Level 2

PROGRESSIVE

Listening & Speaking











Course Book & Workbook

Terry Phillips and Anna Phillips with Nicholas Regan



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SKIIIS

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Terry Phillips and Anna Phillips with Nicholas Regan



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PROGRESSIVE

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Listening

Knowledge area	Topic	Skills
1 Culture and civilization	Coming of age	understanding signpost language: following a sequence of events including before / after doing
2 Technology	Who? What? When?	understanding signpost language: recognizing the organization of a lecture
3 Arts and media	Arts and media	predicting content from linking words
4 Sports and leisure	Classifying sports	note-taking: classification
5 Nutrition and health	A balanced diet	• revision

Grammar	Phonology
 1 • present simple: he / she / it / they • after / before doing 	• vowels – long: /uː/
2 • grammar of dates • in vs ago	• consonants: /ʧ/, /ʃ/ (tion)
3 • grammar of lexical cohesion: verbs into nouns	• diphthongs: /eɪ/, /aɪ/
4 • verb valency: prepositions after the verb	• diphthongs: /əʊ/, /aʊ/
5 • revision	• revision

Book maps

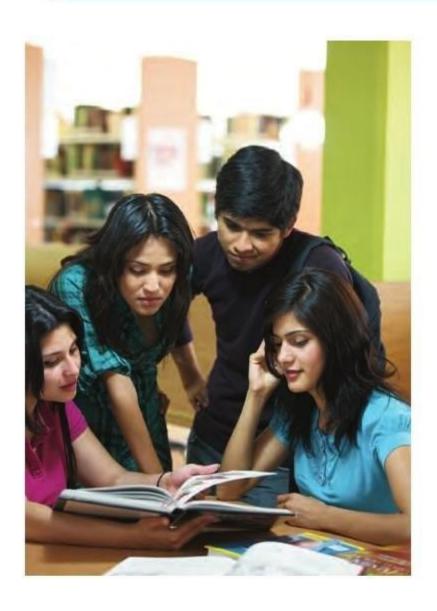
Speaking

Knowledge area	Topic	Skills
1 Culture and civilization	Festivals	 showing understanding: echo + comment showing understanding: echo + question showing lack of understanding: echo
2 Technology	Transport inventions	talking about research
3 Arts and media	Advertising	taking part in a tutorial
4 Sports and leisure	Sports in education	giving a talk with slides
5 Nutrition and health	Portions	• revision

Grammar	Phonology	Everyday English
1 • present simple open questions• present simple negatives	 vowels – short vs long: /Δ/ vs /uː/ consonants: /t/ vs /d/ intonation: interest; surprise 	• the right things to say
2 • checking questions	• consonants: /ʧ/, /ʃ/ (tion / tu)	using technology
3 • introductory phrases• asking for an opinion	• diphthongs: /eɪ/, /aɪ/	talking about the media
4 • modals: must / should	• diphthongs: /əʊ/, /aʊ/	talking about games
5 • revision	• revision	• revision



Introduction



This is Level 2 of *Progressive Skills: Listening & Speaking*. This course is in four levels, from Intermediate to Advanced. In addition, there is a remedial / false beginner course, *Starting Skills*, for students who are not ready to begin Level 1.

Progressive Skills: Listening & Speaking is designed to help students who are at university or about to enter a university where some or all of their course is taught in English. The course helps students in these skills:

Listening – to lectures Speaking – in tutorials and seminars

Progressive Skills: Listening & Speaking is arranged in five themes. Each theme is divided into two skill sections. Each skill section has five core lessons as follows:

Lesson 1: Vocabulary for the skill pre-teaches key vocabulary for the section

Lesson 2: Real-time practice

practises previously learnt skills and exposes students to new skills; in most cases, this lesson provides a model for the activity in Lesson 5

Lesson 3: *Learning skills* presents and practises new skills

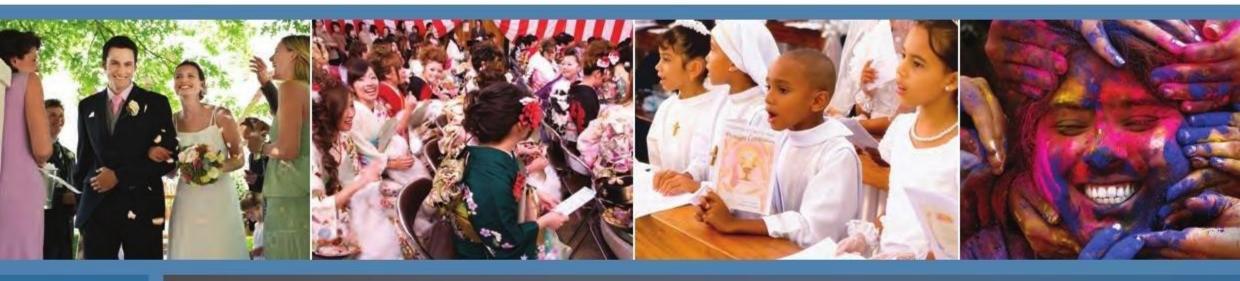
Lesson 4: Grammar for the skill presents and practises key grammar points for the skill

Lesson 5: Applying skills

provides practice in the skills and grammar from the section; in most cases, students work on a parallel task to the one presented in Lesson 2

In addition, the **Everyday English** lessons present and practise survival English for everyday life.





Theme 1

Culture and civilization

- Coming of age
- Festivals

Listening: Coming of age

adult (n)

1.1 Vocabulary for listening

Coming of age



A Activating knowledge

Discuss these questions.

In your culture, when do you ...

- 1. give presents?
- 2. send cards?
- 3. have parties?
- 4. say Congratulations?

B Understanding vocabulary in context

 Study the list of words on the right. Find a synonym for each of the words and phrases below. 1.1 Listen to a talk about births, marriages and deaths, and check your ideas.

a.	at the present time	nowadays
b.	old	
C.	actions	
d.	beginning	
e.	party	
f.	method	
g.	disappear	
h.	age group	
i.	give	
j.	group	
k.	time	

- 2. Complete these sentences with information from the talk.
 - a. Anthropologists study ...
 - b. We have celebrations for ...
 - c. We have rituals, for example, when ...
 - d. Rituals often include ...
 - e. A special day of celebration is called ...
 - f. Nowadays, some traditions ...

C Developing critical thinking

Discuss in groups.

- 1. What festivals do you have in your country?
- 2. What does each festival celebrate or remember?
- 3. What rituals are involved in each festival?
- 4. Which festivals or rituals (if any) are dying out?

ancestor (n)
anthropologist (n)
attend (v)
birth (n)
celebrate (v)
celebration (n)
ceremony (n)
childhood (n)
congratulations (n
death (n)
die out (v)
event (n)
festival (n)
generation (n)
God (n)
(the) gods (n)
guest (n)
influence (n)
light (v)
marriage (n)
nowadays (adv)
occasion (n)
official (adj and n)
origin (n)
party (n)
pass down (v)
present (n)
primitive (adj)
procedure (n)
religious (adj)
ritual (n)
set (n)
special (adj)
take place (v)
tourist (n)
traditional (adj)
vote (n and v)
444
<u> </u>
/4

1.2 Real-time listening

Seijin no hi

A Reviewing vocabulary

Study the photographs on the opposite page.

- 1. Where is each ceremony taking place?
- 2. What rituals are involved?
- B Activating ideas

Juri Taku is an anthropology student. She is going to talk to her study group about a festival in Japan. Make a list of questions you expect to hear the answers to.

What is the festival called?

- C Predicting the next word
 - 1. 1.2 Listen to the talk once. Juri pauses a few times during her talk. Guess the next word on each occasion.
 - 2. 1.3 Listen again and check your ideas.
 - 3. Which questions in Exercise B does Juri answer?
- Making notes

Make notes about Juri's talk in the table on the right.

E Understanding spoken definitions

How does Juri define these words?

- 1. Seijin no hi
- 2. seijin shiki
- 3. town hall
- 4. kimono
- Identifying words from the stressed syllable
 - 1. Mark the stressed syllable on these words from the talk.

a.	gov ern ment	
b.	cel e brat ed	
C.	cer e mo ny	
d.	'fes ti val	1
e.	of fi cial	
f.	at tend	20.00
g.	ad ult	
h.	tra di tion al	
i.	pre sent (n)	

1.4 Listen to some sentences. Number the words above in order.

1. I'm going to talk to you today about a festival.



Japan

j. spe cial



1.3 Learning new listening skills

Following a sequence of events

Reviewing key words

- 1. Study the pairs of words on the right.
- 2. 1.5 Listen. Tick the word you hear in each case.

Identifying a new skill

- 1. Write one word in each space.
 - a. I'm going to talk you today a festival in Japan.
 - b. _____, a government official makes a speech.
 - c. _____, he gives small presents to the new adults.
 - d. _____ going to the ceremony, the girls put on traditional dresses.
 - e. _____attending the ceremony, the new adults go to special parties.
 - f. _____, the young people go home.
- 2. Read the Skills Check. Check your answers.

Recognizing a sequence of events

You are going to hear about two more coming-of-age ceremonies. 1.6 Listen and number the events in order.

Sweet Sixteen in the USA

changes shoes
dances with father
lights candles
sits in a chair
watches a video

Goyuje in Korea

bows to the guest
changes clothes three times
drinks from a special cup
is given a new name
listens to advice
receives good wishes
visits the grave of an ancestor

D Identifying vowel sounds

Work in pairs.

- 1. What do all the words below have in common? new few true blue suit you do who too shoe used move
- 2. Read the Pronunciation Check. Check your answers.
- 3. How do you pronounce all the other words in the Pronunciation Check?

1.	festival	1	first of al
2.	sell		celebrate
3.	ceremony		money
4.	sent		present
5.	ritual		written
6.	part		party
7.	traditional		dish
8.	event		evening
9.	pass		past
10.	official		officer

Skills Check

Follow the signposts!

Speakers often help listeners with signpost words. The words help listeners to understand the organization of their talk.

Introducing I'm going to talk to you the topic today about ...

Talking First(ly) / Second(ly) / about a Third(ly) ... Then / Next / Later ... sequence of events After (that / the speech), ...

Finally ...

Pronunciation Check

Hearing vowels: /uː/

The vowel sound in *new* is written in many ways. But each way can make other sounds.

ew	new, few	sew
ue	true, blue	colleague
и	used	cut, put
ui	suit	build
ou	you	about
o	do, who	go
00	too	book
oe	shoe	does
о-е	move	love

Always check the pronunciation of a new word with these letters.

1.4 Grammar for listening

Identifying singular and plural; after or before + gerund

The verb be

subject	verb	complement
The event	is	traditional.
The ceremony	is	very old.
The events	are	traditional.
The festivals	are	very old.

Other verbs

1

subject	verb	object
The girl	lights	16 candles.
The girl	wears	a special dress.
The adults	go	home.
The girls	put on	traditional dresses.

When you listen, it is quite difficult to decide if a noun subject is singular or plural.

Listen for other clues in the sentence or paragraph.

However, it is quite easy to decide if a pronoun subject is singular or plural.

Listen for the pronouns.

subject	verb	
He / She / It	goes	
They	go	

A Identifying singular and plural

1.7 Listen. Is each subject singular or plural?

The house is very interesting.

Singular.

We can join two sentences in a sequence with *after* and *before*. Sometimes the next word is a **gerund** = infinitive + *ing*.

2

first event	second event
The girl lights 16 candles.	Then she sits on a chair.
After lighting 16 candles, [pause] the gir	I sits on a chair.
The girls put on special dresses.	Then they go to the town hall.

Note:

- There is no subject in front of the first verb, e.g., lighting, going.
- The subject of both verbs comes after a small pause.
- B Identifying the subject
 - 1.8 Listen. Number the subjects in order. There are extra subjects you do not need.
 - 1. After getting money from the bank, the man goes to the supermarket.

the boy
the boys
the candidate
the candidates

the children
the interviewer
the light
the lights

1	the man
	the manager
	the men
	the woman

the official	
the officials	
the student	
the students	
	the officials the student

1.5 Applying new listening skills

Quinceañera

A Reviewing vocabulary

Match each verb with words from the right column to make phrases about special events.

- 1. give a party
- 2. make 1 presents
- 3. wear special events
- 4. go to special food
- **5.** eat speeches
- 6. spend special music
- 7. have traditional clothes
- 8. listen to ____ time with the family

B Following a talk

Adriana Hernandez is going to talk about a special event in her country.

1.9 Listen to her talk. Make notes of the important points.

·where?		
· when?		
·who?		
· why?		
·what?		

Checking understanding

Ask and answer questions about the Quinceañera in pairs.



Transferring a new skill

Is there a special birthday for people in your country? Who is it for? What happens on that day?







1

actually (adv)

1.6 Vocabulary for speaking

Birthdays



A Reviewing vocabulary

- Look at each word in the box on the right. Is it a verb, an adjective or a noun? Mark the correct part of speech.
- 2. 1.10 Listen and repeat each word.
- 3. Make a sentence with each word.

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

B Understanding new vocabulary in context

- 1. Look at the photograph and discuss the questions.
 - a. What are the people in the photograph celebrating?
 - b. What traditional items can you see?
 - c. What's going to happen next?
- Find at least five words from the list on the right in the photograph. Practise saying each word.

C Practising new vocabulary

- 1. 1.11 Listen to four short talks about birthday traditions: presents, parties, candles and cards. Make one or two notes about each topic.
- 2. ② 1.12 Listen to some words from the talk. How many syllables are there in each?

culture - 2

3. Work in groups of four. Choose one of the topics. Give the information to the rest of the group.

Developing critical thinking

Discuss these questions in groups.

- 1. How important are birthdays in your culture?
- 2. What special songs do you sing at festivals or celebrations?
- 3. What special food do people cook for important events?
- 4. When do people send cards?

birth (n) birthday (n) bonfire (n) candle (n) card (n) colourful (adj) conditions (n) congratulations (n) culture (n) dancing (n) dress (n and v) during (adv) each (adv and pron) evil (adj) fire (n) guide (n) huge (adj) last (v) local (adi) luck (n) lucky (adj) meal (n) nearly (adv) original (adj) originally (adv) powder (n) procession (n) race (n and v)reflect (v) relative (n) represent (v) ring (n) song (n) spirit (n) statue (n) sunrise (n) surprise (n) symbol (n) through (prep) wreath (n)

1.7 Real-time speaking

Local festivals

Activating ideas

Tell your partner about five special days in the year in your country.

> Mother's Day is special. July 9th is special because it's National Day.

Studying a model

You are going to hear two students talking about a local festival.

- 1. Read the conversation. What are Speaker A's questions?
- 2.

1	1.13 Listen to the conversation. Complete A's questions.	
A:	Are there any traditional festivals in your country	?
B:	Yes, we have one in the summer. It's called Noc Swietojanska in Polish. I like it a lot.	
A:		?
B:	Yes. It means 'night'. Saint John's Night. We celebrate the longest day of the year, and the shaight. It's on $23^{\rm rd}$ June.	ortes
A:		?
B:	Well, people dress in colourful traditional clothes. There is music, dancing and fireworks. The young women make wreaths of flowers with candles on them.	
A:		?
B:	If a woman is single, she makes a wreath – a ring of flowers. Then she puts the flowers on a or river. When a young man finds it, he falls in love with the girl – that's the tradition.	lake

- B: No, they don't. In some places, they make a fire and jump over it.
- B: Because it shows that they are strong and brave.
- A: _____
- B: We make the food during the day, too. The men prepare the music and the lights outside.
- B: It starts at about eight o'clock. We dance and talk and eat. The party continues through the night - it doesn't stop until sunrise.
- - B: Yes, they do. But they're very tired!

Practising a model

- 2. Role-play the conversation in pairs.
- 3. Talk with your partner about a festival in your region or country.

Developing critical thinking

Why are traditional festivals important for people?

Everyday English

The right thing to say













Activating ideas

Look at the photographs.

- 1. How does each person look?
- 2. Why does each person look this way?

Studying models

- 1. **1.** Listen and match each phrase with one of the conversations.
- 2. Practise each conversation.

A: Bad luck. I'm sorry.

Are you tired?	Has something happened?	Hi, there! Happy birthday!
I passed my test!	What's wrong?	You look a bit stressed.
1 A:		B: Yes, I am. We've just had a new

- B: Thanks. B: Oh, thanks!
 - A: And here's a card. B: That's really nice of you. Thank you!
- A: What's the matter? B: Yes. My grandmother has died. A: Oh, I'm so sorry.
 - B: Thanks. We were really close.

- ew baby.
- A: Congratulations! Is it a girl or boy?
- B: A boy.
- - B: Yes. I've got an important exam tomorrow.
 - A: Well, good luck. I'm sure you'll be fine.
 - B: Thanks. I hope so.
- - B: Sorry? Which test?
 - A: My driving test.
 - B: Well done! That's great!

Practising a model

Work in pairs. Role-play conversations for these situations. One of you:

- is 21 today.
- · has decided to get married.
- · has an interview tomorrow.
- got 78 per cent for the last assignment. was not chosen for the sports team.
 - · has had a death in the family.
 - stayed up late last night to revise.

1.8 Learning new speaking skills

Echoing and commenting

Saying consonants

- 1. Read Pronunciation Check 1. Which sound is voiced and which is unvoiced?
- 2. Circle one word in each pair below. Say the word that you circled. Tick the words you hear.
 - a. try
- dry
- e. site
- b. three tree
- f. both
 - boat
- c. write d. tie
- ride die
- g. den h. cart
- then card

side

Saying vowels

- 1. Read Pronunciation Check 2. Which spellings have the sound /uː/?
- 2. Mark these words $/\Lambda$ or /u:/ according to the (underlined) sound.
 - a. club
- -/∆/
- f. <u>u</u>seful
- b. cool
- g. rude
- c. come
- h. run
- d. two
- i. colour
- e. few
- j. cut
- 3. **1.16** Listen and check. Say the words.

Identifying a new skill

- 1. Read the Skills Check. How can you show interest?
- 2. 1.17 Listen. Tick the reply you hear.
 - a. My cousin got married last week.
 - Your cousin? Did you go?
 - Married? But he's very young!
 - b. I got a present today.
 - That is not interesting for me.
 - A present? That's nice.
 - c. I'm taking my exam tomorrow.
 - Tomorrow? Are you going to pass?
 - Tomorrow? Yesterday was better.
- **3.** Which replies above are good?

Practising a new skill

- 1. 1. 1. 1. Listen to some sentences about traditional events.
- 2. Work in pairs. Say some of the sentences. Give a reply to show you understand.

We eat delicious cakes at New Year.

Cakes? What kind?

At New Year? That's interesting.

Pronunciation Check 1

Saying consonants: /t/ and /d/

The sound /d/ is always voiced. It is always spelt d or dd.

Examples: do, tradition, find, address The sound /t/ is always unvoiced. It is

always spelt t or tt.

Examples: town, meeting, separate, better

Both sounds are made by touching the top of the tongue against the roof of the mouth.

Do not confuse /t/ and /d/ with θ and δ .

