

Transcript

Presenter: **Track 1. Theme 1: Culture and civilization.**
Listening section.

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.

Presenter: **Track 2. Exercise E. 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.

Presenter: **Track 3. Exercise H2. Listen, repeat and check your answers.**

Voice: adult, after, birthday, children, party, people, person, special, women, again, become, event, invite, involve, receive

Presenter: **Track 4. Exercise J2. Listen, repeat and check your answers.**

Voice:

- She gave me a present for my wedding.
- We had a big celebration for my 18th birthday.
- I made him a chocolate cake for his birthday.
- John opened the card and a £20 note fell out.
- My mother received lots of flowers and cards in hospital.
- Please send my congratulations to your daughter.
- The celebrations will take place on March 5th.
- Did you go to Mandy's 18th birthday party?
- I didn't go because I didn't receive an invitation.

Presenter: **Track 5. Exercise K3. Listen and check your answers.**

Voice:

- After lighting 16 candles, the girl sits on a chair.
- After putting on special dresses, the girls go to the town hall.
- After opening all his cards, John opened his presents.
- After leaving school at 18, I went to university.
- After doing the research for my assignment, I discussed it with my tutor.
- After completing the application form, I went for an interview.

Presenter: Track 6. Exercise K5. Listen, repeat and check your answers.

Voice:

- Before sitting on a chair, the girl lights 16 candles.
- Before organizing some of his files, he tidied his desk.
- Before starting work for a national paper, he worked on a local newspaper.
- Before giving the reasons, I will give some examples.
- Before starting the essay, organize the information into paragraphs.
- Before changing the fuse, switch off the electricity.

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

Voice: I'm going to talk to you today about a festival in Japan. The festival is called *Seijin-no-hi*, which means 'the coming of age'. 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 both. In some countries, children come of age at 18 or 16 or even 14. In Japan, coming of age happens at 20 years old.

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!

Presenter: Track 8. Theme 1: Culture and civilization.
Speaking section.

Exercise A2. Listen and repeat each word.

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

Presenter: Track 9. 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!*

Presenter: Track 10. 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

Presenter: Track 11. Exercise J2. Listen, repeat and check your answers.

Voice:

- luck [PAUSE] culture
- birth [PAUSE] Thursday
- special [PAUSE] present
- sign [PAUSE] die
- card [PAUSE] pass
- candle [PAUSE] adult
- occasion [PAUSE] name
- symbol [PAUSE] original
- people [PAUSE] each

Presenter: Track 12. Exercise K2. Listen and check your answers. Mark the stressed syllables for the nouns and adjectives.

Voice:

- colour [PAUSE] colourful
- culture [PAUSE] cultural
- death [PAUSE] dead
- event [PAUSE] eventful
- luck [PAUSE] lucky
- marriage [PAUSE] married
- origin [PAUSE] original
- tradition [PAUSE] traditional

Presenter: Track 13. Exercise K3. Listen, repeat and check your answers.

[REPEAT OF SCRIPT FROM TRACK 12]

Presenter: **Track 14. Exercise N1. Listen to some sentences from a conversation. Choose the best way to respond.**

- Voice A:
1. It was my 18th birthday last week.
 2. I got a car from my parents.
 3. But I failed my driving test.
 4. So I'm taking it again next month.
 5. My father's giving me extra lessons.
 6. He's taking me out in his new Mercedes.
 7. But I don't enjoy going out with him.
 8. His car's too big and expensive.
 9. It makes me nervous.

Presenter: **Track 15. Exercise N2. Listen to the complete conversation and check your answers.**

- Voice A: It was my 18th birthday last week.
Voice B: Your 18th birthday? What did you get?
Voice A: I got a car from my parents.
Voice B: A car? I didn't know you could drive.
Voice A: But I failed my driving test.
Voice B: You failed? Oh, I'm sorry.
Voice A: So I'm taking it again next month.
Voice B: Next month? That's quite soon.
Voice A: My father's giving me extra lessons.
Voice B: Your father? What kind of car has he got?
Voice A: He's taking me out in his new Mercedes.
Voice B: His new Mercedes? Wow!
Voice A: But I don't enjoy going out with him.
Voice B: You don't enjoy it? Why not?
Voice A: His car's too big and expensive.
Voice B: Too big? Yes, you're right.
Voice A: It makes me nervous.
Voice B: Nervous? Well, go in your mother's car instead.

