

1.1

**Presenter:** **1.1. Theme 1: Education**  
**Lesson 1.1. Vocabulary for listening: Academic life**

**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.

1.2

**Presenter:** **1.2. 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.

1.3

**Presenter:** **1.3. 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 *freshers* in the first year.

1.4 DVD 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.

 1.5 DVD 1.B

**Presenter: 1.5. Lesson 1.2. Real-time listening: A speech of welcome**

Mr Beech: OK. Let's begin. Welcome to the Faculty of Education. My name is Peter Beech. We all hope that you will have a great time here, and learn a lot, too, of course. OK. First, some important information about people. As I said, I'm Peter Beech. I'm the Dean of Education. That means I'm responsible for this faculty, the Faculty of Education. The bursar is Mrs Pearce. She deals with all the money, so she's a very important person! This is Mrs Pinner. She's the Head of Year 1, and she's responsible for the schedule. After this meeting, Mrs Pinner is going to talk to you about your schedule for the first semester. The Accommodation Manager – that's Mr Heel. He's in charge of the halls of residence on the campus. And finally, Mr Ben Hill looks after the Resource Centre. Ben will help you find the information you need. OK, well that's it from me for the moment. Oh, no. I forgot. One more very important person. Mr Mills. He helps international students if they have any problems. OK, well I will talk to you again later in Freshers' Week. Now I'll hand over to Mrs Pinner...

 1.6 DVD 1.C

Mrs Pinner: Thank you, Mr Beech. Right. You need some information about the campus – the university buildings. Firstly, the library is near the main entrance. Next to the library there is the Resource Centre. Resources are things to help you with studying. Ben will help you find the information you need. You can do Internet research in the Resource Centre.

The Administration Block is opposite the library. Go there if you have a problem with fees – that means the money for your course. Behind the Admin block is the Welfare Office. Go there if you have any other problems ... You will also find the Medical Centre behind the Admin block.

OK. Next to the Admin block is the JCR and the SCR – that is the Junior Common Room and the Senior Common Room. The common rooms are for the staff, the lecturers. Then on the north of the campus are the halls of residence – in other words, the accommodation for students on campus. We have Hall A, Hall B and Hall C.

Finally, there's the Students' Union – the SU. That's the special place for you. There are lots of facilities for you in the SU. Go and have a look ... OK. Now, as Mr Beech said, I'm going to talk to you about your schedule ...

 1.7

**Presenter: 1.7. Exercise E. Listen and answer the questions.**

- Voice:
1. What does a dean do at a British university?
  2. What does a bursar do?
  3. What is a faculty?
  4. What's another phrase for *hall of residence*?
  5. Where are the social facilities for students?
  6. What's the difference between the Welfare Office and the Medical Centre?

 1.8

**Presenter: 1.8. Lesson 1.3. Learning new listening skills: Waiting for spoken definitions**

**Exercise A. Listen to the stressed syllables from some words in this theme. Number the words below.**

- Voice:
- |        |         |         |          |
|--------|---------|---------|----------|
| 1. ca  | 4. lec  | 7. da   | 10. u    |
| 2. bur | 5. li   | 8. spon | 11. sour |
| 3. cam | 6. sche | 9. me   | 12. fa   |

 1.9 DVD 1.D

Mrs Pinner: OK. As the Dean said, I'm Head of Year 1. That means I'm responsible for the schedule. In Year 1, you have five lectures a week. In two of those lectures, the lecturer will give you an assignment – that is, a piece of work to do on your own. Most assignments have a deadline. That is the time to give it in. The lecturer may say, for example, 'you have one week for this assignment', or 'you must finish this by next Tuesday'.

Don't leave assignments until the last minute. Start work on them immediately. Sometimes assignments involve research – in other words, you must read some articles from journals, um, academic magazines, by scientists and researchers.

There are many journals in the Resource Centre. You can use the Internet to do some research, but be careful – we'll talk more about using Wikipedia and so on for research later on.

You have one tutorial each week. A tutorial is a small discussion with your tutor and some other students.

 1.10

**Presenter:** 1.10. Exercise C. Listen to some speakers. They define each word below. Write the definition in each case.

- Students:
1. The SU has a food court – a place with lots of different restaurants.
  2. When the food court is closed, you can use one of the vending machines, which are machines with food and drink.
  3. There's a laundrette in the SU. In other words, you can wash your clothes there.
  4. Did you know? There's a crèche every morning in the SU. It's a place to leave your children for a few hours.
  5. Student A: Is there a gym on the campus?  
Student B: Sorry? What's a gym?  
Student A: It's a place to do exercise.  
Student B: No, I don't think so.

 1.11

**Presenter:** 1.11. Exercise D. Listen and write the correct consonant in each word.

- Voice:
- |           |            |                |              |
|-----------|------------|----------------|--------------|
| 1. both   | 4. explain | 7. responsible | 10. personal |
| 2. campus | 5. job     | 8. bursar      | 11. place    |
| 3. club   | 6. pay     | 9. people      | 12. problem  |

 1.12

**Presenter:** 1.12. Exercise E. Listen and tick under the correct vowel sound for each word.

- Voice:
- |        |          |          |         |          |
|--------|----------|----------|---------|----------|
| 1. in  | 3. teach | 5. begin | 7. meet | 9. it    |
| 2. fee | 4. mean  | 6. free  | 8. ill  | 10. give |

 1.13

**Presenter:** 1.13. Lesson 1.4. Grammar for listening: Defining

**Exercise A2. Listen to some definitions. Which word or phrase is the speaker defining in each case?**

- Students:
1. It's a place for tennis and squash and football.
  2. It's a person in charge of a library.
  3. It's a place for lectures.
  4. It's a certificate for a university course.
  5. It's a restaurant for students. You usually serve yourself.
  6. It's a place for plays and sometimes music concerts.
  7. It's a place for experiments.
  8. It's work outside the university. You visit a place and do research.
  9. It's a machine for showing slides, from Powerpoint, for example.
  10. It's a person with a degree.

 1.14

**Presenter:** 1.14. Exercise B. Listen. How does the speaker define each action below?

- Students:
1. revising: It's going over something again, something you have studied before.
  2. contributing: It means taking part in something, like a tutorial. It means giving your ideas or your opinion.
  3. parting: It means saying goodbye.
  4. graduating: It means getting your degree and leaving university.
  5. advising: It is telling someone what to do.
  6. disagreeing: It is saying you don't agree.

 1.15  1.E

**Presenter:** 1.15. Lesson 1.5. Applying new listening skills: Living and studying in Britain

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.

 1.16  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.

### 1.17

#### Presenter: 1.17. Lesson 1.6. Vocabulary for speaking: Education systems

**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.

### 1.18

#### Presenter: 1.18. Lesson 1.7. Real-time speaking: Education in the UK

**Exercise A1. Listen to the words on the right. Tick the correct column to show the number of syllables.**

Voice:	a. after	c. level	e. primary	g. called	i. school
	b. children	d. nursery	f. secondary	h. exam	j. sixth

### 1.19

#### Presenter: 1.19. Exercise A3. Listen again and repeat the words.

[REPEAT OF SCRIPT FROM 1.18]

### 1.20

#### Presenter: 1.20. Exercise B1. Listen to the first part of the talk. Complete Table 1.

Student: Britain has four kinds of school. They are nursery, primary, secondary and sixth form.