Examples: tin for thin; dis for this

Pronunciation Check 2

Saying vowels: /ʌ/ and /uː/

The sound $/\Lambda/$ is short. When the letter u is stressed, it often makes the sound $/\Lambda/$.

Examples: luck, sun, just, but

The sound /uː/ is long. The letters ew, oo and ue often make the sound /uː/.

Examples: new, flew, blue, true, food, too

Other common words with the sound /uː/ are: you, who, do.

Skills Check

Showing understanding

When a person gives us some new information, we must show that we understand. We can do this by echoing important words. We often add a question or a comment.

Examples:

- A: Originally it was in September, not July.
 - echo question
- B: In September? Did they change it recently?
- OR
- B: In September? Why did they change it?
- A: The children sing a special song.
 - echo comment
- B: The children? That's nice.

Use your voice and your face to show the speaker you are interested or surprised.

1.9 Grammar for speaking

Open questions and negatives

To make a question with the verb *be*, we use the verb followed by the subject. For other verbs, we make a question with an **auxiliary** in front of the subject.

3

question	verb	subject	extra information	
What	is	the best part	of the day	?
Who	are	they		7

question	auxiliary	subject	verb	extra information	
Where	do	they	learn	the dance	?
When	does	it	start		?

A Asking questions

1. Complete the questions about your partner's country with the correct word from the box below.

	Who What Why Where When Which How many
a.	What is the origin of the name of your country?
b.	do most people live – in the countryside or in the city?
C.	do you eat the biggest meal – at midday or in the evening?
d.	is the leader of your country?
e.	days in the year are holidays?
f.	days a week do children go to school?
g.	do people enjoy festivals?

2. Ask and answer the questions above in pairs.

To make a negative with the verb *be*, we add *not* after the verb. For other verbs, we put an **auxiliary after the subject** and add **not**.

4

S	be		С
You	are		happy.
She			here.
It	is	not	difficult.
We			ready.
They	are		in the room.

S	aux		V	extra information
You	do		need	money to get in.
She	does		make	special foods.
It	does	not	happen	every year.
We	do		celebrate	birthdays very much.
They	uo		send	cards.

B Producing negatives

Make negative sentences in the present simple. Use some of the words below.

sports	understand	easy
children	like	difficult
cars	drive	tall
vegetables	play	married
assignment	have	here
friend	be	ready
sister	eat	strong

My friend doesn't play sports.

My sister isn't married.

1.10 Applying new speaking skills

Holi and San Fermin

Reviewing sounds

1. Which (underlined) vowel sound is different in each line?

a.	done	some	huge
b.	but	good	bull
C.	food	c <u>u</u> lture	shoe
d.	luck	c <u>o</u> ver	look
e.	hut	stat <u>ue</u>	m <u>u</u> sic
f.	new	c <u>o</u> lour	cool
g.	just	juice	young
h.	move	would	wood

2. Use some of the words above to talk about the pictures.

The people are covering the girl's face with colours.

Activating ideas

Your partner is going to talk about a festival. Make eight questions to ask him/her, using these words.

- · name?
- place?

What's it called?

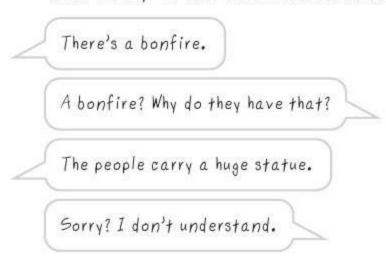
- origin?
- · clothes?
- who for?
- important?
- · events on the day?

Researching information

Work in two groups. Group A: Read the text on page 80, Group B: Read the text on page 82. Make notes to answer the questions in Exercise B.

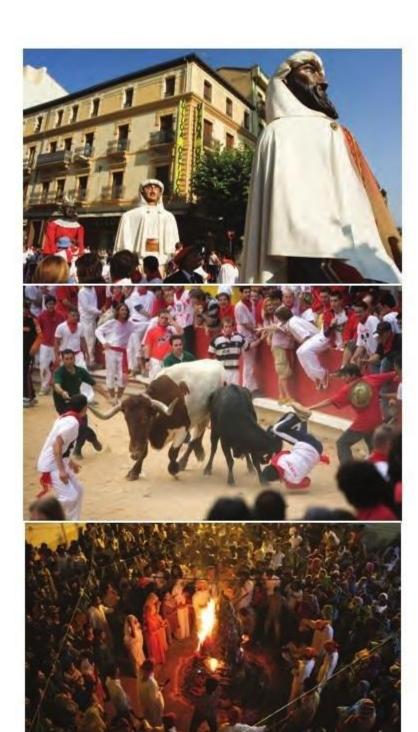
Using a key skill

- 1. In your group, prepare to talk about your festival. Check that you can answer all of the questions.
- 2. Make pairs a student from Group A with a student from Group B. Talk about the festivals.



Developing critical thinking

Make Groups A and B again. Compare what you heard. Are there any differences in the versions? Which is probably the correct version?







Theme 2

Technology

- Who? What? When?
- Transport inventions

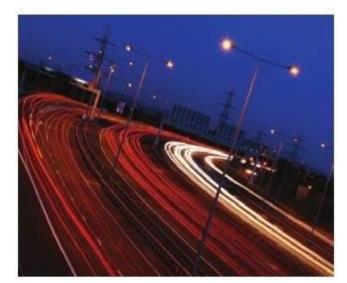
2.1 Vocabulary for listening

Power sources for travel

Revising vocabulary

How can you travel from one place to another? Complete this list of ways.

- 1. You can ride a bicycle.
- 2. You can sail a ...
- 3. You can drive a ...
- 4. You can fly a ...
- 5. You can go by ...
- 6. You can get on a ... or get in a ...



Understanding vocabulary in context

- 1. Complete the table.
- 2.

 2.1 Listen and check your ideas.

Table 1: Power sources for travel

power source	walking	boat/ship	bicycle	horse	car	train	plane	spacecraft
human	1							
animal								
wind								
steam								
electricity								
petrol								
rocket								
jet								

C Developing critical thinking

Discuss these questions.

- 1. Why are there very few jet cars?
- 2. Why are very few cars powered by electricity?
- 3. Why are there no planes which use human power?
- 4. What will be the next power source for travel?









ago (adv) aircraft (n) astronaut (n) electricity (n) engine (n) field (n) [= area] helicopter (n) human (n and adj) in my opinion in the air invent (v) invention (n) inventor (n) jet (n) jumbo jet (n) later (adv) main (adj) method (n) motorcycle (n) on land on sea other (adj and pron) petrol (n) power (n and v) power source propeller (n) ride (v) rocket (n) sail (n and v) shuttle (n) source (n) space (n) [= universe] spacecraft (n) steam (n) track (n) transport (n) transportation (n) travel (n and v) wheel (n)

2.2 Real-time listening

Transport inventions (1)

A Activating ideas

Look at the forms of transport on the opposite page.

- 1. Number the inventions in order the earliest = 1.
- 2. Discuss in groups. Which of these inventions is the greatest in the history of transport?
- B Understanding the organization of a lecture
 You are going to watch a lecture on the history of transport. 2.2 DVD 7.A Watch the first part of the

lecture. What is the lecturer going to talk about?

- C Making notes
 - 1. **② 2.3 DVD 7.B** Watch the second part of the lecture. Copy names and dates from the box on the right under the correct picture.
 - 2. Which methods of transport are not mentioned in the lecture?
- Understanding an opinion
 - ② 2.4 DVD 7.c Watch the final part of the lecture. Which invention does the lecturer think is the most important invention? Why does she have this opinion?
- E Hearing short vowel sounds

Look at the words on the right. They are all from the lecture. They all have short vowel sounds.

- 1. Write each word in the correct column, according to the (underlined) vowel.
- 2. 2.5 Listen and check your answers.
- F Hearing long vowel sounds

Look at the words below. They are all from the lecture. They all have long vowel sounds.

- Write each word in the correct column, according to the (underlined) vowel.
- 2. 2.6 Listen and check your answers.

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

sea	car	first	horse	new
/iː/	/aː/	/3:/	/ɔ:/	/uː/
each				
	*			
	10			30



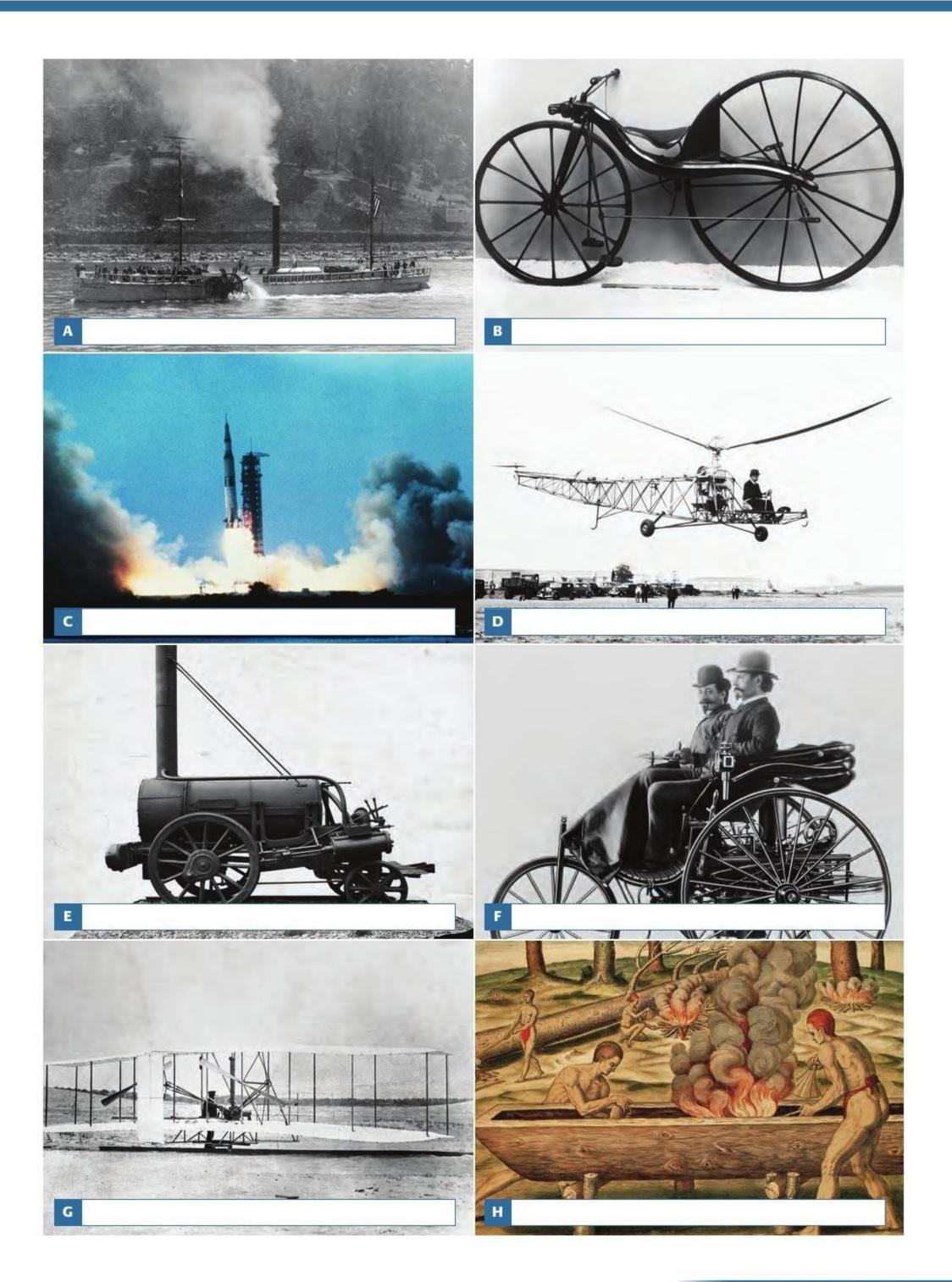
1903 Ben3	Macmillan 1888
1839	Pener
Stepher	nson 1775
1830	Indonesian natives
Wright brothers	40,000 years ago

bec<u>au</u>se <u>e</u>ngine <u>history</u> jet <u>pe</u>trol r<u>o</u>cket that track tr<u>a</u>nsport was went what when which wind

ship	land	tell	on
/1/	/æ/	/e/	/a/
history			
	+		
	.0		







2.3 Learning new listening skills

Recognizing change of topic

A Reviewing vocabulary

② 2.7 Listen to some sentences. Tick the best way to complete each sentence.

1.	inventions	inven	ting
2.	travelling	trans	por
3.	land	groui	nd
4.	invented	inven	t
5.	air	wind	
6.	track	road	
7.	sky	air	
8.	opinion	mind	
9.	world	place	
10.	civilizations	cultu	res

B Identifying a new skill (1)

- 1. 2.8 Listen to the first part of the lecture in Lesson 2.2. What is the lecturer doing in this part?
- Read Skills Check 1 and check.
- 3. **2.9** Listen to the introductions to some more lectures. Organize your notes.

Festivals

- 1. origins
- 2. most important
- 3. best tourist attractions

Identifying a new skill (2)

- 1.

 2.10 Read Skills Check 2 and listen to the extracts. What is the lecturer doing in each extract?
- 2. 2.11 Listen to some extracts from the lectures in Exercise B. How does the lecturer signal the change of topic in each case? Number the phrases.

	a.	OK, now let's look a	at	
	b.	Right, that's		grandom examples (in)
	C.	So we have heard a	bou	t
	d.	So we have seen		Newsoning
	e.	So, first		- general settlement
3.		ad Skills Check 3. W or ch? () 2.12 Listen		are the missing letters – check your ideas.
	a.	fre	f.	mu
	b.	ea	g.	resear
	C.	relationip	h.	ange
	d.	mat	i.	whi
	e.	uttle	j.	eck



Skills Check 1

Recognizing the organization of a lecture

The introduction to a lecture often gives you the order of sub-topics.

Use the introduction to pre-organize your notes.

First, I'm going to talk about ... = 1 After that, I'll tell you ...

Finally, I'm going to say ... = 3

Skills Check 2

Recognizing change of sub-topic

Lecturers often indicate change of sub-topic very clearly.

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

So, there are several methods of transport. But when ...?

So, we have heard about the main inventions in the field of transport. But which invention ...?

In my opinion, ...

Skills Check 3

Hearing blends: ch, sh

The letters ch make the sound /tf/. The letter sh make the sound / [/.

change, match, which, each

ship, fresh, short, English

The final letters ~tion often have the sound shun. The stress is always on the vowel before ~tion.

in-'ven-tion, ce-le-'bra-tion,

con-gra-tu-'la-tions

The final letters ~ture often have the sound /tf ə/.

lecture, picture

2.4 Grammar for listening

Years and dates

Dates

(5)

in writing	in speech		
1 January	on the 'first of 'January	on 'January the 'first	on 'January 'first
April 10	on the 'tenth of 'April	on 'April the 'tenth	on 'April 'tenth
March 3	on the 'third of 'March	on 'March the 'third	on 'March 'third
11/9 or 9/11	on the e'leventh of Sep'tember	on Sep'tember the e'leventh	on 'nine e'leven

Years

in writing	in speech		
2000	in two 'thousand		
1815	in 'eighteen fif'teen		
1850	in 'eighteen 'fifty		
1901	in 'nineteen 'hundred and 'one	in 'nineteen oh 'one	in 'nineteen 'hundred 'one
1910	in 'nineteen 'ten		
1926	in 'nineteen twenty-'six		
2001	in two 'thousand and 'one	in 'twenty oh 'one	in two 'thousand 'one
2010	in two 'thousand and 'ten	in 'twenty 'ten	in two 'thousand 'ten
2020	in two 'thousand and 'twenty	in 'twenty 'twenty	in two 'thousand 'twenty

Time periods

In 1964, she arrived in the USA. Nine years later ... = in 1973

In 1964, he got married. Nine years earlier ... = in 1955

It's 2011 now. Ten years ago ... = in 2001

A Understanding years and dates

- 1. 🔞 2.13 Listen and write the year.
 - 1. 1762
- 6. _____
- 3.
- 7. ______ 8. ____

9. _____

- 4. _____
 - 10.
- 2. ② 2.14 Listen and write the date.
 - 1. 1/2
 - 2.
 - 3.
 - 4.

 5.
- 6.7.
- 7. 8.
- 9.
- 10. _____

3. **② 2.15** Listen and complete Table 1 below.

The first carts with wheels appeared around 3500 &CE.

Table 1: A transportation timeline

The first wheeled carts
The first horses for transportation
The first horse-drawn bus
The first steam-powered car
The first hot-air balloon
The first petrol-engine car
The first motorcycle
The first powered flight
The first flight faster than sound
The first man on the Moon



2.5 Applying new listening skills

Transport inventions (2)

A Activating ideas

- 1. Can you name any of the flying inventions on the right?
- 2. In what order were they invented?

B Preparing to listen

- 1. How do you say these dates?
 - 1900
 - 1905
 - 1910
 - 1914
 - 1936
- 2. How do you say these names?
 - Whittle
 - Boeing
 - Wright
 - Sikorsky
 - Goddard

C Listening and note-taking

You are going to watch another lecture about transport inventions.

- 2.16 DVD 7.D While you watch the lecture, remember to:
 - write the main topic at the top of your notes.
 - make a note of the sub-topics.
 - make a note of the key information as follows:
 - when?
 - what?
 - who?
 - make a note of any opinions the lecturer gives.











2.			
2. 3.			
when?	what?	who?	

according to (prep)

2.6 Vocabulary for speaking

Automobile inventions

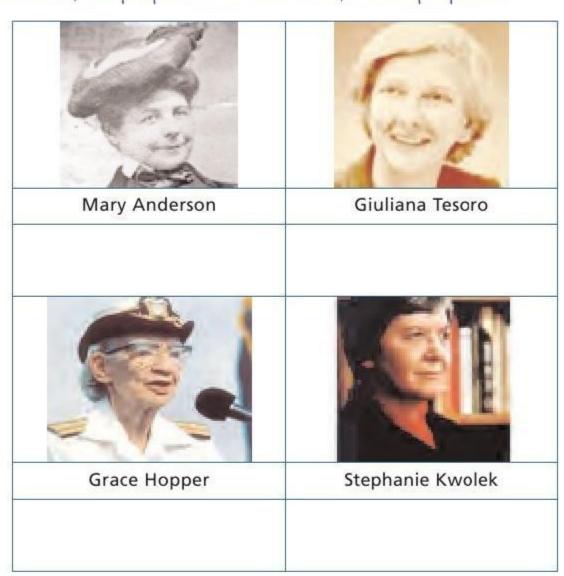
A

Reviewing vocabulary

The words and phrases below are from the Listening section. Find pairs. Explain the connection.

aircraft astronaut electricity engine in space in the air jet jumbo jet on land power propeller rocket sail sea shuttle space spacecraft steam track

aircraft - propeller: Some aircraft have propellers.



B Understanding new vocabulary in context

1. ② 2.17 Listen to a text about female inventors. Match each invention from the box to the photograph of the inventor above.

windscreen wipers Kevlar fire-resistant materials computer programs

- 2. Discuss this question.
 - How does each invention make vehicles safer or faster?
- 3. Study the words on the right. Which words did you hear in the talk? What is the pronunciation in each case? Listen to the talk again and check your ideas.