Presenter: **Track 16. Exercise N3. Listen to the sentences in Exercise N1 again. Try to give the correct responses.**

[REPEAT OF SCRIPT FROM TRACK 14]

Presenter: **Track 17. Theme 2: Technology.
Listening section.**

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.

Track 18 **DVD** **7.D**

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.

Presenter: **Track 19. Exercise G2. Listen and repeat.**

- Voice:
1. air [PAUSE] wear
 2. cart [PAUSE] after
 3. first [PAUSE] world
 4. flight [PAUSE] mind
 5. power [PAUSE] ground
 6. road [PAUSE] drove
 7. sail [PAUSE] space
 8. source [PAUSE] walk
 9. move [PAUSE] human
 10. jet [PAUSE] petrol

Presenter: **Track 20. Exercise I2. Listen and check your answers.**

- Voices:
- a. The invention of the aeroplane was the most exciting of the 20th century.
 - b. Who was the first person to sail around the world in a boat?
 - c. In the old days, people travelled on foot or on horseback.
 - d. In some parts of the world, farmers still use a horse and cart to take crops and vegetables to the market.
 - e. Wind is a 'greener' power source than petrol.
 - f. His new motorbike has a very powerful engine.
 - g. Be careful when you go out. The road is very icy.
 - h. What time is your flight to Hong Kong?
 - i. She only rode her new bike once then forgot about it.
 - j. No planes flew from Heathrow yesterday because of the bad weather.

Presenter: **Track 21. Exercise K2. Listen and check your answers.**

- Voice:
- a. The Wright brothers flew the first plane in 1903.
 - b. The propeller plane lasted for nearly 30 years.
 - c. In 1970, an American aircraft company invented the Jumbo jet.
 - d. On 12th April 1981, the first Space Shuttle took off from Florida.
 - e. The first carts with wheels appeared around 3500 BCE.
 - f. In October 1947 a jet plane flew faster than the speed of sound.
 - g. But the greatest advance in the history of transport was the landing on the Moon.
 - h. More than 40 years ago, man stepped from his spacecraft onto the surface of the Moon.

Presenter: **Track 22. Theme 2: Technology. Speaking section.**

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.

Presenter: **Track 23. Exercise D2. 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?

Presenter: **Track 24. Exercise G3. Listen, repeat and check your answers.**

- Voice:
- a. alphabetical [PAUSE] alphabet
 - b. electrical [PAUSE] electricity
 - c. industrial [PAUSE] industry
 - d. mechanical [PAUSE] mechanic
 - e. personal [PAUSE] person

- f. physical [PAUSE] physics
- g. practical [PAUSE] practice
- h. punctual [PAUSE] punctuality
- i. residential [PAUSE] residence

Presenter: **Track 25. Exercise H1. Listen to some sentences with homophones. Circle the correct word in each pair.**

- Voices:
- a. It's a beautiful day; the sun is shining at last!
 - b. My car's in the garage. There's a problem with the brakes.
 - c. There are very few male primary school teachers.
 - d. Could you write your name just here, please?
 - e. Unfortunately he didn't know any of the answers.
 - f. Could you tell me where the nearest bus stop is?
 - g. I need a new laptop; this one is hopeless.
 - h. I waited nearly an hour for him but he didn't arrive.
 - i. Would you like a biscuit with your coffee?
 - j. This coffee is too weak; there's too much milk in it.
 - k. I can't wait for this semester to end; I'm really tired.

