

Transcript

Presenter: **Progressive Skills in English. Level 1 Workbook.**
Track 1. Theme 1: Education.
Listening section.

Exercise A1. Listen and discuss some statements about education.

Students:

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

Presenter: **Track 2. Exercise A2. Listen to some students. Do they agree or disagree with each statement?**

Presenter: One.

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

Presenter: Two.

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

Presenter: Three.

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

Presenter: Four.

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

Presenter: Five.

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

Presenter: Six.

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

Presenter: **Track 3. Exercise B2. Listen and check your answers.**

Students:

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

Track 4  1.A

1. Student A: What's the connection between History and Mathematics?
Student B: They're both subjects.
2. Student A: *Begin and end?*
Student B: That one's easy. They're opposites!
3. Student B: What about *lecturer* and *teacher*?
Student A: They both teach.
Student B: Yes, but a lecturer teaches at a university and a teacher works in a school.

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

Track 5 [DVD] 1.E

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

Track 6 [DVD] 1.F

Mr Mills: Let's start at the beginning. Greetings – I mean, saying hello to someone. When you meet someone for the first time, you can say 'Pleased to meet you' or 'How do you do?'. Some English people just say 'Hi' or 'Hello'. All of these are fine. Secondly, be careful when you address people. You can't use titles – I mean Mr, Mrs, Professor – with a first name, like Mr John, or Mrs Mary or Professor Michael. You must use the surname with a title – Mr Williams, Mrs Pearce, Professor Jones. By the way, you call most lecturers at a British university Mr or Mrs or Miss. We only use Doctor if he or she has a PhD. Oh, and Professor. In Britain, a Professor is usually the head of department or faculty. Do not call all lecturers Professor.

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

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

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

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

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

Presenter: **Track 7. Exercise H4. Listen, repeat and check your answers.**

Voice: dean, head, staff, bursar, fresher, graduate, lecturer, chancellor, professor

Presenter: **Track 8. Exercise I2. Listen, repeat and check your answers.**

Voice: fee, deadline, lecture, schedule, subject, degree, research, article, faculty, assignment, projector, semester

Presenter: **Track 9. Exercise J2. Listen and check your answers.**

- Voices:
- The first semester in my country begins in October.
 - Go to the bursar to pay your fees.
 - I'm doing some research to help me with my technology project.
 - The dean is in charge of the Faculty of Education.
 - An assignment is a piece of work that students do on their own.
 - The deadline for the next assignment is on Tuesday.
 - Speak to the librarian to order your books.
 - A projector is a machine for showing Powerpoint slides.
 - In Britain, the head of a department or faculty is usually a professor.

Presenter: **Track 10. Exercise K2. Listen, repeat and check your answers.**

Voice: hall of residence, accommodation, campus, resource centre, welfare office, library, food court, gym, crèche, launderette

Presenter: Track 11. Exercise L3. Listen and repeat.

- Voice:
- a. graduate
 - b. staff
 - c. research
 - d. schedule
 - e. lecture

Presenter: Track 12. Theme 1: Education. Speaking section.

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

Presenter: Conversation 1.

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

Presenter: Conversation 2.

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

Presenter: Conversation 3.

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

Presenter: Conversation 4.

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

Presenter: Track 13. Exercise H4. Listen, repeat and check your answers.

- Voice: form, set, sit, take, pupil, college, degree, reward, graduate, tertiary, primary, behaviour, semester

Presenter: Track 14. Exercise K5. Listen and repeat the sentences above.

- Student:
- a. I took eight GCSEs at secondary school.
 - b. I started school at five.
 - c. School isn't compulsory after 16.
 - d. Children don't take exams at nursery school.
 - e. The exams at 16 were difficult.
 - f. Classes aren't small at secondary school.
 - g. Many children begin school at four or five.
 - h. Many children like their first school.

Presenter: Track 15. Theme 2: Psychology and sociology. Listening section.

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

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

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

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

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

Presenter: Track 16. Exercise C2. Listen to a student explaining one word in each pair. Tick the word.