Many British children go to nursery school at three or four. Children do not take exams at nursery school.

At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam.

Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs but many children stay at school for two more years.

The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university.

 1.21

**Presenter:** 1.21. Exercise B2. Listen to the second part of the talk.

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

 1.22

**Presenter:** 1.22. Exercise C2. Listen and check.

- Student:
- a. Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
  - b. Children don't take exams at nursery school.
  - c. At four or five, they move to primary school.
  - d. They stay there for six years and then they move to secondary school.
  - e. Secondary school lasts five years.
  - f. Children take exams called GCSEs at the age of 16.
  - g. You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
  - h. I didn't go to nursery school.
  - i. I was good at primary school and I liked the teachers.
  - j. I went to secondary school.

 1.23

**Presenter:** 1.23. Everyday English: Asking about words and phrases

**Exercise B2. Listen to the conversations. Number the sentences on the right 1 to 6 in the order you hear them.**

**Presenter:** Conversation 1.

- Voice A: What's a nursery school?  
Voice B: It's a school for young children.  
Voice A: How old are they?  
Voice B: They're between three and five.

**Presenter:** Conversation 2.

- Voice A: What does GCSE mean?  
Voice B: It's an abbreviation.  
Voice A: I know. But what does it mean?  
Voice B: It means *General Certificate of Secondary Education*.

**Presenter:** Conversation 3.

- Voice A: Does *primary* mean 'first'?  
Voice B: Yes, it does.  
Voice A: So does *secondary* mean 'second'?  
Voice B: That's right.

**Presenter:** Conversation 4.

- Voice A: What are A levels?  
Voice B: They're exams in Britain.  
Voice A: When do you take them?  
Voice B: You take them at 18.

**Presenter:** Conversation 5.

- Voice A: Is sixth form for 17- and 18-year olds?  
Voice B: Yes, it is.  
Voice A: Why is it called *sixth form*?  
Voice B: Because it starts with the sixth year of secondary school.

**Presenter:** Conversation 6.

- Voice A: Do you *take* an exam or *make* an exam?  
Voice B: We use the verb *take* with exams.

Voice A: And what about assignments?  
Voice B: You *do* assignments.

 1.24

**Presenter:** 1.24. Portfolio: Activities and clubs

**Presenter:** Exercise B1. Group 1: the IT club.

**Student:** IT stands for *information technology* so the IT Club is for anyone interested in computers. Do you like playing games on your computer? Do you use Word or Excel? Do you send e-mails? Would you like to learn how computers work? Then this club is for you.

We meet at 12.30 p.m. on Wednesdays, in the IT Room of course, which is next to Room 16 on the ground floor. The meetings last for one hour so we finish at 1.30 p.m. There is something for everyone. You don't need to bring your laptop. There are 20 computers in the IT room.

What do we do in the meetings? Well, you can learn the latest computer game, get help with computer applications, like Word and Excel, or you can even learn to program in C++.

 1.25

**Presenter:** 1.25. Exercise B1. Group 2: the Debating Society.

**Student:** We are looking for new members for the Debating Society. What is the Debating Society? Well, a debate – that's D-E-B-A-T-E – is like a conversation between two people. But in a debate, one person likes something, and the other person doesn't like it. There are two speeches – one from each person. Then the audience, that's the other members of the Debating Society, the audience chooses between the two people.

So who is the Debating Society for? Well, two kinds of people. Firstly, people who like to speak in public, in front of a group of people. Secondly, for people who like to listen to ideas and opinions.

We meet straight after school in the school hall on Thursdays for an hour – so that's from 4.00 p.m. to 5.00 p.m. Each week, there is a debate. You can lead a debate or just sit in the audience and choose the best speaker at the end.

 2.1

**Presenter:** 2.1. Theme 2: Psychology and sociology  
Lesson 2.1. Vocabulary for listening: What groups do you belong to?

**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.

 2.2

**Presenter:** 2.2. 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'.

 2.3  2.A

**Presenter:** 2.3. Lesson 2.2. Real-time listening: An introduction to sociology

**Part 1**

**Lecturer:** In this lecture, I'm going to talk about sociology. Now, firstly, I'm going to mention the aims of the science. Secondly, I will give a little bit of history – some key names and quotes from each person. Finally, I'm going to talk about sociology today.

**Part 2**

**Lecturer:** So, first. Sociology has three main aims. Firstly, sociologists *study* human behaviour in groups. They ask the question: *How do people behave in groups?* Secondly, they try to understand human behaviour in groups. They ask the question: *Why*

do they behave in those ways? Finally, they try to predict human behaviour in groups. They ask the question: *How will people behave in groups in certain situations?*

### Part 3

Lecturer:

In 1838, a Frenchman called Auguste Comte used the word *sociology* for the first time. Today, Comte is often called 'The Father of Sociology'. He said 'Human behaviour has rules and patterns.' So the name *sociology* is quite new, but interest in human behaviour is very, very old. For example, in the 4<sup>th</sup> century BCE, Plato had ideas about people and groups. He said 'People live in groups for friendship. They also live in groups for safety. Groups must have rules of behaviour.'

Nearly two thousand years later, in the 14<sup>th</sup> century, in Tunisia, a man called Ibn Khaldun wrote about people in groups. He said 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'

### Part 4

Lecturer:

In the nineteenth century, Auguste Comte used the term *sociology*. Perhaps you did not know the name of Comte. But I'm sure you know the name of the next man. In 1848, Karl Marx, a German, wrote a famous book. At that time, there was a lot of unrest in many countries. Poor people were unhappy. They started to fight for their rights. Marx wrote about this situation. He said, 'People from different groups must fight each other.' In 1904, another German, Max Weber, said: 'There are three important things for groups. They are religion, work and money.'

### Part 5

Lecturer:

In the past, we called people like Plato and Ibn Khaldun philosophers. These days, we call them sociologists. In the 1960s, sociology became an important subject. Today, pupils even study sociology at secondary school. They look at the ideas of modern sociologists like Anthony Giddens. He wrote a famous book in 1984. He says: 'People make groups ... but then the groups make people.' The relationship between the individual and the group works in both directions.

## 2.4

Presenter:

### 2.4. Lesson 2.3. Learning new listening skills: Recognizing time signposts

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

Voice:

- Nowadays we call the study of groups *sociology*.
- We are all part of the human race.
- Sociologists study human behaviour.
- People lived together for friendship.
- They also wanted to feel safe.
- Would you like to study sociology?
- What are the main aims of the course?
- What did the people say?
  - There was a lot of unrest about rights.
  - According to Plato, groups must have rules of behaviour.

## 2.5

Presenter:

### 2.5. Exercise C. Listen to sentences from other lectures. Is each sentence about the past or the present?

Voice:

- In 1789, there were a lot of changes in France.
- In the 1970s, there was a lot of research into sociology.
- At one time, people thought the mind was in the heart.
- Later, scientists found that the brain controlled the body.
- Nowadays, a lot of sociologists talk about the philosopher Confucius.
- Today, university students study philosophers from Ancient Greece.
- In the nineteenth century, the term *gender studies* didn't exist.
- In 1904, Weber wrote a famous book.

