

Transcript

Presenter: **Progressive Skills in English. Level 3 Workbook.**
Track 1. Theme 1: Remembering and forgetting
Listening section.

Exercise B. Listen to a text. Number the words and phrases below in the order you hear them.

Lecturer: Have you got a good memory? Some people are good at remembering names. Other people have a good memory for faces, or telephone numbers or events from their own lives. Some people seem to be able to memorize facts easily, for example, the date of a battle, or the capital of a country. For centuries, teachers used rote learning, or 'learning by heart', for information such as the times tables; for example, 7 times 8 is 56.

According to some researchers, there are two main kinds of memory. First, there is short-term memory. This helps us remember a telephone number, for example, just long enough to write it down. Secondly, there is long-term memory. In theory, we can remember things in long-term memory for ever.

Psychologists say there are three main kinds of long-term memory.

Firstly, we remember how to do things. This means we can perform skills, such as driving or playing a sport.

Secondly, we remember facts. We remember the dates of famous battles, for example, the name of the first President of the United States, or the population of our country.

Finally, we remember autobiographical events. In other words, we can recall personal experiences and recognize familiar faces, for example. We remember going to interesting places when we were younger.

Neuroscientists point out that memory has three stages. Firstly, the information must be encoded or taken in. Secondly, the information must be stored. Thirdly, the information must be correctly retrieved. Memory can fail in any of the three stages. In other words, we can forget the information if we don't regularly remind ourselves about it.

Track 2  **1.B**

Lecturer: In the last lecture, I described how the Multi-store memory model works. We saw what the components are, and I explained how memory is moved through the system. At the end, I also mentioned repetition. According to Atkinson and Shiffrin, you need rehearsal to move the information to long-term memory. Atkinson and Shiffrin said that rehearsal is simply repetition. But other researchers disagree. And in this lecture, we're going to look at how you can rehearse information. In other words, we'll consider what you can do to move information into long-term memory. We'll also consider how teachers can help students with this process.

Track 3  **1.C**

Lecturer: Firstly, rehearsal involves frequency. Repetition of new information ensures frequency. So, for example, when you hear a new word, you can say it to yourself ten times. But other researchers say repetition is not enough to move information into long-term memory. You need variety as well. A man called Thurgood wrote an article about learning in 1989. I think that's correct, let me check! – yes, 1989. It's entitled 'The Integrated Memory and the Integrated Syllabus'. Thurgood agreed that you need frequency. But he said you also need variety. For example, you need to read a new word in several different situations. Then you need to hear it in some more situations. Then, perhaps, you need to use it yourself. So, yes, rehearsal involves frequency, but according to Thurgood and to others, it also involves variety. It involves doing different things with new information.

Alright? Now the second idea is activity. More than 2,000 years ago, Aristotle wrote a book in around 325 BCE. It's called *Ethics*. Aristotle said in this book that we learn by doing. So he believed in activity. In fact, he believed that it's the only way to learn. So Aristotle was writing about memory and learning in 325 BCE. I find that incredible.

Association is the third idea. A little more recently than Aristotle, less than 20 years ago in fact, a man called Tony Buzan wrote a well-known book in 1993. It's called *The Mind Map Book*. In this book, Buzan says that it is very important to make associations between pieces of information. His main method is the mind map. Now a mind map looks like a spidergram. You draw lines to link information. Buzan says this will help you remember new information. Since 1993, Buzan has written several other books on this subject.

Finally, we have the idea of mnemonics. A mnemonic is a very clever way of remembering something. For example, perhaps you want to remember the planets in our Solar System. There is a well-known mnemonic for this in English: My Very Efficient Memory Just Stores Up Nine Planets.

Frances Yates wrote a book in 1966. It's called *The Art of Memory*. In the book, Yates says that mnemonics were first proposed by a Greek man. This was before Aristotle's time, in around 487 BCE. Sorry, that should be 477 BCE. He was called Simonides. So we can thank Simonides for this useful way of remembering information.

So, according to different researchers in this field, there are at least five ways to rehearse information. They are: frequency, activity, variety, association and mnemonics. You should try all of these methods during your course and see which ones work for you.

Presenter: **Track 4. Exercise 12. Listen, repeat and check your answers.**

Voice: frequency, component, attention, connection, memorize, mnemonic, recognize, rehearsal, related, remember, researcher, sensory

Presenter: Track 5. Exercise K2. Listen, repeat and check your answers.

- Voice:
- The Multi-store memory model was proposed in 1968.
 - The first stage of memory is paying attention.
 - Short-term memory only lasts about 20 seconds.
 - We can rehearse information by repeating it.
 - There are five ways of moving information into long-term memory.
 - Teachers asked children to memorize many dates at one time.
 - Can you remind me of your telephone number?
 - People sometimes lose their memories after an accident.

Presenter: Track 6. Exercise L2. Listen and check your answers.

- Voice:
- Is he English?
 - Is the lecture in Room 3?
 - Do we have a test this week?
 - Where does she live?
 - When does the talk finish?
 - How do children learn?
 - What did Aristotle think?
 - How did Piaget research this subject?
 - Why are people worried about climate change?

Presenter: Track 7. Exercise M2. Listen and check your answers.

- Voices:
- I forgot to give her the message.
 - She remembered putting put her phone in her handbag but it wasn't there.
 - I learnt how to swim when I was very young.
 - He reminds me of his father.
 - Did you remember to take that library book back?
 - Remind me to call him when we get home.
 - I've forgotten how to use this machine.
 - What did you learn about in the last lecture?

Presenter: Track 8. Exercise N. Listen to some extracts from lectures. Number the final word of each sentence according to the sentence you hear it in.

Lecture a.

- Lecturer:
- Short-term memory was originally called primary [PAUSE] memory.
 - The first real investigation of primary memory was in [PAUSE] 1887.
 - A man called Joseph Jacobs conducted an [PAUSE] experiment.
 - He gave people sets of numbers to [PAUSE] remember.
 - The sets got longer and [PAUSE] longer.
 - Jacobs found the average is around six or [PAUSE] seven.

Presenter: Lecture b.

- Lecturer:
- Let's see how we encode sensory [PAUSE] information.
 - A man called Conrad did some experiments in [PAUSE] 1964.
 - Conrad said that we encode sensory information as [PAUSE] sound.
 - But six years later, another researcher did some more [PAUSE] experiments.
 - His name was [PAUSE] Shulman.
 - His experiments had a different [PAUSE] result.

Presenter: Lecture c.

- Lecturer:
- Researchers have also looked at long-term [PAUSE] memory.
 - A group of researchers did a major study in [PAUSE] 1975.
 - Bahrick et al. wanted to find out how long memory [PAUSE] lasts.
 - They showed people photographs of school [PAUSE] classmates.
 - They asked them to recognize the [PAUSE] people.
 - Bahrick and his team found that long-term memory declines over long periods of [PAUSE] time.

Presenter: Track 9. Exercise O2. Listen, read and check your answers.

Lecturer: What you can do to move information into long-term memory? There are five main ways. Firstly, we have frequency. So, for example, when you hear a new word, you can say it to yourself ten times. But other researchers say repetition is not enough. You need variety as well. For example, you need to read a new word in several different situations. Then you need to hear it in some more situations. Then, perhaps, you need to use it yourself. The third idea is activity. More than 2,000 years ago, Aristotle wrote a book called *Ethics*. Aristotle said that we learn by doing. Association is the fourth idea. A man called Tony Buzan wrote a well-known book in 1993 called *The Mind Map Book*. In this book, Buzan says that it is very important to make associations between pieces of information. His main method is the mind map. You draw lines to link information. Finally, we have the idea of mnemonics. A mnemonic is a clever way of remembering something. For example, perhaps you want to remember the names of the nine planets in our Solar System. There is a well-known mnemonic for this in English: *My Very Efficient Memory Just Stores Up Nine Planets*.

Presenter: Track 10. Speaking section.

Cover the text at the bottom of the page. Look at Figure 1. Listen.

Lecturer: How do you learn? If you like pictures, graphs and charts, you're probably a visual learner. *Visual* means 'of the eyes'.

If you like talking about new information with your friends, you're probably an aural learner. *Aural* means 'of the ears'.

If you like using the library and the Internet to find new information, you're probably a read/write learner. In other words, you need to read things or write them to remember them.

If you like to move around when you are studying, you're probably a kinaesthetic learner. *Kinaesthetic* means 'of feeling and movement'.