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

Presenter: Track 17. Exercise E. Listen and complete the phrases.

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

Track 18 DVD 2.B

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

OK, let's answer the first question. What is psychology? Psychology is the study of the mind. It is *not* the study of the brain. The brain is physical. You can see a brain, you can touch it, you can even cut it open. The mind is *in* the brain but you can't see it or touch it. We now believe that the mind controls our behaviour. So psychologists study the human mind. Then they try to understand human behaviour.

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

Track 19 DVD 2.C

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

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

Track 20 DVD 2.D

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

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

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

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

Presenter: Track 21. Exercise H4. Listen, repeat and check your answers.

Voice: behaviour, relations, relationship, psychology, identity, individual, sociologist, sociology

Presenter: Track 22. Exercise I3. Listen, repeat and check your answers.

- Voice:
- brain, race, make
 - form, draw, your
 - mind, primary, identity
 - human, group, rule
 - separate, different, diagram
 - behave, control, belong

Presenter: Track 23. Exercise J. Listen to ten sentences. Which word from Exercises H and I do you hear in each sentence?

- Voices:
- My brain is tired today. I can't think.
 - Ideas and feelings come from your mind.
 - The teacher sent him out because his behaviour was so bad.
 - The new manager has a good relationship with the workers.
 - The police don't know the identity of the car owner.
 - The Faculty of Sociology is very good at this university.
 - Each individual in this class has different ideas.
 - The human race is about 200,000 years old.
 - The correct answers are in a separate section at the back of the book.
 - Unfortunately, the teacher can't control the class; it's like a zoo in there!

Presenter: **Track 24. Exercise K3. Listen and check your answers.**

Voices:

- sociology – sociologist
- psychology – psychologist
- science – scientist
- philosophy – philosopher
- language – linguist
- medicine – doctor
- education – teacher, lecturer
- history – historian
- music – musician

Presenter: **Track 25. Exercise L. Listen to the sentences. Say if the word is a verb or a noun.**

Voices:

- He acted in a very strange way yesterday.
- The aim of the lecture wasn't very clear.
- She lost control of the car and went off the road.
- What's the correct form of this verb?
- Let's group these words together.
- The start of the lecture was boring but it got better.
- We've just bought a new desk for the study.
- People usually work better in a quiet place.
- Can you dream when you're awake?
- You can't touch your mind.

Presenter: **Track 26. Exercise M. Listen to the sentences from Exercise L again. Write the sentences.**

[REPEAT OF SCRIPT FROM TRACK 25]

Presenter: **Track 27. Theme 2: Psychology and sociology. Speaking section.**

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

Presenter: Conversation 1.

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

Presenter: Conversation 2.

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

Presenter: Conversation 3.

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

Presenter: Conversation 4.

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

Presenter: **Track 28. Exercise M2. Listen and check your answers.**

Presenter: Conversation 1.

Voice A: I think we need psychologists and sociologists in our society. They have the same importance. You can't say one is more useful than the other.
Voice B: Yes, that's true. They both study human behaviour. And they can make the world a better place.
Voice A: So in some ways, there is no difference between them.

Presenter: Conversation 2.

Voice C: Well, some people say that sociology is more useful than psychology.
Voice D: Really? Why is that?
Voice C: Because humans do not live alone. So we must understand group behaviour. Psychologists can't predict group behaviour.

Presenter: Conversation 3.

Voice E: I agree that sociology is different from psychology. It looks at people in a different way.
Voice F: Yes, but I think we must also study the human mind. Do psychologists have a big influence on sociologists?
Voice E: That's a hard question! I think they can.

Presenter: Conversation 4.

Voice G: Can you explain the difference between *behaviour* and *personality*?

Voice H: Well, I think I can. Your behaviour can change but your personality is always the same.

Voice G: OK. I think I understand.