Presenter: **Track 26. Exercise H2. Listen again and repeat the sentences.**

[REPEAT OF SCRIPT FROM TRACK 25]

Presenter: **Track 27. Exercise J1. Listen and number the questions in the correct order.**

- Tutor: Hi Ben.
 Ben: Could you help me with my project on inventors?
 Tutor: Yes, of course. What's the problem?
 Ben: Well, I don't know what to write about exactly. Have you got any good ideas?
 Tutor: Mm. Have you thought about women inventors?
 Ben: Sorry? Did you say women inventors?
 Tutor: Yes, I did. It seems that there are hundreds of them you know.
 Ben: No, I didn't know. Can you give me an example?
 Tutor: Well, apparently, there are several women inventors in the field of transport. Did you know that Mary Anderson invented the windscreen wiper in 1903?
 Ben: Pardon? When did she invent it?
 Tutor: In 1903. According to my research, she was on a streetcar in New York ...
 Ben: Sorry, but what's a streetcar?
 Tutor: Um, a kind of bus, I think. Anyway, it was snowing. Every few minutes, the driver stopped the bus, got out and brushed the snow away from the window.
 Ben: Why did he do that?
 Tutor: Because he couldn't see the road! It seems that gave her the idea for the windscreen wiper.
 Ben: Wow! It's only a small thing, but really necessary.
 Tutor: Absolutely.

Presenter: **Track 28. Exercise J2. Listen to the conversation and take Ben's part. Copy the intonation patterns.**

- Tutor: Hi Ben.
 [PAUSE]
 Tutor: Yes, of course. What's the problem?
 [PAUSE]
 Tutor: Mm. Have you thought about women inventors?
 [PAUSE]
 Tutor: Yes, I did. It seems that there are hundreds of them you know.
 [PAUSE]
 Tutor: Well, apparently, there are several women inventors in the field of transport. Did you know that Mary Anderson invented the windscreen wiper in 1903?
 [PAUSE]
 Tutor: In 1903. According to my research, she was on a streetcar in New York ...
 [PAUSE]
 Tutor: Um, a kind of bus, I think. Anyway, it was snowing. Every few minutes, the driver stopped the bus, got out and brushed the snow away from the window.
 [PAUSE]
 Tutor: Because he couldn't see the road! It seems that gave her the idea for the windscreen wiper.
 [PAUSE]
 Tutor: Absolutely.

Presenter: **Track 29. Exercise K2. Listen and check your answers.**

- Voice:
- a. Did you know that Mary Anderson invented windscreen wipers in 1903?
 - b. Apparently she was on a streetcar in New York.
 - c. It seems it was snowing.
 - d. The driver stopped the streetcar because he could not see the road.
 - e. The driver brushed the snow off the windows.
 - f. According to my research, everyone laughed at the idea at first.

- g. Did you know the first wipers were mechanical?
- h. They were rubber blades attached to an arm.
- i. Apparently, a few years later an automatic wiper was invented.
- j. Very soon, all cars, buses and streetcars had wipers.

Presenter: **Track 30. Exercise L. Listen to some amazing facts about transport. Choose one of the checking questions to ask after each fact. Say it with the correct intonation.**

- Voices:
1. Japan has 8,462 ships which carry goods. The USA has only 5,642.
 2. The USA has 3.9 million miles of roads and 5,400 public airports.
 3. Americans drive about three trillion miles each year. Three trillion is a 3 and 12 zeros.
 4. More than 50 countries drive on the left side of the road.
 5. In 1911, a pilot flew from the West Coast to the East Coast of the United States. The journey took 49 days.
 6. Americans spend about ten per cent of their annual incomes on their cars.
 7. More than 61 per cent of all journeys in the UK between one and two miles are made by car.
 8. The wings of a Boeing 747 jet are longer than the Wright brothers' first flight.
 9. Each year, more than 500,000 people die in road accidents. Seventy per cent of these deaths are in developing countries.
 10. There are more than 6,000 flights every day into London's three main airports.

Presenter: **Track 31. Theme 3: Arts and media. Listening section.**

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.

Presenter: **Track 32. 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.

Presenter: **Track 33. Exercise E1. 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 |

Presenter: **Track 34. Exercise E2. 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 |

Track 35  **8.C**

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.

