

1.1

Presenter: **1.1. Theme 1: Culture and civilization**
Lesson 1.1. Vocabulary for listening: Coming of age

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

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

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

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

1.2

Presenter: **1.2. Lesson 1.2. Real-time listening: *Seijin no hi***

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

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

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

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

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

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

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

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

1.3

Presenter: **1.3. Exercise C2. Listen again and check your ideas.**

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

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

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

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

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

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

1.4

Presenter: 1.4. Exercise F2. Listen to some sentences. Number the words above in order.

- Voice:
1. I'm going to talk to you today about a festival.
 2. An official makes a speech.
 3. There is a ceremony at the town hall.
 4. Each boy and girl receives a present.
 5. Coming of age is when a child becomes an adult.
 6. All the young men and women attend.
 7. After that, there are special parties.
 8. This is a traditional event in Japan.
 9. Coming of age is celebrated all around the world.
 10. Town halls are local government offices.

1.5

Presenter: 1.5. Lesson 1.3. Learning new listening skills: Following a sequence of events

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

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

1.6

Presenter: 1.6. Exercise C. Listen and number the events in order.

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

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

1.7

Presenter: 1.7. Lesson 1.4. Grammar for listening: Identifying singular and plural; *after* or *before* + gerund

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

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

1.8

Presenter: 1.8. Exercise B. Listen. Number the subjects in order. There are extra subjects you do not need.

- Voice:
1. After getting money from the bank, the man goes to the supermarket.
 2. Before leaving home, the woman always turns off all the lights.
 3. After playing football on Wednesday evening, the boy is very tired.
 4. Before going to the ceremony, the girls make special presents.

5. After making speeches, the officials shake hands with the guests.
6. After listening to the speech, the students leave the hall.
7. After checking all the application forms, the manager makes a shortlist.
8. Before attending the interview, the candidates research the company.
9. After interviewing all the candidates, the interviewer chose the best one.
10. After hitting the rain droplets, the light splits into the colours of the rainbow.

 1.9

Presenter: 1.9. Lesson 1.5. Applying new listening skills: Quinceañera

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

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

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

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

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

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

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

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

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

 1.10

Presenter: 1.10. Lesson 1.6. Vocabulary for speaking: Birthdays

Exercise A2. Listen and repeat each word.

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

 1.11

Presenter: 1.11. Exercise C1. Listen to four short talks about birthday traditions: presents, parties, candles and cards. Make one or two notes about each topic.

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

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

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

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

 1.12

Presenter: 1.12. Exercise C2. Listen to some words from the talk. How many syllables are there in each?

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

1.13

Presenter: 1.13. Lesson 1.7. Real-time speaking: Local festivals

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

Voice A: Are there any traditional festivals in your country?
Voice B: Yes, we have one in the summer. It's called *Noc Swietojanska* in Polish. I like it a lot.
Voice A: Sorry? Did you say *Noc*?
Voice B: Yes. It means 'night'. Saint John's Night. We celebrate the longest day of the year, and the shortest night. It's on the 23rd of June.
Voice A: We celebrate that in my country too. What do you do exactly?
Voice B: Well, people dress in colourful traditional clothes. There is music, dancing and fireworks. The young women make wreaths of flowers with candles on them.
Voice A: Sorry? Could you repeat that?
Voice B: If a woman is single, she makes a wreath – a ring of flowers. Then she puts the flowers on a lake or river. When a young man finds it, he falls in love with the girl – that's the tradition.
Voice A: Ah, OK. Do the men give flowers to the girls?
Voice B: No, they don't. In some places they make a fire and jump over it.
Voice A: Why do they do that?
Voice B: Because it shows that they are strong and brave.
Voice A: How do you prepare for the celebration?
Voice B: We make the food during the day, too. The men prepare the music and the lights outside.
Voice A: When does it start?
Voice B: It starts at about 8.00 p.m. We dance and talk and eat. The party continues all night – it doesn't stop until sunrise.
Voice A: Sunrise? Does everybody work the next day?
Voice B: Yes, they do. But they're very tired!

