Presenter: **1.1. Theme 1: Geography and the modern world**
Lesson 1.1. Vocabulary for listening: The HDI

Exercise B1. Listen to Extract 1. Check your ideas from Exercise A.

Lecturer: Now, I'd like you to look at this map. And I want you to notice the colours in particular. What do they represent? Well, the map shows human development for every country in the world. We'll look at exactly what we mean by human development later in the lecture. Now every year, the United Nations Development Programme looks at human development in every country in the world. So this UN programme produces an index of human development – the HDI, or Human Development Index.

🎧 1.2

Presenter: **1.2. Exercise B2. Listen to Extract 2. What questions does the UN ask about each country?**

Lecturer: According to the UNDP, we can measure human development in a particular country by finding answers to four questions. The first one is this, and it's very simple: *How long, in that country, can people expect to live?* This is called life expectancy. In some countries, life expectancy can be as high as 80 years of age. In the poorest countries of the world, it is only about 40 years old.

Now, the second question. *What percentage of people can read and write?* In other words, what is the level of literacy in the country? Here, in the UK, the literacy rate is 99 per cent. In Afghanistan, however, it is only 28 per cent of the population.

Our third question is linked to the second question about literacy. *How many years of education do children receive?* The important thing here is the enrolment rate at each level. What percentage of children complete primary, secondary and tertiary education?

And finally, the fourth question. Any ideas what it is? No? Well, it's this. *What is the average income per person?* We call this the standard of living. It is measured by dividing the total income of the country by the total population. The total income is sometimes called Gross Domestic Product or GDP. When we divide by the population, we get GDP per person, or per capita, as we say.

So our four questions are about life expectancy, literacy, education and income, or standard of living.

🎧 1.3

Presenter: **1.3. Exercise B3. Listen to Extract 3. Why does the lecturer mention the following: a) Canada, b) Norway, c) Sierra Leone, d) natural resources, e) location, f) freshwater?**

Lecturer: Now, at the beginning of this lecture, I asked you to notice the colours on the map. Let's think about what they represent. Countries with the highest human development achieve scores of around .9, or 90 per cent. Examples include the USA and Canada and several countries in Northern Europe. In fact, Norway is number 1 in the world on the HDI. So these are the dark green countries on the map. Countries with very low development score only .3 or .4 – 30 to 40 per cent. Several countries in Africa are in this category, including Sierra Leone, which in 2010 was ranked 177 in the world. As you can see, these countries are coloured red, orange or brown.

So what are the similarities between the dark green countries, the ones with the high HDI? Is it their location in the world and their climate? Is it their natural resources? Is it their style of government? And what about the poorest countries in the world? What factors do they have in common? It could be population, poor agricultural land or a lack of fresh water. I want you to consider these ideas and ...

🎧 1.4 DVD 1.A

Presenter: **Lesson 1.2. Real-time listening: Qatar and Lebanon**

Lecturer: Right, so, today we are looking at the effect of geography on human development. I'm going to focus on two small countries in the Middle East. Next time, by the way, we'll look at two large countries. This week, the two countries are Qatar and Lebanon. First, I'll explain how we can divide the main information about a country, like location, etc., into subheadings. Then I'll compare the two countries in terms of each subheading. Finally, I'm going to tell you the rating of each country on the United Nations Human Development Index, and I'm going to ask you to consider this question: Does the geography of each country affect the human development of its population? There are many similarities between the countries but there are also some differences. Perhaps these differences affect human development.

🎧 **1.5** DVD **1.B**

Lecturer: Now, I've given you a handout to fill in today. Can you get that out? Right. As you can see, I'm going to look at five key headings for each country. Together, these points give us a picture of the country. The key points are location, population, land, climate and natural resources. We can divide each of these headings into subheadings. I'd like you to fill in the subheadings.

So under *location*, we have *region* and *borders*. We could have *latitude* and *longitude* as well, but *region* and *borders* is fine for us today.