Presenter: **Track 36. Exercise H3. Listen and check your answers.**

Voice: reporter, listener, printer, broadcaster, consumer, writer, newsreader, advertiser, viewer, distributor, terrorist, official

Presenter: **Track 37. Exercise I2. Listen and check your answers.**

Voice: break the news
break your leg
break for lunch
break a window
break the law
break your phone
break a promise
break your heart
reach a place
reach a person
reach a level
reach a decision
reach an audience
reach the first floor
reach home
reach a height

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

Voices: a. In general, women live longer than men.
b. There's a live football match from Barcelona later this evening.
c. I don't live with my parents any more.
d. I live in a studio flat in the centre.
e. This is a live broadcast from Iceland, near the area of the volcano.
f. We are against experiments on live animals.
g. Careful – that wire is live.
h. In the winter, the animals live in that small building over there.
i. There will be live music at the party.
j. Most students live in halls of residence near the university.

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

Voice A: Have you heard about the Icelandic volcano?
Voice B: Yes, I watched it on the news this morning.
Voice A: It's sending a cloud of ash 7,000 metres up into the sky!
Voice B: I know. It's amazing. In Iceland, they can't see the sun in some places.
Voice A: It's a really good story for the media. They are saying the government might cancel flights in and out of the UK.
Voice B: Oh no, I hope not. I've got a flight booked for this weekend. I'm going home for my sister's wedding.
Voice A: Perhaps you should go by train instead!

Presenter: **Track 40. Exercise L2. Listen, repeat and check your answers.**

Voice: a. communicate [PAUSE] speak
b. distribute [PAUSE] give out
c. inform [PAUSE] tell
d. occur [PAUSE] happen
e. produce [PAUSE] make
f. reach [PAUSE] get to

- g. transmit [PAUSE] send
- h. participate [PAUSE] take part
- i. select [PAUSE] choose
- j. attend [PAUSE] go to

Presenter: **Track 41. Exercise M2. Listen and check your answers.**

- Voice:
- a. breaking news
 - b. news report
 - c. live event
 - d. government secret
 - e. mass media
 - f. general public
 - g. large audience
 - h. strong influence
 - i. printing press
 - j. crime scene

Presenter: **Track 42. Exercise N2. Listen and check your answers.**

Voice: In the past, it took a long time for the news to reach an audience. The beginning of the mass media was in the fifteenth century. At this time, the printing press was invented and the literacy of the general public improved.

Nowadays, the mass media has three main advantages. The first is the speed that news can reach the general public. And reporters can get to the scene of a crime, disaster or other event very quickly. Another is that news is cheap for consumers. The third advantage is openness. This means that governments and people in public life cannot keep secrets any more.

There are also disadvantages. Perhaps there is too much quantity. Also advertisers can influence the news on TV and other media. In other words, there is bias in the news so we cannot always believe it. Openness in the media can mean that people do not have any privacy.

Presenter: **Track 43. Exercise O. Listen and repeat the sentences with these words.**

- Voices:
1. The 10 o'clock news has an audience of six million.
 2. There are adult literacy classes at the college.
 3. People in public life cannot keep secrets any more.
 4. The police stopped reporters visiting the scene of the crime.
 5. Consumers are people who use products or services.
 6. There is too much bias in the media.
 7. Parents must influence children in a good way.
 8. Famous people have very little privacy.

Presenter: **Track 44. Theme 3: Arts and media. Speaking section.**

Exercise B1. Listen.

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.

Track 45  **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.

Presenter: **Track 46. Exercise I3. Listen, repeat and check your answers.**

Voice: a. advert
b. critic
c. reviewer
d. design
e. image
f. reporter
g. issue
h. article
i. feature
j. editor

Presenter: **Track 47. Exercise J2. Listen, repeat and check your answers.**

Voices: a. I think smoking is very bad for you.
b. I don't feel that qualifications are very important.
c. I'm sorry, I don't agree with you.
d. Where is that student from?
e. What do you think this advert is about?
f. The advert persuades us to buy the product.
g. What was your impression of the political debate on TV last night?
h. Magazines should avoid having stereotypes in their articles.
i. Television is a bad influence on children.
j. I'm sure an advertising agency designed the image.