C Developing critical thinking

Read this statement: There are more male inventors than women.

- 1. Was this true in the past? Why (not)?
- 2. Is it true today? Why (not)?
- 3. Will it be true in the future? Why (not)?

apparently (adv)
brake (n)
break (v)
button (n)
click on (v)
coin (n)
control (n and v)
cover (n)
female (adj)
hard (adj) [= not soft]
industrial (adj)
insert (v)
(the) Internet (n)
machine (n)
male (adj)
material (n)
motorcar (n)
pardon?
practical (adj)
press (v)
product (n)
push (v)
record (n)
replace (v)
rider (n)
run out of (v)
safe (adj)
safety (n)
screen (n)
set (v) [= fix]
speed (n)
substance (n)
switch on (v)
technology (n)
vehicle (n)
work (v) [= operate]
(**************************************
po

2.7 Real-time speaking

Over a billion in the world

A Previewing vocabulary

Put the words below into five groups, according to the (underlined) vowel sound.

bel<u>ie</u>ve drew sure more <u>pardon</u> world <u>earlier</u> speed two who half rec<u>o</u>rd (v) read

B Activating ideas

- 1. Look at the website on the right.
 - What is it about?
 - How many pieces of information does it give?
- 2. Cover the conversation below. ② 2.18 Listen and complete the missing numbers and dates in the website.

C Studying a model

- 1. Uncover the conversation. Complete the gaps.
- 2.
 ② 2.19 Listen again and check.

A:	Did you know there are over a billion bicycles in the world ?
B:	Only a million?
A:	No, one billion, apparently. It says here that it was invented in the 19 th century by Kirkpatrick Macmillan and now
B:	When was it?
	In 1893 Wow!
B:	What?
A:	According to this, the speed record for a bicycle is two hundred It was set in 1995. Apparently he was riding
B:	Amazing.
A:	But it seems that Leonardo da Vinci actually drew a picture of a bicycle more than three
B:	Pardon? Who?
A:	Da Vinci. D-A and V-I-N-C-I. The famous Italian painter and inventor drew a bicycle.
B:	No he! I read about that. Apparently, someone else drew the bicycle in Leonardo's notebook in 1970.
۸.	Are your 2 But it says here that
Α.	Are you? But it says here that

- 3. Role-play the conversation in pairs.
- Developing critical thinking

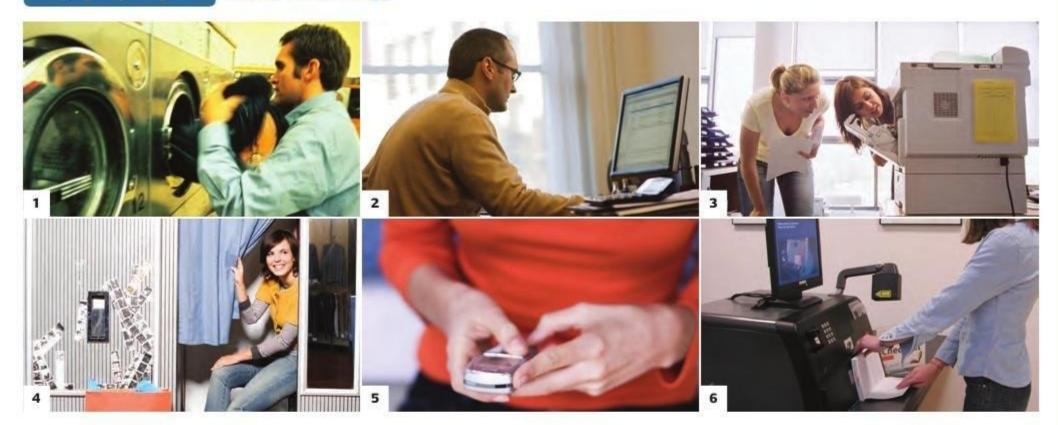
Why is information on the Internet sometimes wrong?

/uː/	/i:/	/aː/	/31/	/ɔː/
drew				



Everyday English

Using technology



A Activating ideas

- 1. Look at the pictures above. What are the people doing?
- 2. Have you ever had a problem with these pieces of technology?

B Studying models

- 1. Which sentence below goes in each conversation?
 - a. The photocopier is broken.
 - b. Have you ever used the SPSS program?
 - c. How do you set the time?

- d. How does this thing work?
- e. Do you know how to use the book checkout?
- f. I can't get the washing machine to work.
- 1 A: _____
 - B: Put in the powder.
 - A: I've done that.
 - B: OK. Pull this thing out. Put the coins in here. Push it in. Switch it on.
- 2 A:
 - B: Press the 'Menu' button and go to 'Settings'.
 - A: OK, and then I choose 'Date and time'?
 - B: That's right. We're an hour behind Berlin.
- 3 A:
 - B: Follow the instructions on the screen.
 - A: 'Insert coins.' OK. 'Press Button A.'
 - B: When the light flashes, it takes a picture.

- Δ.
 - B: No, it isn't. It's run out of paper.
 - A: How do you put more paper in?
 - B: It says here: 'Open cover. Insert paper. Replace cover.'
- 5 A:
 - B: Yes, I have. But I'm not very good at it.
 - A: Do you know how to input new data?
 - B: Click on 'Data view'.
 - A:
 - B: Just put the book on the scanner.
 - A: But it won't read my library card.
 - B: Let's ask for help.

2. 2.20 Listen and check.

C Real-time speaking

- 1. Practise the conversations.
- 2. Role-play conversations about these pieces of technology.
 - camera
- · media projector
- MP3 player
- TV remote control

- · computer printer
- ID swipe card
- library catalogue
- · parking meter

2.8 Learning new speaking skills

Talking about research

Saying blends

1. Put these words into two groups, according to the underlined sounds.

> picture should information push choose research inventions sure lecture switch

- 2. Read the Pronunciation Check. Check your answers.
- 3.
 ② 2.21 Listen. Say the words you hear.

Identifying a key skill

- 1. ② 2.22 Listen and complete the sentences.
 - a. It seems that humans can never travel to other stars.
 - b. _____, people from Asia sailed across the Pacific 600 years ago.
 - c. _____ here that the motorcycle was invented in 1885.
 - d. _____ to this, the first cars were always black.
 - e. _____ you _____ the scientific name for a horse is equus caballus?
 - f. _____ bamboo sometimes grows a metre a day.
- 2. Read the Skills Check and check your answers.
- 3. Find more examples in the conversation in Lesson 2.7.

Practising a new skill

Read each piece of information below. Tell your partner about it. Your partner replies.

> Apparently, in most cities, a bicycle is faster than any other vehicle.

Really? Where did you read that?

Steam trains are still used all over Africa, Asia and South America.

It is not possible to travel faster than the speed of light.

If a person cycles every day, he/she feels ten years younger.

In the UK, they drive about 500 billion kilometres a year.

Flying is still the safest way to travel.



Pronunciation Check

Saying blends: /tʃ/ and /ʃ/

/tʃ/ and /ʃ/ are pronounced with the lips forward and round. They are unvoiced sounds.

The sound /ʃ/ is the sound in English to ask for silence: Shhh! It is usually spelt sh, -ti- or su.

Examples: ship, dictionary, location, sure

The sound /tf/ is made by putting /t/ before /ʃ/. It is usually spelt ch, tch or -tu-.

Examples: check, each, watch, picture

Skills Check

Talking about research

We often want to tell another person about our research.

Learn these ways.

- 1. To introduce information: Did you know that ...? It says (here) that ... Apparently, ... It seems that ... According to (this) ...
- 2. To comment or show interest: Amazing. That's interesting. How did they do that? Really?

The Wright brothers were not the first people to fly.

Most people walk about three kilometres in half an hour.

People who fly in balloons don't know where they are going to land.

The average Formula 1 car has 80,000 parts.

Every year in Wales, a race is held between the local train and 1,000 people on foot.

2.9 Grammar for speaking

Checking questions

We can check statements if we don't hear them correctly, or if we don't believe them.

6

1. With be

	subject	verb	complement	
checking	Kevlar	is	a very hard material.	
the subject	What is a ve	What is a very hard material?		
the complement	What is Kevl	What is Kevlar?		

2. With other verbs

	subject	verb	object	extra information
checking	Fred Rompelberg	rode	a bicycle	at 268 kilometres an hour.
the subject	Who rode a bicycle	at 268 kild	ometres an hou	r?
the object	What did he ride at 268 kilometres an hour?			0
the extra information	How fast did he rid	de a bicycle	2	

We stress the question word. We use a rising intonation.

A Completing checking questions

- 1. Complete the checking question in each case.
 - a. The French Revolution was in 1789.

 When
 - b. The Incas built a city on a 2,000-metre mountain.

 a city on a mountain?
 - c. Apparently, penicillin comes from a fungus.
 - Pardon? ______?

 d. It seems Henry the Eighth had six wives.
 - Pardon? _____ many wives did he have?

 - f. Some animals sleep in winter to save energy.

 Sorry? Why ______ in winter?
- 2.
 ② 2.23 Listen and check.
- 3. Role-play the conversations. Remember to use the correct stress and intonation.

B Asking questions

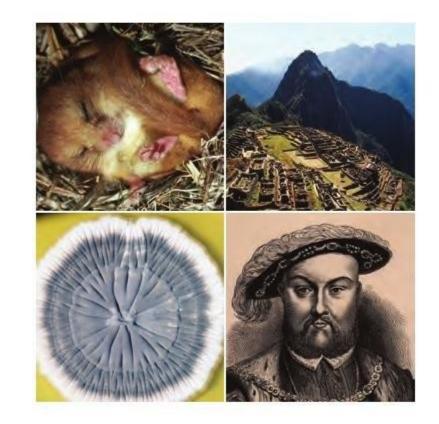
Ask checking questions for each of these statements.

Student A

- a. Steam trains are still used all over Africa, Asia and South America.
- **b.** They found an important shipwreck under the sea.
- c. The force of gravity makes things fall.

Student B

- d. Animals use different colours to hide from each other.
- e. The Polynesians discovered America first.
- f. Chinese New Year starts between 21st January and 20th February.



2.10 Applying new speaking skills

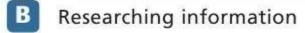
The helicopter and the motorcar

A Reviewing sounds

1. Say each pair of words below. Make sure your partner can hear the difference.

	Α	В
1.	she's	cheese
2.	ship	chip
3.	shoes	choose
4.	shop	chop
5.	shore	chore
6.	wash	watch
7.	wish	which
8.	dish	ditch

- 2. **② 2.24** Listen. Then practise saying these sentences.
 - 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?



Work in groups.

Group A: Read about the invention of the helicopter on page 80.

Group B: Read about the invention of the motorcar on page 82.

Learn the information about your invention. Do not take notes!

C Using a key skill

Work in pairs, with one from Group A and one from Group B. Tell your partner about your research. Use the language you have learnt in this section.

It said that he began work on helicopters in 1910.

When did he begin work on helicopters?

Apparently, he called his car a 'motor carriage'.

Sorry? What did he call it?







Theme 3

Arts and media

- Arts and media
- Advertising

3.1 Vocabulary for listening

The mass media

A Revising vocabulary

What do all the items in the box below have in common?

television radio newspapers magazines mobile phones the Internet

B Understanding vocabulary in context

1. Use a word or words from the list on the right to complete the text below. Make any necessary changes.

Nowadays there are many information organizations. For example, we have television, radio, newspapers and, of course, the Internet. They all provide and information to the general public. The word for all of these organizations is _____. 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 ______ today.' We often talk about the mass media. The word ______ means a large amount. So we use the phrase for media that ______ a large number of people. The mass media have a lot of influence on the ______. This is because modern technology can give the news very fast to millions of people. So the media have a very big ______. In television and radio, we say information is to viewers and listeners. This means it is _____ over a very wide area, perhaps over the whole world at the same time. People in many different countries often watch the same ______events ____ on television, for example.

2. @ 3.1 Listen and check.





C Using new vocabulary

- 1. <a>§ 3.2 Listen. Make notes about each event.
- 2. What point is the speaker making with these two examples?

Developing critical thinking

What kind of events are in the news every day? Name three main kinds.

advertisement (n) advertising (n) appear (v) as a matter of fact audience (n) bias (n) breaking news (n) broadcast (n and v) channel (n) character (n) [= letter] crowd (n) distribute (v) distribution (n) explanation (n) (the) general public (n) in fact in many cases incidentally influence (n) literacy (n) live (adj) (the) mass media (n) medium (n) [= way of communicating] message (n) [= what you want to say] (the) news (n pl) printing (adj and n) privacy (n) product (n) reach (v) [= get to a target] reporter (n) scene (n) service (n) terrorist (n) therefore (adv) transmission (n) transmit (v)

3.2 Real-time listening

The early history of mass-media news

A Activating ideas

Look at the illustrations on the opposite page.

- 1. What does each illustration show?
- 2. <a>3.3 Listen and check your ideas.

B Understanding the organization of a lecture

You are going to watch a lecture on the early history of the mass media.

Study the student notes on the right. ② 3.4 DVD 8.A Watch the introduction to the lecture. What is the lecturer going to talk about in the lecture? Correct the student notes.

E. This is one of the first newspapers.

Mass media for news and entertainment: history

- 1. Spoken news
- 2. Written news Rome, China
- 3. Printing, early newspapers

C Understanding the key information

1. **3.5** DVD **8.B** Watch the rest of the lecture. Is each sentence true (*T*) or false (*F*)?

a.	People did not get news of events in early history.	F	They got news in speech.
b.	The first written news appeared in Ancient Greece.		
C.	The first printed text appeared in Ancient China.		
d.	Gutenberg invented the printing machine in 1464.		
e.	Gutenberg's machine made printing easy but expensive.		
f.	Printed books were not popular at first.		
g.	The first advertisements appeared in 1477.		
h.	There was a link between printing and literacy.		
i.	The lecturer thinks the mass media is linked with advertising.		
j.	We can only advertise products and services in the mass media.		

- 2. Correct the false statements above.
- 3. What is the assignment?

Identifying words from the stressed syllable

- 1. **3.6** Listen to some sentences. Number the words below in order.
 - 1. When did the mass media for news begin?
 - a. 'his to ry
- f. ap peared
- b. lit e ra cy
- c. me di a
- g. com mu ni cate
- c. The di d
- h. com mu ni ca tion
- d. pro cess
- i. dis trib u ted
- e. pub lic
- j. trans mit ting
- 2. Mark the stressed syllable in each word.

Developing critical thinking

Study the graph on the right. How do you feel about the information?

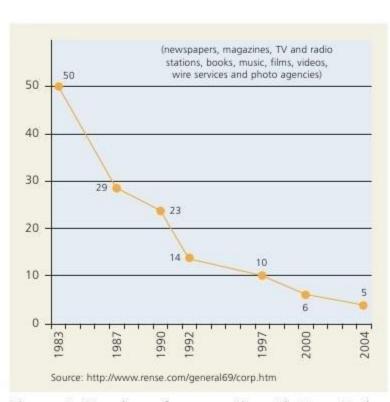


Figure 1: Number of corporations that control a majority of US media



3.3 Learning new listening skills

Predicting content from linking words

A Reviewing key words and phrases

3.7 Listen to some sentences. Tick the word you hear.

1.	fine	1	define
2.	news		new
3.	two		to
4.	two		too
5.	each		reaches

6. even event

7. round around bored

9. how however

10. four therefore

B Identifying a new skill

- 1. Read these extracts from the lecture in Lesson 3.2. What sort of information is the lecturer going to give next, in each case?
 - a. Mass means 'big', so ...
 - b. Mass media reaches a large number of people. In fact, ...
- 2. Read the Skills Check and check.

C Practising a new skill

3.8 Listen to some extracts from a lecture. Predict the next part from the linking word.

1. There are advertisements during most mass-media news programmes because ...

	mass-media news companies are very big.
	one minute of TV news could cost the company \$20,000.
1	the mass-media companies do not make money from the news itself.
	they add the sound.
	they employ people to link the news items.

D Identifying vowel sounds

 Put the words below into two groups, according to the (underlined) vowel sound.

case def<u>i</u>ne expl<u>ai</u>n kind make r<u>a</u>dio time way why ass<u>i</u>gnment

2. Read the Pronunciation Check. Check your answers.

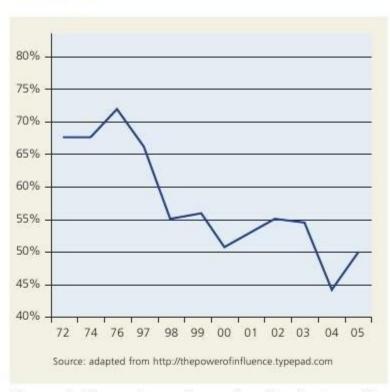


Figure 1: Percentage of people who trust media news 'a lot' or 'quite a lot'

Skills Check

Predicting content from linking words

Speakers often introduce the next piece of information in a talk.

Examples:

Mass means 'big', so ...

Mass media reaches a large number of people. In fact, ...

Listen for words and phrases to help you predict the function of the next information.

word / phrase	next information
but / however	contrary, opposite point
and / in addition	more information
so	result
because	reason
in fact, / actually	extra information same subject

Pronunciation Check

Hearing vowels: /eɪ/ and /qɪ/

These are two diphthongs (or double vowels). They end in the /iː/ sound.

/eɪ/ – way, same, explain, ancient

/aɪ/ - time, kind, China

3.4 Grammar for listening

Word-building: verbs into nouns

We can often make verbs into nouns by adding letters. Speakers often use related verbs and nouns in the same section of a talk.

- Sometimes, it is easy to hear that these words are related. They have the same stress and almost the same sound.
- Sometimes, it it harder to hear the relationship, because the stress moves, or because the stressed syllable sounds different.

Examples:

- 1. About 60 BCE, the first newspaper appeared in Ancient Rome. However, its appearance was not the start of mass-media news.
- 2. They communicated a message to a large number of people. Let's look at the early development of this kind of communication.
- 3. There was no method of transmitting speech to a large number of people. Transmission of speech ... started with the invention of the radio in the late 19th century.

1. Same stress

7

a'ppear	a'ppearance	
a'ppoint	a'ppointment	
be'have	be'haviour	
se'lect	se'lection	

2. Different stress

co'mmunicate	communi'cation
ex'plain	expla'nation
dis'tribute	distri'bution
'advertise	ad'vertisement
pre'fer	'preference

3. Different syllable sound

trans' <u>mit</u>	= /m I t/	trans' <u>miss</u> ion	= /m I ʃ/
pro' <u>duce</u>	= /d j uː s/	pro' <u>duc</u> tion	= /d \(\lambda \(\lambda / \)
o' <u>ccur</u>	= /k 3ː/	o' <u>ccur</u> rence	= /k ^/
de' <u>scribe</u>	= /s k r aɪ b/	de' <u>scrip</u> tion	= /s k r I p/

A Identifying words from the stressed syllable

- 3.9 Listen to some sentences. Each sentence contains one of each pair of words on the right. Do you hear the noun or the verb in each case?
 - 1. The festival is celebrated in August.