Secondly, *population*. Under this heading, we look at three points: the *total population*, the *density* and the *urban:rural split*. I just want to make sure that you understand the special terms in this section. *Density* means the average number of people per square kilometre. Some countries have a very high density: small countries with a large population, for example. Some countries have a very low population density. *Urban* means 'living in a town', and *rural* means 'living in the country'. The urban:rural split, therefore, is the percentage of people who live in towns compared with the percentage who live in the country.

Thirdly, *land*. Obviously we need to know the area, but more important really is the amount of agricultural land. That's a percentage, of course. Some countries have a lot of agricultural land, but some have deserts or mountains so the amount is very small. Finally in this section, fresh water – that is, lakes and rivers. This last one is particularly important, because of the global shortage of water nowadays.

Next … ah, yes, climate. Well, we start with *type*. As you know, there are a number of main types, like temperate or desert. Then there's average rainfall – that's an annual figure, usually. And temperature range. You know, from 1 degree Celsius to 24 degrees Celsius, for example.

Finally, natural resources. Some people include things like forests in natural resources – in other words, things *above* the ground. But in this analysis, I am only going to consider resources *under* the ground. There are two main types of underground natural resources. They are fossil fuels and minerals. Fossil fuels are things we can burn, like oil and gas and coal. Minerals are things like iron, gold, copper. Oh, sorry. There is one more section, isn't there? Human Development Index. We'll come to that at the very end.

🎧 **1.6** DVD **1.C**

Lecturer: OK. So, I hope you've got the subheadings now. Now we are going to compare two countries, using these headings and subheadings.

Both countries are located in the Middle East, but Qatar is in the Gulf whereas Lebanon is at the eastern end of the Mediterranean Sea. Qatar is a peninsula, only bordered to the south by Saudi Arabia, while Lebanon is almost completely surrounded by Syria. Has anybody here been to Qatar? No? Well, it is an extremely interesting place. It's a Muslim country, of course, with a very open outlook on the world. Lots of modern buildings and wide roads. Lebanon is also an extremely interesting place. The capital, Beirut, was once called 'the Paris of the East' because it is beautiful and very cosmopolitan – I mean, there are many different nationalities there and many religions. Does the location of these countries affect their human development?

Right, so, population. We're going to look at the total, then the density and finally the urban:rural split. Firstly, the total size. Neither country has a large population but Lebanon's is three times the size of Qatar's. Qatar has 1.5 million people while the Lebanon has around 4.3 million. This difference in population is reflected in density. Qatar has 120 people per square kilometre while Lebanon's is 413 per square kilometre. The people of both countries live mainly in the towns. Ninety-six per cent of Qataris are urban – they live mainly in the capital Doha, whereas the figure for the Lebanese is 87 per cent. Do any of these points about population affect the human development of this country?

Thirdly, land. We've got area in total, and the amount of that land which is agricultural. We also need to consider fresh water – lakes and rivers in each country. So, neither country is large in area. In fact, they are almost the same size. Qatar comprises 11,400 square kilometres while the Lebanon is slightly smaller, at 10,400 square kilometres. Qatar does not have much agricultural land, because most of the country is desert, but Lebanon has a great deal of land for cultivation. Finally, in this category, Qatar has no fresh water. Literally, none. The country relies on desalination – I mean, getting fresh water from salt water. Lebanon, on the other hand, has a water surplus. Do any of these points about land area and usage affect the human development of the country?

Fourthly, climate. Here we are interested in the basic type, in the average rainfall, and in the temperature range. So first, type. One country, Qatar, has a desert climate. This means hot, dry summers and warm, dry winters. By contrast, Lebanon has a Mediterranean climate. This means hot, dry summers and cool, rainy winters. So both countries have hot, dry summers … but Qatar is also warm and dry in winter whereas Lebanon has cool, rainy winters. Rainfall in Qatar averages less than 75 millimetres per annum, while Lebanon has around 825 millimetres a year. Both countries have a similar temperature range, but Qatar goes from 15 to 40 degrees Celsius while Lebanon's range is 5 to 38, so Qatar is much hotter all year round. Does the climate of either country affect human development?

