Rocket, along a track and the railway age began. Just nine years later, in 1839, a man called Macmillan invented the bicycle. Fifty years after that, in 1888, Karl Benz – that's B-E-N-Z, invented the motor car. So now man could move quickly on land and on the sea.

Finally, at the beginning of the 20th century, the Wright brothers conquered the air. That's *Wright* with a silent W. On the 17th of December in 1903, they flew their plane, called *Flyer*, a distance of 1,000 kilometres, and went down in history.

7.4 DVD 7.C

Lecturer: So we have heard about the main inventions in the field of transport. But which invention was the most important? In my opinion, it was the last invention, the plane. This invention has made the world into a much smaller place. People can travel right to the other side of the world in a day. Why is that important? Because the more we travel, the more we understand other people and other cultures.

7.5

Presenter: 7.5. Exercise E2. Listen and check your answers.

Voice: because, engine, history, jet, petrol, rocket, that, track, transport, was, went, what, when, which, wind

7.6

Presenter: 7.6. Exercise F2. Listen and check your answers.

Voice: after, called, concerned, course, each, far, flew, last, more, move, people, source, steam, transport, use, world

7.7

Presenter: 7.7. Lesson 7.3. Learning new listening skills: Recognizing change of topic

Exercise A. Listen to some sentences. Tick the best way to complete each sentence.

- Lecturer:
1. I'm going to talk to you today about ...
 2. All the inventions are in the field of ...
 3. We can, of course, travel on ...
 4. When was each method ...
 5. Sailing boats use the power of the ...
 6. In 1830, James Stephenson drove his engine, called the Rocket, along a ...
 7. In 1903 the Wright brothers conquered the ...
 8. The plane was the most important invention, in my ...
 9. The plane has made the world a much smaller ...
 10. The more we travel, the more we understand other people and other ...

7.8

Presenter: 7.8. Exercise B1. Listen to the first part of the lecture in Lesson 7.2. What is the lecturer doing in this part?

[REPEAT OF SCRIPT FROM 7.2]

7.9

Presenter: 7.9. Exercise B3. Listen to the introductions to some more lectures. Organize your notes.

Presenter: Introduction 1.

Lecturer 1: I'm going to talk to you today about festivals. First, I'm going to explain the origins of festivals in general. How does a particular festival start? After that, I'll tell you about some of the most important festivals in the world. Finally, I'm going to say which festivals are good tourist attractions as far as I am concerned ... I mean, in my opinion.

Presenter: Introduction 2.

Lecturer 2: The topic of today's lecture is Turkey. I'll begin by giving you some basic facts about the country – size, population, etc. Then I'll describe the main natural features of the country. After that, I'll tell you a few things about the modern history of Turkey. Finally, I'll give you some ideas about the future for Turkey.

Presenter: Introduction 3.

Lecturer 3: Today we're going to talk about the weather. Firstly, I'll mention briefly the main weather conditions. Then I'll explain how each weather condition comes about – what causes rain, for example, or snow. Next, I'll say a few words about damage which can be caused by weather – floods, landslides, hurricanes. Finally, the big topic: climate change. What is happening to our weather?

7.10

Presenter: 7.10. Exercise C1. Read Skills Check 2 and listen to the extracts. What is the lecturer doing in each extract?

Presenter: Extract 1.

Lecturer: So, first, what are the main methods of transport ...

Presenter: Extract 2.

Lecturer: So, there are several methods of transport. But when ...

Presenter: Extract 3.

Lecturer: So we've heard about the main inventions in the field of transport. But which invention ...

Presenter: Extract 4.

Lecturer: In my opinion ...

7.11

Presenter: 7.11. Exercise C2. Listen to some extracts from the lectures in Exercise B. How does the lecturer signal the change of topic in each case? Number the phrases.

Lecturer 1 (7.9): Finally, I'm going to say which festivals are good tourist attractions as far as I am concerned ... I mean, in my opinion. So first, how does a festival start?

OK. So, there are several methods of flying. But when was each method invented? And who invented it? The Wright brothers flew the first plane with an engine in 1903. The plane had two propellers – pieces of wood which turn to pull the plane through the air. For nearly 30 years the propeller plane was the only type, but in 1930, Whittle – spelt W-H-I-T-T-L-E – invented the jet engine. *Jet* means a very fast stream of something – in this case, air. Jet planes can go much faster than propeller planes. In 1970, the American aircraft company, Boeing – that's B-O-E-I-N-G – invented the jumbo jet. *Jumbo* means 'very big'.

Sixty years earlier, in around 1910, Sikorsky started work on a helicopter but it did not fly until 1939. So the next development was in 1926. Robert Goddard invented the rocket but it was not until 1961 that Russian scientists sent a man into space on a rocket. Finally, in 1976, NASA, which is the American Space Administration, invented a plane which could go into space and return to Earth. They called it the Space Shuttle because a shuttle is something which goes to a place and comes back. On April 12, 1981, the first Space Shuttle took off from Florida in the United States.

So we have heard about the main inventions in the field of flying. But which invention was the most important? In my opinion, it was the last invention, the Space Shuttle. This invention has helped us to reach out into space. From space we see the world as it really is – a small ball, which we must look after.

7.17

Presenter: 7.17. Lesson 7.6. Vocabulary for speaking: Automobile inventions

Exercise B1. Listen to a text about female inventors. Match each invention from the box to the photograph of the inventor above.

Lecturer: Is the field of automobile technology a man's world? Some people think that it is. But in fact many materials and parts of vehicles were invented by women. The inventions helped to make transport safer and faster. For example, windscreen wipers were invented by Mary Anderson. Your sports car is probably made from Kevlar. It is a very hard, very light industrial material. Stephanie Kwolek invented the product. Giuliana Tesoro produced fire-resistant materials. They have improved the safety of your car in an accident. A female computer scientist, Grace Hopper, changed the way computer programs work. Her invention led to much smaller computers. Every car now has a computer to control the engine and the brakes. The computer can even tell you if you are going to run out of petrol.

7.18

Presenter: 7.18. Lesson 7.7. Real-time speaking: Over a billion in the world

Exercise B2. Listen and complete the missing numbers and dates in the website.

Voice A: Look at this.
Voice B: What are you doing?
Voice A: I'm reading about transport inventions.
Voice B: Oh, you're doing research for the next lecture.
Voice A: Did you know there are over a billion bicycles in the world?
Voice B: Only a million?
Voice A: No, one billion, apparently. It says here that it was invented in the 19th century by Kirkpatrick Macmillan and now there are a billion.
Voice B: When was it invented?
Voice A: In 1893 ... Wow!
Voice B: What?
Voice A: According to this, the speed record for a bicycle is 268 kilometres an hour. It was set in 1995. Apparently, he was riding behind a car.
Voice B: Amazing.
Voice A: But it seems that Leonardo da Vinci actually drew a picture of a bicycle more than 300 years earlier.
Voice B: Pardon? Who drew a bicycle?
Voice A: Da Vinci. D-A and V-I-N-C-I. The famous Italian painter and inventor drew a bicycle.
Voice B: No he didn't! I read about that. Apparently someone else drew the bicycle in Leonardo's notebook in 1970.
Voice A: Are you sure? But it says here that he did it.
Voice B: Maybe – but you shouldn't believe everything you read on the Internet.

7.19

Presenter: 7.19. Exercise C2. Listen again and check.

[REPEAT OF SCRIPT FROM 7.18]

7.20

Presenter: 7.20. Everyday English: Using technology

Exercise B2. Listen and check.

Presenter: Conversation 1.

Voice A: I can't get the washing machine to work.
Voice B: Put in the powder.

Voice A: I've done that.
Voice B: OK. Pull this thing out. Put the coins in here. Push it in. Switch it on.

Presenter: Conversation 2.

Voice A: How do you set the time?
Voice B: Press the 'Menu' button and go to 'Settings'.
Voice A: OK, and then I choose 'Date and time'?
Voice B: That's right. We're an hour behind Berlin.

Presenter: Conversation 3.

Voice A: How does this thing work?
Voice B: Follow the instructions on the screen.
Voice A: 'Insert coins.' OK. 'Press Button A.'
Voice B: When the light flashes, it takes a picture.

Presenter: Conversation 4.