## 2.6

Presenter:

### 2.6. Exercise D3. Listen and check your answers.

Voice:

- Do you all have a book?
- Let me start with ...
- It's an important part of the topic.
- He's called 'The Father of Sociology'.
- He began writing in 1957.
- It's important to understand this.

## 2.7

Presenter:

### 2.7. Lesson 2.4. Grammar for listening: Recognizing past-time sentences

#### Exercise A1. Listen to some verbs. Say present or past in each case.

Voice:

- |         |           |         |         |          |
|---------|-----------|---------|---------|----------|
| 1. are  | 3. became | 5. go   | 7. grew | 9. had   |
| 2. were | 4. become | 6. went | 8. grow | 10. have |

2.8

**Presenter:** 2.8. Exercise A2. Listen to some sentences. Say *present* or *past* in each case.

- Voice:
1. He's a sociologist.
  2. He was a psychologist.
  3. They knew the answer.
  4. We know the reason.
  5. I made a mistake.
  6. They thought about important questions.
  7. People say sociology is not a real science.
  8. Most of the students take two main subjects.
  9. The assignment was difficult.
  10. He did experiments to check his ideas.

2.9

**Presenter:** 2.9. Exercise B1. Listen to some verbs. Say *present* or *past* in each case.

- Voice:
- |               |              |                |              |              |
|---------------|--------------|----------------|--------------|--------------|
| 1. predict    | 4. graduated | 7. contributed | 10. edited   | 13. edit     |
| 2. predicted  | 5. collected | 8. record      | 11. collect  | 14. recorded |
| 3. contribute | 6. deleted   | 9. delete      | 12. graduate |              |

2.10

**Presenter:** 2.10. Exercise B2. Listen to the same verbs in sentences. Say *present* or *past* in each case.

- Voice:
1. We predicted the results.
  2. I contribute to tutorials.
  3. They graduate in the summer.
  4. We collected a lot of data.
  5. The scientists record their results in a table.
  6. I edited my work.

2.11

**Presenter:** 2.11. Exercise C1. Listen to some sentences. Say *present* or *past* or *I don't know* in each case.

- Voice:
1. They called these people philosophers.
  2. The problems happened lots of times.
  3. Scientists analyze data.
  4. Some students drop Geography.
  5. They managed three shops.
  6. Many students plagiarize the articles on Wikipedia.

2.12

**Presenter:** 2.12. Exercise C2. Listen to the same sentences with time expressions. Say *present* or *past* or *I don't know* in each case.

- Voice:
1. At one time, they called these people philosophers.
  2. In the past, the problems happened lots of times.
  3. Nowadays, scientists analyze data.
  4. Every year, some students drop Geography.
  5. In the 1990s, they managed three shops.
  6. Today, many students plagiarize the articles on Wikipedia.

2.13

**Presenter:** 2.13. Lesson 2.5. Applying new listening skills: An introduction to psychology

**Exercise A. 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      |

2.14 **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.

### 2.15 [DVD] 2.C

Lecturer: A long time ago, in the 4<sup>th</sup> 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 17<sup>th</sup> 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 19<sup>th</sup> 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'.

### 2.16 [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.

### 2.17

**Presenter: 2.17. Lesson 2.6. Vocabulary for speaking: Personality**

**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.

### 2.18

**Presenter: 2.18. Lesson 2.7. Real-time speaking: Personality vs behaviour**

**Exercise A1. Listen and mark the stress on these words.**

Voice: a. behaviour      c. completely      e. difference      g. important      i. personality  
b. changes      d. depend      f. friendly      h. influences      j. situation

### 2.19

**Presenter: 2.19. Exercise A2. Listen again and repeat the words.**

[REPEAT OF SCRIPT FROM 2.18]

 2.20 **DVD** 2.E

- Student 1: I think behaviour and personality are the same thing. You can say 'He is a very happy person' or you can say 'He smiles a lot', and it's the same thing. There is no difference between personality and behaviour ... I think ...
- Student 2: Well, I read that behaviour and personality are two completely different things. Behaviour changes depending on your situation. But your personality is always the same. You like some things but you don't like other things.
- Student 3: But I found an article. It says ... um ... I've got a quote here. 'Personality influences behaviour. An aggressive person acts in one way in a situation. In the same situation, a friendly person acts in a different way.' So your personality is more important. What do you think?
- Student 4: OK, but, no, I think your behaviour is much more important, because you learn good behaviour when you're a child. But your personality changes all the time. Your personality depends on your friends, the places you go, and so on.

 2.21

**Presenter:** 2.21. **Everyday English: Asking for information**

**Exercise B2. Listen to the conversations. Number the sentences on the right in the correct order.**

**Presenter:** Conversation 1.

- Voice A: Is this the way to the bookshop?  
Voice B: Yes. I'm going that way too.  
Voice A: Do you mind if I go with you?  
Voice B: No, not at all.

**Presenter:** Conversation 2.

- Voice A: Excuse me. Where's the library?  
Voice B: It's in the other building.  
Voice A: Thanks. Which floor is it on?  
Voice B: The second.

**Presenter:** Conversation 3.

- Voice A: Do you give a student discount?  
Voice B: Yes, with a student ID card. It's 10 per cent.  
Voice A: Oh, great. Can I pay for these books then?  
Voice B: Certainly.

**Presenter:** Conversation 4.

- Voice A: When does the library tour start?  
Voice B: Ten o'clock, I think.  
Voice A: How long does it last?  
Voice B: An hour.

**Presenter:** Conversation 5.

- Voice A: How do you reserve a book?  
Voice B: You have to fill in a form.  
Voice A: OK. Sorry. Where are the forms.  
Voice B: They're next to the index.

**Presenter:** Conversation 6.

- Voice A: How much does this book cost?  
Voice B: It's on the back.  
Voice A: Oh, yes. Thank you.  
Voice B: No problem.

 2.22

**Presenter:** 2.22. **Lesson 2.8. Learning new speaking skills: Taking turns**

**Exercise C2. Listen. Complete the sentences.**

- Voice:
- I found a good article in the library.
  - I think we should discuss sociology first.
  - Well, what is the difference between them?
  - I read that a lot of psychologists are women.
  - OK, and what about old people?
  - I found a quote about that on the Internet.
  - Yes, but that's not a new idea.
  - I heard that it's an interesting website.

 2.23

**Presenter:** **2.23. Exercise D2. Listen. Are these examples of good or bad turn-taking?**

**Presenter:** Example 1.

Student A: Well I've seen a –  
Student B: I've got a good quote here from the article.

**Presenter:** Example 2.

Student C: ... and that's all really. That's all I wanted to say. Yes, that's all.  
Student D: Hmm. OK. I think it's an interesting idea.

**Presenter:** Example 3.

Student E: I read that psychologists and sociologists don't help in our everyday life.  
Student F: Well I read something different. I have it here.

**Presenter:** Example 4.

Student G: There is one more thing that I found. It was on the Internet.  
Student H: I looked on the Internet too. I saw an article there.

**Presenter:** Example 5.

Student I: So maybe we should work in pairs to find the information. What do you think?  
Student J: I think that's a good idea.

 3.1

**Presenter:** **3.1. Theme 3: Work and business**  
**Lesson 3.1. Vocabulary for listening: Responsibilities at work**

**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.

 3.2

**Presenter:** **3.2. 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.

### 3.3 DVD 3.A

**Presenter:** **3.3. Lesson 3.2: Real-time listening: behaviour at work**

Businessman: How do you get a good job when you leave university? Well, here's an idea. Start thinking about it NOW! Change the way that you think about university. Think of university as a kind of job – your first real job.