Finally, natural resources. With regard to fossil fuels, Qatar has fuels but Lebanon has none, although it is said that there is oil offshore. In terms of minerals, the situation is the reverse. Lebanon has minerals, especially limestone and iron ore, which is used to make steel. Qatar, on the other hand, has no minerals. Does the presence or absence of natural resources affect human development?

Lecturer: So we've heard about some of the geographical features of the two countries.
Now, the key question is: What is the Human Development Index of each of these two countries? As you know, this index is a measure of life expectancy, literacy, education in general and standards of living. The figure for Qatar is very high, at 0.831. For Lebanon, the figure is slightly lower, at 0.739.

OK. So, I want you to think about the key question for our next tutorial: Does geography affect human development? Both Qatar and Lebanon have quite a high figure – they are both in the top half of the table of world countries. But Qatar's figure is higher than Lebanon's. Why?

🎵 1.8

Presenter: **1.8. Lesson 1.3. Learning new listening skills: Using lecture structure**
Exercise A2. Listen to some sentences from the lecture and check your ideas.

Lecturer: 1. Some people include things like forests in natural resources.
2. And temperature range from the coldest to the hottest.
3. So we've heard about some of the geographical features of the two countries.
4. Some countries have a very low population density.
5. Density means the average number of people per square kilometre.
6. But more important really is the amount of agricultural land.
7. They are fossil fuels and minerals.

🎵 1.9

Presenter: **1.9. Exercise C1. Listen to the introductions to three lectures.**

Lecture 1: Time management.

Lecturer 1:   OK. So this week I'm going to talk about time management. There are two main topics, or areas, within time management. Firstly, managing people; and secondly, managing things. So that's people and, er, things.

But under each heading we have several subheadings. So under the heading *people* we have three subheadings: *colleagues*, *employees* and, most important of all, *the boss*! While under the heading *things* we have three more subheadings. They are *work*, *energy*, and, unfortunately, *distractions*.

Presenter: **Lecture 2: Memory.**

Lecturer 2:   So, where have we got to? Right, yes. Memory. This week, I want to summarize everything about this subject so far. So, first, I'm going to look at the *process* of remembering, which involves three stages, according to the Multi-stage memory model. We will look at each stage again – that's sensory, short-term and long-term. Then I'm going to go quickly through the *types* of memory. If you remember, there are four main *types* of memory. Firstly, of course, there is autobiographical memory, like name, date of birth, personal holidays. Then, secondly, there is procedural memory, which is how to do things like drive a car. Thirdly, we have stories, like fairy tales. Finally, shocking events – sometimes called flashbulb memory, because it is like a picture of a moment in our heads.

Presenter: **Lecture 3: Desertification.**

Lecturer 3:   In today's session, I want to give you an overview of desertification. In the first part of the lecture, I'm going to describe the causes of desertification. We will look at three main causes: climate change, then farming methods, and finally deforestation – that means cutting down trees. Then in the second part of the lecture, I will describe some ways of greening the desert – that is, reversing the process.

🎵 1.10

Presenter: **1.10. Exercise D2. Listen and check your answers.**

During the lecture.

Voice: OK. So that's climate.
Now, let's look at natural resources.
Right. We've heard about fossil fuels. What about minerals?
Next, natural resources.
Let's move on to minerals.

Presenter: **After the lecture.**

Voice: I missed the bit about fossil fuels.
What did she say about climate type?
Did you get the information for average rainfall?

Presenter: **1.11. Exercise E1. Listen to an introduction to a lecture about communication. Prepare a page for your notes with scientific numbering.**

Lecturer: I want to talk to you today about communication. We communicate … or, perhaps I should say, we *try* to communicate all the time. But communication – real communication – is not easy. So, I'm going to talk about the process of communication.