Finally, if you like to do two or more of these things, you are probably a multi-mode learner. *Mode* means 'method or way of doing something', and *multi* means 'many'. Sixty to seventy per cent of learners are multi-mode.

Presenter: Track 11. Exercise C2. Listen again to the first paragraph.

Lecturer: How do you learn? If you like pictures, graphs and charts, you're probably a visual learner. *Visual* means 'of the eyes'.

Presenter: Track 12. Exercise I2. Listen, repeat and check your answers.

Voice:	1. aloud	how
	2. aural	talk
	3. prefer	learner
	4. noisy	annoying
	5. mode	so
	6. improve	use
	7. tidy	style
	8. because	corridor
	9. clearly	here

Presenter: Track 13. Exercise J2. Listen, repeat and check your answers.

- Voices:
- I have been here for a week.
 - Have you met your tutor yet?
 - Which days do you have lectures?
 - What are you having to drink?
 - Have you got a map of the town?
 - Do you have any suggestions?
 - I have lost my key so I can't get into my room.
 - OK. I have explained the main problems. In the next lecture, I will ...

Presenter: Track 14. Exercise L3. Listen, repeat and check your answers.

Voice:	a. ex'plain	expla'nation
	b. im'prove	im'provement
	c. 'move	'movement
	d. pre'sent	presen'tation
	e. 'organize	organi'zation
	f. pre'fer	'preference
	g. reco'mmend	recommen'dation
	h. e'valuate	evalu'ation
	i. su'ggest	su'ggestion
	j. con'clude	con'clusion

Presenter: Track 15. Exercise M2. Listen, check and practise the sentences.

- At the end of the talk, you should make some recommendations. How can we learn more efficiently?
- Could you explain this assignment to me? I don't understand it.
- How do you prefer to receive new information? What is your main learning style?
- I suggest that we brainstorm first and then start making some notes.
- It is important to organize your ideas logically.
- Kinaesthetic learners learn new information through movement.
- Remember to evaluate your talk at the end. What did you do well?
- Who is going to do the first presentation?
- You should try to improve your learning efficiency. Try different ways of learning.
- Don't forget to end your talk with a conclusion.

Presenter: **Track 16. Theme 2: Friends and family**
Listening section.

Exercise A. Listen to some statements about the Internet. Do you agree or disagree with each one?

Voices: 1. Websites like Facebook waste a lot of time.
2. Twitter is just silly. Why do you want to know about every second of another person's life?
3. Friends Reunited is a marvellous site. It brings people back together, sometimes after years and years.
4. Social networking sites are dangerous. They have replaced real communication between people.
5. You cannot be friends with someone you have only met on a website. You must meet them face to face.

Presenter: **Track 17. Exercise B2. Listen to some people. Each person is talking about his/her best friend. Number the adjectives in the order you hear them.**

Voices: 1. I love her because she is so independent. She just lives her own life. She doesn't ask you for help all the time.
2. He's a very positive guy. I mean, he is always optimistic about situations, even when they are very bad. He makes me feel positive when I am with him.
3. She's totally reliable. If she promises to do something, she does it. Every time. I really like that.
4. He's extremely considerate. You know, he always asks me how I am feeling. He asks me if I need any help with anything. I believe he thinks about other people more than he thinks about himself.
5. She's very supportive. I have had a lot of problems, but she is always there for me. She doesn't criticize.
6. She always tells you the truth, even if you don't really want to hear it. She is too honest at times, but I admire that, really.
7. He's available. That's what I like about him. Do you know what I mean? He's always there when you need someone.
8. She's very communicative. You know, some people don't give you any information, about themselves, their work, their feelings. But she tells me everything – and she listens, too.

Presenter: **Track 18. Exercise B3. Listen again and make a note of the meaning of each adjective.**

[REPEAT OF SCRIPT FROM 17]

Track 19  2.D

Lecturer: In the last lecture, I looked at the importance of friendship, and the process of making friends. We saw that there are certain characteristics which make you likeable, like independence and honesty. They make you a good friend for most people. But what about keeping friends? According to many psychologists and sociologists, it is not enough just to be likeable yourself. You must actually like other people. Perhaps this sounds easy but, for many people, it is not. In this lecture, I'm going to look at barriers to friendship. Barriers are things which get in the way. The psychologist, Mary Milliken, says that there are three barriers, things that get in the way of liking another person. In her book *Understanding Human Behaviour*, which was published in 1981, Milliken calls them the three As – acceptance, approval, and appreciation. So let's look at each one in turn.

Track 20  2.E

Lecturer: Firstly, we have acceptance. Some people want to change other people. They cannot accept them the way they are. They don't allow other people to be themselves. In particular, people often cannot accept the other relationships of a close friend. Why is she friendly with her? But human needs are complex – you will never understand all the needs of other people, even your closest friends. The point is ... you should not try to change your friends. Most people don't want to change, or can't change, so that is the first barrier to a friendship.

Secondly, there is approval. Some people find it easier to criticize than to find the good things in a person. Have you ever failed to show approval when a friend has been successful? Sometimes we find it difficult to be happy for another person's success, even a close friend. You need to fight this feeling, which is really simply jealousy. Milliken says we should start by looking for something that you can approve of, something you can like, in another person. At first, it can be something small – like the way they dress or the way they smile. But once you start to approve, you will find the number of things grow and become more important. This does not mean insincere compliments. What I'm saying is, you must notice other people – their appearance, their action, their achievements. People want to be approved of, so constant lack of approval is a second barrier to friendship.

Finally, appreciation. We have heard that you must accept a person for what they are. We have also heard that you must approve of your friends, their behaviour, their attitudes or their achievements. But you must go further if you want to keep friends. You must show that you accept and approve. Show that you value them. Thank them for any kind words or helpful actions. Show them that you appreciate them, that they are special to you. Many countries now have special days for appreciation of particular people, like mothers, fathers, children's teachers. Some people say, 'This is just commercial. It's just an opportunity for shops to sell silly cards.' But a mother, or a father or a child or teacher may feel hurt if you don't buy a card, to show your appreciation of the special day. So the thing to remember is ... don't just accept and approve – show appreciation.

So, to sum up, you need to be likeable to make friends easily but you need to like other people to keep friends. You need to accept them. Don't try to change them. You need to approve of them. You need to notice their appearance, their actions and their achievement. And finally, you need to show appreciation. Don't just accept and approve.

Presenter: Track 21. Exercise J2. Listen and repeat.

- Voice:
- | | |
|---------------|-------|
| a. allow | sound |
| b. approve | you |
| c. honest | got |
| d. support | four |
| e. available | way |
| f. adolescent | went |
| g. believe | three |
| h. argue | grass |
| i. accept | ten |
| j. criticize | six |

Presenter: Track 22. Exercise K2. Listen, repeat and check your answers.

- Voice:
- barrier
 - acceptance
 - acquaintance
 - approval
 - attitude
 - behaviour
 - happiness
 - interesting
 - likeable
 - negative
 - neighbourhood
 - occasion
 - positive
 - successful
 - supportive
 - understand

Presenter: Track 23. Exercise L. Listen and write some sentences about acquaintances.

- Voice:
- Acquaintances are people that we know.
We know them from school or college, from the clubs that we go to, from the places that we work in, or from our local neighbourhood.
We meet them on family occasions.
We see them around and we say hello, how are you?
But there is a big difference between an acquaintance and a friend.

Presenter: Track 24. Exercise M2. Listen and check your ideas.

- Voice:
- An *acquaintance* is someone you know but a *friend* is someone you like.
 - You can *accept* a person's actions but not *approve* of their actions.
 - Tell* is one-way – I tell you something. *Communicate* is two-way. I say something and you reply.
 - Women* is a general word for females. *Ladies* is a polite word. We also use it on toilet doors!
 - A *colleague* is someone you work with, but your *boss* gives you orders.
 - Area* is a general word for part of a town, city or country. *Neighbourhood* is where you live.

Presenter: Track 25. Exercise N1. Listen to some sentences. They are all things you might say to a friend. Decide if each one shows acceptance, approval or appreciation.

- Voices:
- I like you just the way you are.
 - I really like that dress.
 - Just be yourself.
 - Thank you for supporting me in that argument.
 - You always understand.
 - Your hair suits you like that.

Presenter: Track 26. Exercise N2. Listen and check your answers.

- Voices:
- I like you just the way you are. *Acceptance*
 - I really like that dress. *Approval*
 - Just be yourself. *Acceptance*
 - Thank you for supporting me in that argument. *Appreciation*
 - You always understand. *Approval*
 - Your hair suits you like that. *Approval*

Presenter: Track 27. Exercise O2. Listen and check.