1.14

Presenter: 1.14. Exercise C1. Listen to the conversation again. What do you notice about the intonation of the questions?

[REPEAT OF SCRIPT FROM 1.13]

1.15

Presenter: 1.15. Everyday English: The right thing to say

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

Presenter: Conversation 1.

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

Presenter: Conversation 2.

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

Presenter: Conversation 3.

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

Presenter: Conversation 4.

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

Presenter: Conversation 5.

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

Presenter: Conversation 6.

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

 1.16

Presenter: 1.16. Lesson 1.8. Learning new speaking skills: Echoing and commenting

Exercise B3. Listen and check. Say the words.

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

 1.17

Presenter: 1.17. Exercise C2. Listen. Tick the reply you hear.

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

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

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

 1.18

Presenter: 1.18. Exercise D1. Listen to some sentences about traditional events.

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

 1.19

Presenter: 1.19. Portfolio: Festivals around the world

Presenter: Exercise B1. Group A: Novruz.

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

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

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

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

 1.20

Presenter: 1.20. Exercise B1. Group B: Nooruz.

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

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

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

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

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

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

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

1.21

Presenter: 1.21. Exercise B1. Group C: Seezdah Bedar.

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

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

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

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

2.1

Presenter: 2.1. Theme 2: Technology Lesson 2.1. Vocabulary for listening: Power sources for travel

Exercise B2. Listen and check your ideas.

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

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

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

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

2.2 DVD 7.A

Presenter: 2.2. Lesson 2.2. Real-time listening: Transport inventions (1)

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

2.3 DVD 7.B

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

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

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

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

2.4 DVD 7.C

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

2.5

Presenter: 2.5. Exercise E2. Listen and check your answers.

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

2.6

Presenter: 2.6. Exercise F2. Listen and check your answers.

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

2.7

Presenter: 2.7. Lesson 2.3. Learning new listening skills: Recognizing change of topic

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

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

2.8

Presenter: 2.8. Exercise B1. Listen to the first part of the lecture in Lesson 2.2. What is the lecturer doing in this part?

[REPEAT OF SCRIPT FROM 2.2]

2.9

Presenter: 2.9. Exercise B3. Listen to the introductions to some more lectures. Organize your notes.

Presenter: Introduction 1.

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

Presenter: Introduction 2.

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

Presenter: Introduction 3.

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

2.10

Presenter: 2.10. Exercise C1. Read Skills Check 2 and listen to the extracts. What is the lecturer doing in each extract?

Presenter: Extract 1.

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

Presenter: Extract 2.

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

Presenter: Extract 3.

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

Presenter: Extract 4.

Lecturer: In my opinion ...

 2.11

Presenter: **2.11. Exercise C2. Listen to some extracts from the lectures in Exercise B. How does the lecturer signal the change of topic in each case? Number the phrases.**

Lecturer 1 (2.9): Finally, I'm going to say which festivals are good tourist attractions as far as I am concerned ... I mean, in my opinion. So first, how does a festival start?

Lecturer 3 (2.9): The most destructive weather condition is the hurricane, in general, although of course tsunamis sometimes kill huge numbers of people. So we have heard about natural disasters. Now, climate change ...

Lecturer 2 (2.9): Perhaps the most important recent event is the application by Turkey to join the EU. The other countries are still considering the application. So we have seen some important events in recent history. But what does the future hold for the country?

Lecturer 1 (2.9): So all festivals begin with an event and modern rituals often remember something about that event. Right, that's origins. What about today? What are the most important festivals in the modern world?

Lecturer 2 (2.9): As you can see, Turkey is a big country in terms of population and quite big in terms of area. OK, now let's look at the main natural features – mountains, lakes, and so on.