Firstly, I am going to talk about barriers to communication. There are several main barriers to communication. I'm going to look at five. We have physical barriers: for example, you can't hear me well. Then there are mental barriers: you can't understand my ideas. There are linguistic barriers, of course – if we don't have a common language. Fourthly, emotional barriers. Perhaps you are angry with me. Finally, there are cultural barriers. Perhaps we have a different view of the communication. So, five main barriers, I will look at each one in more detail. Then, in the second half, I will talk about breaking down the barriers. In this section, I'm going to mention two ideas. Firstly, the role of the information giver, and secondly, the role of the information receiver. So that's giver and receiver.

OK. Let's start with barriers …

🎧 1.12

Presenter: **1.12. Exercise E2. Listen to the first part. Make notes.**

Lecturer: OK. Let's start with barriers to communication. Firstly, physical barriers. This is really quite obvious but sometimes people try to communicate, even quite important messages, in completely the wrong place. For example, a lecturer tries to announce an assignment at the end of a lecture, when the students have already started to get up, walk around, talk. It is better to announce information like this in a quiet room and to make sure that everyone can hear you and everyone is listening. You must remember that people need to be able to hear you and, preferably, to see you as well. Seeing a speaker helps you to understand the words. Secondly, we have mental barriers. There are two possible reasons for mental barriers – me and you. Perhaps you don't understand me because I have not formed my ideas clearly or because I don't express them clearly. Perhaps you don't understand me because you are not paying attention, or you are not knowledgeable enough or clever enough to understand them. We shall see in the second part how to deal with this barrier, whether it starts with the speaker or the listener. Thirdly, there can be linguistic barriers. I'm sure you are very familiar with those so I'm not going to dwell on it. Fourthly, emotional barriers, which can be the worst kind of all. You cannot understand perfectly what someone is saying to you if you are in an emotional state, angry, depressed, worried. Of course, you can't express yourself perfectly in those circumstances, either. Finally, cultural barriers …

🎧 1.13

Presenter: **1.13. Lesson 1.4. Grammar for listening: *both / neither; and / but; whereas / while***

Grammar box 1.

Voice: Both countries are located in the Middle East.

Both countries have hot, dry summers.

Both countries have a small land area.

Both countries have some natural resources.

Neither country is large in area.

Neither country has a large population.

Neither country has much agricultural land.

Neither country has any mining industries.

🎧 1.14

Presenter: **1.14. Exercise A. Listen to an extract from a lecture about Singapore and Tonga.**

Lecturer: OK, now we're going to look at two island nations, Singapore and Tonga. Singapore is in southeast Asia and Tonga is in Western Polynesia in the South Pacific. They have some similarities but many differences. One is very successful in economic terms, and very rich. The other is not very successful, economically, and is quite poor. What role has geography played in these differences?

Anyway, let's consider the similarities first.

Obviously, both countries are surrounded by water but Tonga has over 150 beautiful, tropical islands and Singapore has about 60. However, many of Tonga's islands are uninhabited, and, in the case of Singapore, only the large main island is

important. Surprisingly, perhaps, tourism is not a major part of the economy in Tonga although the government has plans to develop this industry. Now, my next point: both countries are small in land area and both have small populations. We'll look at the actual figures later. Let's look at climate. As you've probably guessed already, the two countries have a tropical climate and neither has any actual deserts. On the other hand, neither has much rainfall in summer. Unlike desert climates, both countries have high temperatures in summer *and* in winter whereas of course deserts can be cold in winter. And lastly, both countries are very flat and neither has any mountains.

🎧 **1.15**

Presenter: **1.15. Exercise B. Listen to another extract about Singapore and Tonga.**

Lecturer: So we have seen some of the similarities between Tonga and Singapore. Now let's consider the differences between these island nations. I said that both are small, but there are big differences between them.