- Voices:
- What, exactly, is friendship?
 - We expect our friends to be honest.
 - Generally speaking, it is easier to be friends with a person who is communicative.
 - Friends are usually supportive.
 - People often like friends who are independent.
 - He doesn't think about other people. He is inconsiderate.
 - You need to make sure you are likeable.
 - Friends are looking for acceptance.
 - They don't necessarily want you to approve.
 - In the best relationships, people appreciate each other.

Presenter: Track 28. Exercise P. Listen and check your answers.

- Voices:
- The point is, what do we mean by friendship?
 - What I'm saying is, friends are very important.
 - The thing to remember is, you must not try to change friends.
 - So, to sum up, sometimes acquaintances become friends.
 - As we have seen, it is not easy to keep friends.
 - We've heard today about friendship.

Presenter: Track 29. DVD 2.F Speaking section.

- Tutor: So, what do you think? Which is the best solution?
Student 1: I think you should ignore it and carry on as if nothing has happened.
Student 2: But people don't usually forget insults or bad behaviour. Problems don't usually go away by themselves, even between friends.
Student 3: I agree. That's not a good solution, although I do it myself sometimes!
Tutor: So, other ideas?
Student 3: I think you should avoid your friend for a little while.
Student 2: But that's the same as the first solution. In fact, it's worse. If you don't see your friend for a few days, it may even be harder to deal with the problem.
Tutor: Yes, I agree. It's a very bad solution, but of course, in some cultures, it is quite common.
Student 1: It certainly is in mine.
Student 3: I think you should say sorry but make an excuse for your actions or words.
Tutor: What do other people think? Marie – you haven't spoken yet.
Student 4: I think it's quite a good solution, but the person may think you are not sincere if you make too many excuses.
Student 1: So you could do the next one. Meet your friend and apologize with emphasis – I'm very, very sorry.
Student 4: I think that emphasis shows your sincerity.
Student 1: Actually, I've changed my mind. I think you should say sorry and promise not to do it again.
Student 2: Sometimes, in my culture, we do the next one. I mean, we ask for forgiveness.
Student 3: Yes, we do that, too. And we also offer to put things right.
Tutor: So, what about a combination of actions.
Student 1: Yes, you should apologize ...
Student 2: Face to face ...
Student 1: Yes, you should emphasize your words and ... what was the last one?
Student 4: You should offer to put things right.
Tutor: Great! Next problem ...

Presenter: Track 30. Exercise C. Listen to some apologies. Report them.

- Voices:
- I'm sorry I lost your pen.
 - I'm sorry. I forgot your book.
 - I'm really sorry. I left your CD at home.
 - I'm so sorry. I broke a glass.
 - I'm sorry I came late.

Presenter: Track 31. Exercise D2. Listen to some sentences. What is the speaker doing in each case?

- Voices:
- I'm very, very sorry.
 - I missed the train.
 - It's my fault.
 - I'll buy you another one.
 - It won't happen again.

Presenter: Track 32. Exercise G4. Listen, repeat and check your answers.

- Voice:
- | | |
|---------------|---------------|
| a. a'gree | a'greement |
| b. a'pologize | a'pology |
| c. a'rrange | a'r्रangement |
| d. a'void | a'voidance |
| e. be'have | be'haviour |
| f. 'emphasize | 'emphasis |
| g. ex'cuse | ex'cuse |
| h. ex'plain | expla'nation |

- i. for'give for'giveness
- j. 'promise 'promise
- k. re'ject re'jection
- l. 'solve so'lution

Presenter: **Track 33. Exercise H2. Listen, repeat and check your answers.**

- Voices:
- a. You must make an effort to be on time.
 - b. I'm sorry. I made a mistake.
 - c. How can I put things right?
 - d. Sorry. I didn't realize the deadline was Friday.
 - e. I didn't have enough time.
 - f. I'm really sorry.
 - g. You're right. There's no excuse.
 - h. I didn't mean to be rude.
 - i. I accept the blame.
 - j. It's my fault.
 - k. You should say sorry.
 - l. You really ought to apologize.
 - m. Don't worry.
 - n. Never mind.
 - o. Forget about it.
 - p. It doesn't matter.

Presenter: **Track 34. Exercise I2. Listen and check.**

- Voice A: How are you?
 Voice B: Fine, thanks.
 Voice A: What's wrong?
 Voice B: Nothing.
 Voice A: Are you angry with me?
 Voice B: Yes, I am.
 Voice A: Why are you upset?
 Voice B: You made me feel stupid.
 Voice A: You lost my book.
 Voice B: No, I didn't. I never had it.
 Voice A: Anyway, I'm sorry.
 Voice B: Yes, so am I.
 Voice A: Do you forgive me?
 Voice B: Yes, of course.
 Voice A: Just one thing. Will you buy me a new book?
 Voice B: No, I won't!

Presenter: **Track 35. Exercise K2. Listen to some possible changes.**

- Voices:
- a. Problems don't usually go away by themselves.
 - b. You should talk about your problems with your friend.
 - c. Your friend doesn't always realize when he or she does something to upset you.
 - d. You shouldn't always confront your friend when you feel angry.
 - e. Don't sit down and write an angry e-mail or text message to your friend if you can't talk to him or her.
 - f. It isn't a good idea to phone your friend and shout at him or her.
 - g. It isn't important who said what and who did what.

Presenter: **Track 36. Exercise I2. Listen and check your answers.**

Student: I looked at excuses. An excuse is a reason for an action. For example, you can say 'I'm sorry I'm late. The train didn't come on time.' According to my research, in some cultures, it is not polite to give an excuse. It means you are not really sorry for your action. You think that you had a good reason. But it seems that, in British culture, it is good to give a reason. If you don't, people may be angry and think that you don't care. And that's what I found.

Presenter: **Track 37. Exercise M2. Listen and check your answers.**

Student: I did some research on formality. This is the level of language that you use. For example, you can say 'I'm sorry that I got angry' in speech. But you might write 'I apologize for my anger.' One website said that all cultures have formal and informal speech. But another one said it is not true. In British culture, there is a big difference between formal language and informal language. But informal language is fine for a spoken apology. That's what I found.

Presenter: **Track 38. Theme 3: Managing to be successful**
Listening section.

Exercise B. Listen to part of a lecture on the management of To Do lists. Number the word or phrase to complete each sentence.

- Lecturer:
- 1. Have you ever said, 'I'm hopeless at managing my time'? Everyone has to deal with the issue of ...
 - 2. One of the most useful tools of time management is ...
 - 3. But To Do lists often get longer and longer and become a waste of time. In the end, the To Do list itself can make us feel ...
 - 4. You can't do everything at the same time – it's ...

5. So, you have to ...
6. In other words, you have to number the items on the list in ...
7. This sounds easy but it's not. The problem is sometimes called important *versus* ...
8. This is a problem which everybody ...
9. The management consultant Althea DeBrule points out that other people often give us the ...
10. They say to you, 'You must do this now.' But only you can say if something is ...

Presenter: **Track 39. Exercise C1. Listen to some advice about using To Do lists.**

Tutor: Go through your To Do list and mark each point A, B, C or D.
Give an A rating to things which are important and urgent and a B to things which are important but not urgent. C is for things which are urgent but not important while D, of course, is given to things which are not urgent and not important. In fact, D things should probably be crossed out.

Presenter: **Track 40. Exercise D2. Listen and check your answers.**

Voice: useful, useless; stressful; wasteful; hopeful, hopeless; truthful; careful, careless; beautiful; harmful, harmless; timeless; fearful, fearless

Track 41  3.D

Lecturer: Would you like to be a manager when you leave university? Perhaps the answer is yes. Perhaps it's no. But whether or not you want to manage other people at work, there is one kind of manager that we must all become. We must all be managers of ourselves. Today, I want to talk to you about self-management – managing yourself. This is just as important at university as it is at work. Firstly, I'm going to talk about a theory of self-management. How can you actually manage yourself? Then I'll explain the problem which comes from this theory. Finally, I'm going to look at a solution to this problem.