Voice A: The photocopier is broken.
Voice B: No, it isn't. It's run out of paper.
Voice A: How do you put more paper in?
Voice B: It says here: 'Open cover. Insert paper. Replace cover.'

Presenter: Conversation 5.

Voice A: Have you ever used the SPSS program?
Voice B: Yes, I have. But I'm not very good at it.
Voice A: Do you know how to input new data?
Voice B: Click on 'Data view'.

Presenter: Conversation 6.

Voice A: Do you know how to use the book checkout?
Voice B: Just put the book on the scanner.
Voice A: But it won't read my library card.
Voice B: Let's ask for help.

7.21

Presenter: 7.21. Lesson 7.8. Learning new speaking skills: Talking about research

Exercise A3. Listen. Say the words you hear.

Voice: sure, should, picture, switch, research, choose, inventions, push, information

7.22

Presenter: 7.22. Exercise B1. Listen and complete the sentences.

Voice:

- It seems that humans can never travel to other stars.
- Apparently, people from Asia sailed across the Pacific 600 years ago.
- It says here that the motorcycle was invented in 1885.
- According to this, the first cars were always black.
- Did you know that the scientific name for a horse is *equus caballus*?
- It seems that bamboo sometimes grows a metre a day.

7.23

Presenter: 7.23. Lesson 7.9. Grammar for speaking: Checking questions

Exercise A2. Listen and check.

Voice A: The French Revolution was in 1789.
Voice B: When was the French Revolution?

Voice A: The Incas built a city on a 2,000-metre mountain.
Voice B: Who built a city on a mountain?

Voice A: Apparently, penicillin comes from a fungus.
Voice B: Pardon? Where does it come from?

Voice A: It seems Henry the Eighth had six wives.
Voice B: Pardon? How many wives did he have?

Voice A: It says here that too much water makes you ill.
Voice B: Sorry? What makes you ill?

Voice A: Some animals sleep in winter to save energy.
Voice B: Sorry? Why do they sleep in winter?

 7.24

Presenter: 7.24. Lesson 7.10. Applying new speaking skills: The helicopter and the motorcar

Exercise A2. Listen. Then practise saying these sentences.

Voice: a. Which cheese did she choose?
b. You wash the dishes. I'll watch TV.
c. Is that a chip shop?
d. Was the ship near the shore?

 7.25

Presenter: 7.25. Portfolio: Great transport inventions

Presenter: Exercise B1. Group A.

Lecturer: I'm going to talk to you today about an invention in the field of transport. Firstly, I'm going to talk about the invention. After that, I'll tell you a little about the inventor. Finally, I'll talk about the uses of the invention. The invention is important for both transport and safety.

OK. So first, what is the invention? It's called kevlar, that's K-E-V-L-A-R. It is a very strong material. In fact, it is five times stronger than steel.

The inventor was an American woman called Stephanie Kwolek. That's K-W-O-L-E-K. She was born in 1923 in Pennsylvania in the USA. She studied Chemistry at university then she went to work for the chemical industry in New York. Her company wanted to improve the strength of car tyres. If a car tyre explodes at high speed, it is very dangerous.

Kwolek succeeded in making the new material in 1965. She made it from petroleum. Kevlar was used to make tyres safer but people realized it had many other uses. It is used in sails, ropes and equipment, including parts for space rockets. However, Kevlar is now famous for stopping bullets and fighting fires! Police officers in many countries wear Kevlar bullet-proof vests. Fire officers wear Kevlar heat-proof suits. Kwolek retired in 1986 but she is still a consultant. She has won many awards for her work and inventions in chemistry.

 7.26

Presenter: 7.26. Exercise B1. Group B.

Lecturer: I'm going to talk to you today about an invention in the field of transport. Firstly, I'm going to talk about the invention. After that, I'll tell you a little about the inventor. Finally, I'll talk about the uses of the invention. The invention is important for both transport and safety.

OK. So first, what is the invention? It's the car windscreen made of non-reflecting glass. What does that mean? Well, the windscreen, of course, is the piece of glass in a car which the driver looks through. Glass normally reflects or sends back eight to ten per cent of the light that shines on it. But with Blodgett's glass, all the light passes straight through. This, of course, means that you can see more clearly through the glass.

The inventor of non-reflecting glass was an American woman called Katherine Blodgett, that's B-L-O-D-G-E-T-T. She was born in 1898 in New York State. She obtained a master's degree in Physics from the University of Chicago. She was only 19 years of age. She joined General Electric Company in 1917. She was its first female scientist. She left for some time to continue her studies. She became the first woman to get a PhD in Physics from Cambridge University, England, in 1926.

Blodgett then returned to General Electric Company. She worked for many years in the research laboratory. Then, in 1938, she found a way to make very thin layers of glass which did not reflect light at all. Blodgett's glass is used in all kinds of devices, including cameras, microscopes and computer screens.

Blodgett received many awards for her work. She retired in 1963 and died in 1979 in the town where she was born.

 7.27

Presenter: 7.27. Exercise B1. Group C.

Lecturer: I'm going to talk to you today about an invention in the field of transport. Firstly, I'm going to talk about the invention. After that, I'll tell you a little about the inventor. Finally, I'll talk about the uses of the invention.

OK. So first, what is the invention? It's the train ventilator. A ventilator is something that brings fresh air into a closed space. This invention made travelling by train much more enjoyable.

The inventor was an American woman called Olive Dennis. That's D-E-N-N-I-S. She was born in 1885 or 1895. She obtained master's degrees in Mathematics and Astronomy from Columbia University. She was only the second woman to obtain a degree in Civil Engineering from Cornell University. She found it difficult to find a job as an engineer. So she started work as a draughtsman for a train company in 1920. In 1921, she became the first female engineer for the company. She worked as a research scientist for the company for the next 30 years.

8.1

Presenter: 8.1. Theme 8: Arts and media Lesson 8.1. Vocabulary for listening: The mass media

Exercise B2. Listen and check.

Lecturer: Nowadays there are many information organizations. For example, we have television, radio, newspapers and, of course, the Internet. They all provide news and information to the general public. The word for all of these organizations is *media*. It is an unusual word because it is a plural. The singular word is *medium*. This word has different meanings in everyday English. But here it means 'a way of communicating'. For example, we can say 'The Internet is the most important medium today.'

We often talk about the *mass media*. The word *mass* means 'a large amount'. So we use the phrase for media that reaches a large number of people.

The mass media have a lot of influence on the general public. This is because modern technology can give the news very fast to millions of people. So the media have a very big influence. In television and radio, we say information is broadcast to viewers and listeners. This means it is transmitted over a very wide area, perhaps over the whole world at the same time. People in many different countries often watch the same breaking news events live on television, for example.

8.2

Presenter: 8.2. Exercise C1. Listen. Make notes about each event.

Lecturer: In 1815, there was an important battle between the British and French armies at a place in Belgium called Waterloo. As a matter of fact, the small town is only about 400 kilometres from London. The battle took place on the 18th of June. However, the general public in London did not know the result of the battle for four days. Why did it take so long for the news to reach London? Firstly, because there were no reporters at the scene. Secondly, because all messages had to go slowly overland. There was no method to broadcast the news from Belgium to London.

Two hundred years later, on the 11th of September 2001, there was a major news event in New York City. The World Trade Center was attacked by terrorists. Reporters were at the scene in a few minutes. The news of the event was broadcast around the world, so hundreds of millions of people watched the breaking news live on television.

8.3

Presenter: 8.3. Lesson 8.2. Real-time listening: The early history of mass-media news

Exercise A2. Listen and check your ideas.

Voice: Picture A: A Roman man is making an official announcement to the crowd.
Picture B: This is a very early newspaper.
Picture C: This is an example of early printing from China.
Picture D: This is an early machine for printing.
Picture E: This is one of the first newspapers in the world.
Picture F: This is one of the very first newspaper advertisements.
Picture G: The people are listening to a story from a newspaper, because some of them cannot read.
Picture H: This is a range of print media from the present day.

8.4 DVD 8.A

Lecturer: Today I'm going to talk about the early history of the mass media for news. I'm not going to talk about the complete history today – just the early history. And I'm not going to talk about the mass media for entertainment, just the mass media for news. We'll talk about the mass media for entertainment another day. First, I'll talk about spoken news. Then, I'll tell you about written news in Ancient Rome and Ancient China. Next, I'll describe the start of printing and the development of daily newspapers. Finally, I'll set you an assignment.