B Predicting related word forms

- 3.10 Listen to a sentence. Try to hear the important verb. Which noun do you expect the speaker to use later in the text? Say the noun.
 - 1. In this talk, I'm going to tell you how to **apply** to university.

application

verb noun

participate

prepare

10.

1. 🗸	celebrate	celebration
2.	combine	combination
3.	produce	production
4.	compete	competition
5.	explore	exploration
6.	motivate	motivation
7.	qualified	qualification
8.	describe	description

	advertisement	measurement
1	application	organization
	attendance	situation
	decision	transmission
Ĭ	explanation	behaviour

participation

preparation

3.5 Applying new listening skills

Advantages and disadvantages of mass-media news

A Reviewing vocabulary

- 1. **3.11** Listen to each sound. It is the stressed syllable of a word connected with the mass media. Can you identify the word?
- 2. **②** 3.12 Listen and check your ideas.

a.	me	media / medium
b.	tel	
C.	chan	
d.	me	
e.	miss	,
f.	mun	
g.	vert	
h.	port	
i.	ven	
i.	news	

B Preparing to listen

The news is everywhere nowadays. Is mass-media news a good thing or a bad thing? Use the table below to list advantages and disadvantages.

C Listening and note-taking

You are going to watch another lecture about mass-media news. 3.13 DVD 8.C While you watch, remember to:

- write the main topic at the top of your notes.
- make a note of the sub-topics.
- make a note of key information under each sub-topic.
- predict the next communicative purpose.



+	_
1. fast - many reporters / good comms	1. needs stories all the time = not really news?

3.6 Vocabulary for speaking

Stereotypes











A Reviewing vocabulary

1. Ask your partner for another form of these words from the Listening section.

appearance distribute explanation privacy behave

appearance - appear

2. Make a sentence with each word.

B Understanding new vocabulary in context (1)

- 1. **3.14** Listen. Complete each conversation with a word from the list on the right. Make any necessary changes.
 - 1 A: What's a _____?
 - B: It's the main article in a magazine.
 - A: What's the difference between ______ and advert?
 - B: There's no difference. They're both short for advertisement.
 - A: Does ______ mean people at a concert?
 - B: Yes. And it means the people who see an ______
 - A: Do you spell _____ with ~ise or ~ize at the end?
 - B: You can use either. The pronunciation is the same.
- 2. Practise the dialogues in pairs.
- **3.** Discuss the following questions.
 - What is a stereotype? What is wrong with stereotypes?
 - What's the difference between a stereotype, a generalization and an impression?
- C Understanding new vocabulary in context (2)
 - 1. **3.15** DVD **8.D** Watch a tutorial about groups of people. Number the words below in the order you hear them.

____ impression ____ stereotype ____ issue

reality generalization community

2. Mark the stress on the words above.

Developing critical thinking

Which photos above show / go against stereotypes?

ad (n) advert (n) advertisement (n) audience (n) avoid (v) biased (adj) community (n) cosmetics (n) critic (n) definitely (adv) design (n and v) disabled (adj) documentary (n) ethnic (adi) exhibition (n) feature (n) generalize (v) image (n) impression (n) issue (n) magazine (n) minority (n) mostly (adv) otherwise (adv) persuade (v) portray (v) purpose (n) reaction (n) reality (n) report (v) review (n) sexist (adi) shocking (adj) show (v) sort (n) stereotype (n) stereotypical (adj) stuff (n) target (adj and n)

3.7 Real-time speaking

Magazine advertisements

A Activating ideas

Look at the magazine advertisements on the right. Discuss these questions.

- 1. What is each advertisement selling?
- 2. What stereotypes does each advert show?

B Studying a model

Look at this conversation from a tutorial about advertising in magazines.

- 1. Discuss the meanings of the words in bold in the conversation.
- 2. Complete each gap with a suitable adjective.
 - 3.16 Listen and check your ideas.
 - A: Where do you think the first advert is from?
 - B: I think it comes from a women's magazine.
 - A: And who is the target audience?
 - B: Young women.
 - C: I agree. Maybe ______ women, too.
 - A: What is the **purpose** of the ad?
 - C: To sell cosmetics.
 - A: Why is the target audience interested in adverts like this?
 - C: Because most women want to look ______.

 They feel it's _____.
 - B: That's a stereotype!
 - C: Maybe. But it's _____.
 - A: And how does the ad **persuade** them to buy the product?
 - C: The woman is very ______. The message is: if you use this make-up, you will look ______, too.
 - A: Do you think it's a _____ advert?
 - B: I don't like it. In my opinion, the image doesn't represent reality.
 - A: And how about you?
 - C: I don't believe it's a ______ advert. It's not reality, but I think it's very ______.
 - A: Who created the ad? Who designed it?
 - C: I think an advertising agency designed the image.
 - B: I agree. And the cosmetics company paid for it. I think it was very ______
- 3. Role-play the conversation in threes.

C Practising a model

Talk about the other advertisements on this page. Use A's questions from the conversation above.

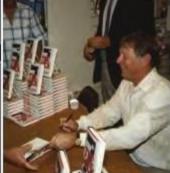


Everyday English

Talking about the media









D.





- 1. Look at the pictures above. Which areas of the media are they examples of?
- 2. How often do you use each area?

Studying models

Activating ideas

- 1. Which question below goes with each conversation?
 - a. Have you seen the new Vogue?
 - b. Did you see that documentary last night? e. Do you read the papers?
- 2.

 3.17 Listen and check.

- d. Have you read the review of the book?
- c. What sort of media do you work with? f. Are you going to see the Rembrandt exhibition?
- A: _____
 - B: No. The shop has run out.
 - A: There's an article on the Milan Fashion Week.
 - B: I'll get one tomorrow.
- - B: Yes, I saw it in the literature magazine.
 - A: What do you think?
 - B: I think it was a bit biased.
- A:
 - B: That awful thing on Channel 7 about cinema?
 - A: Yes. Didn't you like it?
 - B: No. I didn't think much of it.

- - B: TV and film mostly. How about you?
 - A: Photography.
 - B: That's interesting.
- - B: Yes, every day.

 - A: Do you have a favourite?
 - B: No, I like to read all the different styles.
- 6 A:
 - B: Yes. When is it on?
 - A: It starts tomorrow for three months.
 - B: Good. I really like his stuff.

- Practise the conversations.
- 2. Role-play conversations beginning with these questions.
 - Have you seen the Computer magazine?
 - What did you think of the photo exhibition?
 - Do you listen to the radio much?
 - Do you think advertising to children is wrong?
 - Are you going to see the new film at the Showcase?
 - What news websites do you read?
 - What do you think of advertising by e-mail?

3.8 Learning new speaking skills

Taking part in a tutorial

A Saying diphthongs

1. Put these words into two groups according to the (underlined) vowel sound.

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

- 2. Read the Pronunciation Check.
- 3. @ 3.18 Listen. Say the words.

B Identifying a key skill

- 1. Read the Skills Check. Answer these questions.
 - a. What should you do before a tutorial?
 - b. What should you do during a tutorial?
- 2. Why are these things important?

C Practising a key skill (1)

- 1. Study the statements at the bottom of the page and complete the table. Compare your ideas in pairs.
- 2. Form your opinion about each statement. Add more examples and ideas.

Practising a key skill (2)

- 3.19 Listen to an extract from a tutorial. Practise the conversation.
- 2. Turn the other statements in Exercise C into questions. Then discuss them in groups.

What is the most important subject at school?

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

Pronunciation Check

Saying diphthongs: /eɪ/ and /ɑɪ/

A **diphthong** consists of **two sounds**. The first sound is stronger than the second.

Examples:

/eI/: like, my, fight, buy, find /GI/: say, they, paper, weigh, great Note that there are many different spellings for these two sounds.

Skills Check

Taking part in a tutorial

You must take part in discussions with tutors and other students.

Before a tutorial, you must:

- research the topic, e.g., The influence of television on children.
- form an opinion about it, e.g., It is bad.

During the tutorial, you must:

- give your opinion, e.g.,
 I think television is a bad influence on children ...
- give reasons for your opinion, e.g.,
 because children often copy bad behaviour.
- give an example, e.g., For example, if they watch a violent programme, they might copy it.

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

statement	for	against
Maths is the most important subject at school.	You need maths in every job.	English is an international language so it is more important.
TV is a bad influence on children.	Children copy bad behaviour.	Some TV is educational.
Boys and girls should go to mixed schools.	Boys behave better with girls in the class.	
It is better to be an extrovert than an introvert.		Extroverts can sometimes bully other people.
Sociology is more useful than psychology.		
Some people can't find a job because they are lazy.		At the moment, there are not many jobs.

3.9 Grammar for speaking

Introductory phrases

We often give an opinion with an introductory phrase. We put any negative in the introductory phrase. We can follow *think*, *feel* and *believe* by *that*, but in spoken English we usually leave *that* out.

introductory phrase				statement
1		think		an advertising agency designed it.
We	(don't)	feel	(that)	there are too many advertisements on television.
They		believe		the news is very interesting at the moment.

A Using introductory phrases

Give your opinion about these things. Use words from each box.

I think TV adverts are entertaining. I agree. I'm sorry, I disagree.

smoking	is	a good / bad idea.
mobile phones		a great / frightening experience.
TV adverts		really expensive.
hard work	250	entertaining.
qualifications	are	boring / interesting.
television		important.
living in a different country		useful.
having a lot of money	can be	very good / bad for you.
	mobile phones TV adverts hard work qualifications television living in a different country	mobile phones TV adverts hard work qualifications television living in a different country

We can ask for an opinion with think.

with be

Q word	question	statement		
_	Do you think	the advert is good?		
Why	do you think	the ending is bad?		

with other verbs

Q word	question	statement		
 -	Do you think	the advert works?		
Why	do you think	people buy it?		

B Making questions

- 1. Tick the correct questions below.
 - a. Where is this advert from?
 - b. Where this advert is from?
 - c. Where you think this advert is from?
 - d. Where do you think this advert is from?
 - e. Where do you think is this advert from?
 - f. Where do you think it comes from?
 - g. Where do you think does it come from?
- 2. What happens when we put *Do you think* in front of a question?
- 3. Read the tables above and check your ideas.

C Using think, feel, believe

- 1. ② 3.20 Listen and answer some questions about the advert on the right.
- 2. Ask and answer about the advert in pairs.



9

3.10 Applying new speaking skills

Analyzing TV ads

A Reviewing sounds

Say the words below. Make sure your partner can hear the difference.

- wait white
 late light
 trade tried
 main mine
 replayed replied
 race rice
 A I
- 5. lake like 10. may my

B Activating ideas

You are going to take part in a tutorial on the topic of TV advertisements.

1. Complete the questions below.

Source

Where is the advert from? created it?

Audience

is the target audience?
is the target audience interested in adverts like this?

Purpose

is the purpose of the advert?
does the advert persuade people to buy the product?

Reaction

you like the advert?
the advert is effective?

2. Think of a TV ad you love or hate. Answer the questions above.

Researching information

Work in groups. Find three filmed adverts on the Internet.

- 1. Watch the adverts without the sound. What do you think the people are saying?
- 2. Watch the adverts with the sound.
- 3. Think about the guestions in Exercise B. Make notes.

Using a key skill

Discuss the adverts in your group.

Remember to:

- take turns.
- · support your opinions with examples.
- mention any use of stereotypes.

Who do you think the target audience is?

I think it's mothers with small children.

- mention any avoidance of stereotypes.
- use I think / I don't think ...
- ask for opinions with do you think?

Why do you think it is for that audience?

I don't think older children like those things.









Theme 4

Sports and leisure

- Classifying sports
- Sports in education

4

achievable (adj)

achieve (v)

Listening: Classifying sports

4.1 Vocabulary for listening

Competitive or non-competitive?









A Reviewing vocabulary

Discuss these questions.

- 1. Which sports do you play?
- 2. Which sports do you watch?
- B Understanding vocabulary in context
 - 4.1 Listen to a text. Number the words in the order that you hear them.
 - 1. Why is physical education, or PE, compulsory in most schools?

100
aerobics
competitive
cooperate
loser
PE

1	physical
	sporty
	swimming
	team
	winners

C Using new vocabulary

1. Which verb do we use with each activity? Tick in the correct column.

	play	do	go
football	1		
dance			
rugby			
swimming			
aerobics			
basketball			
cycling			

- 2. **②** 4.2 Listen to some sentences. Check your ideas.
- 3. Can you see any patterns?
- Developing critical thinking

What is your opinion of these statements? Use I (don't) think ...

Children should participate in competitive sports.

PE lessons should be compulsory at secondary school.

achievement (n) aerobics (n) allow (v) balance (v) bat (n) build up (v) class (n) [= group] classification (n) classify (v) club (n) [= stick] competitive (adi) compulsory (adj) cooperate (v) co-ordination (n) deal with (v) develop (v) discuss (v) kick (v) knock over (v) loser (n) non-competitive (adj) opponent (n) PE(n)physical education (n) racket (n) (or racquet) react (v) riding (n) rowing (n) sporty (adj) team (n) tool (n) touch (v) trampolining (n) winner (n)

4.2 Real-time listening

Racing, opponent and achievement sports

A Activating ideas

Look at the sports on the opposite page.

- 1. Which of these sports do you like?
- 2. **② 4.3** Listen. Number the sports in the order that you hear them.

1. These children have just finished a swimming race.

B Understanding the organization of a lecture

You are going to watch a lecture on sports.

4.4 DVD **9.A** Watch the first part of the lecture. What is the lecturer going to talk about? Write the topics in order.

C Understanding a lecture

- 1. **② 4.5 DVD 9.B** Watch the rest of the lecture. Is each statement true (*T*) or false (*F*)? Correct the false statements.
 - a. There are four groups of sports.
 - b. The three groups of sports are racing, opponent and level.
 - c. We can divide racing sports into Human body and Machine.
 - d. Cycling is a racing sport in the Human body category.
 - e. Tennis and football are both opponent sports.
 - f. Golf is a target sport.
 - g. Long jump is an achievement sport, but high jump isn't.
 - h. Children learn to deal with pain when they are racing.
 - i. Children learn to react quickly in achievement sports.
- 2. Study the diagram under the photographs on the opposite page. Check your answers.

Transferring information to the real world

- 1. Look at the photographs again. Which category does each sport fit into?
- 2. Write some more sports as examples of each sub-category.

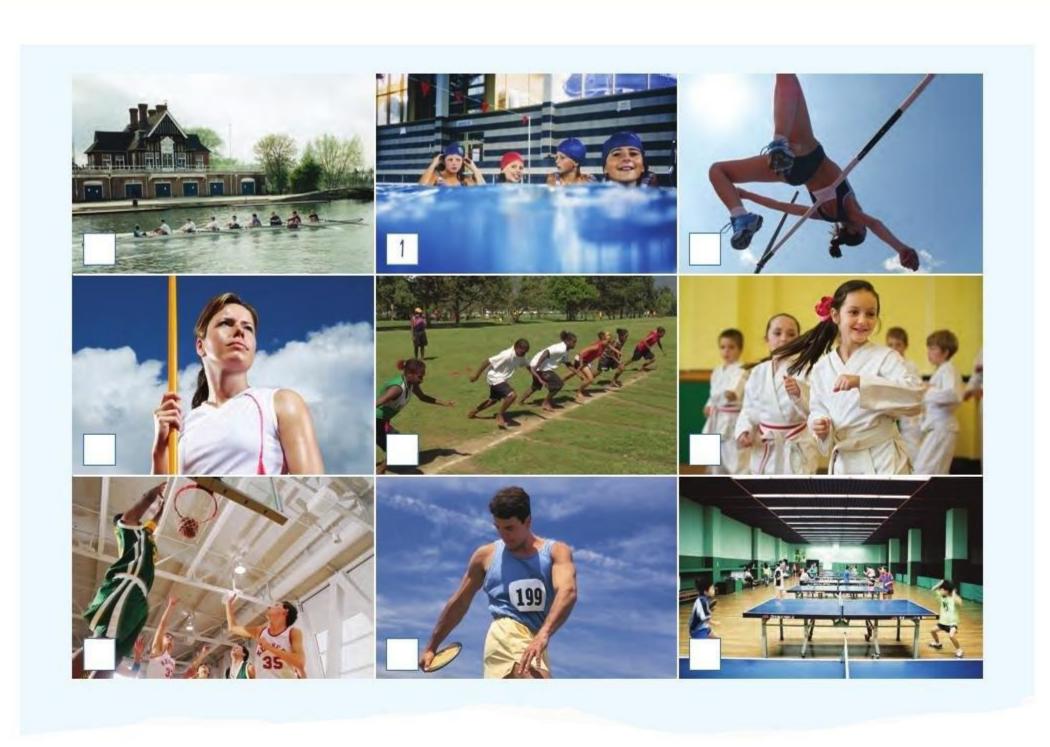
Identifying vowel sounds

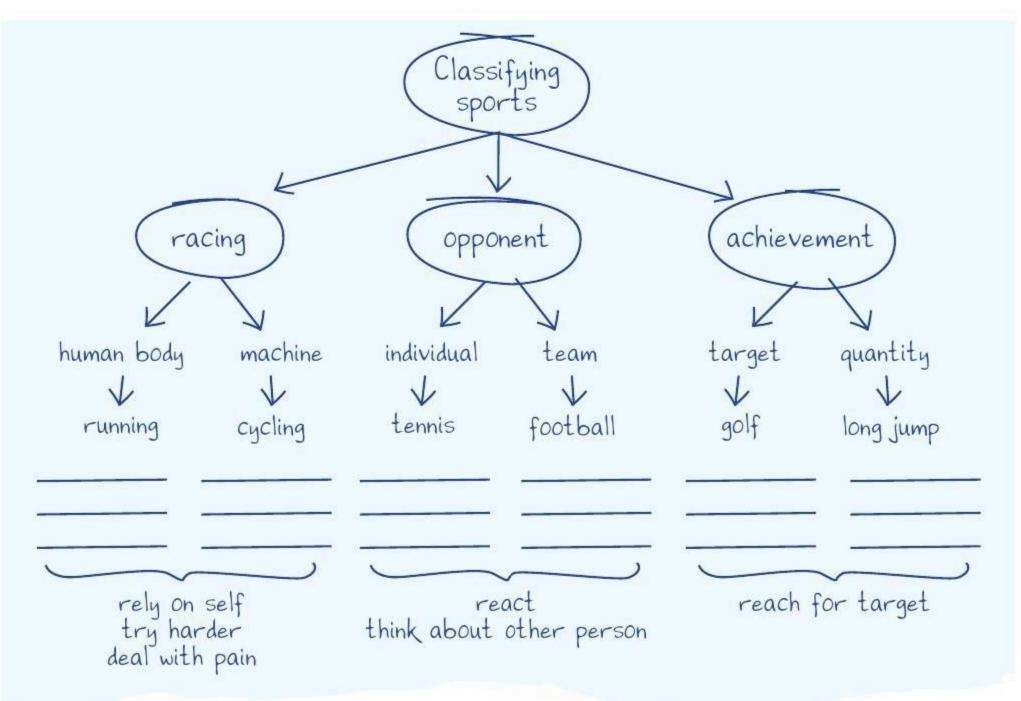
- 1. All these words from the lecture contain the vowel letter a. But what is the sound in each word? Tick the correct vowel sound for each word.
- 2. **4.6** Listen and check.