Presenter: **Track 48. Exercise K2. Listen, repeat and check your answers.**

Presenter: **a.**
Voice A: Did you enjoy the poetry reading?
Voice B: No, I didn't.

Presenter: **b.**
Voice A: Do you think the TV news is biased?
Voice B: No, I don't.

Presenter: **c.**
Voice A: Is there too much politics in the news at the moment?
Voice B: Yes, there is.

Presenter: **d.**
Voice A: Are there too many stereotypes in women's magazines?
Voice B: Yes, there are.

Presenter: **e.**
Voice A: Has that documentary started yet?
Voice B: No, it hasn't.

Presenter: **f.**
Voice A: Does that comedy programme start at 8?
Voice B: Yes, it does.

Presenter: **g.**
Voice A: Are you going to the literature festival?
Voice B: No, I'm not.

Presenter: **h.**
Voice A: Have you seen the photos of the earthquake in today's paper?
Voice B: Yes, I have.

Presenter: **Track 49. Exercise L2. Listen, repeat and check your answers.**

Voice: comedy, drama, crime, cookery, detective, documentary, gardening, geography, holiday, legal, nature, news, politics, property, quiz, romantic, serial, soap, sports, talent, wildlife

Presenter: Track 50. Theme 4: Sports and leisure.
Listening section.

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.

Presenter: Track 51. 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.

Presenter: Track 52. Exercise F2. 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!

Track 53 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*.

Track 54 DVD 9.D

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.

Presenter: Track 55. Exercise I3. Listen, repeat and check your answers.

Voice: aerobics, football, dance, rugby, swimming, basketball, cycling, tennis, golf, jogging

Presenter: Track 56. Exercise J2. Listen, repeat and check your answers.

Voice A: Hi there!

Voice B: Hi! Sorry, can't stop. I'm going to aerobics.

Voice A: Where do you do that?

Voice B: In the sports hall. They have several classes a week.

Voice A: Oh, right. I do a dance class there on Tuesdays.

Voice B: Well, I really must go. I'll be late.

Voice C: Did you go swimming this morning?

Voice D: Well, I went to the pool. But I couldn't have a swim.

Voice C: Oh no! Why was that?

Voice D: There was a mother and baby class. So I went to the gym instead.

Voice C: I think going to the gym is really boring.

Voice D: Me, too. I much prefer swimming or playing tennis.

Presenter: Track 57. Exercise L1. Listen to some sentences with the verb *do*.

- Voices:
1. I'm just coming. I'm doing my hair.
 2. She's doing well in her job; she's just become a manager.
 3. I did three months in a children's nursery but the pay was terrible.
 4. I'm doing some pasta for tonight's dinner.
 5. We did 300 kilometres in the car yesterday.
 6. It's your turn to do the washing-up.
 7. I've nearly done my assignment, thank goodness!
 8. I did Economics at university.
 9. I could do with a glass of water.
 10. I can't do without my mobile.

Presenter: Track 58. Exercise N1. Listen to some sentences with the verb *play*. Write them down.

- Voices:
1. The actor enjoys playing the role of James Bond.
 2. She is not playing for England in this match.
 3. I would like to be able to play the piano.
 4. My daughter loves playing on her computer.
 5. She's never on time for work. She's playing with fire.
 6. The children played a joke on their teacher.

Presenter: Track 59. Exercise O2. Listen and check your answers. Mark the stressed syllable for each word.

- Voices:
- a. The university is doing research into the physical development of children.
 - b. The world of finance is much too competitive for me.
 - c. I think golf is a good example of an achievement sport.
 - d. He's very shy and never participates in the tutorials.
 - e. I'm going to classify sports in three main ways.
 - f. For the group presentation, we need your cooperation.
 - g. The examination officer co-ordinates the students and the exam rooms.
 - h. What was the top speed of your opponent in the cycling race?
 - i. Does the winning team get a silver cup?
 - j. What was her reaction when she lost the match?