8.5 DVD 8.B

Lecturer: For many thousands of years in human history, there was no mass media for news because ancient people didn't have written language. Gradually, ancient people developed written language. But most people were not literate – they could not read or write their own language. People communicated news in speech. For example, in England, there were town criers. These people shouted the news in the streets. But news was not communicated to all the people in a particular area at the same time – for example, everybody in one town or city – because all communication was in speech. There was no method of transmitting speech to a large number of people. Transmission of speech to a mass audience started with the invention of the radio in the late 19th century.

So, there was no written news for thousands of years. Then around 60 BCE, the first written news appeared. It was called *Acta Diurna*, which means 'daily acts' or 'events'. It was not printed, it was handwritten. It appeared each day on message boards in the squares of Ancient Rome. However, as I said, most people could not read. Therefore this was not really mass media. Someone had to read the news to individuals or groups of people. At around the same time, there were daily reports in Ancient China called *Pao*. But these reports were for government officials. They were not for the general public.

So how did the mass media for news really start? In around 900 CE, the first real printing appeared. It was invented in China. There was one wooden block for each character. The printer could move these around to make text. However, the process was very slow so printing was very expensive. Then, in 1446 a German, Gutenberg, invented the first printing press. This was really the start of the mass media for news. The printing machine produced text quickly and cheaply. So the printer could make hundreds or even thousands of copies and distribute them all over the town, the area, or even the country. In 1450, book distribution was very small. There were only a few thousand books in Europe. All of them were produced by hand. By 1500, there were more than nine million books. The general public wanted to read the books. So they started to learn to read. Printing led to literacy in the general public, and literacy led to the first daily newspapers at the start of the 17th century.

In 1477, a tiny event occurred. However, it is very important in the history of the mass media. An Englishman, William Caxton, produced the first book with advertisements. Why is this so important? Because the mass media and advertising are very closely linked.

OK. We have heard that the mass media really began in the 15th century and newspapers in the 17th century. We have seen that literacy for the general public also started around then. But we have also noted that, almost from the first, there was a link between the mass media for news and advertising. What are the links today? That is your assignment. Think about the different kinds of mass media for news today. Just news, for the moment. What is the link with advertising? By the way, I'm not just thinking about advertising products and services. I'm thinking about advertising ideas and opinions as well.

8.6

Presenter: 8.6. Exercise D1. Listen to some sentences. Number the words below in order.

- Voice:
1. When did the mass media for news begin?
 2. I'm going to talk about the early history of the subject.
 3. At first, people could only communicate in speech.
 4. So communication of the news was still through speech.
 5. There was no method of transmitting speech over large distances.
 6. The first newspaper appeared in Ancient Rome.
 7. But most of the general public couldn't read.
 8. The Gutenberg printing machine made the process much faster.
 9. Newspapers were very widely distributed.
 10. The ability to read is called *literacy*.

8.7

Presenter: 8.7. Lesson 8.3. Learning new listening skills: Predicting content from linking words

Exercise A. Listen to some sentences. Tick the word you hear.

- Voice:
1. I will define the word *media*.
 2. I am going to talk about the news media.
 3. *Medium* has two main meanings.
 4. A medium is a way of communicating, too.
 5. The mass media gets to or reaches a large number of people.
 6. People communicated in pairs or small groups or even in large crowds.
 7. In around 900 CE, the first printing appeared.
 8. The *Acta Diurna* appeared on message boards.
 9. However, most people could not read.
 10. Therefore this was not really mass media.

8.8

Presenter: 8.8. Exercise C. Listen to some extracts from a lecture. Predict the next part from the linking word.

- Voice:
1. There are advertisements during most mass-media news programmes because ... [PAUSE] the mass-media companies do not make money from the news itself.
 2. In fact, ... [PAUSE] one minute of TV news could cost the company \$20,000.
 3. Most mass-media news companies buy the pictures from other companies but ... [PAUSE] they add the sound.
 4. They pay a person to talk over the pictures. In addition, ... [PAUSE] they employ people to link the news items.
 5. It is very expensive to produce news programmes, so ... [PAUSE] mass-media news companies are very big.

8.9

Presenter: 8.9. Lesson 8.4. Grammar for listening: Word-building: verbs into nouns

Exercise A. Listen to some sentences. Each sentence contains one of each pair of words on the right. Do you hear the noun or the verb in each case?

Voice:

1. The festival is celebrated in August.
2. When you combine all the colours of the rainbow, white light appears.
3. The competition is won by the strongest man.
4. Man has always wanted to explore space.
5. It is very important to motivate people to do a good job.
6. At first, the Wright brothers made bicycles but later they changed to the production of planes.
7. You must get a person who is qualified for a job.
8. In this lecture, I'm going to talk about the natural features of the country. After this description, I will tell you a little about the history.
9. Everyone in the town participates in the festival.
10. The careful preparations of the Wright brothers helped them to succeed.

8.10

Presenter: 8.10. Exercise B. Listen to a sentence. Try to hear the important verb. Which noun do you expect the speaker to use later in the text? Say the noun.

Voice:

1. In this talk, I'm going to tell you how to apply to university.
2. It is very important to organize your files logically.
3. You must attend every lecture.
4. During the experiment, we measured the distance for each container.
5. Marconi found a way to transmit speech over long distances.
6. First, I'm going to explain the rules.
7. You must choose the best place to advertise.
8. The country is situated in northern Europe.
9. The selection panel decides the best candidate.
10. Extroverts sometimes behave in a rude way.

8.11

Presenter: 8.11. Lesson 8.5. Applying new listening skills: Advantages and disadvantages of mass-media news

Exercise A. Listen to each sound. It is the stressed syllable of a word connected with the mass media. Can you identify the word?

Voice:

- | | | | | |
|--------|---------|---------|---------|---------|
| a. me | c. chan | e. miss | g. vert | i. ven |
| b. tel | d. me | f. mun | h. port | j. news |

8.12

Presenter: 8.12. Exercise A2. Listen and check your ideas.

Voice:

- | | | | | |
|---------------|------------|-----------------|------------------|--------------|
| a. media | c. channel | e. transmission | g. advertisement | i. event |
| b. television | d. message | f. communicate | h. report | j. newspaper |

8.13 DVD 8.C

Presenter: 8.13. Lesson 8.6. Vocabulary for speaking: stereotypes.

Lecturer:

In the last lecture, we looked at the origins of mass-media news. As I said, at one time, there was no mass-media news, because people couldn't read, and because there was no transmission of speech. Nowadays, news is all around us all of the time. Is this a good thing or a bad thing? What are the advantages and disadvantages of mass-media news?

Let's look first at some advantages. There are many advantages but I'm only going to talk about three. Firstly, mass-media news reaches people very quickly because there are reporters in every country. In addition, we have very fast communications nowadays. People often watch a news event as it happens. There is even a special phrase for this. It is called 'breaking news'.

So that is one advantage: speed. Secondly, it is very cheap to receive television and radio programmes nowadays so mass-media news is very cheap. In fact, the consumer – the television viewer – does not pay for news directly at all. Advertising pays for the news.

So we have speed and cost. Finally, it is very difficult now for governments or people to hide anything. At one time, governments or people in public life could keep secrets. But nowadays mass-media reporters find out secrets and broadcast them to the world. The general public needs to know about these secrets in many cases.

What about the disadvantages? Well, once again, there are many disadvantages but I am only going to mention three. Firstly, mass-media news needs stories all the time. Some TV news channels are on 24 hours a day so they need new stories all the time. Perhaps some of these stories are not really news. Perhaps the general public don't need to know some of the stories.

So that is one disadvantage: quantity. Perhaps there is too much news nowadays. Secondly, mass-media news is cheap for the consumer but it is expensive for the mass-media company. As I mentioned in the last lecture, one minute of news can cost \$20,000. So the news company has to sell advertising during the news broadcasts. Perhaps the advertisers influence the news companies in their choice of story.