Presenter: **Track 29. Exercise N2. Listen and check your answers.**

[REPEAT OF SCRIPT FROM TRACK 28]

Presenter: **Track 30. Exercise N3. Listen and repeat these sentences from the conversations in Exercise M.**

Voice: a. They have the same importance.
b. You can't say one is more useful than the other.
c. And they can make the world a better place.
d. Well, some people say sociology is more useful than psychology.
e. Psychologists can't predict group behaviour.

Presenter: **Track 31. Theme 3: Work and business.
Listening section.**

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

Presenter: One.

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

Presenter: Two.

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

Presenter: Three.

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

Presenter: Four.

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

Presenter: Five.

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

Presenter: Six.

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

Presenter: **Track 32. Exercise B1. Listen. The people in the pictures above are talking about their jobs. You will hear two of the words or phrases below in each description. Number the words.**

Presenter: One.

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

Presenter: Two.

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

Presenter: Three.

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

Presenter: Four.

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

Presenter: Five.

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

Presenter: Six.

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

Presenter: **Track 33. Exercise D2. Listen and tick the phrase you hear.**

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

Track 34 DVD 3.B

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

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

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

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

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

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

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

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

Presenter: **Track 35. Exercise H3. Listen, repeat and check your answers.**

Voice: colleague, punctual, worker, waiter, customer, manager, employer, assistant

Presenter: **Track 36. Exercise I3. Listen, repeat and check your answers.**

Voice: a. equip, equipment
b. involve, involvement
c. pay, payment
d. produce, produce
e. provide, provision
f. qualify, qualification
g. require, requirement
h. respect, respect

Presenter: **Track 37. Exercise J1. Listen to ten definitions. Which words from Exercises H and I are defined?**

Voice: a. Always being on time, for meetings, for example.
b. A person you work with.
c. The person or company you work for.
d. A person who buys something in a shop, for example.
e. Things that you need for a job or work.
f. It is very similar to the verb *need*.
g. Being part of an activity or event.
h. A person who helps another person in their work.
i. To have a good opinion of someone.
j. It is very similar to the verb *make*.

Presenter: **Track 38. Exercise J2. Listen and check your answers.**

Voice: a. punctual
b. colleague
c. employer
d. customer

- e. equipment
- f. require
- g. involvement
- h. assistant
- i. respect
- j. produce

Presenter: **Track 39. Exercise K2. Listen and check your answers.**

Businessman: How do you get a good job when you finish your education? Are you beginning to think about this question? If you are not, then you are making a mistake. If you want to get a good job, you must start thinking about it now. Why do you have to start thinking about your future? Because you must make yourself employable. What does *employable* mean? It means having key skills for the workplace.

In the past, life was much simpler. Schools taught children to read and write. They also taught them some mathematics. Children left school at the age of 14, 15 or 16. Schools did not teach children work skills. Employers did not want school leavers with work skills. They just wanted someone to work hard and learn, on the job.

So you took a low-level job in a company. At first, you earned a low wage. You worked in the same company for 40 years. Every four or five years, you got a small promotion. After 40 years, perhaps you were a manager in the company.

But today, the employment situation is very different. There is higher unemployment and fewer unskilled jobs. So what can you do? Well, first, you need to know the requirements of employers. Your work skills and your personality are as important as paper qualifications. So you must have good communication skills, for example. You must be good at planning and be well organized. You mustn't wait around for your manager's instructions. You must use your initiative.

And my final point is this one. You will probably change your job several times during your lifetime. So you need to plan and organize your career and make yourself employable. You can't leave it to chance.

Presenter: **Track 40. Theme 3: Work and business. Speaking section.**

Presenter: **Exercise B1. Listen and check.**

Presenter: Conversation 1.

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

Presenter: Conversation 2.

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

Presenter: Conversation 3.