	/æ/	/e/	/a/	/i:/	/aː/	/ɔː/	/3:/	/eɪ/
ag <u>ai</u> nst		1						
ball								
class								
cl <u>a</u> ssify								
classific <u>a</u> tion								
heard								
quantity								
r <u>a</u> cing								
reach								
t <u>arg</u> et								
team								
t <u>a</u> ble								

0100	organi	g spor	LS	
2				
3				

F	There are three.





4.3 Learning new listening skills

Branching diagrams

A Reviewing vocabulary

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

1.	say	1	know
2.	sports		sport
3.	it		them
4.	groups		sports
5.	person		time
6.	swimming		winning

7.	people	team
8.	football	golf
0	lovol	rocult



B Identifying a new skill

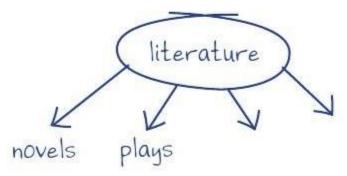
- 1. **② 4.8** Listen to the start of a lecture about sports.
- 2. How can you organize your notes for this lecture?
- 3. Read the Skills Check and check your ideas.
- 4. **② 4.9** Listen to the start of some more lectures on different subjects. Organize your notes in each case.

Lecture A: Classifying literature

Lecture B: Classifying the mass media

Lecture C: Classifying the elements in chemistry

Lecture D: Classifying living things



C Identifying vowel sounds

Look at these words from the course so far.

- 1. Read the Pronunciation Check.
- 2. **4.10** Listen and tick the correct column.

	/əʊ/	/aʊ/
al <u>o</u> ne	1	
alth <u>ough</u>		
fl <u>o</u> wer		
most		
m <u>ou</u> ntain		
opp <u>o</u> nent		
p <u>o</u> wer		
smoke		



Skills Check

Making notes of classification

Lecturers often classify items into categories. **Branching diagrams** are the best way to record notes of classification.





Lecturers often say, e.g., There are two / three / four kinds of ...

So you can make a diagram with the correct number of branches and complete each branch as the lecturer names it.

Lecturers often say, e.g., An example of this kind is ...

Add the example under the category.

After the lecture, try to think of more examples of your own.

Pronunciation Check

Hearing vowels: /əʊ/ and /aʊ/

These two diphthongs are very similar. They both end with a sound like /u:/.

Examples:

/əʊ/: no, go, also, OK, hole, row

/au/: now, how, found

4.4 Grammar for listening Prepositions after the verb

	,		of the whole phrase – verb + pre	position.			
The first group	consists	of	racing sports.				
Children learn to	rely	on	themselves.				
So, to	sum	up,	***				
Some teenagers	listen	to	music all the time.				
Many verbs can be f	ollowed by	different	prepositions, with a change in	meaning.			
We're going to	+all	about	ut categories of sport. introduces the topic				
I want to	talk	to	the director.	introduces a person or people			
Let's		at	the first group.	use your eyes, or consider			
You can	look	up	the words in your dictionary.	find in a reference book			
Scientists		for	the reason for an event.	try to find			
If the preposition changes the meaning, learn to recognize the kind of information that will come next.							
die out go into hear abo look at put in 2. 4.12 Listen Can you hear into for in about at	to some m	reach for rely on sum up take of write done verbestion in exition in exition of out down up	own Foreposition phrases. These verbach case? Number the preposition				
at yes 1 oppor the de to fest	ne start of soct phrase to d reason fo terday's lect nent sports.	come sent complete r the resu ture. the lecture	ences. e each sentence. llt.	ook at			

4.5 Applying new listening skills

Classifying ball games

A Previewing vocabulary

Match the verbs and prepositions on the right to make common verb phrases.

B Preparing to listen

1. Name the game for each ball in the picture.



2. **4.14** Listen. Which game is the speaker talking about? This is one of the oldest games in the world. People started kicking balls in China over 2,000 years ago.



C Listening and note-taking (1)

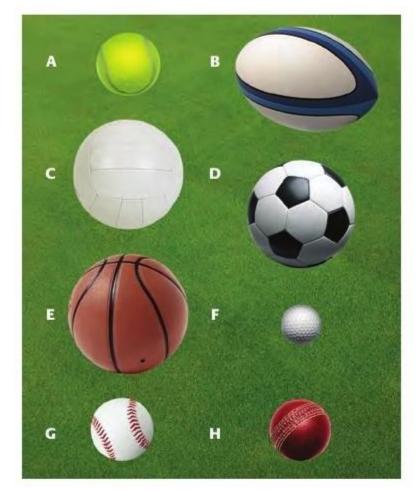
You are going to watch another lecture about sports. **② 4.15 DVD 9.C** Watch the first part of the lecture. While you watch, remember to:

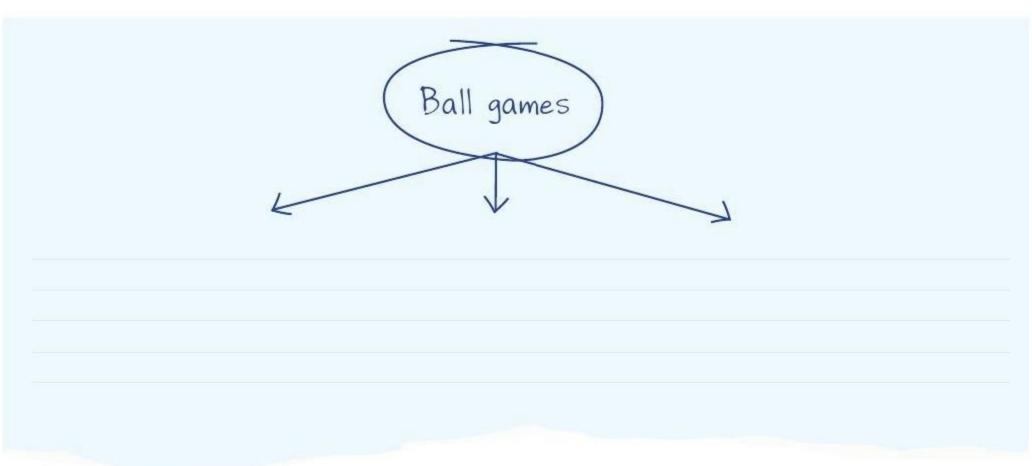
- write the main topic at the top of your notes.
- draw lines to show the classification.
- add examples as the lecturer gives them.

D Listening and note-taking (2)

4.16 DVD **9.D** Watch the last part of the lecture. Why is it important to classify ball games? Add information about each type of game to your diagram.

1.	talk		to
2.	consist		into
3.	look		from
4.	put	1	about
5.	turn		at
6.	come		of
7.	build		over
8.	deal		out
9.	knock		with
10.	work		up





Speaking: Sports in education

4.6 Vocabulary for speaking

Sports terminology









A Reviewing vocabulary

How many sports can you name in one minute?

B Understanding new vocabulary

Complete the table with words from the list on the right. You can use the same word more than once. Make any necessary changes.

Table 1: Popular ball games

game	Where do you play?	What do you score?	What do you hit or pass the ball with?	What special equipment do you need?
football	pitch	goals	feet (head)	goals
tennis				
basketball				
golf				
ice hockey				
handball				
rugby				

C Practising new vocabulary

Work in pairs.

Student A

Choose one of the games from Table 1.

Answer B's questions.

Do you play the game on a court?

Yes, you do.

Student B

Which game has your partner chosen? Ask A questions with a *yes* or *no* answer. Work out the game.

Do you score points?

Is it tennis?

Yes, you do.

Yes, it is.







attacker (n)
badminton (n)
basket (n)
club (n) [= stick]
competitive (ad
co-ordination (r
course (n)
court (n)
defender (n)
divide (v)
equipment (n)
flag (n)
goalkeeper (n)
hole (n) [= in golf
hopeless (adj)
ice hockey (n)
in (adj) [tennis]
measure (n)
midfield (n)
net (n)
opponent (n)
out (adj) [tennis]
partner (n)
pitch (n)
point (n)
position (n)
post (n)
racket (n)
receiver (n)
rink (n)
role (n)
rugby (n)
rule (<i>n</i>)
score (n and v)
server (n)
shape (n)
shot (n)
size (n)
slide (v)
speed (n)
versus (prep)
4

4.7 Real-time speaking

Ball games for PE

A Previewing vocabulary

Find pairs of words in the box below. Explain the connection.

attackers feet goal hands long role score short tall team wide defenders

attackers / defenders = they are opposites

B Activating ideas

Discuss this question.

Why do schools play team games?

C Studying a model

You are going to watch several parts of a talk.

4.17 DVD 9.E Watch the first part of the talk.
 Then complete the speaker's words below. Use slides
 A, B and C on the right to help you.

Today, I'm going to talk about __ball games for PE _.

There are many good ball games _______.

Here are ______. Firstly, there's ______.

Secondly, we ______ rugby. Next, ______

Then we've ______ volleyball and, finally, there's ______.

First of ______, I'm going to talk about _____ because it is the most popular game _____.

What _____ of game is football? Well, it's a _____, of course. It is played by _____. Each team has _____.

2. **② 4.18 DVD 9.F** Watch the next part of the talk. Look at slide D. Add notes to the slide.

Practising a model

Talk about each bullet point in slide D. Use your notes.

OK. So let's look at the value of football in PE. Firstly, it's good exercise and it's enjoyable.



Ball games for PE

Ball games for PE

- football
- rugby
- tennis
- volleyball
- hockey

В

Football: type

- · team game
- · two teams
- 11 players

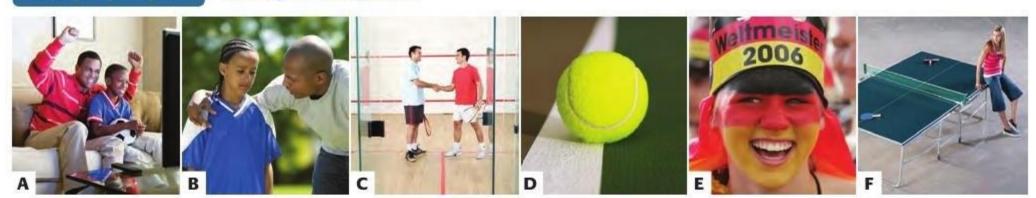
Football: value in PE

- exercise good, enjoyable
- · co-ordination
- · roles in a team
- all shapes and sizes
- · winning and losing

D

Everyday English

Talking about games



A Activating ideas

Look at the photographs. Which sports words from the box can you find?

fan supporter player winner loser line ball net bat court

B Studying models

- 1. Which question below goes with each conversation?
- 2. **② 4.19** Listen and check. Practise the conversations.

Do you know how to play this game? How did you get on? Same time next week? What are you watching? Was that in or out? What's wrong? B: It's Brazil versus Germany. B: It landed on the line. A: I wasn't sure. My point, then. A: Who's winning? B: We are. We just scored. B: Yes, well played! 2 A: B: I was hopeless. B: Great! We won! A: You weren't. You played very well. A: What was the score? B: But we still lost. B: Three-one. B: Not really. B: Sure. Great game. A: Yes, that was a brilliant shot just now. A: Do you want to learn? B: OK. How do we start? B: I think it was just luck, really.

Showing you don't understand

- 1. Make two conversations from the sentences in the box. **② 4.20** Listen and check your ideas.
- 2. Practise the conversations in pairs.
- A: I'll meet you outside the sports centre at seven, OK?
- A: Yes, that's right.
- A: Seven. Is that OK?
- A: Don't forget there's a match on the 30th.
- B: Sorry, did you say the 30th?
- B: Sorry, did you say 7.00 or 7.30?
- B: Fine. I'll be there.
- B: Yes, great. Seven o'clock outside the sports centre.

Practising the models

Have similar conversations using the following ideas.

- TV programme time, date, channel
- lecture or tutorial time, date, room, topic
- assignment deadline, topic
- social arrangement time, date, place

4.8 Learning new speaking skills

Speaking with slides

A Saying diphthongs

Tick the odd one out in each row. Listen and check your answers.

1.	no	do	1	go		SO	
2.	how	row		know		low	
3.	hole	doll		roll	(7) (3)	role	
4.	town	down		brown		own	
5.	now	show		grow		flow	
6.	phone	alone		done		stone	
7.	boat	board		float		goal	
8.	found	noun		out		bought	

B Identifying a new skill

1. Study the slide below. How can a speaker talk about this slide? Read Skills Check 1.

Classifying sports

- Racing
- · Opponent
- Achievement
- 2. What are the rules for talking with slides? Read Skills Check 2.

C Practising a new skill

- 1. Study the slide in Exercise B. Give a short talk about the slide.
- 2. Study each slide below. Give a short talk about each one.

Skills Check 1

Giving a talk with slides (1)

Introduce each slide

	I'm going to talk about	
Now	let's look at	sports.
	we turn to	

Introduce the contents of each slide

		ty	pes		
There are three		kinds branches		of sport.	
Eirctly	there a	ro	racina s	norts	

Firstly,	there are	racing sports.
Next,	we have	opponent sports.
Finally,		achievement sports.

Give extra information about each point

Racing sports include running and swimming. Opponents can be individuals or teams. Achievements are sometimes targets ...

Skills Check 2

Giving a talk with slides (2)

Some Dos and Don'ts.

- · Don't stand in front of the screen!
- · Don't speak too fast!
- Speak to the audience, not to the slide!
- Leave the slide on the screen for a few moments at the end. Your audience wants to think about your words.



Types of UK school

Nursery
Primary
Secondary
Sixth form college

Study of the mind

• Psychology
• Sociology

Analyzing advertisements

- Source
- Audience
- Purpose
- Reaction

С

62

Selecting people for jobs

- Qualifications
- Experience
- Attitude

F

Types of literature

- Novels
- Plays
- · Poetry
- Biography/Autobiography

4.9 Grammar for speaking

Must and should

We use the modal *must* for obligation, e.g., to talk about the rules of a sport.

We use the modal *should* for advice, e.g., to talk about the best way to play a game.

11)

subject	modal	negative	infinitive	other information
The pitch	must		measure	at least 90 metres by 45 metres.
Players	must	n't	use	their hands.
Attackers	als a cul al	nt	stay	in the opponents' half most of the time.
Defenders	should	**	try	to score goals all the time.

A Explaining the rules (1)

1. Complete these rules from football with must or mustn't and a suitable verb from the box.

allow be cross last push throw touch wear

- a. There <u>must be</u> an area around the goal which is called the penalty area.
- b. The goalkeeper ______ the ball with his/her hands outside the goal area.
- c. The goalkeeper _____ clothes of a different colour from the opponents' clothes.
- d. The interval between the two halves ______ more than 15 minutes.
- e. The ball _____ the whole of the goal line to score.
- f. When the ball goes out of play at the sides of the pitch, a player ______ the ball in.
- g. A player _____ another player with his/her hands.
- h. The referee ______ extra time for injuries and substitutions.
- 2. **② 4.21** Listen and check your answers. Notice the pronunciation of must / mustn't in each sentence.

B Explaining the rules (2)

Work in pairs. Study some rules for a game below. Then cover the rules and explain them to your partner.

TENNIS: RULES

- · each point begins with a serve
- · each hits ball to receiver
- · ball must not hit net serve again
- · ball must land in service court
- · receiver must allow ball to bounce once
- · ball must not bounce more than once
- · players must not touch net with rackets

BADMINTON: RULES

- each point begins with a serve
- · server hits shuttlecock to receiver
- · serve must be underarm
- · shuttlecock must be below waist height
- · receiver must not let shuttlecock touch ground
- shuttlecock must stay in court
- players must not touch net with rackets

Giving advice about slides

- What should you do to give a good presentation with slides? Make sentences about each point.
- 4.22 Listen and check your answers.
 Notice the pronunciation of should / shouldn't.

You shouldn't use many coloured backgrounds.

- use many coloured backgrounds
- use a lot of effects, e.g., flashing words
- · write full sentences on the slide
- · read out the slide word for word
- stand in front of the screen
- talk to the slide
- talk to the audience
- speak quickly
- pause between sentences
- wait a few moments between slides

4.10 Applying new speaking skills

Rugby union in PE

A Reviewing sounds

Find another word from the box below with the same (<u>underlined</u>) vowel sound as in the table. Listen and practise the words.

bar teach pitch union help post have shape size called

1.	score	ball	supp <u>o</u> rt	called
2.	hand	match	back	
3.	goal	role	opp <u>o</u> nent	
4.	eye	try	side	
5.	chest	head	m <u>ea</u> sure	
6.	use	too	you	
7.	large	ap <u>a</u> rt	halves	
8.	each	team	m <u>e</u> tres	
9.	game	place	take	
10.	pitch	kick	in	

B Researching information and making slides

Work in groups.

- 1. Each person will receive one or two pieces of information about rugby union (from page 81). Underline the important information for a presentation slide.
- 2. Make a slide for your part(s) of the talk.

C Using a key skill

- 1. Give the talk in your group. Remember to:
 - · introduce each slide.
 - · introduce the contents of each slide.
 - give extra information about the contents.
 - leave the slide on the screen for a few moments.
- Complete the feedback form at the bottom of the page while you listen.

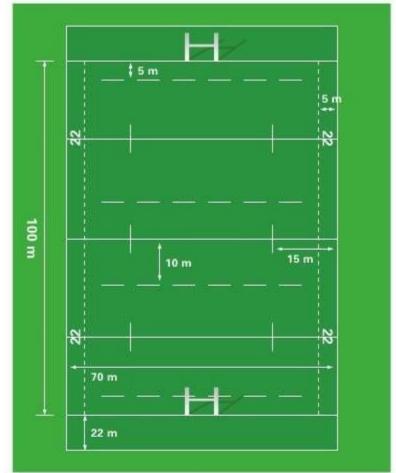


Figure 1: A rugby pitch





Feedback form					
The speaker	all of the time	most of the time	some of the time		
looked at the audience.					
spoke at the correct speed.					
paused between sentences.		÷	*		
made sure the audience could read the slide.					
used clear slides.					
added extra information.					



Theme 5

Nutrition and health

- A balanced diet
- Portions

balance (n)

basically (adv)

Listening: A balanced diet

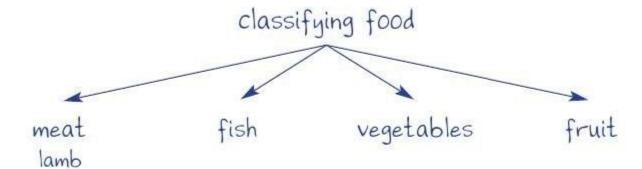
5.1 Vocabulary for listening

Why do we eat?



Reviewing vocabulary

- 1. How many foods can you name from each category in the chart below?
- 2. <a>§ 5.1 Listen and write the names of foods in the correct category.



Understanding new vocabulary in context

§ 5.2 Listen and choose the best way to complete each sentence.