OK, that's quantity and bias. Are some news companies biased because they take money from particular advertisers? Finally, nobody can keep a secret any more because there are reporters everywhere. But some secrets are good, aren't they? People need privacy sometimes, don't they? People need to be private, at home, with their children. Perhaps the mass-media news programmes tell us things which we don't need to know, about celebrities and even about ordinary people.

8.14

Presenter: **8.14. Exercise B1. Listen. Complete each conversation with a word from the list on the right. Make any necessary changes.**

Presenter: **Conversation 1.**

Voice A: What's a feature?
Voice B: It's the main article in a magazine.

Presenter: **Conversation 2.**

Voice A: What's the difference between *ad* and *advert*?
Voice B: There's no difference. They're both short for *advertisement*.

Presenter: **Conversation 3.**

Voice A: Does *audience* mean the people at a concert?
Voice B: Yes. And it means the people who see an advertisement.

Presenter: **Conversation 4.**

Voice A: Do you spell *generalize* with *-ise* or *-ize* at the end?
Voice B: You can use either. The pronunciation is the same.

8.15 DVD 8.D

Tutor: OK. What is a stereotype? The word means 'a typical member of a community'. Men are a community in this sense, and so are women. Foreigners in general are a community, and people from particular countries. Workers in particular industries belong to a community, too.

Stereotypes can help us to understand each other quickly. We use words or phrases to activate memories.

But we must be careful. If I say, 'My cousin is a construction worker,' you quickly form an impression of the person. You have a stereotypical construction worker in your mind. But the impression may be wrong. My cousin, the construction worker, is a woman. Does this fit the stereotype?

Stereotypes are a kind of generalization. Perhaps many people in a community fit the stereotype, but some don't. Stereotypes are useful, but they don't represent reality. Many stereotypes are negative generalizations. For example, 'All women are housewives. All teenagers are rude. All elderly people have bad memories.' Stereotypes of people from different races or religions can be particularly dangerous. As you can see, the issue is important, and difficult. So we need to use stereotypes with caution, and work hard not to use negative stereotypes.

8.16

Presenter: **Lesson 8.7. Real-time speaking: Magazine advertisements.**
8.16. Exercise B2. Listen and check your ideas.

Voice A: Where do you think the first advert is from?
Voice B: I think it comes from a women's magazine.
Voice A: And who is the target audience?
Voice B: Young women.
Voice C: I agree. Maybe older women, too.
Voice A: What is the purpose of the ad?
Voice C: To sell cosmetics.
Voice A: Why is the target audience interested in adverts like this?
Voice C: Because most women want to look attractive. They feel it's important.
Voice B: That's a stereotype!
Voice C: Maybe. But it's true.
Voice A: And how does the ad persuade them to buy the product?
Voice C: The woman is very beautiful. The message is: if you use this make-up, you will look beautiful, too.
Voice A: Do you think it's a good advert?

Voice B: I don't like it. In my opinion, the image doesn't represent reality.
Voice A: And how about you?
Voice C: I don't believe it's a bad advert. It's not reality, but I think it's very effective.
Voice A: Who created the ad? Who designed it?
Voice C: I think an advertising agency designed the image.
Voice B: I agree. And the cosmetics company paid for it. I think it was very expensive.

 8.17

Presenter: 8.17. Everyday English. Talking about the media

Exercise B2. Listen and check.

Presenter: Conversation 1.

Voice A: Have you seen the new *Vogue*?
Voice B: No. The shop has run out.
Voice A: There's an article on the Milan Fashion Week.
Voice B: I'll get one tomorrow.

Presenter: Conversation 2.

Voice A: Have you read the review of the book?
Voice B: Yes, I saw it in the literature magazine.
Voice A: What did you think?
Voice B: I think it was a bit biased.

Presenter: Conversation 3.

Voice A: Did you see that documentary last night?
Voice B: That awful thing on Channel 7 about cinema?
Voice A: Yes. Didn't you like it?
Voice B: No. I didn't think much of it.

Presenter: Conversation 4.

Voice A: What sort of media do you work with?
Voice B: TV and film mostly. How about you?
Voice A: Photography.
Voice B: That's interesting.

Presenter: Conversation 5.

Voice A: Do you read the papers?
Voice B: Yes, every day.
Voice A: Do you have a favourite?
Voice B: No, I like to read all the different styles.

Presenter: Conversation 6.

Voice A: Are you going to see the Rembrandt exhibition?
Voice B: Yes. When is it on?
Voice A: It starts tomorrow for three months.
Voice B: Good. I really like his stuff.

 8.18

Presenter: 8.18. Lesson 8.8. Learning new speaking skills: Taking part in a tutorial

Exercise A3. Listen. Say the words.

Voice: while, my, case, way, change, otherwise, buy, maybe, always, find, fight, paper, like, they, wife

 8.19

Presenter: 8.19. Exercise D1. Listen to an extract from a tutorial. Practise the conversation.

Voice A: What is the most important subject at school?
Voice B: In my opinion, Maths is the most important subject because you need it for every job.
For example, in a shop or bank.
Voice C: I agree. But I think English is also very important. It's an international language.

8.20

Presenter: 8.20. Lesson 8.9. Grammar for speaking: Introductory phrases

Exercise C1. Listen and answer some questions about the advert on the right.

- Voice:
1. What do you think the advert is selling?
 2. Who do you think the advert is for?
 3. Do you think there is anything strange about the advert?
 4. Do you think it gives you any information?
 5. How much influence do you think advertisers have?
 6. What do you think the role of advertising is in *your* life?

9.1

Presenter: 9.1. Theme 9: Sports and leisure
Lesson 9.1. Vocabulary for listening: Competitive or non-competitive?

Exercise B. Listen to a text. Number the words in the order that you hear them.

Speaker: Why is physical education, or PE, compulsory in most schools? All around the world, secondary schools have two or three hours a week for some kind of physical activity. At one time, children played team games in these periods, like football or rugby. These games are competitive. In other words, there is usually a winner and a loser. According to the theory, children learn two main things from competitive sports. Firstly, they learn to co-operate with other people. Secondly, they learn to be good losers ... and good winners.

But ideas in education have changed, and, nowadays, many schools use PE periods to do non-competitive activities such as dance, aerobics or trampolining. Children also go swimming in PE lessons without taking part in races. PE teachers say that all children can do these activities and enjoy them, not just the sporty ones.

9.2

Presenter: 9.2. Exercise C2. Listen to some sentences. Check your ideas.

- Voice:
1. Can you play football?
 2. We don't have competitive sports now. We do dance.
 3. I don't know how to play rugby.
 4. All of the children go swimming once a week.
 5. Some schools are doing aerobics now instead of team sports.
 6. I like watching basketball but I don't like playing it.
 7. At one time, I went cycling every weekend, but not now.

9.3

Presenter: 9.3. Lesson 9.2. Real-time listening: Racing, opponent and achievement sports

Exercise A2. Listen. Number the sports in the order that you hear them.

- Voice:
1. These children have just finished a swimming race.
 2. These boys are playing basketball. One team has just scored.
 3. These boys are rowing. They are moving very fast through the water.
 4. These children are playing table tennis. It is a very fast game.
 5. These children are starting a running race. It is probably a short race, a sprint.
 6. This woman has just cleared the bar in the high jump.
 7. This man is about to throw the discus. The sport is very old.
 8. The woman is about to throw the javelin. The sport began in ancient times.
 9. The girls are learning karate. It is a form of fighting.

9.4 DVD 9.A

Lecturer: Today I'm going to talk about sports. As you know, there are many different sports but it is possible to classify them into groups. The verb *classify* comes from the noun *class* so *classifying* means putting things into classes, or groups. So first, today, I'm going to classify sports into three groups and then give examples of each type. Then I'm going to explain the reason for classification. Why do we classify sports in Physical Education training?

9.5 DVD 9.B

Lecturer: OK. So first, classification. There are three groups of sports. The first group consists of racing sports. Racing, of course, means trying to go faster than another person. The second group is opponent sports. An opponent is someone you play against. Finally, there are achievement sports. Achievement means reaching a certain level, a good level.

So, we've seen that sports can be classified into three groups. Now, what sort of sports go into each category or group? Let's look at the first group: racing – trying to go faster than another person. There are two sub-categories here. Some racing sports just use the power of the human body. For example, running and swimming. Other sports in this category use the power of machines. Cycling uses bicycles, motor racing uses cars, for example.