Track 42  3.E

Lecturer: OK. So, first, let's look at a theory of self-management. It comes from a fascinating book by a man called Gallwey. It was published in 1974. It's actually called *The Inner Game of Tennis* but it's not just about tennis. Many psychologists recognize that the ideas in the book apply to everyday life. In his book, Gallwey describes two kinds of people. He says, on the one hand, there is the confident person. And on the other hand, there is the doubtful person. Confident ... and doubtful. The confident person says, 'I can do A. I remembered to do B. I'm very good at C.' The doubtful person is exactly the opposite. The doubtful person says, 'I can't do X. I forgot to do Y. I'm hopeless at Z.' I'm sure you have all met these two types of people. But ... and this is the important point, Gallwey says that we all have the two types of people inside ourself. One side is the confident self – Gallwey calls this Self 1. The other side is the doubtful self – Self 2. Which side is truthful? Well, both sides might be truthful. We all have things we can do and things we can't do, things we intended to do, but forgot to do, and things we've tried to do, but have failed to do.

Right, so, according to Gallwey, we all have two selves. What is the problem with this? But how do other people see us? In some cases, other people see a person as Self 2, the doubtful self. But in most cases, other people see a person as Self 1, the confident self. The point is ... people often see themselves as Self 2.

OK. So is that clear? On the one side, we have the confident self. This is how other people see us. On the other, we have the doubtful self. This is often how we see ourselves. And this is the problem. We see ourselves in a bad way. What does Self 2 say? Well, firstly, Self 2 believes in everything or nothing. I mean, Self 2 believes things must be perfect, or they are terrible. Self 2 says, 'I made one mistake in that test so I'm hopeless.'

Self 2 is pessimistic. The future will always be even worse than the present. Self 2 says, 'I got a C in that assignment so I'll never pass the course.'

Thirdly, Self 2 thinks that a feeling is the same as the truth. In other words, I *feel* this, so it must be true. Self 2 says, 'I feel ugly so I am ugly.'

Fourthly, Self 2 believes there is only one right way: Self 2 does not believe there can be several ways to be successful. Self 2 says, 'Everyone should have a career plan. I don't have a career plan so there is something wrong with me.'

Finally, Self 2 thinks single actions are the same as permanent situations. To put it another way, Self 2 confuses 'I did' with 'I am'. Self 2 says 'I did badly on that test so I am a bad student.'

What can we do about this? I mean, what is the solution? Gallwey says you must learn to value yourself. You must develop your self-esteem. You must recognize when Self 2 is talking, because Self 2 gets in the way of Self 1.

You must try to replace negative thoughts from Self 2 with positive thoughts from Self 1.

- Self 1 says, 'I made one mistake in that test but I got the rest of the answers correct.'
- Self 1 says, 'I got a C in that assignment so I'll have to work harder on the next one.'
- Self 1 says, 'I feel ugly today but I'm sure everyone feels ugly at times.'
- Self 1 says, 'Career plans are good for some people. But I don't want to make one.'
- Self 1 says, 'I did badly on that test so perhaps I didn't revise enough.'

So, to sum up, according to Gallwey, we all have two selves. Self 1 is confident. Self 2 is doubtful. People see us as Self 1. But the problem is ... we often see ourselves as Self 2. What's the solution? You must ensure that Self 1 does most of the talking inside your head.

Presenter: **Track 43. Exercise J1. Listen to the stressed syllable of some words from the unit. Number the correct word in each case.**

Voice: 1. [a]lter[native]
2. cu[rrent]
3. doubt[ful]
4. [e]nough
5. e[qual]
6. [e]qua[tion]
7. [im]poss[ible]
8. pre[vious]
9. [pri]ori[tize]
10. [re]fuse
11. time[ly]
12. [com]plete

Presenter: **Track 44. Exercise J2. Listen and check your answers.**

Voice: 1. alternative
2. current
3. doubtful
4. enough
5. equal
6. equation
7. impossible
8. previous
9. prioritize
10. refuse
11. timely
12. complete

Presenter: **Track 45. Exercise L2. Listen, repeat and check your answers.**

Voice: a. To Do list
b. time management
c. useful tool
d. management consultant
e. managing yourself
f. everyday life
g. permanent situation
h. negative thoughts
i. day and night
j. rest and relaxation

Presenter: **Track 46. Exercise M. Listen and write a summary of the first lecture.**

Lecturer: There is a basic equation of time management.
On one side, we have *work*.
On the other side, we have *time available*.
As you know, equations must balance, so *work* must equal *time available*.
In other words, we must have enough time to do the work we have to do.

Presenter: **Track 47. Exercise N2. Listen, repeat and check your answers.**

Voice: unusual, routine
stressed, calm
behind, up to date
everything, nothing
good at, hopeless at
beautiful, ugly
attend, miss
self, others
use (v), waste
face (v), avoid

Presenter: **Track 48. Exercise O1. Listen to some examples and look at the table on the right.**

Voice: I promise to finish the work today.
I told them to talk to the manager.
I want to leave early this evening.
I want you to stay late.

Presenter: **Track 49. Exercise O3. Listen and check.**

- d. intend
- e. refuse
- f. have
- g. expect
- h. allow
- i. forget
- j. ask
- k. need
- l. hope

Presenter: **Track 50. Exercise P2. Listen, repeat and check your answers.**

- Voice:
- a. believe in
 - b. decide on
 - c. get up
 - d. talk about
 - e. take back
 - f. revise for
 - g. look after
 - h. apply to

Presenter: **Track 51. Exercise Q2. Listen, repeat and check your answers.**

- Voice:
- a. balance, be the same
 - b. attend, go to
 - c. reduce, cut down
 - d. select, choose
 - e. intend, want
 - f. name, call
 - g. consider, think about
 - h. consume, use
 - i. examine, look at
 - j. ensure, make sure

Presenter: **Track 52. Exercise R2. Listen and check your answers.**

Lecturer: According to a man called Gallwey in his book *The Inner Game of Tennis*, we all have two selves, which he calls Self 1 and Self 2. On the one hand, Self 1 is confident. The confident part of a person says 'I can do A. I remembered to do B. I'm very good at C.' On the other hand, Self 2 is doubtful. Self 2 says 'I can't do X. I forgot to do Y. I'm hopeless at Z.' Which side is telling the truth? Gallwey points out that both sides could be true. We all have abilities and successes, but we also all have difficulties with some things, and failures. But Gallwey says that most people see us as Self 1. They see the confident person. However, we often see ourselves at Self 2. The solution is to ensure that Self 1 does most of the talking inside your head.

Presenter: **Track 53. Speaking section.**

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

One.

Voice A: A study group is a good idea because ...
Voice B: I don't agree. It's a waste of time.
Voice A: Please don't interrupt. I haven't finished.
Voice B: Sorry.

Presenter: Two.

Voice A: Have you done the assignment yet?
Voice B: No, I haven't. I'll do it tomorrow.
Voice A: Don't put it off any more! It's urgent.
Voice B: I've still got plenty of time.

Presenter: Three.

Voice A: Should I write the essay first?
Voice B: Don't distract me!
Voice A: Or should I revise instead?
Voice B: Look! I have to get on with my work.

Presenter: Four.

Voice A: I'm trying to concentrate.
Voice B: Sorry? What do you mean?

Voice A: The television's disturbing me.
Voice B: But this is my favourite programme!

Presenter: **Track 54. Exercise G3. Listen, repeat and check your answers.**

Voice: a. absolutely
b. concentrate
c. distract
d. disturb
e. interrupt
f. reserve
g. couple
h. portal
i. possible
j. suppose
k. instead
l. quotation

Presenter: **Track 55. Exercise H2. Listen, repeat and check your answers.**

Voices: a. What does *thief* mean?
b. How is S-T-E-A-L said?
c. What's the matter?
d. It doesn't matter.
e. I promise I won't do it again.
f. I have to get on with this work.
g. Don't put it off to tomorrow!
h. Have you done your assignment yet?
i. Would you mind repeating that?
j. I'll talk to you later.

Presenter: **Track 56. Exercise I3. Listen, repeat and practise the conversations in pairs.**

Conversation 1.

Voice A: I read the article last night.
Voice B: Yes, so did I.
Voice A: But I didn't understand it.
Voice B: No, neither did I.
Voice A: I'm going to talk to the tutor today.
Voice B: Me, too.
Voice A: I don't think he'll help, though.
Voice B: No, I don't either.
Voice A: I'll do some research on the Internet.
Voice B: Yes, so will I.

Conversation 2.

Voice A: I did well on the last test.
Voice B: Did you? I didn't.
Voice A: I really like this part of the course.
Voice B: Do you? I don't.
Voice A: I'm going to specialize in this area.
Voice B: Are you? I'm not.
Voice A: I don't think it's difficult.
Voice B: Don't you? I do.
Voice A: But I didn't like Maths last term.
Voice B: Didn't you? I did.