Singapore has an area of 660 square kilometres, and Tonga has 748. However, Singapore is much bigger in terms of population. Singapore has over 5 million people and the population density is very high, at over 7,000 per square kilometre. In fact, it is one of the most densely populated, or crowded, countries in the world. Tonga, on the other hand, has a much smaller population, at 122,000, and a much lower density of 165. Many of its islands, in fact, are uninhabited.

Both countries are flat, as we have heard. The highest point in Singapore, Bukit Timah, is at 166 metres against 1,033 metres in Tonga. The area in Tonga has no name, by the way.

What about agricultural land? Well, Singapore only has one per cent agricultural land – yes, that's right, one per cent, whereas nearly half of Tongan land is under cultivation. Forty-eight per cent, to be precise. The wettest month in Singapore is December, which has an average of 288 millimetres, while Tonga's is March, at 210. So there is not a significant difference there.

Now, we heard about the agricultural land in Singapore – well, the lack of agricultural land, I should say. There is no agricultural land because the whole main island is one large city. So most people in Singapore live in the city and the urban:rural split is 100 to 0. But Tonga is very different. Only 25 per cent of people live in towns. Finally, Singapore is a very rich country with a GDP per capita of $57,000, which is third place in the world, while Tonga only has a GDP per capita of $2,900.

OK. What does all this mean for the HDI? Which is higher, do you think? Let's see. The HDI for Singapore is 0.846, which means it is 27ᵗʰ in the world. By contrast, the figure for Tonga is 0.677, which puts it in 85ᵗʰ place.

Why is Singapore higher? Does the remote location of Tonga give it a major disadvantage …?

🎧 **1.16**

Presenter: **1.16. Lesson 1.5. Applying new listening skills: Pakistan and Chile**

Exercise A2. Listen and check your answers. Mark the main stressed syllable in each word or phrase.

Voice: *Region* and *borders* come under *Location*.
Density and *urban:rural split* are concerned with *Population*.
Area, agricultural and *lakes and rivers* describe *Land*.
Rainfall and *temperature range* are part of *Climate*.
Fossil fuels and *minerals* come under *Natural resources*.

🎧 **1.17** ⬜ **DVD 1.E**

Lecturer: I'm going to talk today about two large countries. There are many similarities between the countries but there are also some differences. As you know, when we analyze the geography of a country, we look at five areas: location, population, land, climate and natural resources. Then, as before, at the end of the lecture I'm going to give you the Human Development Index number – or HDI – for each country. Like last time, I'm going to ask you to consider this question: *Does geography affect human development in these countries?*

First, then, location. We need to consider region and borders. One country, Pakistan, is in western Asia whereas the other, Chile, is in South America. Pakistan is bordered in the east by India, in the west by Iran and Afghanistan and in the north by China. Chile has borders with Peru in the north, Bolivia in the northeast and Argentina in the east. Chile also has a very long coastline on the South Pacific Ocean.

OK. Let's look at population now. As before, I'm going to look at three sub-areas under this heading: the total population, the density and the urban:rural split. Pakistan has a large population, but Chile's is quite small. The population of Pakistan is 185 million whereas Chile's population is around 10 per cent of that size, at 17.3 million. Pakistan therefore has a much higher density of population than Chile: 177 people per square kilometre against 20 per square kilometre. What about the urban:rural split? Well, the population of Pakistan is more rural than the population of Chile. The split in Pakistan is 34 to 66, whereas in Chile it is 87 to 13.

Thirdly, land. As you know, we consider area, percentage of agricultural land and availability of natural water, that is, lakes and rivers. Both countries are large. In fact, they are almost the same size. Pakistan has an area of 803,000 square

kilometres, while Chile is slightly smaller at 756,000 square kilometres. Both countries have quite a high percentage of agricultural land. Pakistan has 30 per cent agricultural land and Chile has 21 per cent. Both countries have permanent lakes and rivers. The most important river of Pakistan is the Indus, while the most important river of Chile is the Loa.