What about the second group? Opponent sports. Once again, with opponent sports, there are two sub-categories. The opponent might be an individual or a team. For example, we usually play tennis against one person, but we play football against a team.

Finally, let's turn to achievement sports. In achievement sports, there are also two sub-categories. Sometimes we try to reach a target. For example, in golf, we try to get a white ball into a small hole. So that's a target sport. Sometimes we try to achieve a particular quantity – distance, for example, or height. In the long jump, we try to jump farther than all the other people. In the high jump, we try to jump higher.

OK. So, to sum up. We have heard about three categories of sports – racing, opponent and achievement. We have seen that each category has two sub-categories. In racing, it's human body and machine, in opponent sports, it's a person or team, and in achievement sports, it's target or quantity.

OK. I hope you have understood the classification. But why do we classify sports in this way in Physical Education training? Well, each type of sport teaches a child something different. Racing sports teach children to rely on themselves, to try harder, even if they are feeling physical pain. Opponent sports teach children to react more quickly, and to think about the actions of another person. Achievement sports teach children to reach for a target – something which is hard to achieve but achievable.

Next week, we're going to look at ball games in detail.

9.6

Presenter: 9.6. Exercise E2. Listen and check.

Voice: against, ball, class, classify, classification, heard, quantity, racing, reach, target, team, table

9.7

Presenter: 9.7. Lesson 9.3. Learning new listening skills: Branching diagrams

Exercise A. Listen to some sentences. Tick the best way to complete each sentence.

- Voice:
1. As you ...
 2. ... there are many different ...
 3. ... but it is possible to classify ...
 4. We can classify sports into three ...
 5. Firstly, there are racing sports. Racing, of course, means trying to go faster than another...
 6. For example, racing sports include running and ...
 7. The second group of sports is opponent sports. In an opponent sport, you play against an individual or a ...
 8. For example, tennis is an opponent sport and so is ...
 9. Finally there are achievement sports. In achievement sports, you try to reach a certain ...
 10. The high jump is an achievement sport, and so is the long ...

9.8

Presenter: 9.8. Exercise B1. Listen to the start of a lecture about sports.

Lecturer: I'm going to talk to you today about sports. I'm going to start by classifying sports into three categories. The first group consists of racing sports. Racing, of course, means trying to go faster than another person. The second group is opponent sports. An opponent is someone you play against. Finally, there are achievement sports. Achievement means reaching a certain level, a good level.

9.9

Presenter: 9.9. Exercise B4. Listen to the start of some more lectures on different subjects. Organize your notes in each case.

Lecturer A: Today, we are looking at the classification of literature. There are four main kinds of literature. Firstly, we have novels; secondly, plays; thirdly, poetry; and, finally, of course, biography or autobiography.

Lecturer B: Firstly, in this lecture, I want to classify the mass media. I'm going to divide it into two categories. On the one hand, there is the broadcast media. On the other hand, we have the print media. Of course, we can subdivide each of these categories. Broadcast media has three sub-categories. It consists of television, radio and, nowadays, the Internet. Print media contains newspapers and magazines.

Lecturer C: We are going to look at elements in this lecture. Elements are the basic building blocks of our world. Carbon is an element. Hydrogen is an element. Oxygen is an element. But how can we classify elements? There are over 100 elements but we can classify all elements into just three groups. The first group is metals. The second group is non-metals. And the third group is gases ... but not all gases, only inert gases – that's I-N-E-R-T. It means they don't change. Let's think of a few examples of each category. Iron is a metal. Zinc is a metal. Carbon is a non-metal. Hydrogen and oxygen are gases but they are not inert so they are non-metals. Inert gases include helium, with the symbol He. You find helium in balloons.

Lecturer D: We can classify all living things into five categories. The categories are called kingdoms. In the first kingdom are animals. In the second kingdom, we have plants. The third kingdom consists of fungi ... The animal kingdom can be subdivided into many categories but I'm only going to talk about four: mammals, birds, fish and reptiles.

There are many examples of mammals, of course. We are mammals – humans. Bats are mammals. Whales are mammals, although some people think they are fish.

9.10

Presenter: 9.10. Exercise C2. Listen and tick the correct column.

Voice: alone, although, flower, most, mountain, opponent, power, smoke

9.11

Presenter: 9.11. Lesson 9.4. Grammar for listening: Prepositions after the verb

Exercise A1. Listen and number the verb + preposition phrases.

Voice:

1. Today we're going to look at types of literature.
2. Children must learn to rely on themselves.
3. OK. So, to sum up the problems ...
4. I'm going to mention a few points and I'd like you to write down the most important one, in your opinion.
5. First of all we're going to hear about racing sports.
6. Children should try to reach for a target.
7. I don't want to go into detail here.
8. The spacecraft took off at 10.32 a.m. precisely.
9. Remove the old printer cartridge and put in the new one.
10. Traditional festivals are dying out all over the world.

9.12

Presenter: 9.12. Exercise A2. Listen to some more verb + preposition phrases. These verbs are probably new to you. Can you hear the preposition in each case? Number the prepositions.

Voice:

1. come about	3. box in	5. fly at	7. let on	9. climb down
2. act for	4. look into	6. put off	8. work out	10. set up

9.13

Presenter: 9.13. Exercise B. Listen to the start of some sentences. Choose the correct phrase to complete each sentence.

Voice:

1. First, we're going to look at ...
2. You can look up ...
3. It is difficult to look after ...
4. OK. Let's look back ...
5. People look forward ...
6. Researchers look for ...

9.14

Presenter: 9.14. Lesson 9.5. Applying new listening skills: Classifying ball games

Exercise B2. Listen. Which game is the speaker talking about?

Voice:

1. People say that the game began at a British school. The children were playing football. Suddenly, one of the boys picked up the ball and ran with it.
2. This is a team game with five players on each side. You try to put the ball into a net with your hands.
3. You can play singles or doubles. You use a special bat with strings.
4. This is one of the oldest games in the world. People started kicking balls in China over 2,000 years ago.
5. Many people do not understand this game. It can last five days. You must try to stop the ball hitting three pieces of wood. You can only use your bat.
6. You need two teams of three players each for this game. You can only use your hands to touch the ball.
7. This is a target sport. You try to hit the ball into a hole with a long stick called a club.
8. This game is very popular in the USA and Japan. The batters try to hit the ball a long way with a long bat called ... a bat!

9.15 DVD 9.C

Lecturer: Today, I'm going to talk about ball games. As you know, there are many different ball games but it is possible to classify them into three groups. The first group contains games played mainly with the hands. The second group consists of games played mainly with the feet. Thirdly, there are bat sports – sports played with some kind of bat, stick or racket. So, I'm going to classify sports into three groups and give examples of sports in each category or group. Finally, I'm going to look at the importance of classifying ball games for Physical Education.

OK. So first, classification. As I said, ball games can be put into three groups. Let's look at the first group: hand sports. There are two sub-categories of hand sports. Firstly, there are sports where you can only use the hand. Basketball goes into this category. Secondly, there are sports where you can use the hand or another part of your body, usually your foot. Rugby fits into this category.

Now let's turn to the second group: sports played with the feet. Actually, there is only one major sport in this category. It's called *football*, of course. Players can use their heads but only one player can use hands in this sport – the goalkeeper. It is against the rules for any other player to touch the ball with their hands.

Finally, there are bat sports – sports played with a bat. In bat sports, you are only allowed to use the bat to hit the ball. It is against the rules to use your hands or your feet, for example. Of course, the bat has different names in different sports. For example, in tennis, the bat is called a *racket*. The word comes from Arabic, *rahat al yad*, meaning the palm or inside of the hand. So perhaps, at one time, players could use their hands in tennis, but not now. In golf, the bat is called a *club*. In ice-hockey, it is called a *stick*.

9.16 DVD 9.D

Presenter: 9.16. Lesson 9.7. Real-time speaking: Ball games for PE

Lecturer: OK. So we have heard about three categories of ball games – hand sports, foot sports and bat sports. Why is it important to classify ball games? Because at school, we must teach children to play at least one game in each category. This helps to build up their physical strength but also their physical ability.