Presenter: **Track 57. Exercise J2. Listen, repeat and check your answers.**

Voice: a. I agree with you.
b. That's right.
c. You could be right.
d. I suppose so.
e. I've changed my mind.
f. I'm not sure.
g. I don't really agree.
h. I don't know if that's true.
i. OK. You're right.
j. I still think that ...
k. I still don't believe that ...
l. Yes. Actually, that's true.

Presenter: Track 58. Exercise K3. Listen and check your answers.

- Voice:
- A *library* is a place where you can borrow books. A *bookshop* is a place where you can buy books.
 - You *distract* someone by getting them to talk about something else. You *disturb* someone by stopping them from concentrating on something.
 - You *interrupt* someone when you *speak to* someone before they stop talking.
 - Study* means to look at something carefully. *Concentrate* means to think about one thing very hard.
 - Teaching* is the activity. *Education* is all the teaching that someone receives.
 - Reading* can be for pleasure. *Research* is to get information from reading.
 - A *polite* person speaks nicely to other people. A *kind* person acts nicely to other people.
 - Quiet* means not much noise. *Silent* means no noise.
 - In Britain, people say *excuse me* to get someone's attention. They say *pardon?* when they don't understand someone.
 - You get a *reward* for doing something well. You get a *prize* for winning something.

Presenter: Track 59. Exercise L. Listen and correct each piece of advice.

- Voices:
- Example: You should stop work and help a colleague who wants help.
- You should stop work and talk to a colleague who just wants to talk.
 - Always keep your mobile phone switched on in case someone needs to call you.
 - Always do things on your To Do list in order.
 - Don't write anything until you are sure that it is correct.
 - Tidy your desk before you start.
 - Always do one hour of work just before you go to bed, or get up really early and work.
 - Take a pot of coffee into the study room.

Presenter: Track 60. Theme 4: Natural cycles

Listening section.

Exercise B. Listen and complete the facts below about deserts. Use verbs from the box. Make any necessary changes.

- Voice:
- Deserts cover one-third of the Earth's surface.
 - Thirteen per cent of the world's population live in deserts.
 - A drought lasted for over 40 years in the Atacama desert in Chile.
 - Water evaporates 20 times faster in deserts.
 - Wind has sometimes carried sand from the Sahara to the UK.
 - The Sahara Desert occupies around eight per cent of the world's land area.
 - About 1,200 different types of plants – flowers and trees – grow in the Sahara.
 - The Sahara is expanding southwards at an average of nearly one kilometre a month.

Presenter: Track 61. Exercise C1. Listen to each definition. There will be a pause ... find the correct word in the list on the right as quickly as you can. Then you will hear the pronunciation of the word.

- Voice:
- It's an adjective. It means 'very big'. [PAUSE] The word is *huge*.
 - It means 'at an angle'. It's the opposite of *straight*. It can be a verb or a noun. [PAUSE] The word is *tilt*.
 - This is a verb. It means 'to go back' or 'move back'. [PAUSE] The word is *reverse*.
 - This is another verb. It means 'to tell people something important'. [PAUSE] The word is *announce*.
 - This word is a noun. It is a sign, something that helps us understand a problem. The word is often used in detective stories. [PAUSE] The word is *clue*.
 - This word is a noun. It is similar in meaning to the word *clue*. It means 'facts' or 'confirmation that something is true'. [PAUSE] The word is *evidence*.
 - This word is a verb. We use it with words such as *water* and *rivers*. It means 'to move'. [PAUSE] The word is *flow*.

Track 62  4.C

Lecturer: We heard in the last lecture how the Sahara became a desert. Can we reverse the process? Can we make the Sahara green again? In this lecture, we are going to hear about some small steps towards greening the Sahara. First, I'll talk briefly about the Sahara in general. Then I'll describe an amazing project from Libya. Next, we'll look at two projects, in two other desert areas: the first is in northern China, and the other is in the Gulf – in Abu Dhabi state, to be precise. Finally, we'll return to the initial question – can we green the Sahara?

OK. So, the Sahara. It is possible that we can turn the Sahara green – or at least parts of it. The desert itself can help. How? It is clear that the Sahara was once green. We have the evidence of rock paintings, for example. We also have evidence from modern geology. There is water 2,000 metres under the surface. This water fell on the Sahara when it was a huge forest and agricultural area. Science is helping to raise this water to the surface and people are returning to the ancient oases in Egypt and Libya.

But these new wells are only the beginning of the story. It is known that there is a huge amount of water under the desert in Libya. In 1984, the Libyan government announced the start of an amazing project. It is called the Great Man-made River. The idea is simple. A number of pipelines will carry water across the desert. The figures are huge. The pipelines will be 3,500 kilometres long. According to the plans, they will carry 6.5 million cubic metres of water per day. That's enough water for 60 million people. By the end of the project, this water will produce an extra 1,500 square kilometres of agricultural land. That's an area the size of Greece or Bangladesh.

But can we do more? Let's look at desert areas in other parts of the world. Firstly, China. The Gobi desert is one of the largest deserts in the world. It is called in Chinese *han hal* or 'dry sea'. It is mainly a rock desert. The Chinese government

started a project there in the late 1990s. It has an extreme range of temperature – from minus 40 degrees centigrade in winter to plus 40 degrees centigrade in summer. It occupies an area of 1.3 million square kilometres. It is said that sand from the Gobi sometimes reaches the capital Beijing, which is 1,000 kilometres to the southeast. The desert is growing at the rate of 1,000 square kilometres per year. Scientists planted 18 square kilometres of fast-growing trees. But the area only receives 100 millimetres of rain each year, and evaporation from surface irrigation is 3,200 millimetres per year. Scientists had to find a better way of supplying water to the plants. So scientists devised an underground irrigation system, which supplies water to the roots of the plants. It is unlikely that the Gobi desert will stop growing in the near future but in many years' time, it is possible.

Secondly, the United Arab Emirates. In the late 1980s, the government started an enormous project of tree planting. Now, in the UAE, huge green belts exist around the main cities. Inside the cities, there are now 39 public parks. They occupy an area of nearly four square kilometres. They have planted more than 1.5 million trees. The result is beautiful. But the greening of the UAE is not just to make the country more beautiful. The green belts also protect the cities from sandstorms. There is an even bigger benefit. It is likely that the trees are also affecting the climate. In Abu Dhabi, it is said that maximum summer temperatures are two degrees centigrade lower. And it is clear that in Al Ain, in the south of the country, the advance of the desert is over.

So can we green the Sahara? It will be a huge project – the biggest project ever on the planet. But if we can learn the lessons from small successes, perhaps we can green the Sahara. It would take over 200 years, but it is amazing that there might be crocodiles and hippos once again in the lakes and rivers of the Sahara rainforest in the distant future. Perhaps the Sahara can be the bread basket of the world in the 23rd century.

Presenter: **Track 63. Exercise G2. Listen and check your answers.**

[REPEAT OF SCRIPT FROM 62]

Presenter: **Track 64. Exercise H1. Listen and match each number to the correct unit.**

- Voice:
- 3,980
 - thirdly
 - 100,000 litres
 - 53 kilometres
 - 350,000 square kilometres
 - 53 degrees south
 - 65 years
 - 100 years before the common era
 - 2 billion dollars
 - 38 degrees Celsius

Presenter: **Track 65. Exercise H2. Listen to some more numbers. Write the number and the unit in each case.**

- Voice:
- minus 25 degrees Celsius
 - 1,250,000 square kilometres
 - 150 million euros
 - 20 million years ago
 - 243 kilometres
 - 29 degrees south
 - 35 minutes
 - 4,678
 - secondly
 - one million litres

Presenter: **Track 66. Exercise I2. Listen, repeat and check your answers.**

- Voice:
- evaporate, evaporation
 - announce, announcement
 - expand, expansion
 - plant, plant
 - advance, advance
 - live, life
 - paint, painting
 - inhabit, inhabitant
 - cause, cause
 - press, pressure

Presenter: **Track 67. Exercise K1. Listen to the start of some statements. Which adjective of attitude is the speaker going to say? Number the words.**

- Voice:
- It's amaz[ing!]
 - It's terr[ible!]
 - It's stra[nge!]
 - It's fun[ny!]
 - It's ridic[ulous!]
 - It's incred[ible!]
 - It's won[derful!]
 - It's aw[ful!]

Presenter: **Track 68. Exercise K2. Listen, repeat and check your answers.**

- Voice:
1. It's amazing!
 2. It's terrible!
 3. It's strange!
 4. It's funny!
 5. It's ridiculous!
 6. It's incredible!
 7. It's wonderful!
 8. It's awful!