Fourthly, climate. If you remember, in this area we consider the broad type of climate, then we look at average annual rainfall and temperature range. Both countries are very large so they have different climates in different areas. In fact, Chile has every main type of climate, from *desert* through *Mediterranean* to *Arctic* in the extreme south. Both countries have desert regions in the north of the country. The rainfall range in Pakistan is much lower than in Chile. In Pakistan, rainfall ranges from 125 mm, which is very low, to 1,500 mm, which is very high. Meanwhile, in Chile, average rainfall is between 0.2 mm in the north and 2,900 in the south. The temperature range is also wider in Chile. Whereas in Pakistan there is a temperature range throughout the year between 13 degrees Celsius and 34 degrees Celsius, in Chile the range is much bigger, between minus 18 … that's minus 18 degrees Celsius … and plus 38 degrees Celsius.

Finally, natural resources. As you know, we can divide natural resources into fossil fuels and minerals. Both countries have coal, but Chile also has a small amount of oil and natural gas. With regard to minerals, both countries have iron ore and copper.

OK. So we have heard about some of the geographical features of the two countries. What are their HDI ratings? They are very different. On the one hand, the HDI for Pakistan is 0.504, which puts it in the bottom half of the world's countries. On the other hand, the HDI for Chile is 0.805, which means Chile is in the top half. Why is there that difference? Is it connected to geography?

🔊 1.18

Presenter: **1.18. Lesson 1.6. Vocabulary for speaking: Water resources**

Exercise A2. Listen to an extract from a lecture about water resources, and check your ideas.

Lecturer: Now, I want you to study this diagram. It shows a water system in a mountainous area. OK. All the water comes from rainfall in the mountains. You can see small streams ... here. They all join together into one big river ... here. Now, look at the foot of the mountains. There is quite a large dam. It probably holds several billion cubic metres of water. So the dam holds the water for some time and allows it to soak into the ground. What happens next? Well, if you look here, you can see some of the water from the dam goes to an underground aquifer. An aquifer is a kind of underground store of water. People take water from the aquifer through wells. You can see the wells in the diagram just here. OK, let's return to the river. The river then flows past a reservoir. A reservoir is another method of storing water; it's a kind of artificial lake. Some of the water from the river is diverted into the reservoir and, from there, into irrigation channels for the fields. In other words, farmers use water from the reservoir to irrigate their crops. So there you have the complete system, from rain falling in the mountains, to stored water in the dam, aquifer and reservoir.

🔊 1.19

Presenter: **1.19. Exercise B1. Listen and find an answer to each question about the water system in the diagram above.**

Tutor: a. What is the *source* of the water in this system?
b. What is *upstream* of the town?
c. Which parts of this water system could *leak*?
d. How do people *extract* water from this system?
e. Do the people *divert* any of the water?
f. What *feeds* the irrigation channels?
g. What could lead to *flooding* in the town?
h. What could lead to *shrinkage* of the aquifer?
i. Does this area need a *desalination* plant?
j. Do the people of this area ever *run out of* water or suffer from *drought*?

🔊 1.20

Presenter: **1.20. Lesson 1.7. Real-time speaking: Water problems in a developed country**
Exercise A2. Listen, check your answers and repeat each word.