Let's go into this point in detail. Young children often seem clumsy. They bang into things and knock over things. They can't balance on things well. Many children cannot work out the bounce of a ball. Why? Because children don't have co-ordination. They cannot move different parts of their body in the correct way, to throw a ball, for example, or to kick one. Ball games help to develop co-ordination.

Let's look at three groups again. How does each group of sports help co-ordination? Firstly, a hand sport develops the co-ordination between the hand and the eye. With the second group, a foot sport, of course, improves co-ordination between the foot and the eye. It also improves balance, because you have to balance on one foot to kick the ball with the other leg. Finally, bat sports. Bat sports help children to deal with a tool. They have to use the tool to hit the ball, instead of a part of their own body. Bat sports involve co-ordination again. But this time it is co-ordination with an extension of the body.

To sum up, then. Ball games are fun but we don't teach them at schools just because they are fun. We teach them to develop physical ability, especially co-ordination.

Before next time, think of ten more ball games and classify each one into one of the categories from today's lecture.

9.17 DVD 9.E

Lecturer: Today, I'm going to talk about ball games for PE. There are many good ball games for children. Here are some of them. Firstly, there's football. Secondly, we have rugby. Next, tennis. Then we've got volleyball and, finally, there's hockey.

First of all, I'm going to talk about football because it is the most popular game in the world.

What type of game is football? Well, it's a team game, of course. It is played by two teams. Each team has 11 players.

9.18 DVD 9.F

Lecturer: OK. So let's look at the value of football in PE. Firstly, it is good exercise. It is an enjoyable physical activity.

Secondly, it helps with co-ordination. Children need to develop co-ordination and football helps with co-ordination between the eyes and other parts of the body.

Thirdly, we have roles in a team. As we have seen, football is a team game, and team games teach children to co-operate with other people.

Fourthly, football is a game for all shapes and sizes. Attackers are often short. Midfield players are often tall. Defenders and goalkeepers are often big.

Finally, in competitive sports like football, children learn about winning and losing. Life is full of winning and losing, and children need to learn ways of dealing with both.

9.19

Presenter: 9.19. Everyday English. Talking about games

Exercise B2. Listen and check. Practise the conversations.

Presenter: Conversation 1.

Voice A: What are you watching?
Voice B: It's Brazil versus Germany.
Voice A: Who's winning?
Voice B: We are. We just scored.

Presenter: Conversation 2.

Voice A: What's wrong?
Voice B: I was hopeless.

Voice A: You weren't. You played very well.
Voice B: But we still lost.

Presenter: Conversation 3.

Voice A: Same time next week?
Voice B: Sure. Great game.
Voice A: Yes, that was a brilliant shot just now.
Voice B: I think it was just luck, really.

Presenter: Conversation 4.

Voice A: Was that in or out?
Voice B: It landed on the line.
Voice A: I wasn't sure. My point, then.
Voice B: Yes, well played!

Presenter: Conversation 5.

Voice A: How did you get on?
Voice B: Great! We won!
Voice A: What was the score?
Voice B: Three-one.

Presenter: Conversation 6.

Voice A: Do you know how to play this game?
Voice B: Not really.
Voice A: Do you want to learn?
Voice B: OK. How do we start?

 9.20

Presenter: 9.20. Exercise C1. Listen and check your ideas.

Voice A: Don't forget there's a match on the 30th.
Voice B: Sorry, did you say the 30th?
Voice A: Yes, that's right.
Voice B: Fine. I'll be there.

Voice A: I'll meet you outside the sports centre at seven, OK?
Voice B: Sorry, did you say seven or seven thirty?
Voice A: Seven. Is that OK?
Voice B: Yes, great. Seven o'clock outside the sports centre.

 9.21

Presenter: 9.21. Lesson 9.9. Grammar for speaking: *Must and should*

Exercise A2. Listen and check your answers. Notice the pronunciation of *must* and *mustn't* in each sentence.

Voice:

- There must be an area around the goal which is called the penalty area.
- The goalkeeper *mustn't* touch the ball with his or her hands outside the goal area.
- The goalkeeper must wear clothes of a different colour from the opponents' clothes.
- The interval between the two halves *mustn't* last more than 15 minutes.
- The ball must cross the whole of the goal line to score.
- When the ball goes out of play at the sides of the pitch, a player must throw the ball in.
- A player *mustn't* push another player with his or her hands.
- The referee must allow extra time for injuries and substitutions.

 9.22

Presenter: 9.22. Exercise C2. Listen and check your answers. Notice the pronunciation of *should* and *shouldn't*.

Voice:

You shouldn't use too many coloured backgrounds.
You shouldn't use a lot of effects, e.g., flashing words.
You shouldn't write full sentences on the slide.
You shouldn't read out the slide word for word.
You shouldn't stand in front of the screen.
You shouldn't talk to the slide.
You should talk to the audience.
You shouldn't speak quickly.
You should pause between sentences.
You should wait a few moments between slides.

9.23

Presenter: 9.23. Portfolio: Team games

Presenter: Exercise B1. Group A: Polo.

Lecturer: It is called the King of Games ... and the Game of Kings. In fact, the following words appear on a tablet of stone in Iran. They come from the days of Ancient Persia: 'Let other people play at other things – the King of Games is still the Game of Kings.' Researchers believe that the game appeared in the area of modern-day Iran. Persian tribes played the game, perhaps to give some exercise to their horses. The first recorded polo match occurred in 600 BCE between the Turkomans and the Persians. The Turkomans won.

At first, the game was called *chogan* by the Persians. This later became *pulu* which then became *polo*. From Persia, the game spread to India. In the 19th century, two British soldiers, Captain Robert Stewart and Major General Joe Sherer saw a polo match in Manipur in Eastern India. In 1859, they held the first meeting of the first polo club, the Silchar Polo Club, and in 1863 they formed the famous Calcutta Polo Club. The club is still active today. From India, the game spread around the world. In fact, the current world champion is from South America. Argentina have held the title since 1949. Prince Charles of the UK is a famous player of the game.

Players wear special trousers called *jodhpurs* – J-O-D-H-P-U-R-S – and a helmet. Each player has a horse and a stick with two heads on one end. There are two goals – they are just sticks in the ground. There is no net.

There are four people on each team. Each plays on horseback. Players try to hit the ball with the stick towards the other team's goal. Each game has four or six parts, called *chukkas* – C-H-U-K-K-A. Each chukka lasts seven minutes. The objective of the game is simple. You must score more goals than the other team.

9.24

Presenter: 9.24. Exercise B1. Group B: Baseball.

Lecturer: The game first appears in a book by an American, John Newberry, published in 1744. Perhaps it developed from English sports such as rounders and cricket. The name of the game is baseball. It probably comes from the special equipment. Players must hit a ball and then run around four bases, or points on the ground.

A man called Alexander Cartwright wrote the rules of the modern game in 1845. He also designed the special field, which is in the shape of a diamond.

Professional baseball began in the United States in 1865 and the National League was founded there in 1876. In 1947, the first African-American became a professional player. Baseball is now a fully integrated sport.

All the players wear special trousers and helmets. One player is the pitcher – P-I-T-C-H-E-R. He or she tries to throw a ball past the batter. The pitcher has a glove on one hand. The batter has a bat – a long thin stick, made of wood. The batter tries to hit the ball with the bat. If the batter hits the ball, he or she tries to run around four bases. The other team try to run him or her out. They get the ball and throw it to one of the basemen. If the batter runs around the four bases, he or she scores a run. The objective of the game is simple. Your team must score more runs than the other team.

9.25

Presenter: 9.25. Exercise B1. Group C: Netball.

Lecturer: This game developed from a very old game. In around 1000 BCE, there was a game called *Pok-ta-pok* – P-O-K, T-A, P-O-K. The Indians of modern-day Mexico played the game. However, the game did not spread around the world.

In 1892, a man called Dr James Naismith took some points from the old game and invented basketball. But some people thought the game was too violent for women. So they developed a female version. At first, they called it 'women's basketball'. But then women started to play basketball, so, to avoid confusion, people changed the name of women's basketball to *netball*.

The new game became very popular in girls' schools in Britain and then in other parts of the world. For example, it is now very popular in Australia and New Zealand. It is now played by boys as well as girls, men as well as women.