 2.12

Presenter: **2.12. Exercise C3. Listen and check your ideas.**

Voice:

a. fresh	c. relationship	e. shuttle	g. research	i. which
b. each	d. match	f. much	h. change	j. check

 2.13

Presenter: **2.13. Lesson 2.4. Grammar for listening: years and dates**

Exercise A1. Listen and write the year.

Voice:

1. in 1762	6. in 2010 (twenty ten)
2. around 1543	7. in 1033
3. in 2004 (two thousand and four)	8. in 1914
4. around 1691	9. in 1940
5. in 1938	10. in 1802 (eighteen hundred and two)

 2.14

Presenter: **2.14. Exercise A2. Listen and write the date.**

Voice:

1. on the first of February
2. on the tenth of December
3. on May sixteenth
4. on November the ninth
5. on October the thirty-first
6. on the seventh of September
7. on the nineteenth of August
8. on June eleventh
9. on July the second
10. on January the thirteenth

 2.15

Presenter: **2.15. Exercise A3. Listen and complete Table 1 below.**

Lecturer: The first carts with wheels appeared around 3500 BCE. Around 2000 BCE, horses were used for the first time for transportation. The first horse-drawn bus appeared in 1662. More than 100 years later, in 1769, the first steam-powered car was built. Fourteen years later, the Montgolfiere brothers took off in the first hot-air balloon. In 1862 the first petrol engine car appeared – before that, cars used steam. Five years later, the first motorcycle was built.

The first powered flight took place on the 17th of December 1903. Planes developed very quickly and on the 14th of October 1947, a jet plane flew faster than the speed of sound. But perhaps the greatest advance in the history of transport was the landing on the Moon. On the 21st of July 1969, the first man stepped from his spacecraft onto the surface of another object in our Solar System.

 2.16  7.D

Presenter: 2.16. Lesson 2.5. Applying new listening skills: Transport inventions (2)

Lecturer: I'm going to talk to you today about inventions. All the inventions are in the field of flying ... First, I'm going to talk about different methods of flying. After that, I'll tell you when each method was invented and who invented it. Finally, I'm going to say which invention was the most important, in my opinion.

OK. So, first, what are the main methods of flying that we use today? There is the plane itself, then the jet plane, which is much faster. For transporting large numbers of people, there is the jumbo jet.

The jumbo jet can carry more than 500 people. A very different kind of flying machine is the helicopter. It can go straight up and straight down. It can even stay in one place. Finally, there is the rocket, which takes astronauts into space. And of course, the Space Shuttle, which takes them up into space and brings them back.

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

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

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

 2.17

Presenter: 2.17. Lesson 2.6. Vocabulary for speaking: Automobile inventions

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

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

 2.18

Presenter: 2.18. Lesson 2.7. Real-time speaking: Over a billion in the world

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

Voice A: Look at this.
Voice B: What are you doing?
Voice A: I'm reading about transport inventions.
Voice B: Oh, you're doing research for the next lecture.
Voice A: Did you know there are over a billion bicycles in the world?
Voice B: Only a million?
Voice A: No, one billion, apparently. It says here that it was invented in the 19th century by Kirkpatrick Macmillan and now there are a billion.
Voice B: When was it invented?
Voice A: In 1893 ... Wow!
Voice B: What?
Voice A: According to this, the speed record for a bicycle is 268 kilometres an hour. It was set in 1995. Apparently, he was riding behind a car.
Voice B: Amazing.
Voice A: But it seems that Leonardo da Vinci actually drew a picture of a bicycle more than 300 years earlier.
Voice B: Pardon? Who drew a bicycle?
Voice A: Da Vinci. D-A and V-I-N-C-I. The famous Italian painter and inventor drew a bicycle.

Voice B: No he didn't! I read about that. Apparently someone else drew the bicycle in Leonardo's notebook in 1970.
Voice A: Are you sure? But it says here that he did it.
Voice B: Maybe – but you shouldn't believe everything you read on the Internet.

 2.19

Presenter: 2.19. Exercise C2. Listen again and check.