Voice: aquifer
divert
extract
irrigation
rainwater
reservoir
shrinkage
underground

🔊 1.21

Presenter:	**1.21. Exercise B2. Listen to the student giving information to a discussion group.**
Student 4:	OK. So we are talking about water problems and proposed solutions, right? Who wants to start?
Student 1:	OK then, *I* will. I looked at the problems in the United States. Apparently ...
Student 2:	I didn't realize they had problems with water there!
Student 1:	Well, they do. Big problems, apparently. It seems that the central part of the US is running out of underground water. There's an underground reservoir, called the Ogallala Aquifer and ...
Student 3:	The *what* Aquifer?
Student 1:	Ogallala. So, basically, the Ogallala Aquifer provides half of all the water for the United States.
Student 4:	Um ... just a second! Half of all the water?
Student 1:	Sorry. Did I say half? I meant a third.
Student 4:	And do you mean for drinking *and* irrigation?
Student 1:	No, sorry. I mean just for irrigation. Um, yes, irrigation.
Student 2:	No problem. And, er, why is the water running out?
Student 1:	Because the water was formed in the reservoir thousands of years ago, but the reservoir is no longer ... er ... refilled by rainwater.
Student 3:	What? Thousands of years ago? I thought these underground reservoirs were millions of years old.
Student 1:	Oops! Did I say thousands? I meant to say millions.
Student 3:	Oh, right, OK. So how serious is the problem?
Student 1:	It's really serious. Research shows that the reservoir is shrinking fast. The level of the water in the reservoir is falling by one metre every year.
Student 3:	Wow!
Student 1:	Er, yes ... so it will dry up within 200 years. Yes, um, 200.
Student 4:	So, what's the proposed solution?
Student 1:	Well, farmers in the area are suffering shortages, er, so they, er, stopped ... um are going to stop, er, growing crops which require irrigation.
Student 2:	But that's not really a solution, is it? Surely we have to continue to irrigate crops? And what about ...
Student 3:	Well, not necessarily. Farmers could grow crops which are local ... er ... to the area. They ... um, the crops ... probably grow without irrigation.

🔊 1.22

Presenter:	**1.22. Exercise C2. Listen and check your answers.**
Student A:	Basically, the Ogallala Aquifer provides half of all the water for the United States.
Student B:	Just a second. *Half* of all the water?
Student A:	Sorry. Did I say half? I meant a third.
Student B:	And do you mean for drinking *and* irrigation?
Student A:	No, sorry. I mean just for irrigation.
Student A:	The water was formed in the reservoir thousands of years ago.
Student B:	*Thousands* of years ago? I thought these underground aquifers were *millions* of years old.
Student B:	So, what's the proposed solution?
Student A:	Well, the farmers are going to stop growing crops which require irrigation.
Student B:	I'm not sure that's a very *good* solution.
Student A:	Perhaps not, but it solves the problem in the short term.

🔊 1.23

Presenter:	**1.23. Pronunciation Check. Listen to these sentences.**
Voice:	*Half* of all the water?
	Thousands of years ago?

🔊 1.24

Presenter:	**1.24. Pronunciation Check. Listen and repeat some more sentences. Copy the stress and intonation.**
Voice:	*Ten* metres a year?
	A *tropical* climate?
	Four *thousand* per square kilometre?
	Thirty degrees centigrade?
	Visual learners or *aural* learners?
	Last *month* or last *year*?

Presenter: **1.25. Everyday English: Expressing opinions politely; persuading**

Exercise B1. Listen to the conversation below about the first headline. What do you notice about it?

Voice A: Did you know that over 20,000 children die every day unnecessarily?
Voice B: You mean from poverty and hunger and so on?
Voice A: Yes. Everyone should give money to charities.
Voice B: The UN should do more.
Voice A: Ordinary people can't just ignore the problems.
Voice B: We can't leave it to charities. And we shouldn't just give aid. We should help the people in developing countries to help themselves.
Voice A: In the long term. But people are dying, including thousands of children. It's terrible. We must do something about that.

🎧 1.26

Presenter: **1.26. Exercise B2. Listen to a second version of the conversation. What differences do you notice?**

Voice A: Did you know that over 20,000 children die every day unnecessarily?
Voice B: You mean from poverty and hunger and so on?
Voice A: Yes. I think everyone should give money to charities.
Voice B: I agree, but don't you think the UN should do more?
Voice A: That's true, but ordinary people can't just ignore the problems. If the UN doesn't do the job, charities have to.
Voice B: Perhaps, but we can't leave it to charities, can we? And anyway, surely, we shouldn't just give aid. Shouldn't we help the people in developing countries to help themselves?
Voice A: Well, OK, in the long term. But in the meantime people are dying, including thousands of children. It's terrible. We must do something about that, mustn't we?