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

Presenter: **Track 41. Exercise C4. Listen to some sentences and check your ideas.**

Voice:

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

Presenter: **Track 42. Exercise H4. Listen and check your answers.**

- Voice:
- a. part-time
 - b. manual
 - c. well paid
 - d. outgoing
 - e. polite
 - f. outside
 - g. smart
 - h. honest
 - i. satisfied
 - j. successful
 - k. lazy
 - l. high-level

Presenter: **Track 43. Exercise I3. Listen, repeat and check your answers.**

- Voice:
- a. His job isn't very well paid. He doesn't earn a lot.
 - b. The children were very well behaved when you went out this morning.
 - c. The teacher wrote 'well done' at the bottom of his work.
 - d. In general, British people do not look smart. They are not well dressed.
 - e. The garden looks beautiful. It is very well kept.
 - f. Tony Blair is very well known throughout the world.
 - g. He sold his company for £6 million. Now he's really well off.
 - h. My father left school at 16. But he's really well read.

Presenter: **Track 44. Exercise J4. Listen and check your ideas.**

- Voice A: Now, do you want to be a tour guide?
Voice B: Yes, I do. I want to do the job very much.
Voice A: Why would you like to be a tour guide?
Voice B: Well, I love this city. And I like meeting people.
Voice A: Do you know much about the Big City Tour Company?
Voice B: Yes, I do. A little. I know you have more than 150 branches. And you won a tourist award a few years ago.
Voice A: Have you had any experience in this kind of work before?
Voice B: No, I haven't. But last year, some relatives visited us. I enjoyed showing them around.
Voice A: OK. Did you learn anything useful from that experience?
Voice B: Yes, I did. I think so. You need to be well-prepared. My relatives asked lots of questions!
Voice A: Are you studying Tourism at university?
Voice B: No, I'm not. I'm taking Business Studies. But I can do a Tourism module next year.
Voice A: Can you speak any other languages?
Voice B: Yes, I can. I speak French quite well and a little Spanish.
Voice A: And are you a hard worker?
Voice B: Yes, I am. I prefer to be busy.

Presenter: **Track 45. Exercise J5. Listen and practise the interviewee's answers.**

- Voice A: Now, do you want to be a tour guide?
[PAUSE]
Voice A: Why would you like to be a tour guide?
[PAUSE]
Voice A: Do you know much about the Big City Tour Company?
[PAUSE]
Voice A: Have you had any experience in this kind of work before?
[PAUSE]
Voice A: OK. Did you learn anything useful from that experience?
[PAUSE]
Voice A: Are you studying Tourism at university?
[PAUSE]
Voice A: Can you speak any other languages?
[PAUSE]
Voice A: And are you a hard worker?
[PAUSE]

Presenter: **Track 46. Theme 4: Science and nature.**
Listening section.

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

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

Presenter: Track 47. Exercise A2. Listen and answer the questions.

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

Presenter: Track 48. Exercise B. Listen. Tick the correct column to show the stressed syllable.

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

Presenter: Track 49. Exercise C. Listen. Complete the text with words from the list on the right.

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

Presenter: Track 50. Exercise E1. Listen. Put these groups of words in the correct order.

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

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

Presenter: Track 51. Exercise F1. Listen to the student describing the experiment. When she stops speaking, tick the correct word from each pair of words below.

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

Presenter: Track 52. Exercise H3. Listen, repeat and check your answers.

- Voice:
- add, addition
 - collect, collection
 - compare, comparison
 - damage, damage
 - display, display
 - experiment, experiment
 - organize, organization
 - prove, proof
 - represent, representative
 - research, research

Presenter: Track 53. Exercise I2. Listen and check your answers.

- Voices:
- Can we organize this office in a better way?
 - He's damaged his car so he's walking to work at the moment.
 - How are we going to collect the data for the research?
 - I've displayed the photos on the website.
 - The graph compares information about two different countries.
 - The president didn't come but he sent a representative.
 - The university is doing experiments about sleep.
 - There is not much government money for research at the moment.
 - There's no proof that she took the money.
 - Unfortunately, we added the wrong data to the graph.

Presenter: **Track 54. Theme 4: Science and nature. Speaking section.**

Exercise B1. Listen and number the words below in the order that you hear them.

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

Presenter: **Track 55. Exercise C1. Listen and check.**

Presenter: Conversation 1.