Presenter: Track 60. Theme 4: Sports and leisure. Speaking section.

Exercise G1. Listen to two different pronunciations of *the*.

- Voice:
1. the Moon
 2. the Earth

Presenter: Track 61. Exercise G2. Listen to pairs of words with *the*. Write 1 or 2 next to each phrase.

Voice:

- the afternoon, the morning
- the defender, the attacker
- the ball, the net
- the north, the east
- the question, the answer
- the USA, the UK
- the alphabet, the phone number
- the engine, the machine
- the Solar System, the universe
- the audience, the actors

Presenter: Track 62. Exercise G4. Listen and repeat each phrase.

[REPEAT OF SCRIPT FROM TRACK 61]

Presenter: Track 63. Exercise H2. Listen, repeat and check your answers.

Voice: about, allow, ball, bowling, co-ordination, court, down, found, goal, hole, important, indoors, know, noun, opponent, role, round, score, show

Presenter: Track 64. Exercise H4. Listen. Which words are stressed in each sentence? Practise saying each sentence with good word stress.

Voices:

- In tennis, one player serves the ball across the court.
- The way that you score in tennis is very different from other sports.
- In winter, many sports people prefer to play tennis indoors.
- Do you prefer to play tennis on a grass or a hard court?
- In every sport you should study your opponent. Then you will know the best way to win.
- Is the word *role* a noun or an adjective?
- Don't show your cards to your opponent.
- Young children must learn hand-to-eye co-ordination.
- There was a last-minute goal at the end of the game.

Presenter: Track 65. Exercise J3. Listen, repeat and check your answers. Notice the pronunciation of *must* and *mustn't*.

Voices:

- You must switch off your mobile phone. OR You mustn't use your mobile phone.
- You mustn't cycle here.
- You mustn't park here.
- You must wear smart clothes. OR You mustn't wear jeans and t-shirts.
- You mustn't smoke here. OR You must put out your cigarette.
- You must show your passport.
- You mustn't walk your dog here. OR Dogs must not come in here.
- You mustn't go in that room.
- You mustn't drive down here.
- You mustn't drink here.

Presenter: Track 66. Exercise K2. Listen, repeat and check your answers.

Voice A: Is tenpin bowling a team game?
Voice B: Yes, you can have as many players as you like.
Voice A: Do you go bowling outdoors?
Voice B: No, you play indoors because of the automatic system.
Voice A: Do you play it in a special place?
Voice B: Yes, you play in a bowling alley.
Voice A: Do you need any special equipment?
Voice B: Yes, you need a hard heavy ball with three holes for your thumb and two fingers. And you should wear bowling shoes.
Voice A: Are they expensive?
Voice B: I don't know. The bowling centre usually lends you a pair.
Voice A: Do you score goals?
Voice B: No, you get a point for every pin you knock down.
Voice A: Is there a place for bowling near here?
Voice B: No, there isn't. The nearest one is in the city centre.

Presenter: Track 67. Exercise L1. Listen to a conversation about table tennis and complete the notes.

Voice A: What's your favourite sport?
Voice B: I'm not sure. Table tennis, I think.
Voice A: Why do you like it?
Voice B: Because the games are very short and fast. You can finish in 30 minutes.
Voice A: It isn't a team sport, is it?
Voice B: No it isn't. Two or four people can play.
Voice A: Is it a bat sport?

Voice B: Yes, it is. It's classified as a ball sport too.
 Voice A: Do you play it indoors?
 Voice B: Yes, you do. But you can play outdoors too. You can buy special outdoor tables that are weatherproof.
 Voice A: Do you play on a court?
 Voice B: Well, in table tennis the table is the court really. It has lines and a low net.
 Voice A: Oh yes. Of course. Do you need any other special equipment?
 Voice B: Not really. Only the bat. That's made of wood with a rubber 'face'.
 Voice A: What are some of the rules?
 Voice B: Well, the ball must go over the net of course. And the ball mustn't bounce twice.
 Voice A: OK. And is it a very old sport?
 Voice B: Mm not really. I think it started about 200 years ago.
 Voice A: What's the difference between table tennis and ping-pong?
 Voice B: It's the same game. The players changed the name about one hundred years ago.
 Voice A: Do you score goals or points?
 Voice B: Points. The first side to win 21 points wins the game.
 Voice A: OK. I see. There's a tennis table in the canteen. Let's have a game after this lesson.
 Voice B: OK see you there.