Part 1 Why do we eat? We eat because ... do we feel hungry? ____ from food. ____ the body keeps it. 1 we are hungry. the body needs more energy. to do work. to operate correctly.

Part 1	Part 2
Why do we eat?	How does the body keep the energy?
We eat because	It stores it
do we feel hungry?	a healthy diet.
from food.	amount of food.
the body keeps it.	1 as fat.
	kind of food as well.
the body needs more energy.	our diet.
to do work.	the energy in fat.
to operate correctly.	the extra energy.
Using new vocabulary	
What is your normal diet?	
What do you normally eat for breakfa	ast, for lunch and for dinner?

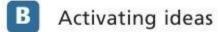
carbohydrate (n)				
chemical (n)				
dairy product (n)				
damaged (adj)				
diet (n)				
energy (n)				
exercise (n) [= physical]				
explorer (n)				
fat (adj and n)				
health (n)				
healthy (adj)				
hungry (adj)				
ill (adj)				
medicine (n)				
mineral (n)				
normally (adv)				
nutrient (n)				
portion (n)				
protein (n)				
pyramid (n)				
recommend (v)				
store (v)				
unhealthy (adj)				
vegetable (n)				
vegetable (n)				
vegetable (n) vitamin (n)				
vegetable (n) vitamin (n)				
vegetable (n) vitamin (n)				
vegetable (n) vitamin (n)				
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vegetable (n) vitamin (n)				
vegetable (n) vitamin (n)				

5.2 Listening review (1) Nutrients

A Reviewing vocabulary

Match the verbs and nouns or adjectives.

- 1. classify exercise
- 2. define areful
- 3. feel energy
- 4. eat 1 foods
- 5. get a healthy diet
- 6. take a word
- 7. be food
- 8. have hungry



Study the photograph on the opposite page. How many items can you name in one minute?

C Understanding the organization of a lecture

5.3 DVD 10.A Watch the introduction to a lecture from Food Sciences. What is the lecturer going to talk about this week? In what order? Number the points correctly on the right.

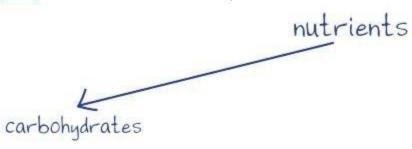
5	classification of nutrients
	definition of <i>nutrient</i>
	food groups
	energy
	examples of food with each nutrient
	food quantity

(C-10)				
D	Understanding	a	lecture	(1)

5.4 DVD 10.B Watch the first part of the lecture. Answer the questions.

- 1. What are nutrients?
 - a. energy
 - b. chemicals
 - energy and chemicals
- 2. What is energy in the human body?
 - a. the ability to do work
 - b. electricity
 - c. many things
- 3. What happens if you have too much of a particular type of nutrient?
 - a. nothing
 - b. you get fat
 - c. you get ill
- Understanding a lecture (2)

10.C Watch the second part of the lecture. Complete the diagram below.



Developing critical thinking

Discuss these questions.

- 1. Why are the foods on the opposite page arranged in a triangle?
- 2. How else could you arrange the information to show the same idea?





The food pyramid



5.3	Listening review (2)	Vitamin
	CONTRACTOR OF THE PERSON OF TH	

Reviewing vocabulary

In this course, you have learnt to recognize a number of fixed expressions.

5.6 Listen and number the expressions in order.

 a long time ago	1	in the past
 after that,		let's look at

as you know ____ so, there are several

____ these days at that time

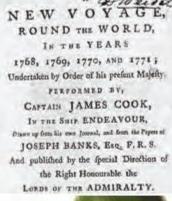
going to talk about ____ to sum up, then

I've told you we have heard about

in my opinion what about

in other words ____ you can see why







chemical reactions



B Waiting for definitions

In this course, you have learnt to wait for definitions.

5.7 Listen to some more information about nutrition. Match the words and the definitions.

1. molecule	it is essential for healing skin wounds
2. solvent	it makes collagen
3. dissolving	changing from solid to liquid
4. enzymes	they help the human body to carry out

5. praline hydroloxase a compound of different elements

6. collagen a liquid

C Recognizing important words

In this course, you have learnt to recognize important words.

5.8 Listen. Complete the notes with the important words from each sentence.

Understanding a sequence

In this course, you have learnt to hear dates in context.

5.9 Listen. Write the correct year in each space.

vitami	n C =	most	impor	tant	vitamin	?
	<u> </u>				1011/10A.001438	
					3911100	

3000 BCE	Deaths from scurvy in Ancient Egypt.					
	Deaths from scurvy in Ancient Greece.					
	Deaths from scurvy in Ancient Rome.					
	American Indians gave medicine to a French explorer.					
	James Lind: 'We need lemons on long voyages.'					
	James Cook gave lime juice to his sailors.					
	Charles King proved the connection between vitamin C and scurvy.					

5.4	Gran	nmar revie	w (1)	Predictin	ıg; pa	st and pres	ent, positiv	e and	negative, sing	jular and plural	
A	Pred	icting the r	next inf	ormation	า						
	In this	s course, yo	u have l	earnt to p	redict					the sentence. Study to that comes next.	he
	1. A	A festival is				1949.					
	2. (Celebrate m	eans] 14 th Dec	ember 192	26.			
	3. 1	made a hyp	oothesis	, then		any lake	S.				
	4. T	here's a mo	untain	range		I did an	experimen	t.			
	5. T	here aren't				forests a	and lakes.				
	6. T	here is a riv	er in th	e south.	1	a specia	event in o	one cou	untry or severa	al countries.	
	7. T	he first fligl	ht took	place on		It is very	long.				
	8. S	he was bor	n in			rememb	er a happy	event			
	9. T	he area cor	nsists of			about th	e history o	of mass	media.		
	10. F	irst, I'm goi	ng to ta	ılk		in the n	orth of the	count	ry.		
В	Reco	gnizing pr	esent a	nd past							
	In thi	s course, yo	u have	learnt to	recog	nize the pre	sent and th	ne past	in context.		
	Ø 5.1	1 Listen. Tic	k in the	correct c	olumr	for each se	entence.				
		present	pa	ast		present	past				
	1.	1			7.						
	2.				8.			20			
	3.				9.						
	4.				10.						
	5.				11.						
	6.				12.						
		6.30	N. S					3)			
C		gnizing po		an 55%			ř.	.//			
		s course, yo 2 Listen. Tic			_		and nega	tive ser	ntences in con	text.	
		he human l					The hi	ıman b	odv doesn't r	need vitamins.	
		he human l	e w2			s.	102-227 334		ody can't ma		
		gets them	🗿 🗽			100	April or		- 1990 TO 1990 M	ruit and vegetables.	
		Cooking can					10000 24000		't destroy vita	=	
		soiled veget	080 1800 - 080	-55 (115.11		mins.			SA AS SE SHORTH	ve a lot of vitamins.	
	6. Y	ou should e	eat raw	fruit.			You sh	nouldn	t eat raw frui	t.	
	7. V	Vashing fru	it remov	es vitami	ns.		Washi	ng frui	t doesn't rem	ove vitamins.	
	8. V	Vashing fru	it remov	es most g	germs		Washi	ng frui	t doesn't rem	ove germs.	
D	Reco	gnizing sin	oular a	nd plura	l sub	iects					
ACC.				Sent more and Accessor and Pro-	10.000000	C. 1 3-54-39490-0	r and plura	l subie	cts in context.		
						tence singu			cts iii context.		
	1. f	at	1	fats		6.	festival		festivals		
	2. f			fats			manager		managers		
	3. v	itamin	200	vitamins			bank		banks		
	4 . n	neeting		meetings			river		rivers		
		esearcher		researcher	S	10.	mountain		mountains		

5.5 Listening review (3)

The food pyramid

A Reviewing vocabulary

- 1. **3 5.14** Listen to each sound. It is the stressed syllable of a word connected with food. Can you identify the word?
- 2. **§** 5.15 Listen and check your ideas.

a.	pro	protein
b.	new	
C.	high	
d.	die	naice annue stance annue danne stance e
e.	vit	
f.	min	
g.	pair	
h.	dam	
į.	ness	
ii	lees	

B Activating ideas

What is a healthy diet? Number the types of food in the table in order.

1 = you should eat very little of this

6 = you should eat a lot of this

fats
meat and fish
eggs, milk, cheese
vegetables
fruit
carbohydrates

C Listening and note-taking

You are going to watch another lecture from the Food Sciences course.

- 1. **②** 5.16 **DVD** 10.D Watch the introduction. What is the lecturer going to talk about this week? Complete the list of topics.
- 2. **§ 5.17 DVD 10.E** Watch the first part of the lecture. Complete the notes.
- 3. **⑤** 5.18 **DVD** 10.F Watch the second part of the lecture. Complete Figure 1. Shade or colour in the squares.
- 4. **②** 5.19 **DVD** 10.G Watch the last part of the lecture. What does the lecturer want you to do?



Gr	oups are:	
1.	fats	
2.		20042000
3.		
4.		
5.	No - Amino andre e mine e mine - mine e	
6		



fats	
dairy products	meat and fish
vegetables	fruit
carbohydrates	

Figure 1: The balanced diet pyramid

5.6 Vocabulary for speaking

Portions

Reviewing vocabulary

Look at the quiz.

- 1. Ask and answer in pairs. Make a note of your partner's responses.
- 2. Read the marking guide on page 80. Work out your partner's score.
- 3. Tell your partner his/her score. Do you agree with the score given?

_		- 4				
5	e	ct	. I	O	n	A

- How much butter do you have on
 - a. Lots
 - b. A little
 - c. None / I don't eat bread
- How often do you eat biscuits or cakes in a week?
 - a. 5 or more times
 - b. 2-4 times
 - c. Sometimes or never
- How often do you eat sweets or chocolate in a week?
 - a. 5 or more times
 - b. 2-4 times
 - c. Sometimes or never
- How often do you eat chips or crisps in a week?
 - a. 5 or more times
 - b. 2-4 times
 - c. Sometimes or never
- How often do you eat burgers in a week?
 - a. 5 or more times
 - b. 2-4 times
 - c. Sometimes or never

Section B

- How many slices of bread (or equivalent) do you eat most days?
 - a. 5 or more
 - b. 2-4
 - c. 1 or none
- How often do you eat rice or pasta in a week?
 - a. 5 or more times
 - b. 2-4 times
 - c. Sometimes or never
- How many potatoes do you usually have at a meal?
 - a. 5 or more
 - b. 2-4
 - c. 1 or none
- How many times a week do you eat cereal for breakfast?
 - a. 5 or more times
 - b. 2-4 times
 - c. Sometimes or never
- How many portions of fruit and vegetables do you eat every day?
 - a. 5 or more
 - b. 2-4
 - c. 1 or none

Understanding new vocabulary

5.20 Listen and complete the text. Use words from the list on the right. Make any necessary changes.

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.

- or rice
- cereal
- two small potatoes
- a _____ of bread one large egg
 - of meat
 - fish
 - beans or peas
- a handful of _____
- a ______ of pasta three thin _____ a small _____ of cheese
- a small ______ of
 one ______ of
 a small ______ of yoghurt

a little (n) a lot (n) biscuit (n) bowl (n) burger (n) cake (n) can (n) carton (n) cereal (n) chip(n)fewer (adj) glass (n) handful (n) intake (n) juice (n) less (adj) lots (n) nut(n)pasta (n) piece (n) queue (n) receipt (n) sauce (n) slice (n) snack (n) spoonful (n) sweets (n) take-away (n) teaspoon (n) tray (n) typical (adj) yoghurt (n)

5.7 Speaking review (1)

Researching daily diet

A Activating ideas

Study Figure 1 on the right.

- 1. What does it show?
- 2. Do you have a balanced diet?

B Studying a model

You are going to hear a student giving a talk about diet.

- 1. **② 5.21** Listen and look at the tables and figures.
- Study the start of each sentence below. Complete it in a logical way. Use information from the tables and the figures.

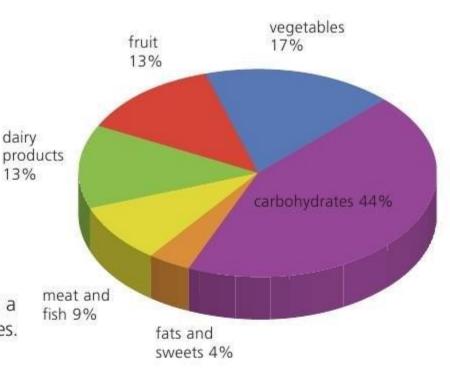


Figure 1: A balanced diet by category

Introduction

a. According to nutritionists, ... we should eat a balanced diet.

Figure 1

- b. We can see a balanced diet ...
- c. I wanted to find out ...
- d. Firstly, let me tell you ...

Table 1

- e. I recorded ...
- f. You can see the results ...
- g. For breakfast, ...
- h. For lunch, ...
- i. For dinner, ...
- j. I also had ...
- k. Now, I'm going to explain ...

Table 2

- I. I put ...
- m. I estimated ...
- n. Here are the results ...
- o. I converted ...

Figure 2

- p. Then I drew this ...
- q. We can compare ...

Conclusion

- r. I had almost the correct amount ...
- s. I also ate ...
- t. However, ...
- u. I am going to change ...
- v. I don't think ...

Table 1: My food intake for one day

meal	intake								
breakfast	2 slices toast	1 piece butter	1 spoonful sugar						
lunch	1 burger	lots of chips	peas	1 carton yoghurt	1 glass orange juice				
dinner	pasta	tomato sauce							
snacks	chocolate bar								

Table 2: Classifying my food intake with portions

food type	intake				
carbohydrates	toast (2)	chips (2)	pasta (1)		
vegetables	peas (1)	tomato sauce (1)			
dairy products	yoghurt (1)				
fruit	orange juice (1)				
meat and fish	burger (1)				
fats and sweets	butter (1)	chocolate bar (1)			

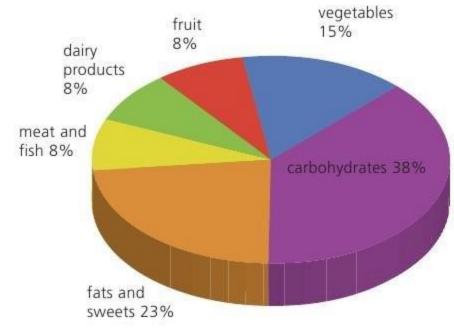


Figure 2: My daily intake by category

Practising a model

Cover the sentence openers above. Practise giving the talk. Use the information in the tables and figures.

Everyday English

Getting something to eat



Activating ideas

restaurant canteen supermarket coffee shop vending machine take-away

- 1. Look at the photographs. Match each one to a word or phrase above.
- 2. Where would you go to for:
 - a three-course meal?
 - a snack?
 - · breakfast?

- a quick lunch?
- a coffee?
- a healthy meal?

B Studying models

- 1. Look at the conversations. Who are A and B in each case? Where are they?
- 2. Choose the correct phrase. @ 5.22 Listen and check your ideas.
- 3. Practise the conversations. Add more lines to each conversation.
- A: Are you ready to order / for order?
 - B: Yes. I'll have the chicken with noodles.
 - A: Anything to drink?
 - B: Just tap water, please.
- A: What would you like to have / to take?
 - B: The curry, please.
 - A: Rice or chips?
 - B: Umm, rice please.
- A: That's £7.38 all together, please.
 - B: Could I have / to have a bag?
 - A: Certainly. Here you are.
 - B: Thanks.

- A: What can I get / I can get you?
 - B: Two coffees, please.
 - A: With milk?
 - B: Yes, please.
- A: What do you want / like?
 - B: A cheese sandwich, I think.
 - A: OK. Put the money in here. Press G-1-2.
 - B: Thanks. I think I've got the right coins.
- 6 A: Good evening. Pizza Rapida.
 - B: Oh, hi. Can I order a pizza for / with delivery, please?
 - A: It will be about 45 minutes. Is that OK?
 - B: That will be fine.

C Practising a model

- 1. Write a new conversation for one of these places.
 - · a juice bar
 - an Internet café
 - a Chinese take-away
 - · a coffee shop
 - a self-service restaurant
- 2. Practise the conversation with a partner.

5.8 Speaking review (2) Pronouncing vowels; stressing words; using fixed phrases

A Pronouncing vowels correctly

- 1. In this course, you have learnt to pronounce key vowels.
- 2. Say each word in the left-hand column. Find another word in the right-hand column with the same vowel sound. Choose five words. Use each word in a sentence.

Short vowels

1.	mix	/1/	friend
2.	flat	/æ/	lot
3.	job	/a/	luck
4.	dust	/^/	pitch
5.	net	/e/	snack

Long vowels and diphthongs

1.	fee	/i:/	burst
2.	smart	/a:/	brake
3.	court	/:c\	fall
4.	rude	/u:/	noise
5.	worst	/3:/	role
6.	plain	/eɪ/	keep
7.	own	/əʊ/	far
8.	shy	/aɪ/	group
9.	cloud	/aʊ/	sound
10.	boy	/IC/	tide

B Stressing words correctly

In this course, you have learnt to stress multi-syllable words correctly.

- 1. Say each word in the box below. Write the word in the correct column of the table.
- 2. Choose five words. Use each word in a sentence.

atmosphere behaviour between career customer difference impression influence lightning persuade predict primary recruitment reward semester substance symbol tertiary vacation vapour

Oo	00	000	000
		atmosphere	

C Using fixed phrases

In this course, you have learnt to use a number of fixed phrases. Complete each phrase with one word. Choose five phrases. Use each phrase in a sentence.

1.	1. I'm going to talk about	
2.	2. First of, I will	
3.	3. Then I'll you about	
4.	4. Finally, I mention some o	f the
5.	5. It's every year on the 30th. Sorry.	
	you say the 30th?	

6.	I don't understand.	you
	repeat that?	

7.	Did you	,	that				
8.		_, the first	powered	flight	happened	in	***

- 1000	Old Head of the Control of the Contr		
9.		to research in t	he USA

10. It says that	96
------------------	----

11. I that children watch too much	uch T	too	watch	children	that	1	1	11.	
------------------------------------	-------	-----	-------	----------	------	---	---	-----	--

12. No	w we		to	
--------	------	--	----	--

5.9 Grammar review (2) Closed and open questions

A Making closed questions

Complete each closed question with one word in each space. Then ask and answer in pairs.

- 1. Is your house near here?
- 2. _____ you like football?
- 3. _____ you got a car?
- 4. _____ you play tennis?
- 5. _____ you like to go abroad?
- **6.** _____ you do homework last night?
- 7. _____ you from Italy?
- 8. _____ you good at Maths at school?
- 9. _____ you tell me the time?
- 10. _____ you going to be a teacher?

B Making open questions

Make a question for each answer.

1.	Where are you from? / Where do you come from?	Japan.
2.		I'm 18.
3.		I'm a student.
4.		It's \$5.
5.		On the second floor.
6.		At 10.00 a.m.
7.		Two hours.
8.		About 20.

C Reviewing key patterns

There is a mistake in each sentence or question below. Find the mistake and correct it.