Presenter: **Track 69. Exercise L2. Listen, repeat and check your answers.**

- Voice:
- take a long time
 - take a break
 - take on a new employee
 - take responsibility
 - take an exam
 - take a decision
 - take up a hobby
 - take over a job
 - take off
 - take a course
 - grow up
 - grow crops
 - grow old
 - grow tired
 - grow angry
 - grow a business
 - grow fat
 - grow out of

Presenter: **Track 70. Exercise M2. Listen, repeat and check your answers.**

- Voice:
- slightly, a little
 - raise, grow
 - flow, move
 - huge, enormous
 - comprise, contain
 - trace, evidence
 - overnight, very quickly
 - step, stage
 - tiny, very, very small
 - astonishing, amazing
 - remains, bones
 - extremely, very, very

Presenter: **Track 71. Exercise N2. Listen and check your answers.**

- Voice:
- a. a special case
 - b. an ancient language
 - c. agricultural land
 - d. tens of thousands
 - e. a vicious circle
 - f. climate change
 - g. atmospheric pressure
 - h. boiling point
 - i. recent report
 - j. a vast country
 - k. global warming
 - l. a vicious circle

Presenter: **Track 72. Exercise O2. Listen and check your answers.**

Lecturer: The Sahara is the largest desert in the world, but it once had lakes and rivers, and thousands of inhabitants. Then, 9,000 years ago, the tilt of the Earth began to change. This changed the climate of the Sahara. It started to become a desert. We call the process *desertification*.

The Sahara is a special case but the vicious circle of desertification is always the same. It works like this. One year, there is slightly less rain than the year before. This means that the plants do not grow quite as well. This in turn means that the leaves of the plants hold less water close to the surface ... which means there is less evaporation into the air ... which means there is less rain the next year ... and so on.

Can we green the Sahara? It is possible that we can but we must reverse the vicious circle. One way is to plant crops or trees in the desert. These crops hold more water close to the surface, which leads to more evaporation, which in turn leads to more rain ... and more crops or trees.

Presenter: Track 73. Speaking section.

Exercise A3. Listen to part of a lecture. Check your ideas.

Lecturer: So, as I was saying, there are three states of matter on Earth. The three states are solid (like rocks and stones), liquid (like oil or milk) and gas (like oxygen or hydrogen). Now, let's think about water for a moment. Water is very common on Earth but it is a very special thing indeed. Why? Because water is the only substance that can exist in all three states in the natural world. It exists as a gas, in vapour in the clouds. It exists as a liquid, in lakes, rivers, seas and oceans. It also exists as a liquid in condensation, for example, water droplets on a cold mirror in a hot bathroom. Finally, it exists as a solid in ice and snow.

Presenter: Track 74. Exercise B1. Listen to the next part of the lecture. Complete Figure 1 with words from the list on the right.

Lecturer: So, water can exist as a liquid, as a solid and as a gas. But how can we convert water from one state to another? We can convert liquid water to ice by freezing. Sunlight can convert liquid water to water vapour by evaporation. Melting is the process of converting ice to liquid water. Condensation is the process of converting water vapour to liquid water. This happens on a cold mirror in a hot bathroom, for example. A solid normally changes to a liquid and then to a gas. But water can also change straight from ice to water vapour by the process of sublimation. This happens when the sun shines on ice or snow.

Presenter: Track 75. Exercise B2. Listen to definitions of key words from Figure 1. Say the word in each case.

Voice: a. It is the process of converting liquid water into a solid.
b. It is the process of converting ice into water.
c. It is the process of converting water into water vapour.
d. The process of converting water vapour into liquid water is called ...
e. Water can change straight from ice to water vapour. This process is called ...

Presenter: Track 76. Exercise C2. Listen to the next part of the lecture and check your answers.

Lecturer: OK. We've talked about water, which is, of course, vital to life. In fact, water contains two of the four building blocks of life. The chemical formula for water is H₂O, which means it contains hydrogen and oxygen. Carbon is the third building block. It has the chemical symbol C. Carbon takes many forms, including coal, and diamond. If carbon and hydrogen are combined in a particular way, they make petrol. If carbon and hydrogen and oxygen are combined in a particular way, they make sugar. Petrol, water and sugar. Three very different substances, but all made from three of the building blocks of life.

Presenter: Track 77. Exercise E3. Listen and check your answers.

Lecturer: Last week, we looked at the oxygen cycle. This week, the carbon cycle. In some ways, the carbon cycle is the opposite of the oxygen cycle. Many things produce oxygen. Those same things often consume carbon, often in the form of CO₂. Many things consume oxygen. Those same things often produce CO₂. Burning fossil fuels consumes oxygen and produces CO₂. So there is CO₂ in exhaust gas from cars and from jet planes, and in smoke from chimneys. There is also CO₂ in the gas from volcanoes. There is CO₂ in the gas from breathing. Finally, CO₂ is released when things die. After death, bacteria produce CO₂ as they destroy the bodies of living things. Some is absorbed by the leaves of plants during photosynthesis and some is absorbed by the surface of the oceans.

Presenter: Track 78. Exercise I4. Listen, repeat and check your answers.

One.

Voice: a. melting
b. freezing
c. condensation
d. evaporation
e. sublimation
f. transpiration

Presenter: **Two.**

Voice: a. combustion
b. consumption
c. absorption
d. release
e. respiration
f. decomposition

Presenter: Track 79. Exercise I2. Listen, repeat and check your answers.

Voices: a. Some water on Earth exists as gas, and some exists as a liquid.
b. Most liquid water is in lakes, rivers and oceans, but some is in swamps and some underground.
c. Most carbon on Earth is stored as CO₂ in the deep ocean, but some is present as CO₂ in the atmosphere, some is contained in fossil fuels and some in living creatures.
d. Most of the Earth's oxygen is buried in the ground, but some is in the atmosphere and the rest is in the bodies of living things.
e. Some of the oxygen in the atmosphere is produced by photosynthesis, some is the result of photolysis and some of weathering.

Presenter: **Track 80. Exercise M2. Listen, repeat and check your answers.**

a.

Voice A: Are you working tomorrow?
Voice B: Yes, all day.

Presenter: **b.**

Voice A: Are you free at 2.00?
Voice B: No, I'm busy until 3.00.

Presenter: **c.**

Voice A: Do I need to make an appointment?
Voice B: Yes, you do.

Presenter: **d.**

Voice A: Where shall we meet?
Voice B: At reception.

Presenter: **e.**

Voice A: Don't be late!
Voice B: I won't.

Presenter: **f.**

Voice A: Can you show me the flat tomorrow?
Voice B: Yes, sure.

Presenter: **g.**

Voice A: What time is best for you?
Voice B: 4.00? 5.00?

Presenter: **Track 81. Exercise N2. Listen, repeat and check your answers.**

Voice A: Can you explain this to me?
Voice B: Sure. What's the problem?
Voice A: It's this question. What's the difference between breathing and respiration?
Voice B: Well, they're both natural processes.
Voice A: Just a moment. I want to write this down. Natural processes?
Voice B: Yes. Breathing is physical. In animals, it means moving air across an organ like the lungs.
Voice A: What about fish? Do they breathe?
Voice B: Yes. But, of course, they don't move air across lungs.
Voice A: They move water across gills.
Voice B: Exactly. They break the water down into oxygen and hydrogen, and use the oxygen. But it is still called breathing.
Voice A: And what about respiration?
Voice B: Respiration is chemical. It is the process of converting food into energy.
Voice A: Do fish respire?
Voice B: Yes. All living organisms breathe and respire.
Voice A: Even plants?
Voice B: Yes, even plants. But when they breathe and respire, plants take in carbon dioxide and give out oxygen.

Presenter: **Track 82. Theme 5: Customs: origins and effects**

Listening section.

Exercise B. Listen to a text about Canada. Match the questions and answers.

Lecturer: This week, as you know, we will be looking at multicultural countries.

Now Canada is often described as a multicultural nation. This means that Canadians are not from one cultural background. In fact Canada has more immigrants than any other country in the world, including Australia. Canada today has a large diversity of ethnic groups. This diversity is a result of hundreds of years of immigration.

In the 16th and 17th centuries, people went to Canada from France and Britain as colonists. In other words, they wanted to own the land. They took large parts of the country from the Native Canadians, the indigenous people of the area.

Nowadays, about er ... 230,000 people go to live in Canada every year ... but they go in peace. Why do so many people emigrate to this country? Well, most go there for economic reasons. Canada has a large labour shortage so it is often easier to get a job in Canada than in the immigrants' home countries.