[REPEAT OF SCRIPT FROM  2.18]

 2.20

Presenter: 2.20. Everyday English: Using technology

Exercise B2. Listen and check.

Presenter: Conversation 1.

Voice A: I can't get the washing machine to work.
Voice B: Put in the powder.
Voice A: I've done that.
Voice B: OK. Pull this thing out. Put the coins in here. Push it in. Switch it on.

Presenter: Conversation 2.

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

Presenter: Conversation 3.

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

Presenter: Conversation 4.

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

Presenter: Conversation 5.

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

Presenter: Conversation 6.

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

 2.21

Presenter: 2.21. Lesson 2.8. Learning new speaking skills: Talking about research

Exercise A3. Listen. Say the words you hear.

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

2.22

Presenter: 2.22. Exercise B1. Listen and complete the sentences.

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

2.23

Presenter: 2.23. Lesson 2.9. Grammar for speaking: Checking questions

Exercise A2. Listen and check.

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

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

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

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

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

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

2.24

Presenter: 2.24. Lesson 2.10. Applying new speaking skills: The helicopter and the motorcar

Exercise A2. Listen. Then practise saying these sentences.

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

2.25

Presenter: 2.25. Portfolio: Great transport inventions

Presenter: Exercise B1. Group A.

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

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

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

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

2.26

Presenter: 2.26. Exercise B1. Group B.

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

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

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

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

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

2.27

Presenter: 2.27. Exercise B1. Group C.

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

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

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

3.1

Presenter: 3.1. Theme 3: Arts and media Lesson 3.1. Vocabulary for listening: The mass media

Exercise B2. Listen and check.

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

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

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

3.2

Presenter: 3.2. Exercise C1. Listen. Make notes about each event.

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

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

3.3

Presenter: 3.3. Lesson 3.2. Real-time listening: The early history of mass-media news

Exercise A2. Listen and check your ideas.

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

3.4 DVD 8.A

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

3.5 DVD 8.B

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

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

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

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

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

3.6

Presenter: 3.6. Exercise D1. Listen to some sentences. Number the words below in order.

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

3.7

Presenter: 3.7. Lesson 3.3. Learning new listening skills: Predicting content from linking words

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

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

3.8

Presenter: 3.8. Exercise C. Listen to some extracts from a lecture. Predict the next part from the linking word.

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

3.9

Presenter: 3.9. Lesson 3.4. Grammar for listening: Word-building: verbs into nouns

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

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

3.10

Presenter: 3.10. Exercise B. Listen to a sentence. Try to hear the important verb. Which noun do you expect the speaker to use later in the text? Say the noun.

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

3.11

Presenter: 3.11. Lesson 3.5. Applying new listening skills: Advantages and disadvantages of mass-media news

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

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

3.12

Presenter: 3.12. Exercise A2. Listen and check your ideas.

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

3.13 DVD 8.C

Presenter: 3.13. Lesson 3.6. Vocabulary for speaking: stereotypes.

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

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

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

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

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

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

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

3.14

Presenter: 3.14. Exercise B1. Listen. Complete each conversation with a word from the list on the right. Make any necessary changes.

Presenter: Conversation 1.

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

Presenter: Conversation 2.

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

Presenter: Conversation 3.

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

Presenter: Conversation 4.

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

3.15 DVD 8.D

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

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

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

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

3.16

Presenter: **3.16. Lesson 3.7. Real-time speaking: Magazine advertisements. Exercise B2. Listen and check your ideas.**

Voice A: Where do you think the first advert is from?
Voice B: I think it comes from a women's magazine.
Voice A: And who is the target audience?
Voice B: Young women.
Voice C: I agree. Maybe older women, too.
Voice A: What is the purpose of the ad?
Voice C: To sell cosmetics.
Voice A: Why is the target audience interested in adverts like this?
Voice C: Because most women want to look attractive. They feel it's important.
Voice B: That's a stereotype!
Voice C: Maybe. But it's true.
Voice A: And how does the ad persuade them to buy the product?
Voice C: The woman is very beautiful. The message is: if you use this make-up, you will look beautiful, too.
Voice A: Do you think it's a good advert?
Voice B: I don't like it. In my opinion, the image doesn't represent reality.
Voice A: And how about you?
Voice C: I don't believe it's a bad advert. It's not reality, but I think it's very effective.
Voice A: Who created the ad? Who designed it?
Voice C: I think an advertising agency designed the image.
Voice B: I agree. And the cosmetics company paid for it. I think it was very expensive.