So university should be a job. But what is a job? What do employers want? I'm going to tell you eight important things. I'm talking about *work*, but all of these things are important at *university* too.

Number one: You must go to work every day. Of course, if you are sick, you can't go. Phone and tell your manager, and stay at home. But you must phone.

Secondly, you must be punctual – that means, you must always be on time. You must be on time for work, for meetings, and when you come back to your desk after lunch. If you are not punctual, people are waiting for you, and they get angry. Why? Because you waste their time. In addition, the company loses money.

Number three: You must respect your manager – the person who gives you your tasks, your pieces of work. You must also respect your colleagues – that is, the people who you work with. Finally, you must also respect the customers, in other words, the people who buy things from the company.

Fourthly, you must do all the tasks on time, but fifthly, you must not rush work in order to finish on time. You are responsible for the quality of your work – whether it is good or bad.

Sixthly. Now, this one is a big problem nowadays. You must only use the company's equipment – that is, the phones and computers – for work, and not for personal things. Many companies have software to check your computer usage. If you misuse your computer, your manager will probably find out.

Seven. You must keep your workspace tidy – that means your desk, and any shelves or cupboards that you use.

And, finally, you must also organize your work files sensibly – in alphabetical order, or chronologically – that means by date.

We have heard about a lot of *rules* at work. In the next part of my talk, I will give *reasons* for these rules.

### 3.4

**Presenter:** **3.4. Lesson 3.3. Learning new listening skills: Recognizing sentence stress**

**Exercise A. Listen to the sentences. What is the next word?**

- Voice:
1. Always arrive on time. It's important to be [PAUSE] punctual.
  2. You must keep your shelves, your desk and your cupboards [PAUSE] tidy.
  3. Your files must be in date order or in alphabetical [PAUSE] order.
  4. At university, your tutor gives you instructions. He or she is your [PAUSE] manager.
  5. If your work is bad, it is your fault. You are [PAUSE] responsible.
  6. Do your work on time. Complete all your [PAUSE] tasks.

### 3.5

**Presenter:** **3.5. Exercise B3. Listen. Underline the stressed words.**

- Voice:
- a. Companies want college or university graduates.
  - b. All employers want critical thinking.
  - c. 'But how can I *get* work skills?' you might ask.
  - d. You can learn management skills in university clubs.
  - e. You must show that you want to learn.
  - f. You must take responsibility for your mistakes.

3.6

**Presenter:** 3.6. Exercise C2. Listen and note the key words in each sentence.

- Voice:
- How do you keep a good job?
  - How old do you need to be?
  - You learn new skills from your colleagues.
  - Your employer will give you orders.
  - Practise your skills to make them better.

3.7

**Presenter:** 3.7. Exercise D3. Listen and check your answers.

- Voice: change, begin, get, job, university, young, wage

3.8

**Presenter:** 3.8. Lesson 3.4. Grammar for listening: Negative sentences; reasons

**Exercise A1. Listen to some verbs. Say positive or negative in each case.**

- Voice:
- |               |           |                 |                |                 |
|---------------|-----------|-----------------|----------------|-----------------|
| 1. goes       | 3. 'll do | 5. doesn't like | 7. won't make  | 9. 'd like      |
| 2. don't tell | 4. see    | 6. has          | 8. didn't take | 10. wouldn't go |

3.9

**Presenter:** 3.9. Exercise A2. Listen to some sentences. Say positive or negative in each case.

- Voice:
- He works in a bank.
  - Managers don't like workers to come late.
  - I'll finish the work tomorrow.
  - The company has a big office.
  - The woman doesn't know the way.
  - The secretary has a lot of experience.
  - They won't buy any new machines.
  - I didn't make a mistake in the letter.
  - They'd like me to work at the weekend.
  - I wouldn't do that. It's dangerous.

3.10

**Presenter:** 3.10. Exercise B1. Listen to some verbs. Say positive or negative in each case.

- Voice:
- |               |                    |           |                  |
|---------------|--------------------|-----------|------------------|
| 1. are        | 4. must go         | 7. isn't  | 10. mustn't come |
| 2. aren't     | 5. shouldn't leave | 8. were   | 11. should have  |
| 3. can't wear | 6. is              | 9. can be | 12. weren't      |

3.11

**Presenter:** 3.11. Exercise B2. Listen to some sentences. Say positive or negative in each case.

- Voice:
- You can't be rude to customers.
  - They're important people.
  - She's the manager.
  - They weren't late yesterday.
  - You aren't responsible for the files.
  - The papers were on your desk.
  - You must arrive before nine.
  - Everyone should be in the office now.
  - I mustn't leave before six.
  - You shouldn't wear those clothes.
  - This isn't a difficult problem.
  - You can be in charge this afternoon.

3.12

**Presenter:** 3.12. Exercise C1. Listen to some sentences. Does the speaker give a reason? Say Yes or No.

- Voice:
- You must finish on time. Why? Because other people need that information.
  - We must arrive before eight o'clock; we have lunch at twelve; we finish at five.
  - You must be responsible for your work ... other people can't do it for you.
  - Customers must complete a form with their name, address and telephone number.
  - Office employees must be polite. Rudeness makes people angry.
  - I must go because I have a meeting at three o'clock.

3.13

**Presenter:** 3.13. Exercise C2. Listen. Is the second sentence a reason or a new point?

- Voice:
1. A new employee must work hard. He or she usually has a lot to learn in his or her new job.
  2. So you must always come on time. Now let's think about wages.
  3. Big companies want diplomas and degrees. They need knowledge.
  4. Employees mustn't waste time. Time is money!
  5. You mustn't take things from the office. Another point is critical thinking.

3.14

**Presenter:** 3.14. Exercise C3. Listen. The speaker gives a silly reason! Correct the reason in each case.

- Voice:
1. You mustn't play games on the computers at work because the level is too difficult for you.
  2. You must be polite to colleagues – they will buy lunch for you every day.
  3. You must respect your manager. Why? Because he is taller than you.
  4. You must go to work because it's boring at home.
  5. You mustn't wear shorts to work – you might be cold.
  6. You must be nice to customers. Why? Because they are poor.

3.15

**Presenter:** 3.15. Lesson 3.5. Applying new listening skills: Reasons for good behaviour at work

**Exercise A2. 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.

3.16 DVD 3.B

**Presenter:** 3.16. Lesson 3.6. Vocabulary for speaking: Employment

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.

time. 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 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.

3.17

**Presenter:** 3.17. 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.

 3.18

**Presenter:** 3.18. 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.

 3.19

**Presenter:** 3.19. Lesson 3.7. Real-time speaking: Talking about summer jobs

**Exercise C. Listen. Julia is talking to her friend, Carla. Fill in the form below for Carla.**

Carla: Hi, Julia. What are you doing?  
Julia: I'm using this webpage to help me find a summer job. It says a good summer job for me is ... nursery school assistant or shop assistant. I think that's a stupid suggestion. I don't like working with children and I don't like selling things!  
Carla: Are you going to get a job in the university holidays?  
Julia: I'd like to. What about you?  
Carla: Yes, I think so.  
Julia: What would you like to do?  
Carla: I'm not sure.  
Julia: Would you like to work abroad?  
Carla: Yes, I would. I'd love to work in another country.  
Julia: Do you like working alone or with other people?  
Carla: With other people definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.  
Julia: Do you like working inside or outside?  
Carla: Mm. Let me think. Inside. No, I'll change that. Outside.  
Julia: OK. So I just click *Find* and ...  
Carla: Why are you laughing?  
Julia: It says ... a good job for you is... camp counsellor.  
Carla: Well, I agree. I think that's a good suggestion.  
Julia: Oh, look at the time. I must go. I'm late for a lecture.