OK. Before 1967, most people were from Europe, especially Germany and Britain. Today, most immigrants are from China, India and the Philippines. The majority population of Canada is still white but the minorities in the country are now a very important part of the Canadian labour force.

In 1971, the government introduced a policy of multiculturalism. It recognized the diversity of cultural backgrounds in Canada. At the same time, it encouraged all Canadians to contribute equally to Canadian society. The government helps immigrants to integrate into society by, er, providing money for services, such as English language tuition for first-generation immigrants.

People in Canada say 'Ethnic groups do not destroy Canadian culture. They are Canadian culture.'

Presenter: **Track 83. Exercise C2. Listen to the sentences and check your answers.**

- Lecturer:
- Canada today has a large diversity of ethnic groups.
 - The colonists took large parts of the country from the Native Canadians, the indigenous people of the area.
 - The majority population of Canada is still white.
 - But the minorities in the country are now a very important part of the Canadian labour force.
 - In 1971, the government introduced a policy to create a multicultural country.
 - It recognized the diversity of cultural backgrounds in Canada.
 - At the same time, it encouraged all Canadians to contribute equally to Canadian society.

Track 84  **5.C**

Lecturer: Today, we're talking about the life and work of one of the greatest anthropologists of all time. His name is Franz Boas. We have heard in previous lectures about Herodotus who is The Father of Anthropology for some people. Well, Boas is the father of modern anthropology. Quite simply, he changed the way people thought about other cultures. I'm going to start by talking briefly about his life, then I'm going to give one example each of the work which he did in three different fields of anthropology. Finally, I'm going to compare older views with his new ideas.

Track 85  **5.D**

Lecturer: Nowadays, there are many cultural cities around the world. In these cities, people are trying to integrate. Why do they face problems? Anthropologists have some of the answers. Today, we're talking about the life and work of one of the greatest anthropologists of all time. His name is Franz Boas. We have heard in previous lectures about Herodotus who is the father of anthropology for some people. Well, Boas is the father of modern anthropology. Quite simply, he changed the way people thought about other cultures. I'm going to start by talking briefly about his life, then I'm going to give one example each of the work which he did in three different fields of anthropology. Finally, I'm going to compare older views with his new ideas.

Franz Boas was born in 1858 in Germany. As a young man, he was interested in geography and physics, which he studied at various universities in Germany. He graduated from the University of Heidelberg in 1881 and got his PhD from Kiel University in the same year.

In 1883, Boas joined a geography expedition which travelled to Canada. He did fieldwork amongst the Inuit people, who were called Eskimos at that time. He became interested in anthropology.

Two years later, Boas emigrated to the United States where he became editor of a journal called *Science*.

Between 1885 and 1896, he did more fieldwork in North America. He studied Native American cultures. In 1892, he presented some of his findings at the World's Fair in Chicago. The aim of the exhibition was to teach the majority population of the country about the indigenous people of their land. In 1899, he became Professor of Anthropology at Columbia University in New York City.

Boas taught many students during his long career and wrote nearly 20 books on anthropology, including one which was called *Race, Language and Culture*. Boas died in 1942.

Boas did work in three of the main fields of anthropology. I'm going to give you one example of each.

Firstly, he did research into biological anthropology. This is usually concerned with physical differences between human beings and apes. The physical changes in this case have happened over hundreds of thousands of years. But Boas looked at biological changes which happened over very short periods. For example, he studied nearly 18,000 immigrants to the United States. He found that migrants from a particular country or region had typical heights, body shapes, head sizes. But even in one or two generations, the children of immigrants developed body shapes and sizes which were much closer to those of the majority population. The important point here is ... environment is part of human biology as well as inheritance from parents and grandparents.

Secondly, Boas worked in linguistic anthropology. Let me give you an example of his work in this area. A well-known linguist of the day argued that Native American language was not properly developed, because the same person sometimes pronounced the same word in different ways. Now the thing is – the linguist was saying that Native Americans were not civilized. After a great deal of study, Boas concluded that the problem was not with the production of sounds by the Native American. The production was perfectly consistent. The problem was the perception by an American. It was the way which the person heard the words. He went on to point out that culture can make us perceive things in a particular way. Remember that. It is a very important point. Boas said that culture affects the way which we perceive things.

Thirdly, Boas did research in cultural anthropology. He believed very strongly in fieldwork. He said that you had to go out and live with the people, learn their language, experience their culture. For example, between 1883 and 1886, he spent many months with the Inuit. He tried to find out about every aspect of their culture. He collected data on family life,

discipline of children, marriage, birth and death customs, food and so on. What I want you to understand is this: fieldwork and research were not normal at the time. Many anthropologists stayed at home and made theories about other cultures.

What did Boas contribute to anthropology? Well, he changed it forever. Let's look at the old view and then see the new view after Boas.

In the old view, civilization was a question of evolution. Most people in the West accepted this view at the beginning of the 20th century. All cultures started off in an uncivilized state and gradually developed. On the way, all cultures passed through the same stages of development. That was the old view. The important point is ... in this view, it was acceptable to try to civilize people to a Western way of life.

Boas did not agree with this. He said 'Civilization is not something absolute.' In other words, Western civilization is not the standard for civilization, and we cannot apply the norms of Western civilization to other cultures. All cultures have customs which seem strange to other cultures. We must learn to accept other cultures and live together, without conflict. However, some of Boas's ideas are contentious today – I mean, they are not accepted by everyone. What do you think? We'll have a tutorial on Boas later this month. Do some research before then.

OK. Next week, we are going to look at one of the very few customs which is present in all cultures. What is that custom? Marriage, of course.

Presenter: **Track 86. Exercise J1. Listen to the stressed syllable of some words from the theme. Letter the correct word in each case.**

Voice:

- a. [evo]lu[tion]
- b. dis[cipline]
- c. [per]cep[tion]
- d. ev[idence]
- e. [con]sis[tent]
- f. ab[solute]
- g. [con]tri[bute]
- h. [di]ver[sity]
- i. co[lonist]
- j. [per]ceive

Presenter: **Track 87. Exercise J2. Listen and check your answers.**

Voice:

- a. evolution
- b. discipline
- c. perception
- d. evidence
- e. consistent
- f. absolute
- g. contribute
- h. diversity
- i. colonist
- j. perceive

Presenter: **Track 88. Exercise K3. Listen and check your answers.**

One.

Voice:

- tell someone something
- tell someone what to do
- tell someone to do something
- tell someone about something
- tell someone how to do something
- tell someone that ...
- tell something to someone

Presenter: **Two.**

Voices:

- a. I think that the newspapers sometimes tell lies.
- b. We teach our children that they should always tell the truth.
- c. My mother used to tell me a story every night before I went to sleep.
- d. Many teenagers cannot tell the time in analogue form, for example, 'quarter to three'.
- e. Could you tell me the answer to this question?
- f. The instructions beside the photocopier tell you how to use it.
- g. Read each assignment carefully so you know exactly what to write.
- h. Marco Polo told his travel stories to a man while he was in prison.
- i. Herodotus told people about other cultures.
- j. The lecturer told us that Ibn Khaldun was from Tunisia.

Presenter: **Track 89. Exercise L1. Listen to a section from a welcome speech. Letter the word which completes each phrase.**

Lecturer:

- a. I'm delighted that you are thinking of studying ...
- b. Some people think that anthropology is all about the ...
- c. But, in fact, it is extremely important in the ...

- d. Many conflicts are caused by problems between ...
- e. and many problems are caused by ...
- f. If we understand other cultures, it is easier to accept them and even admire ...
- g. Some countries, like Canada, are ...
- h. We need to integrate people to avoid ...
- i. but in order to ...
- j. we need to understand and ...

Presenter: **Track 90. Exercise L2. Listen and check your answers.**

- Lecturer:
- a. I'm delighted that you are thinking of studying Anthropology.
 - b. Some people think that anthropology is all about the past.
 - c. But, in fact, it is extremely important in the present.
 - d. Many conflicts are caused by problems between cultures,
 - e. and many problems are caused by ignorance.
 - f. If we understand other cultures, it is easier to accept them and even admire them.
 - g. Some countries, like Canada, are multicultural countries.
 - h. We need to integrate people to avoid problems,
 - i. but in order to integrate,
 - j. we need to understand and respect.