🎧 1.27

Presenter: **1.27. Lesson 1.8. Learning new speaking skills: Contributing to discussion groups**

Pronunciation Check. Listen and check your answers.

Voice: It provides a third of all the water for irrigation in the US.
The water was formed millions of years ago.
The farmers are going to stop growing crops.
They could grow crops which are local to the area.

🎧 1.28

Presenter: **1.28. Skills Check. Listen to some more contributions. Mark the main stressed word in each sentence.**

Voice A: Do you mean for drinking *and* irrigation?
Voice B: No, sorry. I mean just for *irrigation*.

Voice A: Did you say *thousands* of years ago?
Voice B: Sorry. I meant to say *millions* of years ago.

Voice A: They are going to *stop* growing crops.
Voice B: I'm not sure that's a very *good* solution.
Voice A: No, but it solves the problem in the *short* term.
Voice B: They could bring water from *another* area.
Voice A: But that would be very *expensive*.
Voice B: Yeah.

🎧 1.29

Presenter: **1.29. Skills Check. Listen again. Copy the polite intonation.**

[REPEAT OF SCRIPT FROM 🎧 1.28]

Presenter: **1.30. Lesson 1.9. Grammar for speaking: Showing surprise with *think* and *realize***

Grammar box 2. Listen to each statement and comment.

Voice A: The aquifers are thousands of years old.
Voice B: I thought they were *millions* of years old.

Voice A: The reservoir provides half of all the water for irrigation.
Voice B: I thought that it provided a *third* of all the water.

🎧 1.31

Presenter: **1.31. Grammar box 3. Listen to each statement and comment.**

Voice A: The aquifer provides a third of all US irrigation water.
Voice B: I didn't realize it provided a *third*.

Voice A: The level is falling by one metre every year.
Voice B: I didn't realize that it was falling by *one metre*.

🎧 2.1

Presenter: **2.1. Theme 2: Communication**

Lesson 2.1. Vocabulary for listening: Communication mediums: benefits and drawbacks

Exercise A1. Listen to some students working with Table 1. Fill in the information for *posted letter*.

Student A: OK. So we've got the example here for a posted letter. It is slow but cheap. What does the next bit mean?
Student B: Well, we have to consider convenience for the sender and for the receiver. It's not the same thing. Posting a letter is not very convenient for the sender ...
Student C: Because you have to go find a post box or go to a post office.
Student B: Exactly.
Student A: Ah, right. I see. But it's very convenient for the receiver.
Student B: Well, only if there is postal delivery. In my country, you have to go to a post office to collect your letters.
Student A: Right. So what about letter through a courier. What's a courier? ...

🎧 2.2

Presenter: **2.2. Exercise B3. Listen and check your answers.**

Voice: convenience, convenient, inconvenient
security, secure, insecure
expense, expensive, inexpensive
benefit, beneficial, useless
scarcity, scarce, common
complexity, complex, simple

🎧 2.3

Presenter: **2.3. Exercise C. Listen to some sentences. Number the words in the table above.**

1. Mobile phone calls can be very *expensive*.
2. E-mail is very *secure*, even if you don't put your e-mails into code.
3. The postal system is *inconvenient* if there is no home delivery.
4. The speed of e-mail is one of its main *benefits*.
5. The mobile has largely replaced the fixed-line phone because of its *convenience*.
6. Letters are *inexpensive* but very slow, compared with e-mail.
7. Some people don't use e-mail because they think it is too *complex*.
8. You don't see many public phone boxes in some countries now. They are quite *scarce*.