 3.20

**Presenter:** 3.20. Exercise D. Listen. Write one or two words in each space.

Carla: Are you going to get a job in the university holidays?  
Julia: I'd like to. What about you?  
Carla: Yes, I think so.  
Julia: What would you like to do?  
Carla: I'm not sure.  
Julia: Would you like to work abroad?  
Carla: Yes, I would. I'd love to work in another country.  
Julia: Do you like working alone or with other people?  
Carla: With other people definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.  
Julia: Do you like working inside or outside?  
Carla: Mm. Let me think. Inside. No, I'll change that. Outside.

3.21

**Presenter:** 3.21. Everyday English: Talking about days and times

**Exercise A2. Listen and match a conversation with each picture.**

**Presenter:** Conversation 1.

Voice A: Excuse me. Have you got the time?  
Voice B: Yes, it's just after three forty.  
Voice A: Thank you.  
Voice B: That's OK.

**Presenter:** Conversation 2.

Voice A: Excuse me. What day is our test?  
Voice B: Next Monday.  
Voice A: What time does it start?  
Voice B: At nine thirty.

**Presenter:** Conversation 3.

Voice A: What's the date today?  
Voice B: Let me check. The ninth.  
Voice A: So what's the date next Wednesday?  
Voice B: The fifteenth.

**Presenter:** Conversation 4.

Voice A: Hurry up! We're late!  
Voice B: What time is it?  
Voice A: It's nearly eight fifteen. The bus is at half past.  
Voice B: OK. I'll be as quick as I can.

3.22 [DVD] 3.C

**Presenter:** 3.22. Lesson 3.8. Learning new speaking skills: How to be a good interviewee

Careers advisor: What sort of summer job would you like?  
Female student: I'm not sure.  
Careers advisor: Well, for example, do you like working with people?  
Female student: Mm, yes.  
Careers advisor: And how about children?  
Female student: Maybe.  
Careers advisor: OK. I know there is a job at Macdonald's. You could apply for that.  
Female student: Oh no, I wouldn't like to work inside.  
Careers advisor: I see. Well, let me have a look what I can find for you out of doors ...

3.23 [DVD] 3.D

Careers advisor: What sort of summer job would you like?  
Male student: Well, I'm doing an education course so perhaps something with children. Also I have two younger brothers and I like looking after them.  
Careers advisor: That's a good idea. Would you like to work in this country or abroad?  
Male student: I would like to work abroad, if possible. I like travelling.  
Careers advisor: Well, there are lots of jobs in holiday camps for children in the USA.  
Male student: Ah, that sounds interesting. Can you tell me more about them?  
Careers advisor: Yes, of course. And I have some leaflets you can take away with you ...

3.24

**Presenter:** 3.24. Exercise A. Listen and give true answers with Yes, ... or No, ... .

Voice:

1. Do you go to university?
2. Have you got a job?
3. Can you drive a car?
4. Would you like to work in a bank?
5. Did you go out last night?
6. Are you a student?
7. Were you late for class today?
8. Have you been to another country?
9. Can you ride a horse?
10. Do you live in a flat?

3.25

**Presenter:** 3.25. Exercise B. Listen and give true answers. Select the first choice or the second choice.

- Voice:
1. Would you like to visit Russia or America?
  2. Would you like to have a manual job or a clerical job?
  3. Would you prefer to live in a city or in a village?
  4. Would you prefer to eat Chinese food or Indian food?
  5. Would you like to travel in your job or stay in one place?
  6. Would you prefer to work with children or adults?
  7. Would you like to live in a flat or a house?
  8. Would you prefer to work in the daytime or at night?
  9. Would you like to be a manager or a worker?
  10. Would you like to have your own desk or share a desk?

3.26

**Presenter:** 3.26. Portfolio: Jobs

**Presenter:** Exercise B1. Group A.

Teacher: I'm going to tell you a little bit about my job. I'm a primary school teacher. At primary schools in the UK, we have children between the ages of 5 and 11. After 11, they go on to secondary school. So I teach children between 5 and 11. I teach all the subjects, like History and Geography. At primary schools, we don't have special teachers for Maths or Science.

I think you have to be a special kind of person to be a primary teacher. I don't mean very intelligent. I mean patient. You have to say the same things again and again, and you must not get angry with the children. In fact, you must like children very much.

Primary schools are open from 8.45 a.m. to about 3.45 p.m., but a teacher's day is longer. I work from about 8.00 a.m. to about 5.00 p.m. Schools are open five days a week, Mondays to Fridays. But of course, my work does not finish when I go home. I have to prepare lessons, mark homework, write reports for the school or the government. I also manage an after-school club.

Some people think teachers have an easy life because schools are only open for about 40 weeks each year. But I have to go into the school when the children are on holiday and there is a lot of preparation for the next term.

You must have a teaching certificate – that takes three years. You must then work as a practice teacher for one year.

The best work experience for this job is having younger brothers and sisters. You learn to be patient. If you don't have brothers or sisters, get a job in a school in the summer holidays. Teachers need a lot of help in the classroom.

A newly qualified teacher can earn about £18,000 per year at first.

3.27

**Presenter:** 3.27. Exercise B1. Group B.

Solicitor: I'm going to tell you a little about my job. I'm a solicitor. A solicitor is a person who helps if you have a legal problem, or if you want to write a legal document. For example, you need a solicitor when you buy or sell your house.

Solicitors must be patient and they must be good at listening. They must listen to their customers' problems and give them advice. They must also be very careful because their advice must be correct, in the law.

Solicitors work a 37-hour week usually, Monday to Fridays. However, you are often on call at night or at the weekend. On call means that people can call you on your mobile and you have to talk to them or even go and see them at any time.

New solicitors usually start with small companies but they can go on to work with very large companies. Many solicitors start their own companies after some years.

You must have a degree in law or a diploma. A degree takes three years and a diploma takes at least two years.

The best work experience for this job is working with a local solicitor, in his or her office. You get a good idea of the different jobs. Some are very interesting, some are quite boring!

A newly qualified solicitor can earn about £14,000 per year at first.

3.28

**Presenter:** 3.28. Exercise E. Listen to a talk about the job of retail manager.

Voice: The job is retail manager. *Retail* is another word for 'selling' so a retail manager is in charge of a shop or a store. At first, a retail manager usually manages a department – that is, one small part of the store. He or she manages different departments in the first two or three years and then, finally, manages a complete store.

A retail manager must organize the work of the staff – the people in the department. He or she must also check the stock – the things for sale – and make sure there are enough things for customers to buy. A manager must be confident. A manager must be able to deal with people – staff and customers. The normal working hours are nine to five, six days a week, but there is lots of overtime. This is not paid for in many cases. A manager usually gets discounts on purchases from the store. In other words, a manager can buy things from the store for 10 or 20 per cent less than other customers.