3.17

Presenter: **3.17. Everyday English. Talking about the media**

Exercise B2. Listen and check.

Presenter: **Conversation 1.**

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

Presenter: **Conversation 2.**

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

Presenter: **Conversation 3.**

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

Presenter: **Conversation 4.**

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

Presenter: **Conversation 5.**

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

Presenter: Conversation 6.

Voice A: Are you going to see the Rembrandt exhibition?

Voice B: Yes. When is it on?

Voice A: It starts tomorrow for three months.

Voice B: Good. I really like his stuff.

 3.18

Presenter: **3.18. Lesson 3.8. Learning new speaking skills: Taking part in a tutorial**

Exercise A3. Listen. Say the words.

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

 3.19

Presenter: **3.19. Exercise D1. Listen to an extract from a tutorial. Practise the conversation.**

Voice A: What is the most important subject at school?

Voice B: In my opinion, Maths is the most important subject because you need it for every job. For example, in a shop or bank.

Voice C: I agree. But I think English is also very important. It's an international language.

 3.20

Presenter: **3.20. Lesson 3.9. Grammar for speaking: Introductory phrases**

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

Voice:

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

 4.1

Presenter: **4.1. Theme 4: Sports and leisure**
Lesson 4.1. Vocabulary for listening: Competitive or non-competitive?

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

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

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

 4.2

Presenter: **4.2. Exercise C2. Listen to some sentences. Check your ideas.**

Voice:

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

 4.3

Presenter: **4.3. Lesson 4.2. Real-time listening: Racing, opponent and achievement sports**

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

Voice:

1. These children have just finished a swimming race.
2. These boys are playing basketball. One team has just scored.
3. These boys are rowing. They are moving very fast through the water.

4. These children are playing table tennis. It is a very fast game.
5. These children are starting a running race. It is probably a short race, a sprint.
6. This woman has just cleared the bar in the high jump.
7. This man is about to throw the discus. The sport is very old.
8. The woman is about to throw the javelin. The sport began in ancient times.
9. The girls are learning karate. It is a form of fighting.

 4.4 DVD 9.A

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

 4.5 DVD 9.B

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

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

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

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

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

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

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

 4.6

Presenter: 4.6. Exercise E2. Listen and check.

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

 4.7

Presenter: 4.7. Lesson 4.3. Learning new listening skills: Branching diagrams

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

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

4.8

Presenter: 4.8. Exercise B1. Listen to the start of a lecture about sports.

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

4.9

Presenter: 4.9. Exercise B4. Listen to the start of some more lectures on different subjects. Organize your notes in each case.

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

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

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

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

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

4.10

Presenter: 4.10. Exercise C2. Listen and tick the correct column.

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

4.11

Presenter: 4.11. Lesson 4.4. Grammar for listening: Prepositions after the verb

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

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

4.12

Presenter: 4.12. Exercise A2. Listen to some more verb + preposition phrases. These verbs are probably new to you. Can you hear the preposition in each case? Number the prepositions.

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

4.13

Presenter: 4.13. Exercise B. Listen to the start of some sentences. Choose the correct phrase to complete each sentence.