Voice A: What is the water cycle?

Voice B: I'm not sure. Is it something to do with rain?

Presenter: Conversation 2.

Voice A: What's that noise?

Voice B: I think it's thunder.

Presenter: Conversation 3.

Voice A: What are clouds made of?

Voice B: Water vapour, I think.

Presenter: Conversation 4.

Voice A: Why do we have tides at the coast?

Voice B: I don't know. Perhaps the wind causes them.

Track 56  **4.B**

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

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

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

Presenter: **Track 57. Exercise H3. Listen and check.**

Voice: cloud, vapour, through, amount, sound, colour

Presenter: **Track 58. Exercise I2. Listen, repeat and check your answers.**

Student:

- My explanation is about 'Why is the sky blue?'
- White light travels from the sun.
- White light contains all the colours.
- The white light hits dust and smoke in the atmosphere.
- The blue light scatters more than all the other colours, so it makes the sky blue.
- Light has many colours but we can only see seven.
- This is the rain falling on the land.
- All the colours together make the clouds white.

Presenter: **Track 59. Exercise K2. Listen, repeat and check your answers.**

Student: Look. This is the ground. During a thunderstorm, the ground gets a positive charge. At the same time, the clouds become negatively charged, and electricity flows from here to here. We see it as a flash of lightning, like this. Now the lightning heats the air, here, very quickly and the air expands, like this. We hear a loud noise – thunder.

Presenter: **Track 60. Theme 5: The physical world.**
Listening section.

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

Voice: 1. It is in North America. It is north of the USA.
2. It is in Asia. It is southeast of Pakistan.
3. It is in Africa. It is west of Egypt.
4. It is in Europe. It is west of Spain.
5. It is in Oceania. It is a large island. It is on the Tropic of Capricorn. It is near New Zealand.
6. It is in South America. It is between the Equator and the Tropic of Capricorn. It is north of Argentina.

Presenter: **Track 61. Exercise B3. Listen. Is each sentence true or false?**

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

Presenter: **Track 62. Exercise C1. Listen to the pronunciation of ten words for physical features. Find and number them in the list on the right.**

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

Presenter: **Track 63. Exercise C2. Listen to a sentence about each physical feature. Find an example of each feature on the map.**

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

Track 64  **5.C**

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

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

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

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

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

Thank you.

Presenter: **Track 65. Exercise H2. Listen to the stressed syllable for each word. Number the words in the order you hear them.**

Voice: is[land]
riv[er]
la[ke]
coa[st]
moun[tain]
[pen]in[sula]
pla[teau]
rain[forest]

[vol]ca[no]
o[cean]

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

- Voice:
- What is the exact location of Mumbai?
 - How far is it from London to Manchester?
 - Who is giving the Sociology lecture tomorrow?
 - Where does the meeting take place?
 - What is the longest river in the world?
 - When did people first become interested in human behaviour?
 - How do you say this word?
 - Do you like being on your own?

Presenter: **Track 67. Exercise J1. Listen to some sentences about countries and their locations. There is a factual mistake in each sentence. Correct the sentence. Then say the sentence.**

- Voice:
- New Zealand is southwest of Australia.
 - The Tropic of Cancer runs through Brazil.
 - India is in Asia. It is on the Equator. It is east of Egypt.
 - Portugal is in Europe. It is to the east of Spain.
 - Japan is south of Australia.
 - Australia is on the Tropic of Cancer.
 - Libya is in Africa. It has a border with Egypt to the north.
 - Brazil and Australia are in South America.
 - The USA and Canada are in South America.

Presenter: **Track 68. Exercise K1. Listen to some sentences about Oman, a country in the Middle East. Write each sentence.**

- Voice:
- The Sultanate of Oman is situated north of the Equator. It is a very hot country.
 - The capital city, Muscat, is on the Tropic of Cancer.
 - Oman is bordered to the northwest by the UAE.
 - To the west, there is a long border with Saudi Arabia.
 - To the southeast, Oman has a long coastline on the Arabian Sea.
 - In the southwest, there is a border with Yemen.