Presenter: Track 68. Exercise L2. Listen to A's questions from the conversation again. Give B's answers.

Voice A: What's your favourite sport?
 [PAUSE]
 Voice A: Why do you like it?
 [PAUSE]
 Voice A: It isn't a team sport, is it?
 [PAUSE]
 Voice A: Is it a bat sport?
 [PAUSE]
 Voice A: Do you play it indoors?
 [PAUSE]
 Voice A: Do you play on a court?
 [PAUSE]
 Voice A: Oh yes. Of course. Do you need any other special equipment?
 [PAUSE]
 Voice A: What are some of the rules?
 [PAUSE]
 Voice A: OK. And is it a very old sport?
 [PAUSE]
 Voice A: What's the difference between table tennis and ping-pong?
 [PAUSE]
 Voice A: Do you score goals or points?
 [PAUSE]
 Voice A: OK. I see. There's a tennis table in the canteen. Let's have a game after this lesson.
 [PAUSE]

Presenter: Track 69. Theme 5: Nutrition and health. Listening section.

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

Presenter: Track 70. 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 ...

Presenter: **Track 71. Exercise D1. 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

Presenter: **Track 72. Exercise D2. 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

Track 73 **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.

Track 74 **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.

Track 75 **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.

Track 76 **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 ...

Presenter: **Track 77. Exercise G2. Listen, repeat and check your answers.**

Voice: calcium, chemical, energy, exercise, mineral, normally, nutrients, oranges, explorer, correctly, nutrition, unhealthy

Presenter: **Track 78. Exercise H2. Listen, repeat and check your answers.**

Voice: a. store energy
b. go on a diet
c. damage your health
d. take exercise
e. have a meal
f. recommend a restaurant
g. feel hungry
h. be fat

Presenter: **Track 79. Exercise I3. Listen, repeat and check your answers.**

Voice: a. calcium
b. carbohydrate
c. chemical
d. elements
e. fibre

- f. hormone
- g. magnesium
- h. mineral
- i. molecule
- j. nutrient
- k. protein
- l. vitamin

Presenter: **Track 80. Exercise J1. Listen and tick the word you hear.**

- Voices:
- a. In Britain, we celebrate 'coming of age' on our 18th birthday.
 - b. We don't have a special ceremony for becoming a teenager.
 - c. Most 18th birthday parties take place in the evening.
 - d. What is the most important invention in transport?
 - e. What are the main methods of transport?
 - f. What do you study on the Media Studies course?
 - g. Nutrients help with growth and repair.
 - h. How many players is the game for?
 - i. There wasn't enough time to finish the game.
 - j. There is calcium in milk and cheese, for example.

Presenter: **Track 81. Exercise J3. Listen, repeat and check your answers.**

[REPEAT OF SCRIPT FROM TRACK 80]

Presenter: **Track 82. Exercise K. Listen to some sentences about food. Write each sentence.**

Voice: We feel hungry because the body needs energy. The whole body needs energy to move. We get energy from food. However, we have to be careful. If we don't use all the energy from food, the body keeps it as fat. We must eat the right amount of food and we must take exercise to use the extra energy. Of course, we must eat the right kind of food as well. The food we normally eat is called our diet.

Presenter: **Track 83. Exercise L2. Listen and check your answers.**

- Lecturer:
- a. Today, I'm going to talk about food.
 - b. The body takes energy from food.
 - c. Nutrients help the parts of the body work correctly.
 - d. There are several different types of nutrient.
 - e. If you have too much of a particular type of food, you can get fat.
 - f. Some examples of chemicals are magnesium and calcium.
 - g. You can find carbohydrates in bread and pasta.
 - h. In today's talk, we have looked at nutrients.
 - i. I would like you to look at some more information.
 - j. Please make some notes on different ideas.
 - k. I would like you to do research on food groups.
 - l. You will need to look up the information and note it down.