Teams play on a special court with a high post at each end. There is a net on each post, just like basketball. Each player wears a bib, which is a piece of cloth with a hole for the head. Each bib has two letters on it. These letters give the name of the player's position. Each position has parts of the court that the player must not go into. For example, GS means goal shooter. The goal shooter can only go into the area closest to the other team's goal.

There are seven people on each team. Players pass the ball with their hands to each other and try to score in the other team's net. Players must only hold onto the ball for three seconds. They can only move one foot while holding the ball. They cannot bounce the ball more than once. The objective of the game is simple. You must score more goals than the other team.

10.1

Presenter: **10.1. Theme 10: Nutrition and health**
Lesson 10.1. Vocabulary for listening: Why do we eat?

Exercise A2. Listen and write the names of foods in the correct category.

Voice: apple, banana, beans, beef, carrot, chicken, lamb, mango, orange, peas, pork, salmon, shark, tomato, tuna

10.2

Presenter: **10.2. Exercise B. Listen and choose the best way to complete each sentence.**

Presenter: Part 1.

Voice: 1. Why do we eat? We eat because ...
2. Well, that answer is true, in a way. But why ...
3. We feel hungry because ...
4. Energy is the ability ...
5. Every part of the body needs energy ...
6. We get energy ...
7. However, we have to be careful. If we don't use all the energy from food, ...

Presenter: Part 2.

Voice: 1. How does the body keep the energy? It stores it ...
2. It is easy to use *new* energy from food. It is much harder to use ...
3. So, what's the answer? We must eat the right ...
4. ... and we must take exercise to use ...
5. The food we normally eat is called ...
6. Of course, we must eat the right ...
7. If we eat the right *amount* of the right *kind* of food, we will have ...

10.3 DVD 10.A

Presenter: **10.3. Lesson 10.2. Listening review (1): Nutrients**

Lecturer: This week I'm going to talk about nutrients. So, this week, I'm going to define the word *nutrient*. Then, I'm going to classify the different nutrients. After that, I'll give you some examples of foods which contain each type of nutrient. Next week, we'll go on to look at food groups. We'll also talk about quantity. How much food do you need from each group?

10.4 DVD 10.B

Lecturer: OK. So what is a nutrient? It is something which the body needs to operate properly. Food contains nutrients, which are, basically, energy and chemicals. Energy has many meanings – for example, electricity. But in the human body, energy is the ability to do work. Chemicals are things like calcium and magnesium. These chemicals help the parts of the body to operate correctly. The body needs different amounts of each nutrient. If you have too much of a particular type, you can get fat. If you have too little of a particular type, you can get ill.

10.5 DVD 10.C

Presenter: **10.5. Lesson 10.3. Listening review (2): Vitamins**

Lecturer: OK. First, what are the different nutrients? There are five main types. Firstly, there are carbohydrates. Secondly, there is protein. Thirdly, we have vitamins. Fourthly, there are fats. Meat and fish contain fats. Finally, there are minerals. Food also contains fibre, which is important for digestion. But that is not a nutrient so I'm not going to talk about that today.

OK, so we've seen the five different types. But what is the value of each type? Let's take carbohydrates. This is the main energy nutrient. Most people get most of their energy from carbohydrates. Secondly, we have protein. The body needs protein for growth. It also needs it to repair damaged parts. Next, vitamins. As I'm sure you know, there are several different vitamins – A, B, C, etc. Each one helps with a particular part of the body. But in general, vitamins help with growth and repair, like protein. Fourthly, we have fats. Most people think of fats as a bad thing but some fats are necessary. They help to form chemicals called hormones, which carry messages around the body. Finally, there are minerals. We only need tiny amounts of these nutrients but again they are essential for growth and repair – almost every nutrient has a role in that – and they also help to release energy from other nutrients.

Right, so, we have classified the main nutrients and seen their function in the body. Let's turn now to the key question. Where do we find the main nutrients? Firstly, carbohydrates. These nutrients are found in food like bread, pasta and rice. There is protein in meat and fish. There is also protein in cheese. What about vitamins? Fruit, like apples and oranges, contains Vitamin C. Eggs have got Vitamin D in them and there's Vitamin E in nuts. Next, fats. Meat and fish contain fats. There are also fats in products like milk and cheese. Finally, there are minerals. We find minerals in many foods, but particularly in milk, meat and eggs.

OK. So ... we have looked at nutrients and foods that contain them. Next week, food groups and how much food you need from each group. Before next week, could you look up food groups on the Internet and make some notes of different ideas about them. OK. So I want you to do some research on food groups on the Internet and make some notes about them.

10.6

Presenter: 10.6. Exercise A. Listen and number the expressions in order.

Voice:

1. First, I'm going to talk about sociology.
2. Next, social distance. In other words, how close you should stand to people.
3. In the past, we called people like Plato and Ibn Khaldun philosophers.
4. These days, we call them sociologists.
5. A long time ago, in the 4th century BCE, the Greek philosopher Aristotle wrote the first book about the mind.
6. In 1970, Elizabeth Loftus obtained a PhD in Psychology. At that time, she was interested in learning.
7. How to be a good employee? I've told you some of the things that you must do.
8. You can see why this country is popular for holidays.
9. First there are speeches. After that, the girls get presents.
10. OK. So, there are several methods of flying.
11. So we have heard about the main inventions in the field of flying.
12. In my opinion, the Space Shuttle was the most important invention.
13. News is all around us. Is that a good or bad thing? First, let's look at some advantages.
14. OK. Those are some of the advantages. What about the disadvantages?
15. As you know, there are many different ball games.
16. To sum up, then. Ball games are fun, and they develop physical ability.

10.7

Presenter: 10.7. Exercise B. Listen to some more information about nutrition. Match the words and the definitions.

Lecturer:

I want to talk to you today about some very important molecules. A molecule is a compound of different elements. Water is a molecule. It is made of two parts of hydrogen for every one part of oxygen. Water is an important molecule for the body. It is the solvent for most chemical reactions. In other words, it is the liquid which chemicals are dissolved in. Dissolving is changing from solid to liquid. So water is very important, but there are some other very important molecules. They are called vitamins. You know that the body needs vitamins, but why? Because vitamins work with enzymes, which help the human body carry out chemical reactions. For example, the enzyme praline vitroxase is in Vitamin C. It is very important because it makes collagen, which is essential for healing wounds in the skin.

10.8

Presenter: 10.8. Exercise C. Listen. Complete the notes with the important words from each sentence.

Lecturer:

Vitamin C may be the most important vitamin. As we have seen, Vitamin C helps to heal wounds. But it also helps the body to fight infections. It may even help in fighting cancer. Vitamin C occurs in green vegetables and in fruits like oranges and lemons. On average, you should take 60 milligrams per day.

10.9

Presenter: 10.9. Exercise D. Listen. Write the correct year in each space.

Lecturer:

Vitamin C helps fight the disease scurvy – that's S-C-U-R-V-Y. People have known about the disease for thousands of years. It led to many deaths in Ancient Egypt in 3000 BCE and later, in 500 BCE in Ancient Greece and 100 BCE in Ancient Rome. But nobody knew the cause. In 1536, native American Indians gave a French explorer a medicine contained in tree leaves, and his men recovered. But the knowledge did not return to Europe. In 1742, a British naval officer, James Lind, asked for fruits like lemons to be included in the food for all long voyages. But his idea was rejected. Then in 1768, another British naval officer, James Cook, gave lime juice to his sailors on a long voyage, and nobody died from scurvy. People began to realize there was a connection between fresh fruit and scurvy. However, it was another 150 years before the real cause of scurvy was established. In 1932, Charles King, an American researcher, proved the connection between Vitamin C and scurvy.

10.10

Presenter: 10.10. Lesson 10.4. Grammar review (1): Predicting; past and present, positive and negative, singular and plural

Exercise A. Listen and find the information that comes next.

Voice:

1. A festival is [PAUSE] a special event in one country or several countries.
2. *Celebrate* means [PAUSE] 'remember a happy event'.
3. I made a hypothesis then [PAUSE] I did an experiment.
4. There's a mountain range [PAUSE] in the north of the country.
5. There aren't [PAUSE] any lakes.
6. There is a river in the south. [PAUSE] It is very long.
7. The first flight took place on [PAUSE] the 14th of December 1926.
8. She was born in [PAUSE] 1949.
9. The area consists of [PAUSE] forests and lakes.
10. First, I'm going to talk [PAUSE] about the history of the mass media.