10. Mrs Johnson.

9. Once or twice a week.

1.	I think it isn't a good idea.	I don't think it's a good idea.
2.	We do not celebrate very much birthdays.	
3.	Goalkeepers can to touch the ball with their hands.	
4.	I'm going to make the examination next month.	
5.	Who did invent the bicycle?	
6.	When Karl Benz invented the motor car?	
7.	I'd like having tea.	
8.	Would you mind to open the window?	
9.	It was sunny because I went for a walk.	
0.	My city is on the Nile that is the longest river in the world.	

5.10 Speaking review (3)

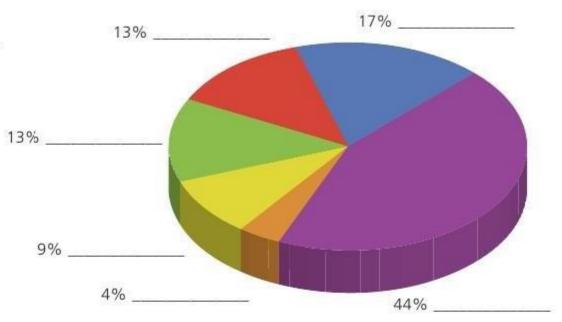
My diet

A Reviewing vocabulary

Match each portion expression with a food type.







B Activating ideas

What is a balanced diet?

- 1. Name each section of the pie chart on the right.
- 2. Name some foods which go in each section.

C Researching

Complete Table 1 with information about your food intake yesterday.

Table 1: My food intake for one day

meal	intake				
breakfast					
lunch					
dinner					
snacks					

Analyzing

- 1. Analyze your intake in Table 2. Write the portions in brackets after each item.
- 2. Convert the raw data into percentages and make a pie chart of the results.

Table 2: Classifying my food intake with portions

food type	items	
carbohydrates		
vegetables		
dairy products		
fruit		
meat and fish		
fats and sweets		

E Giving a talk

Give a talk about your diet. Talk about:

- the idea of a balanced diet.
- · your research.
- your analysis.

- · your diet compared with a balanced diet.
- changes you are going to make ... and things you won't change.

Resources

Theme 2: Speaking 2.10

Group A

Invention the helicopter

Date 1939

Inventor Igor Sikorsky

Nationality Russian, but worked in America for

a large part of his life

Born 1889

Facts began work on helicopters in 1910; started his own company in 1923;

from 1925 to 1939, built flying boats (planes that could land on water)

Died 1972

Theme 1: Speaking 1.10

Group A

San Fermin

From 6th to 14th July in the northwest of Spain, the festival of Saint Fermin is celebrated. It is for all the people of the region. Saint Fermin is their guide and protector. It began in about the 13th century. The original event was a market every September. It was moved to July in about 1591. The main event of the week is a procession through the streets with a huge statue of the saint. Every day, there is music and dancing. There is also a race between the local young men and six bulls. The men dress in red and white.

Theme 5: Speaking 5.6

Food quiz

Marking guide

Give your partner points for each answer as follows:

a = 5 points

b = 3 points

c = 1 point

Add up the score for each section.

What do the scores mean?

You need a low score for Section A.

A score below 10 is very good. If you get a score of 20 or more, you need to reduce the amount of sugar and fat in your diet.

You need a high score for Section B. A score of 20 or over is very good. If you get a score of 10 or less, you need to increase the amount of bread, cereals, potatoes, fruit and vegetables in your diet.

Overall, your score in A must be lower than your score in B.

Theme 4: Speaking 4.10

А	Rugby union is a team game. It is played by two teams of 15 players. The players mainly use their hands, but all the players can use their feet, too.
В	Matches take place on a pitch which must measure 100 metres long by 70 metres wide. There must be goals at each end. Each goalpost must be at least seven metres high. The posts must be 5.6 metres apart. There must be a bar across the goal at three metres.
С	A rugby match lasts 80 minutes. It is divided into two halves of 40 minutes each.
D	Each side tries to score by putting the ball down behind the other team's goal. This is called a try, which is worth three points. A team can also score points by kicking the ball between the opponents' goalposts.
Е	There are two types of player. The <i>forwards</i> try to get the ball. The <i>backs</i> take the ball from the forwards and try to score points.
F	Firstly, rugby is very good exercise. Secondly, it helps with hand and eye co-ordination. Thirdly, it teaches children to play a role in a team. Players should not try to score on their own. They should work with other players to get into good positions. Fourthly, children of different shapes and sizes can participate. Forwards are often large and strong. Backs are often small and fast. Finally, it helps to teach children about winning and losing.

Theme 2: Speaking 2.10

Group B

Invention the motorcar

Date 1885

Inventor Karl Benz

Nationality German

Born 1844

Facts called his first car a 'motor carriage'; produced and sold the cars himself;

continued to work in his own company until 1903, when he retired

Died 1929

Theme 1: Speaking 1.10

Group B

Holi

Holi is the Festival of Colours. It is a Hindu festival, and it is about 4,000 years old. It began in India originally. Holi usually lasts for two days, and it celebrates the start of spring each year.

On the first day there is a bonfire, which is a symbol of the death of the evil spirit Holika. There is traditional music, Holi songs and dancing.

On the second day, it's best to wear your old clothes. There is a ritual of throwing coloured water and powder at everybody in the street. It continues all day. By the end of the day, you are covered in all the colours of the rainbow.

Level 2

PROGRESSIVE SKILL SKI

Listening & Speaking











Workbook

Listening

Stress in two-syllable words

1. Write each word from the box below in the correct column of the table.

> adult after again become birthday children event invite involve party people person receive special women

2. 1 Listen, repeat and check your answers.

Oo	00	
adult	again	-
		-
		3
	5	

Verbs and nouns

Which verb(s) from the first column can you use with each noun?

	birthday	cake	card	celebration	invitation	party	present	congratulations
give		1	1		1	1	1	
go to								
have			6					
make								
open					2			
receive	3	*			3			
send								
take place	8		8	8	3			

Using vocabulary

- 1. Write the words from each sentence in the correct order.
 - a. present gave me for a she my wedding

She gave me a present for my wedding.

b. 18th had a birthday celebration my big we for

c. his made him birthday chocolate for a I cake

d. note opened the fell and £20 card John a out

	e. cards mother received in of and lots my flowers hospital				
	f. send my to daughter congratulations please your				
	g. 5 th celebrations will place March take the on				
	h. party you go Mandy's birthday to did 18 th ?				
	i. an didn't go invitation I receive because I didn't				
2.	2 Listen, repeat and check your answers.				
1.	ey sentence patterns Study Grammar table 2 in the Grammar for Listening lesson in your Course Book, page 15 Join the pairs of sentences below with <i>after</i> .				
	a. The girl lights 16 candles. Then she sits on a chair. After lighting 16 candles, the girl sits on a chair.				
	b. The girls put on special dresses. Then they go to the town hall.				
	c. John opened all his cards. Then he opened his presents.				
	d. I left school at 18. Then I went to university.				
	e. I did the research for my assignment. Then I discussed it with my tutor.				
	f. I completed the application form. Then I went for an interview.				
	3 Listen and check your answers. Join these pairs of sentences with before.				
	a. The girl lights 16 candles. Then she sits on a chair. Before sitting on a chair, the girl lights 16 candles.				
	b. He tidied his desk. Then he organized some of his files.				
	c. He worked on a local newspaper. Then he started work for a national paper.				
	d. I will give some examples. Then I will give the reasons.				
	e. Organize the information into paragraphs. Then start the essay.				

- **5. 4** Listen and check your answers.
- 6. Say the sentences in Exercise D2 with before.
- 7. Say the sentences in Exercise D4 with after.

A Malaysian festival

Read the text and circle the best way to complete each sentence.

I am going to talk (1) about / for a festival in Malaysia called *Hari Raya Aidilfitri*. It takes place (2) on / in the first of Shawwal every year. It lasts (3) with / for three days. It is called *Hari Raya* (4) because / and it is the 'king of days'. It is the day we give thanks to God for the end of Ramadan.

My family prepares for weeks (5) **after / before** the festival. My father paints the house and puts money (6) **in / in the** envelopes for the little children. My mother cooks ketupat (7) **in / at** home.

There (8) are / is lots of different events to celebrate Hari Raya. First, we go to the mosque early (9) in / on the morning. We say prayers (10) to / to the God. (11) After / next that, we all visit my grandmother's grave. My father always says a prayer. Then, we go to my uncle's house. (12) There / It is money in colourful envelopes for me and my brothers and sisters.



A Japanese festival

1. Find a word from the box for each space in the text.

14 adult age ago both car countries festival girls Japan married old smoke world
I'm going to talk to you today about a festival in (1) <u>Japan</u> . The festival is called <i>Seijin-no-hi</i> , which means 'the coming of (2)'. It is a very old (3) It started at least 800 years (4)
Coming of age is celebrated all around the (5) Coming of age means a child becomes an (6) In some countries, it is only for boys or only for (7) But in Japan, the festival is for (8) In some countries, children come of age at 18 or 16 or even (9) In Japan, coming of age happens at 20 years (10)
Coming of age means different things in different (11) In some countries, it means you can drive a (12) In other countries, it means you can get (13) In Japan, it means you can vote and (14)!

2. 6 5 Listen and check.

Speaking

A Vowel sounds

1. Say each word in the first column. Find a word with the same (underlined) vowel sound.

1. luck		or <u>ig</u> inal
2. birth		name
3. sp <u>e</u> cial		pass
4. sign		<u>a</u> dult
5. card		each
6. c <u>a</u> ndle		die
7. occ <u>a</u> sion		Th <u>u</u> rsday
8. symbol	\$ X	pr <u>e</u> sent
9. p <u>eo</u> ple	1	c <u>u</u> lture

2. 6 Listen, repeat and check your answers.

B Word power

1. Write the adjective for each noun.

nouns	adjectives
a. colour	'colourful
b. culture	
c. death	
d. event	
e. luck	
f. marriage	
g. origin	
h. tradition	

- 7 Listen and check your answers. Mark the stressed syllables for the nouns and adjectives.
- 3. **8** Listen, repeat and check your answers.

Adverbs

- Write the adverb in brackets () in the correct place in each sentence. Some adverbs can go in more than one place.
 - a. Tell me where you live. (exactly)
 - b. The party went on for six hours. (nearly)
 - c. I'm not sure how many people were there. I think there were 30. (about)
 - d. Thanks for inviting me. I enjoyed myself. (really)
 - e. The lesson starts at 9.00. (actually)
 - f. The tickets are £10. (each)
 - g. The building was a hotel but now it's a block of flats. (originally)
 - h. I agreed with all the points in the meeting. (completely)
 - i. Susie and I went to the lecture. (together)
 - j. I think the guests enjoyed the party very much. (all)
- 2. Where can you add the adverb every to the last sentence? What else do you need to change?

Present simple negatives

Change these present simple sentences into negatives.

1. This exercise is very difficult.

This exercise isn't very difficult.

- 2. We are from the same country.
- 3. You need to bring your book to the next lesson.
- 4. Students can bring laptops to the classroom.
- 5. There is a bus from the station to the university.
- 6. I send my aunt a birthday card every year.
- 7. This lecturer usually gives handouts at the end of the lecture.
- 8. The student accommodation has Internet access.

E Showing understanding

- 9 Listen to some sentences from a conversation. Choose the best way to respond.
- 10 Listen to the complete conversation and check your answers.
- 3. Cover the responses. 11 Listen to the sentences in Exercise E1 again. Try to give the correct responses.

	echo	comment / question		
	Too big?	Yes, you're right.		
	Next month?	That's quite soon.		
	Your father?	What kind of car has he got?		
	You don't enjoy it?	Why not?		
	Nervous?	Well, go in your mother's car instead.		
1	Your 18th birthday?	What did you get?		
	A car?	I didn't know you could drive.		
	You failed?	Oh, I'm sorry.		
	His new Mercedes?	Wow!		



It was my 18th birthday last week.



Your 18th birthday? What did you get?

Listening

A Pronunciation

- 1. Match the words with the same (underlined) vowel sound.
- 2. 12 Listen and repeat.

1. air		<u>a</u> fter
2. cart		drove
3. first		ground
4. flight		h <u>u</u> man
5. p <u>o</u> wer		mind
6. road		space
7. sail		walk
8. source	1	wear
9. move		p <u>e</u> trol
10. jet		world

B Word quiz

What does each group of words have in common? Add one more word to each group.

1. power	move	travel	transport	ride	land	
2. human	animal	wind	steam	electricity	petrol	
3. invention	celebration	ship	English	shuttle	permission	
4. ride	fly	drive	go	get	bring	
5. rocket	shuttle	engine	spacecraft	power	human	

C Using vocabulary

- 1. Complete each sentence with a word from Exercises A and B. Make any necessary changes.
 - a. The ______ of the aeroplane was the most exciting of the 20th century.
 - b. Who was the first person to ______ around the world in a boat?
 - c. In the old days, people _____ on foot or on horseback.
 - d. In some parts of the world, farmers still use a horse and ______ to take crops and vegetables to the market.
 - e. Wind is a 'greener' power _____ than petrol.
 - f. His new motorbike has a very powerful ______.
 - g. Be careful when you go out. The ______ is very icy.
 - h. What time is your _____ to Hong Kong?
 - i. She only _____ her new bike once then forgot about it.
 - j. No planes _____ from Heathrow yesterday because of the bad weather.
- 2. 13 Listen and check your answers.

Word power

Some words can have more than one meaning. They can also be verbs or nouns.

- 1. Which word is missing from each group of sentences?
- 2. What different meaning does the word have in each sentence?

Word 1
a. The farmer grows carrots in that
b. She is well known in the of science
c. The sports is down that road on the right
d. The for the user's name is 20 characters
Word 2
a. They are building 12 new houses on that piece of over there
b. What time does the plane?
c. I felt a few drops of rain on my head
d. Most of the around here belongs to the Queen
Word 3
a. I need more for all my books
b. The managing director has a personal parking
c. It's a beautiful town with lots of green open
d. Who was the first woman in?
Word 4
a. Teenage gangs have too much in this area of London
b. Wind is replacing other energy sources in many areas
c. We need to find new ways to cars
d. Germany is an important in Europe
Word 5
a. The new high-speed trains will at over 400 kph
b. I would like to the world after university
c. I didn't take the job because there was too much
d. News fast
Word 6
a. The train driver saw the cow on the and stopped just in time
b. The house is at the end of that
c. There are only nine on this CD.
d. I can't the source for this quote.

Word order

1. Make sentences from each group of words below. Add the correct punctuation.

first brothers plane the Wright a. 1903 flew the in propeller nearly plane b. 30 for the lasted years

c. an American in aircraft invented jumbo 1970 company the jet

d. 1981 first on 12th the Space took from April Shuttle off Florida

e. carts the wheels around first with 3500 BCE appeared

f. sound a plane October faster the of in 1947 jet flew than speed

g. the advance greatest in history transport the landing the of was on Moon the

40 stepped surface h. Moon ago more of his the than onto years from spacecraft the man

2. 14 Listen and check your answers.

Knowledge quiz

1. Name each type of aircraft.

a. It can fly very, very fast.	
b. It can carry a lot of passengers.	
c. It can take off and land vertically, and stay in one place in the air.	
d. It can go a very long distance, even to the Moon.	
e. It can go into space and come back to Earth.	

2. What is the date of each invention or event? Write a date from the box in each space. There is one extra date!

1903 1910 1926 1929 1930 1961 1970 1976

Note: If you can't remember any of the answers, listen to the lecture again from Lesson 2.5, or read the transcript (page 121).

A man went into space in a rocket.
The first flight of a plane with an engine.
The invention of the first helicopter.
The invention of the first rocket.
The invention of the jet engine.
The invention of the jumbo jet.
The invention of the Space Shuttle.

Speaking

A Nouns and adjectives

- 1. Write the noun from each ~al adjective in the table. Use a dictionary if necessary.
- 2. Mark the stress in each noun and adjective.
- 3. **15** Listen, repeat and check your answers.
- 4. Is the word material a noun or an adjective?

~al adjective	noun
a. alphabetical	'alphabet
b. electrical	
c. industrial	
d. mechanical	
e. personal	
f. physical	
g. practical	
h. punctual	
i. residential	

B Word power: homophones

Homophones are words with the same sound that have different meanings and different spellings.

- 1. 1 Listen to some sentences with homophones. Circle the correct word in each pair.
 - a. son (sun
 - b. break / brake
 - c. male / mail
 - d. right / write
 - e. know / no
 - f. wear / where
 - g. new / knew
 - h. for / four
 - i. wood / would
 - j. weak / week
 - k. wait / weight



It's a beautiful day; the sun is shining at last!

2. Can you remember each sentence? **17** Listen again and repeat the sentences.

Word power: run (v)

1. The verb run can have many different meanings. What is the meaning in each of these sentences?

a. I was late for the bus so I ran as fast as I could.		flow
b. The buses don't <i>run</i> on a Sunday.		last
c. My mother runs a restaurant in the town centre.		manage
d. My computer is <i>running</i> very slowly this morning.		operate a service
e. Save water; don't leave the tap running.	а	use legs
f. My mobile phone contract <i>runs</i> for another month.		work

- 2. Run can also be a phrasal (or multi-word) verb. Complete each sentence with one of the phrasal verbs with run on the right.
 - a. I ran _____ the bus but it didn't stop.
 - b. He was only 15 when he ran _____ from home.
 - c. The little girl was run _____ by a car.
 - d. I ran _____ my friend in the shopping mall. We were really surprised to see each other.
 - e. I'm afraid I've run _____ of coffee but I've got tea.
 - f. Sorry I'm late. My lecture ran ______.
- 3. What can you run out of ...
 - a. in your car? _petrol
 - b. in the office? _____
 - c. in the kitchen?_____
 - d. in the bathroom? _____
 - e. in your day-to-day life? _____







run

Ben is asking his tutor for help with his assignment.

- 1. 18 Listen and number the questions in the correct order.
- 2. 19 Desired to the conversation and take Ben's part. Copy the intonation patterns.

no.	question					
	Can you give me an example?					
1	Could you help me with my project on inventors?					
	Have you got any good ideas?					
	Pardon? When did she invent it?					
	Sorry, but what's a streetcar?					
	Sorry? Did you say women inventors?					
	Why did he do that?					

out

into

____ after

away

→ down

over

E Sentence practice

- 1. Make a sentence from each set of words below. The sentences make a talk about Mary Anderson.
 - a. / know / Mary Anderson / windscreen wipers / 1903?
 - b. Apparently / streetcar / New York.
 - c. / seems / snowing.
 - d. / driver / streetcar because / not see / road.
 - e. / driver brushed / windows.
 - f. According / research, everyone / laugh / idea at first.
 - g. / know / the first wipers / mechanical?
 - h. / rubber blades / attached to / arm.
 - i. Apparently / few years / automatic wiper.
 - j. / soon / cars, buses, / streetcars / wipers.
- 2. **②** 20 Listen and check your answers.
- 3. Practise the sentences from the talk.



F Checking questions

21 Listen to some amazing facts about transport. Choose one of the checking questions to ask after each fact. Say it with the correct intonation.

Example:

You hear: Japan has 8,462 ships which carry goods. The USA has only 5,642.