You need a degree for most stores. A degree in business or retail management is obviously the best. Stores are looking for people with sales experience. You can get this in the summer holidays or in the evenings and at weekends. The starting salary is quite low – about £12,000 in a small company, perhaps £17,000 in a large company.

#### 4.1

**Presenter:** **4.1. Theme 4: Science and nature**  
**Lesson 4.1. Vocabulary for listening: Tables, graphs, experiments**

**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.

#### 4.2

**Presenter:** **4.2. 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?

#### 4.3

**Presenter:** **4.3. 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

#### 4.4

**Presenter:** **4.4. 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.

#### 4.5

**Presenter:** **4.5. Lesson 4.2. Real-time listening: Scientists and the scientific method**

**Exercise A2. Listen to the introduction and answer the first two questions.**

**Arthur Burns:** This week on *So you want to be ...* we are looking at the job of a scientist. What is science? What do scientists do? And, possibly, the most important question of all: Is science the right career for you?

First, what is science? Science is the study of how things work in the world. The word *science* comes from Greek and Latin words meaning 'to know'.

What do scientists do? Well, scientists are not satisfied just to think something is true. They must prove it. Proving means showing that something is always true. In this way, scientists are different from other people. Let me show you the difference. I know that plants need sunlight and water to live. At least, I think that's true. But thinking is not enough for a scientist. If a scientist thinks something is true, he or she wants to prove it.

#### 4.6

**Presenter:** **4.6. Exercise B. Listen and complete the notes below about the scientific method.**

**Arthur Burns:** How exactly can scientists prove that something is true? They must follow the scientific method. A method is a way of doing something. But what is the scientific method? It works like this:

Firstly a scientist makes a hypothesis, which means an idea of the truth. Then he or she tests the hypothesis. Scientists can test a hypothesis in two main ways. They can do an experiment, which means a test in a laboratory. Scientists study

what happens during the experiment. Or they can do research, which means looking up information. They usually do research in a library or, nowadays, on the Internet. With research, scientists look at what happened in the past.

In both cases – experiments and research – they collect data. Data is information before it is organized. Then they display the results in a table or graph. They draw conclusions. Conclusions are what you learn from an experiment. The hypothesis is proved – or disproved.

Does this sound interesting to you? Is science the right career for you?

#### 4.7

**Presenter:** 4.7. Lesson 4.3. Learning new listening skills: Predicting the next word

**Exercise B2. Listen to some of Arthur's sentences from the radio programme. Number a word in the table in Exercise A each time Arthur pauses.**

Arthur Burns:

1. Science is the study of how things work in the ...
2. The word *science* comes from Greek and Latin words meaning to ...
3. Scientists must prove that something is ...
4. They must follow the scientific ...
5. Scientists must collect ...
6. They display the results in a table or ...

#### 4.8

**Presenter:** 4.8. Exercise C1. Listen and predict the next word.

Arthur Burns:

I made a ...  
Plants need things to help them ...  
I think they need sunlight and ...  
I bought three ...  
I tested the ...  
I put one plant in a cupboard so it did not get any ...  
The plant went ...  
The second plant did not get any ...  
The plant ...  
I put the third plant in ...  
I gave it ...  
It grew ...  
It did not go ...  
I proved my ...

#### 4.9

**Presenter:** 4.9. Exercise C2. Listen to the complete talk. Check your ideas.

Arthur Burns:

I made a hypothesis.  
Plants need things to help them grow.  
I think they need sunlight and water.  
I bought three plants.  
I tested the hypothesis.  
I put one plant in a cupboard so it did not get any sunlight.  
The plant went yellow.  
The second plant did not get any water.  
The plant died.  
I put the third plant in sunlight.  
I gave it water.  
It grew well.  
It did not go yellow.  
I proved my hypothesis.

#### 4.10

**Presenter:** 4.10. Exercise D. Listen and copy each word from Arthur's talk into the correct column.

Arthur Burns: that, the, they, both, then, there, with, hypothesis, thing, truth

#### 4.11

**Presenter:** 4.11. Exercise E1. Listen. Which is the odd one out?

Voice: test, when, then, pen, she, bed, many, any, head, again

🎧 4.12

**Presenter:** 4.12. Lesson 4.3. Grammar for listening: Articles; introduction phrases

**Exercise B. Listen and check your answers.**

Radio presenter: Firstly, a scientist makes a hypothesis, which means an idea of the truth. Then he or she tests the hypothesis. Scientists can test a hypothesis in two main ways. They can do an experiment, which means a test in a laboratory. Scientists study what happens during an experiment. Or they can do research, which means looking up information. They usually do research in a library or, nowadays, on the Internet.

🎧 4.13

**Presenter:** 4.13. Exercise C. Listen and check your ideas.

Voice:

1. I know that plants need water.
2. I think that sugar damages teeth.
3. I don't believe that the research is finished.
4. It means that we don't have enough data.
5. It proves that the hypothesis is correct.
6. The graph shows us that the average temperature in summer is 17°C.
7. Scientists have proved that seawater temperatures are getting warmer.

🎧 4.14

**Presenter:** 4.14. Lesson 4.5. Applying new listening skills: Proving a hypothesis: Drinks can damage your teeth

**Exercise B. 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.

🎧 4.15

**Presenter:** 4.15. Exercise C1. 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.

🎧 4.16

**Presenter:** 4.16. Lesson 4.6. Vocabulary for speaking: Diagrams and explanations

**Exercise B. 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.

🎧 4.17

**Presenter:** 4.17. 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.

 4.18  4.A

**Presenter:** 4.18. Lesson 4.7. Real-time speaking: The water cycle

Ruth: Can I help?  
Martha: Yes, please. We've got to study the pictures and the information, and on Tuesday we have to explain it to the other students in our group and draw a picture to show them.  
Ruth: Can you use notes?  
Martha: No.  
Ruth: What's it about?  
Martha: We're doing weather. My topic is rain: 'Why does it rain?' What do you think?  
Ruth: Why does it rain? ... That's easy. It's because ... um ... I don't know.  
Martha: OK. Shall I try out my talk on you?  
Ruth: Yes, go ahead.  
Martha: OK. I'll draw a picture for you, too. Right. (*She draws*) This is the sky. This is the land. These are rivers and lakes. Now, rain is part of the water cycle.  
Ruth: The what?  
Martha: The water cycle. Look. The Sun is here (*She draws*), and it heats up the surface of the water, here. The water is a liquid, of course, but it heats up and it turns into a gas. The gas is called water vapour. The water vapour rises into the air, like this (*She draws*).  
Ruth: What's that?  
Martha: That's the water vapour rising. It rises because it's hot.  
Ruth: OK.  
Martha: But the atmosphere here (*She points to the sky on her drawing*), above the Earth, is cold. The vapour makes clouds because it cools. Here are the clouds (*She draws clouds*). The clouds move with the wind. They collect more and more water, and get bigger and bigger, like this (*She draws more and bigger clouds*). Finally, they are full of water, and burst. The water falls from the clouds. In other words, it rains.  
Ruth: Ahhh ...  
Martha: This is the rain falling (*She draws*). Some rain falls directly into the rivers, lakes and seas. The rest falls onto the land, and from there it travels back to the seas, rivers and lakes. And the cycle continues, round and round, like this (*She draws*).  
Ruth: That's great.