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

4.14

Presenter: 4.14. Lesson 4.5. Applying new listening skills: Classifying ball games

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

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

4.15 DVD 9.C

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

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

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

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

4.16 DVD 9.D

Presenter: 4.16. Lesson 4.7. Real-time speaking: Ball games for PE

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

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

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

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

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

4.17 DVD 9.E

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

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

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

 4.18 DVD 9.F

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

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

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

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

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

 4.19

Presenter: 4.19. Everyday English. Talking about games

Exercise B2. Listen and check. Practise the conversations.

Presenter: Conversation 1.

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

Presenter: Conversation 2.

Voice A: What's wrong?
Voice B: I was hopeless.
Voice A: You weren't. You played very well.
Voice B: But we still lost.

Presenter: Conversation 3.

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

Presenter: Conversation 4.

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

Presenter: Conversation 5.

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

Presenter: Conversation 6.

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

 4.20

Presenter: 4.20. Exercise C1. Listen and check your ideas.

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

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

4.21

Presenter: 4.21. Lesson 4.9. Grammar for speaking: *Must* and *should*

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

Voice:

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

4.22

Presenter: 4.22. Exercise C2. Listen and check your answers. Notice the pronunciation of *should* and *shouldn't*.

Voice:

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

4.23

Presenter: 4.23. Portfolio: Team games

Presenter: Exercise B1. Group A: Polo.

Lecturer:

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

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

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

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

4.24

Presenter: 4.24. Exercise B1. Group B: Baseball.

Lecturer:

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

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

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

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

4.25

Presenter: 4.25. Exercise B1. Group C: Netball.

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

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

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

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

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

5.1

Presenter: **5.1. Theme 5: Nutrition and health**
Lesson 5.1. Vocabulary for listening: Why do we eat?

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

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

5.2

Presenter: **5.2. Exercise B. Listen and choose the best way to complete each sentence.**

Presenter: Part 1.

Voice:

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

Presenter: Part 2.

Voice:

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

5.3 DVD 10.A

Presenter: **5.3. Lesson 5.2. Listening review (1): Nutrients**

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

5.4 DVD 10.B

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

5.5 DVD 10.C

Presenter: 5.5. Lesson 5.3. Listening review (2): Vitamins

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

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

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

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

5.6

Presenter: 5.6. Exercise A. Listen and number the expressions in order.

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

5.7

Presenter: 5.7. Exercise B. Listen to some more information about nutrition. Match the words and the definitions.

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

5.8

Presenter: 5.8. Exercise C. Listen. Complete the notes with the important words from each sentence.

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

5.9

Presenter: 5.9. Exercise D. Listen. Write the correct year in each space.

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

5.10

Presenter: 5.10. Lesson 5.4. Grammar review (1): Predicting; past and present, positive and negative, singular and plural

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

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

5.11

Presenter: 5.11. Exercise B. Listen. Tick the correct column for each sentence.

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

5.12

Presenter: 5.12. Exercise C. Listen. Tick the sentence you hear.

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

5.13

Presenter: 5.13. Exercise D. Listen. Is the subject of each sentence singular or plural?

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

5.14

Presenter: 5.14. Lesson 5.5. Listening review (3): The food pyramid

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

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

5.15

Presenter: 5.15. Exercise A2. Listen and check your ideas.

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

5.16 DVD 10.D

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

5.17 DVD 10.E

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

The six main food groups are as follows:

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

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

5.18 DVD 10.F

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

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

5.19 DVD 10.G

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

5.20

Presenter: **5.20. Lesson 5.6. Vocabulary for speaking: Portions.**
Exercise B. Listen and complete the text. Use words from the list on the right. Make any necessary changes.

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

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

5.21

Presenter: **5.21. Lesson 5.7. Speaking review (1): Researching daily diet**

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

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

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

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

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

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

5.22

Presenter: **5.22. Everyday English. Getting something to eat**

Exercise B2. Listen and check your ideas.

Presenter: Conversation 1.

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

Presenter: Conversation 2.

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

Presenter: **Conversation 3.**

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

Presenter: **Conversation 4.**

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

Presenter: **Conversation 5.**

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

Presenter: **Conversation 6.**

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