Presenter: **Track 91. Exercise M. Listen to some sentences about anthropology. Write the sentences.**

Voice: Anthropology is a very wide subject
which has been studied for centuries
but it is still very relevant today.
Anthropologists can explain cultural diversity.
They can also help to stop differences between cultures
becoming the cause of conflict.

Presenter: **Track 92. Exercise N2. Listen and check your answers.**

- Voice:
- a. happy, delighted
 - b. very, extremely
 - c. subject, discipline
 - d. choose, decide
 - e. name, term
 - f. meet, encounter
 - g. difference, diversity
 - h. people, humans
 - i. not allowed, forbidden
 - j. native, indigenous
 - k. alright, acceptable

Presenter: **Track 93. Exercise N4. Listen and check your answers.**

Voice: abnormal, normal
civilized, uncivilized
similarity, diversity
knowledge, ignorance
immigrant, emigrant
ashamed, proud
peace, conflict
majority, minority

Presenter: **Track 94. Exercise O2. Listen and check your answers.**

- Voice:
- a. We must try to understand their attitudes and beliefs
 - b. If you decide that Anthropology is the course for you
 - c. We will compare the old view with the more modern view
 - d. I'm going to explain what anthropologists study
 - e. Let's see how attitudes have changed
 - f. We'll look at the branches of anthropology
 - g. I want to give you one or two examples
 - h. Boas joined a geography expedition
 - i. He spent many months with the Inuit
 - j. He collected data on family life

Presenter: **Track 95. Exercise P2. Listen and check your answers.**

- Voice:
- a. think of doing Anthropology
 - b. stay at home
 - c. write about the Inuit
 - d. go back to the beginning
 - e. run out of time
 - f. sum up the lecture

- g. graduate from Oxford University
- h. emigrate to the United States

Presenter: **Track 96. Exercise Q2. Listen and check your answers.**

Lecturer: At one time, anthropologists believed that civilization was a question of evolution. Most people in the West accepted this view at the beginning of the 20th century. All cultures started off in an uncivilized state and gradually developed. On the way, all cultures passed through the same stages of development. In this view, it is acceptable to try to civilize people to a Western way of life.

However, modern anthropologists do not agree with this view. They do not believe that Western civilization is the standard for civilization. We cannot apply the norms of Western civilization to other cultures. All cultures have customs which seem strange to other cultures. We must learn to accept other cultures and live together, without conflict.

Presenter: **Track 97. Speaking section.**

Track 97  **5.E**

Student A: OK, let's look at the first clue. 'What are the words for the important couple at a wedding?' I think that's easy.
 Student B: Yes. Bride and groom?
 Student A: Yes. So you read out the next clue.
 Student B: OK. 'What words in English do the symbols Au and Ag represent? People often give presents at weddings which are made of these metals.'
 Student A: Another easy one. That's gold and silver. So the next one is c. 'Where did people use to believe that love came from? In fact, it sends blood round the body.' What is *use to*?
 Student B: It means 'in the past'.
 Student A: Ah. OK. So, that's obviously heart. OK – d. 'Who is the person in charge of a wedding ceremony in some cases?' Hmm ... I think that's priest.
 Student B: Yes, that's right. Priest. So whose turn is it to read out the next clue?
 Student A: Mine. 'The wedding is the event, but what do we call the legal union of two people?'
 Student B: I guess that's marriage. I never really knew the difference before. So *marriage* is the noun, and the verb is *to marry*, but the ceremony is *wedding*.
 Student A: Anyway, it's your turn to read out letter f.
 Student B: OK. 'Which mythical creatures did people use to believe were present at weddings?' What are mythical creatures?
 Student A: Mmm ... I think it means 'not real', like in a children's story. [PAUSE] Have you found the answer?
 Student B: Maybe. Is it evil spirits?
 Student A: Yes, I think so. And I think the answer for g, the party after a wedding, is reception.
 Student B: Yes, I agree. And what about the last one? Is it honeymoon?
 Student A: That's right. I know that word. *Month* comes from *moon*.
 Student B: Great. That's it. Finished.

Presenter: **Track 98. Exercise C1. Listen and repeat the questions.**

Voices: a. What does the bride usually wear during the ceremony?
 b. Does the groom wear any special clothes?
 c. Is there a reception after the wedding?
 d. Do the couple go on a special holiday?
 e. Where do people get married?
 f. Do the families of the bride and groom arrange the marriage?
 g. Does anyone still believe in evil spirits at weddings?

Presenter: **Track 99. Pronunciation Check. Is the underlined sound the same or different in each pair of words?**

Voice: believe, priest; blood, groom; creature, heart; ceremony, represent

Presenter: **Track 100. Pronunciation Check. What about these pairs?**

Voice: couple, union; marriage, origin; married, evil; symbol, silver

Presenter: **Track 101. Exercise D2. Listen. How many did you get?**

Checking

Voices: I don't get your point.
 It's still not clear to me.
 That doesn't make sense to me.
 I'm not sure what you mean.

Presenter: Explaining

Voices: I'll explain a bit more.
 What I mean is ...
 What I meant was ...
 What I'm trying to say is ...

Presenter: Asking to wait

Voices: Could I answer questions at the end?
I'll explain that in a minute.
Can I deal with that in a little while?
I'm just coming to that.

Presenter: **Track 102. Exercise G2. Listen, repeat and check your answers.**

Voice:

- a. arrange
- b. ceremony
- c. spirit
- d. exchange
- e. honeymoon
- f. mythical
- g. origin
- h. reception
- i. represent
- j. symbolize
- k. universal
- l. frighten

Presenter: **Track 103. Exercise H2. Listen, repeat and check your pronunciation.**

Voice:

below	blow
parade	pride
palace	place
support	sport
ferry	fry
follow	flow
borrowed	bride
sitting	sting
[PAUSE]	
Aston	stone
Callum	climb
Callan	clean
Carrie	cry
Derry	dry
Terry	try
Paris	price
Gary	grey

Presenter: **Track 104. Exercise I2. Listen, repeat and check your answers.**

Voices:

- a. Why don't we go to the cinema this evening?
- b. What's wrong?
- c. I'd rather stay in this evening.
- d. You'd better talk to your tutor. OR
It would be better if you talked to your tutor.
- e. You should take a break.
- f. Would you like to go out this evening?
- g. How about going to the cinema?

Presenter: **Track 105. Exercise J2. Listen, repeat and check your answers.**

Voice A: Let's do something to celebrate the end of the course.
Voice B: Why don't we have a party?
Voice A: That's a bit boring.
Voice B: Do you have a better idea?
Voice A: Let's have dinner together.
Voice B: I don't think we could get people to agree on a restaurant.
Voice A: What about a day out somewhere?
Voice B: That's a great idea! Where shall we go?
Voice A: Perhaps we'd better make a list of places and get people to choose their favourite.
Voice B: OK. I'll do some research now.

Presenter: **Track 106. Exercise K2. Listen and check your answers.**

Voices:

- a. The bride and groom are the people who get married at a wedding.
- b. The heart sends blood around the body.
- c. You can light a candle.
- d. A priest often conducts a wedding ceremony.
- e. Gold and silver are both expensive metals.
- f. When you join two things, it is a union.

Presenter: Track 107. Exercise L2. Listen, repeat and check your answers.

- Voices:
- a. I don't get your point.
 - b. It's still not clear to me.
 - c. That doesn't make any sense.
 - d. I'll explain a bit more.
 - e. What I mean is ...
 - f. What I meant was ...
 - g. Could I answer questions at the end?
 - h. I'll explain that in a minute.
 - i. I'm not sure what you mean.
 - j. What I'm trying to say is ...
 - k. Can I deal with that in a little while?
 - l. I'm just coming to that.

Presenter: Track 108. Exercise M2. Listen to complete sentences.

- Voices:
- a. Families used to be very large but now most women only have one or two children.
 - b. People used to think that the Earth was flat but now we know that the Earth is shaped like a ball.
 - c. People used to believe in vampires but now we know that they don't exist.
 - d. People didn't use to live very long but now many people live to 90 or 100.
 - e. Doctors didn't use to understand the causes of most diseases but now they can treat most diseases.
 - f. People didn't use to know about other cultures but now people travel on holiday all over the world.
 - g. Children used to work in factories and mines but now they are not allowed to work until 16 or 18 in many countries.
 - h. People used to type letters on typewriters but now they use a computer to produce letters.
 - i. People didn't use to carry phones but now we have mobile phones.
 - j. People used to count with abacuses but now we use calculators.
 - k. People used to preserve food with salt but now we have refrigerators.
 - l. People used to tell the time by the sun but now we use clocks and watches.