 4.19

**Presenter:** 4.19. Everyday English: Offering and requesting, accepting and refusing

**Exercise C. Listen to the conversations. Then practise them in pairs.**

**Presenter:** Conversation 1.

Voice A: Are you OK there?  
Voice B: I don't understand this assignment.  
Voice A: Let me have a look.  
Voice B: Thank you.

**Presenter:** Conversation 2.

Voice A: Would you like some help with that?  
Voice B: No, thanks. I can manage.  
Voice A: Are you sure?  
Voice B: Yes, I'm fine. Thanks anyway.

**Presenter:** Conversation 3.

Voice A: Can I help you?  
Voice B: Yes, please. Black coffee please.  
Voice A: Medium or large?  
Voice B: Mm. Large.

**Presenter:** Conversation 4.

Voice A: Could you help me with this?  
Voice B: I'm afraid I can't. I haven't finished myself.  
Voice A: OK. Don't worry.  
Voice B: Give me a few minutes.

**Presenter:** Conversation 5.

Voice A: Could you help me with this?  
Voice B: Of course.  
Voice A: Sorry to trouble you.  
Voice B: It's no trouble.

**Presenter:** Conversation 6.

Voice A: Have you got a moment?  
Voice B: No, sorry. I'm in a hurry.  
Voice A: OK. That's fine.  
Voice B: Sorry.

 4.20 DVD 4.B

**Presenter:** 4.20. Lesson 4.8. Learning new speaking skills: Scientific explanations

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.

 4.21

**Presenter:** 4.21. Portfolio: Natural events

**Presenter:** Exercise B1. Group 1.

Lecturer: I'm going to talk to you today about tides. Tides, spelt T-I-D-E-S, are regular changes in the height of the sea. There are low tides and high tides at certain times in the day everywhere in the world. High tide is when the sea covers a lot of the beach. Low tide is when the sea is far out. But why do we have tides?

Tides are caused by gravity. Gravity usually means the attraction or pull towards the centre of the Earth. The gravity of the Earth causes things to fall to the ground. However, the *Earth's* gravity does not cause tides. The gravity of the *moon* causes tides. As the Earth turns, one side and then the other is close to the moon. When the sea is closer to the moon, the moon's gravity pulls the sea towards it so the sea gets deeper on that side, and shallower at the North Pole and the South Pole.

 4.22

**Presenter:** 4.22. Exercise B1. Group 2.

Lecturer: I'm going to talk to you today about the wind. Wind is air moving from one place to the other. Sometimes it moves fast and sometimes it moves slowly. Sometimes it hardly moves at all. Why?

The wind always blows from an area of high pressure to an area of low pressure. *Pressure* – spelt P-R-E-S-S-U-R-E comes from the verb *press*. The air presses on the Earth all the time. But in some places the pressure is high and in some places it is low. Why is that?

Cold air is heavier than hot air. When air gets hot, it rises. This causes low pressure. When it gets cold, it falls. This causes high pressure. So, all the time, there are areas of high pressure and areas of low pressure all around the world. The wind blows from an area of high pressure to an area of low pressure.

 5.1

**Presenter:** 5.1. Theme 5: The physical world  
Lesson 5.1. Vocabulary for listening: Location in the world, physical features

**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.

5.2

**Presenter:** 5.2. Exercise B2. 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.

5.3

**Presenter:** 5.3. 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  |

5.4

**Presenter:** 5.4. 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.

5.5 DVD 5.A

**Presenter:** 5.5. Lesson 5.2. Real-time listening: The countries of Central America

Lecturer: Let's focus on Nicaragua. This is a map of central America, as you can see. Nicaragua is located at 13 degrees north, between the Equator and Tropic of Cancer. It's 85 degrees west. It is the largest country in Central America, with an area of 129,500 square kilometres.

The capital city, Managua, which is spelt M-A-N-A-G-U-A, is in the west of the country, on a lake. There are two large lakes in the country. I'll tell you about the other one in a moment. Nicaragua is bordered to the northwest by Honduras, here, and to the south by Costa Rica. You can see that Central America is long and thin. Like most of the countries in Central America, Nicaragua has two coastlines – one to the east, on the Caribbean Sea, and one to the west, on the Pacific Ocean. The word *nicaragua* apparently means 'surrounded by water' in a native language.

Student: Excuse me. How do you spell *Caribbean*?

Lecturer: *Caribbean* has one R and two Bs: C-A-R-I-B-B-E-A-N. Now, the country consists of three main areas: rainforest in the eastern region, then mountains in the north, here, including a lot of volcanos. These mountains are the Central Highlands – in Spanish, the *Altiplano*. Then we have the warm Pacific Coast area in the west, where we find the largest freshwater lake in Central America, Lake Nicaragua. There are two volcanoes on the island in the middle of this lake. It's a very beautiful place. There are a lot of volcanoes in the country – perhaps you know the San Cristobal volcano. Nicaragua also has the largest river in Central America, the river Coco.

Student: Sorry. Where is the river?

Lecturer: The river Coco forms the border with Honduras to the north here. It's just spelt C-O-C-O.

5.6

**Presenter:** 5.6. Exercise D2. Listen to the words and tick the pronunciation that you hear.

Voice: river, south, west, bordered, Cancer, kilometre, north, freshwater

5.7

**Presenter:** 5.7. Lesson 5.3. Learning new listening skills: Transferring information to a map

**Exercise A1. Listen and tick the form of the word that you hear in each case.**

- Voice:
- |             |               |              |
|-------------|---------------|--------------|
| a. tropical | c. locates    | e. bordering |
| b. centre   | d. rainforest | f. coastline |

🎧 5.8 DVD 5.B

**Lecture extract 1:**

The capital city of Honduras is Tegucigalpa. It's located in the south-central area of the country – just here. I'll spell it for you: T-E-G, U-C-I, G-A-L, P-A.

**Lecture extract 2:**

So mark on your map the Sierra Madre mountains. It's a large mountain range that covers the south and the west. Be careful to copy the correct spelling: S-I-E, double-R-A, and Madre: M-A-D-R-E.

**Lecture extract 3:**

The highest peak in Honduras is Celaque at 2,827 m. It's situated in the west of the country, in the mountains of the Celaque National Park.

**Lecture extract 4:**

Central America's second longest river is in Honduras, the river Patuca. It begins here in the south-central area of the country, to the east of the capital. It flows northeast, like this, to the Atlantic Ocean.

**Lecture extract 5:**

The country's largest lake, Lake Yojoa, is located in the western part of the country, to the east of Celaque.

**Lecture extract 6:**

Honduras is bordered by Nicaragua to the south, of course, and by Guatemala to the northwest, and El Salvador to the southwest.

**Lecture extract 7:**

There is a group of islands off the north coast called the Bay Islands. These islands belong to Honduras.