Presenter: **Track 69. Exercise K3. Listen and check your answers.**

Voice: There is a small area in the far north that belongs to Oman. It is called Musandum. The total area of the country is 212,500 kilometres. This is about four times the area of England. The country consists of stony desert, with a sandy desert in the southeast called Wahiba Sands. The border with Saudi Arabia is also sandy desert. This is the famous Rub al Khali, or Empty Quarter. There are mountains in the north of the country. They are called the Hajar. The highest point of Oman is Jebel Akhdar.

Presenter: **Track 70. Exercise L2. Listen and check your answers.**

- Voice:
- It is a country in Europe.
 - It is in the centre of the region.
 - It is quite small.
 - It is called Switzerland.
 - It is bordered by Germany, France, Italy and Liechtenstein.
 - There are mountains in the south of the country.
 - They are called the Alps.
 - In fact, three quarters of the land is mountains, but there is farming land in the north of the country.
 - There are several large cities, including the capital, Bern.
 - In this small country, there are only around seven million people.

Presenter: **Track 71. Theme 5: The physical world. Speaking section.**

Exercise C1. Listen and check.

Presenter: Conversation 1.

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

Presenter: Conversation 2.

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

Presenter: Conversation 3.

Voice A: What's a *plain*?

Voice B: It's a big flat area of land.

Presenter: **Track 72. Exercise H1. Listen to a conversation between two students, Velna and Connie. Velna is giving a talk about Latvia later in the week.**

Connie: Where do you come from, Velna?

Velna: Latvia. It's very small and not many people know about it.

Connie: It's in Eastern Europe, isn't it?

Velna: Well, northeast actually. We have a border with Russia.

Connie: What's the capital called?

Velna: Riga. It's in the centre of the country. In fact, Riga is on two rivers. It's a big port.

Connie: What's your job back in Riga?

Velna: I work at the office of tourism.

Connie: Tourism? Is your weather OK for tourists?

Velna: Yes, of course! It can be very hot in summer. In winter it often snows. But there aren't any tall mountains so we don't have skiing.

Connie: How about skating?

Velna: Ice hockey is more popular in most areas. If you want to know more, come to my talk. I've got to go now. Bye!

Connie: Thanks, I will. Bye!

Presenter: **Track 73. Exercise H3. Listen and check your ideas.**

[REPEAT OF SCRIPT FROM TRACK 72]

Presenter: **Track 74. Exercise I2. Listen and check your answers. Practise each sentence.**

- Velna:
- I'm going to talk about Latvia.
 - First of all, I will describe the size and location of the country.
 - Then, I'll tell you about the capital city.
 - Finally, I'll mention some of the physical features.
 - Latvia is in northeast Europe and has borders with Russia, Estonia, Belarus and Lithuania.
 - The country is fairly small and has an area of about 65,000 square kilometres.
 - It has a long coastline on the Baltic Sea to the west.
 - Riga is the capital city and it is in the centre of the country.
 - The highest point in the country is only about 300 metres.
 - There are a lot of rivers which flow through the region.

Presenter: **Track 75. Exercise K3. Listen and check your answers.**

- Voice:
- Turkey is a large country which is in southeast Europe.
 - It is bordered by several countries, including Bulgaria, Georgia, Syria, and Iraq.
 - The capital is Ankara, which is located in the centre of the country.
 - It has a population of nearly three million.
 - But it is not the largest city, which is Istanbul.
 - The country occupies over 750,000 square kilometres, between latitudes 36 and 42 degrees north and longitudes 28 and 44 degrees east.
 - There are mountains in the east and the south of the country.
 - Mount Agri, which is in the eastern mountains, is the highest point.
 - It reaches a height of over 5,000 metres.
 - There are many lakes, including Van, which is near the border with Iran.

Presenter: **Track 76. Exercise K4. Listen again and repeat each sentence.**

[REPEAT OF SCRIPT FROM TRACK 75]