10.11

Presenter: 10.11. Exercise B. Listen. Tick the correct column for each sentence.

- Voice:
1. Vitamins are essential parts of human diet.
 2. Lack of vitamins makes a person ill.
 3. For example, lack of Vitamin D causes a disease called rickets.
 4. There are many different vitamins.
 5. The name *vitamin* appeared in 1912.
 6. Vitamin A was discovered between 1912 and 1914.
 7. Researchers found other vitamins in the next ten years.
 8. There are 13 vitamins that prevent disease.
 9. Vitamin C prevents scurvy.
 10. It occurs naturally in fruits like limes and lemons.
 11. In 1742, James Lind realized the importance of these fruits.
 12. But very few people used his discovery at the time.

10.12

Presenter: 10.12. Exercise C. Listen. Tick the sentence you hear.

- Voice:
1. The human body needs vitamins.
 2. The human body can't make vitamins.
 3. It gets them from fruit and vegetables.
 4. Cooking can destroy vitamins.
 5. Boiled vegetables don't have a lot of vitamins.
 6. You should eat raw fruit.
 7. Washing fruit doesn't remove vitamins.
 8. Washing fruit removes most germs.

10.13

Presenter: 10.13. Exercise D. Listen. Is the subject of each sentence singular or plural?

- Voice:
1. Fat's a solvent, like water.
 2. Fats are in meat, and also in milk.
 3. The vitamin's essential for strong bones.
 4. The meeting's at 2.00 p.m.
 5. The researchers are still working on the problem.
 6. The festival's very old.
 7. The manager's a very nice person.
 8. The banks open at 9.
 9. There's a river in the north.
 10. There are mountains in the east.

10.14

Presenter: 10.14. Lesson 10.5. Listening review (3): The food pyramid

Exercise A1. Listen to each sound. It is the stressed syllable of a word connected with food. Can you identify the word?

- Voice:
- | | | | | |
|--------|---------|--------|---------|---------|
| a. pro | c. high | e. vit | g. pair | i. ness |
| b. new | d. die | f. min | h. dam | j. lees |

10.15

Presenter: 10.15. Exercise A2. Listen and check your ideas.

- Voice:
- | | | | | |
|--------------|-----------------|-------------|-----------|--------------|
| a. protein | c. carbohydrate | e. vitamin | g. repair | i. necessary |
| b. nutrients | d. diet | f. minerals | h. damage | j. release |

10.16 DVD 10.D

Lecturer: Last week I talked about nutrients in food. I explained that there are five main nutrients. The main nutrients, if you remember, are carbohydrates, protein, vitamins, fats and minerals. This week I'm going to talk about food groups. Then I'm going to talk about healthy eating, that is putting these groups together in a healthy way. Finally, I'm going to ask you to think about your own diet.

10.17 DVD 10.E

Lecturer: So, first. What are food groups? Well, you can probably work it out from the name. A food group is, simply, a group of foods. There are six main food groups. Some have the same name as the nutrients which they contain, but some are different.

The six main food groups are as follows:

Number one: fats. Number two: carbohydrates – they're both nutrients of course – then three: vegetables, four: fruit, five: dairy products and six: meat and fish.

One food group may need some explanation. What are dairy products? They are mainly milk and the products from milk – in other words, butter and cheese. English speakers usually include eggs in dairy products, too.

10.18 DVD 10.F

Lecturer: OK. So what is the connection between the six food groups and healthy eating? Scientists say that a healthy diet consists of the correct balance between the foods in the different groups. But what is the correct balance? There is quite a lot of argument about this. I'm going to give you one idea. It comes from American scientists.

In the USA, food scientists have made a pyramid of the food groups. This pyramid shows the balance between the different groups. Fats are at the top of the pyramid. According to the American scientists, we should only have one portion of fats each day. At the next level of the pyramid, we have dairy products on one side, and meat and fish on the other. The American scientists recommend three portions of dairy products and two portions of meat or fish each day. At the third level, there are vegetables on one side and fruit on the other. Apparently we should have four portions of fruit and three portions of vegetables. Finally, at the bottom of the pyramid there are the carbohydrates. The scientists say we should eat ten portions of carbohydrates.

10.19 DVD 10.G

Lecturer: Finally, today. What about *your* diet? Is it balanced? Think about a normal day. Do you have ten portions of carbohydrates – that's pieces of bread, pasta, rice, potatoes – not chips, of course, because they have fat on them. Do you have four portions of vegetables? Make a list of the foods you eat on an average day. Put the foods into the six main food groups. Work out a diet pyramid for you. Is it balanced? Or is it top heavy? Or does it stick out in the middle? We'll look at some of your food groups next week ...

10.20

Presenter: 10.20. Lesson 10.6. Vocabulary for speaking: Portions. Exercise B. Listen and complete the text. Use words wfrom the list on the right. Make any necessary changes.

Lecturer: We are often told to eat three portions of meat, or five portions of vegetables, etc. But what is a portion? Here is a guide to portion size for a number of common foods.

- a slice of bread
- a handful of pasta or rice
- a small bowl of cereal
- two small potatoes
- one large egg
- three thin slices of meat
- one piece of fish
- half a can of beans or peas
- a handful of nuts
- a glass of milk
- a small pot of yoghurt
- a small piece of cheese
- one apple, orange, etc.
- a small glass of fruit juice
- two handfuls of berries
- a teaspoon of fat
- a small piece of butter
- no spoonfuls of sugar! (It is in fruit, vegetables, etc.)

10.21

Presenter: 10.21. Lesson 10.7. Speaking review (1): Researching daily diet

Exercise B1. Listen and look at the tables and figures.

Student: According to nutritionists, everyone should eat a balanced diet. We can see a balanced diet in Figure 1. I wanted to find out if I have a balanced diet, so I did some research.

Firstly, let me tell you about the research. I recorded my food intake for a typical day. You can see the results in Table 1. For breakfast, I had two slices of toast with butter and a cup of coffee with one spoonful of sugar. For lunch, I ate a burger and lots of chips with peas, then I had a carton of yoghurt. I also drank a glass of orange juice. For dinner, I had pasta with tomato sauce. I also had a chocolate bar in the afternoon. You can see it here in Table 1.

Now, I'm going to explain my analysis. I put each item into the correct food group. I estimated the portions at each meal and put the results into a table. Here are the results in Table 2. I converted the raw data into percentages. Then I drew this pie chart – Figure 2.

We can compare my intake with the balanced diet pie chart ... I had almost the correct amount of carbohydrates. I also ate almost the correct amount of vegetables, and meat and fish. However, I did not eat enough fruit and I had far too much in the category fats and sweets.

I am going to change my diet. I am going to eat more fruit and I am going to try not to eat chocolate bars! I don't think I will increase my intake of dairy products because I don't like milk or cheese.

 10.22

Presenter: 10.22. Everyday English. Getting something to eat

Exercise B2. Listen and check your ideas.

Presenter: Conversation 1.

Voice A: Are you ready to order?
Voice B: Yes. I'll have the chicken with noodles.
Voice A: Anything to drink?
Voice B: Just tap water, please.

Presenter: Conversation 2.

Voice A: What would you like to have?
Voice B: The curry, please.
Voice A: Rice or chips?
Voice B: Um, rice please.

Presenter: Conversation 3.

Voice A: That's £7.38 all together, please.
Voice B: Could I have a bag?
Voice A: Certainly. Here you are.
Voice B: Thanks.

Presenter: Conversation 4.

Voice A: What can I get you?
Voice B: Two coffees, please.
Voice A: With milk?
Voice B: Yes, please.

Presenter: Conversation 5.

Voice A: What do you want?
Voice B: A cheese sandwich, I think.
Voice A: OK. Put the money in here. Press G-1-2.
Voice B: Thanks. I think I've got the right coins.

Presenter: Conversation 6.

Voice A: Good evening. Pizza Rapida.
Voice B: Oh, hi. Can I order a pizza for delivery, please?
Voice A: It will be about 45 minutes. Is that OK?
Voice B: That will be fine.