Presenter: **Track 84. Exercise M5. Listen and check your answers.**

Lecturer: In today's session, we are going to learn how a rainbow can help us eat a balanced diet.

Many nutrition and health experts recommend that we eat at least five portions of fruit and vegetables a day. That's about twice as much as most people eat at the moment. A 'portion' is an amount of food for one person.

Why are fruit and vegetables so important? Well, they provide many of the nutrients and minerals our body needs, especially vitamins A and C. These vitamins help our bodies to fight against heart disease and cancer.

However, eating five portions of fruit and vegetables a day does not mean eating five apples, or five carrots. It is important to eat different fruit and vegetables because they each give our bodies slightly different nutrients. No single food can supply all our needs, so we need to aim for a good variety of colours and types.

You can use the idea of a rainbow to help you. Try to eat one fruit or vegetable every day from the colours of the rainbow. So what fruit and vegetables are there for each colour? I will give you a few examples, but I'm sure you will be able to think of many more of your own.

The first colour of the rainbow is red. What fruit and vegetables are this colour? The most obvious one is the tomato. This is one of the healthiest foods you can eat. Canned tomatoes are just as good as fresh ones. And you can eat them raw or cooked.

Orange is our next colour. Carrots and oranges both contain lots of vitamin C. The next colour is yellow. One of the most popular fruits is the banana and these are really good for you, especially if you need some energy fast. And they won't make you fat.

It is easy to think of lots of vegetables for the green section of the rainbow. But the best one is probably broccoli because it contains many essential minerals and nutrients as well as large amounts of vitamin C.

Finally, the last colours of the rainbow include blue and purple. You might find it more difficult to think of things to eat from these colours. But as well as 'black' grapes, which are really purple or red, there are also blueberries and other berries, and for vegetables we can eat aubergines. Blueberries are very good for your brain – so if you find it hard to listen in class, eat lots more of them!

So, there are many kinds of food for each rainbow colour. But what's the best way to cook them? We'll look at that in our next session.

Presenter: **Track 85. Theme 5: Nutrition and health. Speaking section.**

Exercise B. Listen and complete the text.

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.)

Presenter: **Track 86. Exercise I2. Listen and check your answers.**

- Voices:
- a. The bread is on the table.
 - b. The food in that restaurant isn't very good.
 - c. There isn't any milk in the fridge.
 - d. Many children eat less fruit than in the past.
 - e. Do you like this juice? It's a new flavour.
 - f. Would you like some meat for dinner?
 - g. Be careful using that equipment. It is dangerous.
 - h. I really like these vegetables. What are they called?

Presenter: **Track 87. Exercise K2. Listen and repeat each question. Try to use good intonation for each.**

- Voices:
- a. What would you like?
 - b. Are you ready to order?
 - c. Would you like ice?
 - d. Could I have tomato ketchup, please?
 - e. How much coffee do you drink?
 - f. Do you eat a lot of vegetables?
 - g. Have you got fresh orange juice?
 - h. Where do I pay?
 - i. Is the Thai red curry very hot?

Presenter: **Track 88. Exercise L2. Listen, repeat and check your answers.**

- Bani:
- a. My name is Bani and I come from India.
 - b. I work in a pickle factory.
 - c. I get up at about 8.00 a.m. and have breakfast.
 - d. The meal is always tea and a piece of bread.
 - e. I do the cleaning and then I go to work at the factory.
 - f. I mix spices into the fruit and vegetable mixture.
 - g. We mainly use lemons, mangoes or green chillies.
 - h. I get lunch at work.
 - i. There is a break at half past twelve.
 - j. Lunch is usually bread, vegetables, rice and curry with a glass of water.
 - k. I finish work at 5.00 p.m.
 - l. I do more cleaning and other housework.
 - m. We have dinner at 9.00 p.m.
 - n. It is usually the same as lunch.