🎧 5.9

**Presenter: 5.9. Exercise C2. Listen. Circle the word in each row with a different vowel sound.**

- Voice:
- what, four, not, on
  - sorry, wash, come, from
  - more, coast, fall, for
  - long, not, was, north
  - locate, border, draw, for
  - before, small, home, warm

🎧 5.10

**Presenter: 5.10. Exercise C3. Listen and write the words you hear.**

Voice: sort, common, corner, top, watch, saw, forest, orange, autumn, hot, morning, always, dawn, honest, block

🎧 5.11

**Presenter: 5.11. Lesson 5.4. Grammar for listening: *There* as replacement subject**

**Exercise A2. Listen and check.**

- Voice:
- There's a lake in the south.
  - There are many natural features in the country.
  - There are several islands in the gulf.
  - There is a long thin peninsula in the south of the capital.
  - There isn't a mountain range in the east.

🎧 5.12

**Presenter: 5.12. Exercise B. Listen. Mark the features on the map on the right.**

Voice: There are a lot of mountains in the north and east of the country. There's a large volcano in the mountains in the north, but there aren't any volcanoes in the other mountains. There's a large lake in the centre of the country. There's a river from the mountains in the north to the lake. There's another river from the lake to the coast to the east of the peninsula. There's a city on the west side of the lake. There's another city on the west side of the peninsula. It's very dry in the east but there aren't any deserts there.

🎧 5.13

**Presenter:** 5.13. Exercise D. Listen. Which piece of information will come next?

- Voice:
1. There are some containers in the lab.
  2. There's a plant in a pot.
  3. There are some students in the cafeteria.
  4. There aren't any people in the room.
  5. There's an exam in the hall today.
  6. There isn't any coffee in the pot.

🎧 5.14 DVD 5.C

**Presenter:** 5.14. Lesson 5.5. Applying new listening skills: Mexico: location and physical features

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.

🎧 5.15

**Presenter:** 5.15. Lesson 5.6. Vocabulary for speaking: Continents

**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.

🎧 5.16

**Presenter:** 5.16. Lesson 5.7. Real-time speaking: Croatia

**Exercise A1. Listen to the words. Tick the correct column to show the number of syllables.**

Voice: Europe, capital, coastline, feature, low, mountainous, north, plain, range, rocky

🎧 5.17

**Presenter:** 5.17. Exercise A2. Listen again and repeat the words.

[REPEAT OF SCRIPT FROM 🎧 5.16]

🎧 5.18

**Presenter:** 5.18. Exercise C1. Listen. Make notes beside each heading in the table at the bottom of the page.

**Student:** I am going to talk about my country, which is Croatia, in southern Europe. First of all, I will describe the size and the location. Then I'll tell you about the capital city. Finally, I'll mention some of the physical features of the country.

OK. The country is quite small. We are 127<sup>th</sup> out of 203 countries in the world. The country has a strange shape. It looks like a dog's back leg!

Croatia is north of Bosnia-Herzegovina and south of Hungary and Slovenia. We have a border with Serbia to the northeast. There is also a tiny border with Montenegro in the far southeast. In the south and west there is a coastline on the Adriatic Sea.

The capital city is Zagreb, Z-A-G-R-E-B, Zagreb, which is in the north of the country. In fact, I don't live in the capital. My hometown is a small place in the north called Ludbreg, which is north of Zagreb.

Croatia is a very beautiful country. There are low mountains in many parts of the country, including the north and the northeast. There is a flat plain along the border with Hungary. There are many rivers which cross this plain. The Danube river, which is the second longest in Europe, forms part of the border with Serbia. There are also many lakes, including the Plitvice – that's P-L-I-T-V-I-C-E, lakes which are part of a national park with forests and waterfalls. In fact, this is a UNESCO World Heritage site. Finally, there is a beautiful rocky coastline. Off the coast there are over 1,000 islands.

🎧 5.19

**Presenter:** 5.19. Everyday English: Going places

**Exercise B. Listen and check your ideas.**

**Presenter:** Conversation 1.

Voice A: Excuse me.  
Voice B: Yes, sir. Can I help you?  
Voice A: Yes, please. Where's the nearest tube station?  
Voice B: Go straight down this road. It's on the next corner.

**Presenter:** Conversation 2.

Voice A: Where are we on this map?  
Voice B: Let's see. We're here.  
Voice A: And where's the hotel?  
Voice B: Mm. About a ten-minute walk, I think.

**Presenter:** Conversation 3.

Voice A: Which room are we in?  
Voice B: J32. But I'm not sure where it is.  
Voice A: Here we are. It's on the fourth floor.  
Voice B: OK. We'd better take the lift.

**Presenter:** Conversation 4.

Voice A: Are you going to the meeting about fees?  
Voice B: Yes, I am. I think it's in the main hall.  
Voice A: Where's that?  
Voice B: Not far. I'll show you.

**Presenter:** Conversation 5.

Voice A: How far are we from the bus station?  
Voice B: I think it's in the next road on the left.  
Voice A: No it isn't! It's the second on the right.  
Voice B: Oh, yes. I've got the map the wrong way round!

**Presenter:** Conversation 6.

Voice A: Hi you two! Where are you going?  
Voice B: We're on our way to the café.  
Voice A: Can I join you?  
Voice B: Yeah, sure. But hurry up, we're starving.

5.20

**Presenter:** 5.20. Lesson 5.8. Learning new speaking skills: Introducing a talk

**Exercise A1. Listen to these sentences. What is the sound of the letter s in each case?**

- Voice:
- a. Where's that?
  - b. Yes, that's right.
  - c. How do you spell that?
  - d. Sorry. What did you say?
  - e. It goes through the capital.

5.21

**Presenter:** 5.21. Lesson 5.9. Grammar for speaking: Location: *which*

**Exercise A2. Listen. Which place are they talking about in each case?**

- Voice 1: It's on a river near the coast.  
Voice 2: It's in the centre of the country.  
Voice 3: It's in the mountains near the border.  
Voice 4: It's on a lake in the east.  
Voice 5: It's between the centre and the northern border.  
Voice 6: It's on the northeast border.

5.22

**Presenter:** 5.22. Portfolio: Comparing countries

**Presenter:** Exercise B1. Group A: Kuwait.

- Voice: I'm going to talk to you today about one of the countries of the Middle East. The name of the country is Kuwait – in English that spelt K-U-W-A-I-T. Kuwait is located between latitudes 29 and 30 north and longitudes 47 and 48 east.
- The capital is Kuwait City. It is located on the edge of the country, by the coast. However, Kuwait is not the largest city. That is Al Salimiyah, which is very close to Kuwait City.
- The country is very small. It covers an area of only 17,820 square kilometres.
- Kuwait is only bordered by Iraq and Saudi Arabia, but it is very near Iran. Kuwait's land is mostly flat, desert. Its highest point is an unnamed location which is 306 metres high. Kuwait does not have much natural fresh water or any rivers.

5.23

**Presenter:** 5.23. Exercise B1. Group B: Yemen.

- Voice: I'm going to talk to you today about one of the countries of the Middle East. The name of the country is Yemen. Yemen is located between latitudes 14 and 17 north and longitudes 43 and 53 east.
- The capital is Sana'a. It is in the Jebel an Nabi Shu'ayb mountains, which contain the highest point of the country at 3,760 metres.
- Aden, spelt A-D-E-N in English, is the second biggest city. It is on the south coast. The city of Mocha on the coast of Yemen is famous for its chocolatey coffee.
- The country covers an area of 527,970 square kilometres.
- Yemen is on the Gulf of Aden to the south. It is bordered by Oman in the east and Saudi Arabia in the north.
- Yemen's land comprises a narrow coastal plain in front of flat-topped hills and rugged mountains.