You say: How many ships does the USA have?

- a. Where do 70 per cent of the deaths happen?
- b. What is three trillion?
- c. What are the wings longer than?
- d. How long did the journey take?
- e. How many ships does the USA have?
- f. How many airports does the USA have?
- g. How many flights are there every day?
- h. What percentage of journeys are made by car?
- i. Which side do they drive on?
- j. Who spends ten per cent of their annual income?

Listening

- A Vocabulary
 - 1. Find 12 words for people in the media in the wordsearch.

1.				73
				70
•	5 <u></u>			
58		 	 	 -
		 	 	 -
•		 	 	
•		 	 	 -
	2	 		_

R	Ε	Р	0	R	Т	Е	R	W	Χ	Н	Z	N	F	Υ
T	Т	G	D	Υ	Ν	В	0	R	0	J	٧	Ε	Α	Ĺ
Υ	М	T	Q	1	S	X	0	1	Q	R	0	W	D	X
Q	Н	Υ	Ε	0	S	D	K	Т	K	Υ	Α	S	٧	Н
С	М	Z	R	R	L	Т	Α	Е	Ν	Q	F	R	Ε	В
0	Z	J	Р	U	R	I	R	R	D	В	0	Ε	R	Q
Ν	S	K	1	F	Z	0	Q	1	L	W	Q	Α	Т	Т
S	W	Z	R	K	I	K	R	Α	В	М	М	D	I	F
U	J	Н	K	W	М	Υ	1	1	W	U	G	E	S	٧
M	Q	U	W	F	٧	C	R	1	S	В	T	R	Е	I.
Ε	Т	G	Υ	W	Î	0	Z	F	٧	Т	K	0	R	Е
R	0	Χ	В	F	W	L	f	S	Т	Ε	N	Ε	R	W
٧	Χ	F	F	Ν	В	R	F	T	Р	Ν	W	C	K	Е
0	С	0	Χ	Ν	Q	Р	R	1	N	Т	Ε	R	Q	R
F	S	Χ	J	В	R	0	Α	D	С	Α	S	T	Ε	R

- 2. What is the stressed syllable in each word?
- 3. **②** 22 Listen and check your answers.
- B Word power: break and reach
 - 1. Which words and phrases can you use with the verbs break and reach?

	the news			
	your leg			
	for lunch			
	a window			
break	the law			
break	your phone			
	your car			
	a promise			
	your heart			
	your brain			

	a place					
	a person					
	a level					
	a decision					
reach	a suggestion					
reacti	an audience					
	the first floor					
	home					
	the chair					
	a height					

2. 23 Listen and check your answers.

Comments.	2027-000 (2)		72707
	Word	power:	live
The second line		P	

The word *live* can be a verb or an adjective. The two words are pronounced differently.

- 1. Study the sentences below with the word live. Is it a verb or an adjective?
 - 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. _____
- 2. 24 Listen and check your answers. Repeat each sentence.

Articles

1. Write a word from the box in each space in the conversation below, or write -.

-	20	+60
d	an	ıne

- A: Have you heard about <u>the</u> Icelandic volcano?
- B: Yes, I watched it on _____ news this morning.
- A: It's sending a cloud of ash 7,000 metres up into _____ sky!
- B: I know. It's amazing. In Iceland, they can't see _____ sun in some places.
- A: It's _____ really good story for ____ media. They are saying ____ government might cancel ____ flights in and out of ____ UK.
- B: Oh no, I hope not. I've got _____ flight booked for this weekend. I'm going _____ home for my sister's wedding.
- A: Perhaps you should go by _____ train instead!
- 2. **②** 25 Listen, repeat and check your answers.

E Synonyms

1. Match each formal verb to a verb or phrase with a similar meaning.

formal verbs		informal verbs
a. communicate		get to
b. distribute		happen
c. inform		go to
d. occur		give out
e. produce		take part
f. reach		send
g. transmit	а	speak
h. participate		make
i. select		tell
j. attend		choose

2. 26 Listen, repeat and check your answers.

Secretary.		
10 to	Callanation	
-	Collocation	15
	COHOCACION	

1. Complete each phrase.

a. breaking f. general ne ws pub____ b. news g. large aud rep____ c. live inf____ h. strong ev____ d. government i. printing sec pre____ sce___ med j. crime e. mass

2. **②** 27 Listen and check your answers.

G Summary

The text below is a summary of the two lectures from Lessons 3.3 and 3.6 of your Course Book.

1. Complete the summary with the words from the box.

mass media influence literacy scene audience secrets privacy speed printing quantity consumers bias

In the past, it took a long time for the news to reach an (1) _____. The beginning of the (2) _____ was in the fifteenth century. At this time, the (3) _____ press was invented and the (4) _____ of the general public improved.

Nowadays, the mass media has three main advantages. The first is the (5) ______ that news can reach the general public. And reporters can get to the (6) _____ of a crime, disaster or other event very quickly. Another is that news is cheap for (7) _____. The third advantage is openness. This means that governments and people in public life cannot keep (8) _____ any more.

There are also disadvantages. Perhaps there is too much (9) ______. Also advertisers can (10) ______ the news on TV and other media. In other words, there is (11) ______ in the news so we cannot always believe it. Openness in the media can mean that people do not have any (12) ______.

2. 28 Listen and check your answers.

H Pronunciation practice

Some of the words in Exercise G are difficult to pronounce.

29 Listen and repeat the sentences with these words.

audience
 literacy
 secret
 scene
 privacy

The 10 o'clock news has an audience of six million.

Vocabulary (1)

- 1. Put the letters in order to make words connected with magazines.
 - a. rvdeta
- 'advert
- b. iirtcc
- c. eveiwr
- d. gseind
- e. eamgi
- f. rrpeoter
- g. essui
- h. ctrilea
- i. uaetref
- j. oidtre



- 2. How do you pronounce each word?
- 3. **②** 30 Listen, repeat and check your answers.

Grammar

- 1. Correct the mistake in each sentence.
 - I think
 - a. I'm thinking smoking is very bad for you.
 - b. I don't feel that qualifications is very important.
 - c. I'm sorry, I am not agree with you.
 - d. Where that student is from?
 - e. What do you think is this advert about?
 - f. The advert persuades to us to buy the product.
 - g. What was your impression in the TV political debate last night?
 - h. Magazines should avoid to have stereotypes in their articles.
 - i. Television is a bad influence for children.
 - j. I'm sure designed the image an advertising agency.
- 2. **②** 31 Listen, repeat and check your answers.

C Questions and answers

1. Match the questions and answers.

a. Did you enjoy the poetry reading?		No, I don't.
b. Do you think the TV news is biased?		No, I'm not.
c. Is there too much politics in the news at the moment?	100	No, it hasn't.
d. Are there too many stereotypes in women's magazines?		Yes, I have.
e. Has that documentary started yet?		Yes, it does.
f. Does that comedy programme start at 8?	a	No, I didn't.
g. Are you going to the literature festival?		Yes, there are.
h. Have you seen the photos of the earthquake in today's paper?		Yes, there is.

- 2. 32 Listen, repeat and check your answers.
- 3. Work with a partner. Ask each question and give a true answer. Try to continue each conversation.

D Vocabulary (2)

1. Here are some words for different types of TV programmes. Check the meanings of new words in a dictionary. Say each word, then tick in the correct column, according to the underlined vowel sound.

	short vowel	long vowel	diphthong
c <u>o</u> medy	1		
dr <u>a</u> ma		1	
cr <u>i</u> me		š n	1
c <u>oo</u> kery			
det <u>e</u> ctive			
d <u>o</u> cumentary			
<u>ga</u> rdening	3	:	
ge <u>o</u> graphy			
h <u>o</u> liday			
l <u>eg</u> al			
n <u>a</u> ture			
n <u>e</u> ws		8	
p <u>o</u> litics			
pr <u>o</u> perty			
qu <u>i</u> z			
rom <u>a</u> ntic			
s <u>e</u> rial		8	
s <u>oa</u> p			
sp <u>o</u> rts			
t <u>a</u> lent			
w <u>i</u> ldlife		6	

- 2. ② 33 Listen, repeat and check your answers.
- 3. Make sentences with the words above and these phrases:
 - I really like ... programmes.
 - I can't stand ...
 - My favourite kind of programme is ...
 - Last night, I watched a programme about ...
 - I never watch ...



E Opinions

Give opinions about these topics. Use the phrases from the box.

I (really) think ... I (really) don't think ... I feel ... I don't feel ... I believe ... I don't believe ...

- · stereotypes in the media
- TV advertising
- · celebrity magazines
- newspaper bias
- the mass media
- · the future of the music industry
- 3D movies
- mobile phone charges
- talent programmes such as The X Factor



Listening

A Vocabulary

1. Find ten words for sports in the wordsearch. Write the words below.

a.	_ae'robics
d.	<u> </u>
e.	
f.	
g.	
h.	
İ.	

5															
Н	Α	L	J	L	U	Ε	S	Z	٧	0	Α	L	Q	Υ	
J	С	F	Н	M	S	F	Χ	U	Р	D	С	1	U	0	
Q	С	Υ	U	0	R	Χ	1	Ν	М	Z	Ν	D	В	V	
S	J	Н	C	J	0	G	G	1	Ν	G	C	Α	E	Ν	
K	R	В	G	L		F	Ĩ	0	S	P	М	Ν	Р	R	
W	Α	Α	W	R	1	٧	Н	U	W	Υ	М	С	G	Υ	
D	0	S	D	Α	Т	Ν	D	L	C	C	Ν	Ε	Α	Ε	
U	L	K	Р	U	K	Е	G	M	/s)) V	G	0	L	F	
W	Е	Ε	L	С	D	Ν	N	/c/	/T	R	U	G	В	Υ	
Υ	М	T	K	Ε	G	G	/1/	N	K	Н	ľ	S	K	М	
F	Υ	В	W	Ρ	Y	/B/	s	W	I	М	М	1	Ν	G	
S	S	Α	X	K	6	b	G	Α	М	S	G	N	Q	В	
1	Н	L	A	R	/1	М	Ε	Z	J	L	Z	Υ	1	G	
U	Ε	L/	/E/	U	W	Q	F	Q	D	Α	С	Q	D	K	
U	K	A	/	X	F	0	0	Т	В	Α	L	L	U	D	

- 2. What is the stressed syllable in each word?
- 3. **34** Listen, repeat and check your answers.

B Verbs

1. Choose a verb from the box for each sentence or question. Write it in the correct form.

	play do go nave
A:	Hi there!
B:	Hi! Sorry, can't stop. I'm going to aerobics.
A:	Where do you that?
B:	In the sports hall. They several classes a week.
A:	Oh, right. I a dance class there on Tuesdays.
B:	Well, I really must I'll be late.
C:	Did you swimming this morning?
D:	Well, I to the pool. But I couldn't a swim.
C:	Oh no! Why was that?
D:	There was a mother and baby class. So I to the gym instead
C:	I think to the gym is really boring.
D:	Me, too. I much prefer swimming or tennis.

2. 35 Listen, repeat and check your answers.

Consultation of the last		
III all	Work .	proposition
	verb +	preposition
The second line of the second		

Underline the correct preposition to complete each verb.

1. consist	of	in	for
2. rely	to	on	of
3. sum	down	to	up
4. listen	of	to	about
5. look	of	at	off
6. die	out	in	to
7. hear	about	to	for
8. put	of	at	in
9. reach	for	down	of
0. take	of	of	at

D Word power: do

- 1. 36 Listen to some sentences with the verb do.
- 2. Find a verb in the box with a similar meaning. One verb can be used twice.

Example: 1. I'm just coming. I'm doing my hair.

study	
complete	
spend (time)	
cook	
manage	
brush	1
need	
travel	
succeed	

E Word power: lose

Which words and phrases can you use with the verb *lose*?

	a finger
	a friend
	an idea
	weight
	your balance
	your father
	your head
lose	your home
1036	the answer
	your interest
	your keys
	your life
	your memory
	your mind
	your temper
	your way

2			
Li I	Word	power:	play
Contract of			

- 1. 37 Listen to some sentences with the verb play. Write them down.
- 2. What does play mean in each sentence?

1. The ac-	tor enjoys playing the	role of James	Bond = acting	XXXXX XXXXX XXXXX XXXXX XXXXX	0.0 x 10.0 x 10.
2					
3	N N N N N N N N N N N N N N N N N N N	TOTAL STATE OF THE			
4					
5					
6					

G Word-building

- 1. Write the base word in brackets in the correct form and/or part of speech in each sentence.
 - a. The university is doing research into the physical <u>development</u> of children. (develop)
 - b. The world of finance is much too ______ for me. (compete)
 - c. I think golf is a good example of an ______ sport. (achieve)
 - d. He's very shy and never ______ in the tutorials. (participate)
 - e. I'm going to _____ sports in three main ways. (classify)
 - f. For the group presentation, we need your ______. (cooperate)
 - g. The examination officer ______ the students and the exam rooms. (co-ordinate)
 - h. What was the top speed of your ______ in the cycling race? (oppose)
 - i. Does the ______ team get a silver cup? (win)
 - j. What was her _____ when she lost the match? (react)
- 2. 38 Listen and check your answers. Mark the stressed syllable for each word.

H Listening





Classifying ball games

		1	
	1		
-/			
1			

	Group 1	Group 2	Group 3
Categories	hands	feet	
Examples	volleyball rugby handball		tennis (racket) golf () ice hockey ()

Knowledge quiz

What can you remember from this section?

- 1. What are three ways you can classify sports? Here is the first letter of each to help you.
 - r o a
- 2. What are the advantages of each type of sport?
- 3. Here are some more ways of classifying sports. Think of an example of a sport for each classification.
 - a. human body
- d. team

b. machine

e. target

c. individual

f. quantity

Speaking

Pronunciation: the

- 1. **39** Listen to two different pronunciations of the.
 - 1. the Moon
- 2. the Earth
- 2. 40 Listen to pairs of words with the. Write 1 or 2 next to each phrase.

a. the afternoon	the morning	
b. the defender	the attacker	
c. the ball	the net	
d. the north	the east	
e. the question	the answer	
f. the USA	the UK	
g. the alphabet	the phone number	
h. the engine	the machine	
i. the Solar System	the universe	
j. the audience	the actors	

- 3. Study the phrases with pronunciation (2). What sound follows the?
- 4. **41** Listen and repeat each phrase.

Pronunciation

- 1. Write the words in the box in the table according to the (underlined) vowel sound.
- 2. **42** Listen, repeat and check your answers.

found goal ab<u>ou</u>t all<u>o</u>w ball bowling co-ordination court down hole imp<u>o</u>rtant ind<u>oo</u>rs know show noun opp<u>o</u>nent role round sc<u>o</u>re

sport	out	go	
2			
š			

3. Choose a word from the	table in Exercise B2 to go in each sentence.
a. In tennis, one player s	serves the across the court.
b. The way that you	in tennis is very different from other sports.
c. In winter, many sport	s people prefer to play tennis
d. Do you prefer to play	tennis on a grass or a hard?
e. In every sport you sho	ould study your Then you will know the best way to win.
f. Is the word <i>role</i> a	or an adjective?
g. Don't	your cards to your opponent.
h. Young children must	learn hand-to-eye
i. There was a last-minu	ite at the end of the game.
word stress.	rds are stressed in each sentence? Practise saying each sentence with good
Word quiz	n 4.6 of your Course Book (page 59). Find
1. two words for games	14.0 of your Course Book (page 39). Find
1. two words for games	badminton,
2. six words for sports people	
3. five words for equipment	
4. four words for places to play games	
5. a word which is a noun and a verb	
6. a word with the stress on the final syllable	
7. a word with four syllables	
8. a word with five syllables	

Must and mustn't

- 1. Where can you see each sign?
- 2. Write a rule for each sign with must or mustn't.
- 3. **44** Listen, repeat and check your answers. Notice the pronunciation of *must* and *mustn't*.



a.



b.



C.



d.



<u>e</u>.



f.



g. ____



h.



i.



i.

A conversation

there a place for bowling near here they expensive you go bowling outdoors you need any special equipment you play it in a special place you score goals a team game



1. Complete each question about tenpin bowling with words from the box.

A: Is tenpin bowling <u>a team game</u>?

B: Yes, you can have as many players as you like.

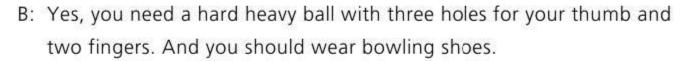
A: Do _____?

B: No, you play indoors because of the automatic system.

A: Do _____?

B: Yes, you play in a bowling alley.

A: Do _____?



A: Are _____?

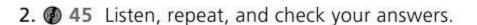
B: I don't know. The bowling centre usually lends you a pair.

A: Do _____?

B: No, you get a point for every pin you knock down.

A: Is _____?

B: No, there isn't. The nearest one is in the city centre.







Transferring information



- 1. 46 Listen to a conversation about table tennis and complete the notes.
- 2. 47 Listen to A's questions from the conversation again. Give B's answers.

	table tennis	
type of game?	short, fast (30 mins)	
indoors?		
court?		
equipment?		
team?		
score?		
history?		

- 3. Use your notes to write some sentences for a talk about table tennis. Underline the stressed words in each sentence. Circle any words that are difficult to pronounce.
- 4. Practise saying your sentences.

A Stress in three-syllable words

1. Write each word from the box below in the correct column of the table.

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

000
explorer

B Collocations

- 1. Match each verb with a noun or noun phrase to make a new phrase.
- 2. **49** Listen, repeat and check your answers.

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

- 2. **@ 48** Listen, repeat and check your answers.
- C Vocabulary: food science
 - 1. Look up these words in a dictionary. Translate each word into your language.
 - 2. Mark the stress on each word. Listen to the pronunciation.

word	translation
a.'calcium	
b. carbohydrate	
c. chemical	
d. elements	
e. fibre	
f. hormone	
g. magnesium	
h. mineral	
i. molecule	
j. nutrient	
k. protein	
I. vitamin	

3. **⑤** 50 Listen, repeat and check your answers.

Consultation of the last			
D	Vocabul	ary in	context

- 1. **§** 51 Listen and tick the word you hear.
- 2. Can you remember the sentence containing each word?
 - a. In Britain, we celebrate 'coming of age' on our 18th birthday.

a. celebrate	1	celebration	
b. ceremony		celebration	
c. event		evening	
d. invention		invent	
e. transport		travel	
f. medium		media	
g. growth		grows	
h. plays		players	
i. time		team	
j. chemical		calcium	

3. **②** 52 Listen, repeat and check your answers.

ACCURATE VALUE OF	
	D:-+-+:
	Dictation

630	53	Listen	to some	sentences	about :	food	Write each	sentence
W	33	FISTGII	LO SOTTIC	SCHICKES	about	IOOU.	vviile each	sellelle.

feel hungry			
Mario Secreta Association (Const.)	Kalan Maket rakan takan		Access Access Manual Control
		1 - 1 - 12 - 13	
NEXT X SECOND VICES OF THE ROLL OF THE	Versi avel avel love	v = 0.000 0.000 0.00	X2000 X020 ALEX 1013

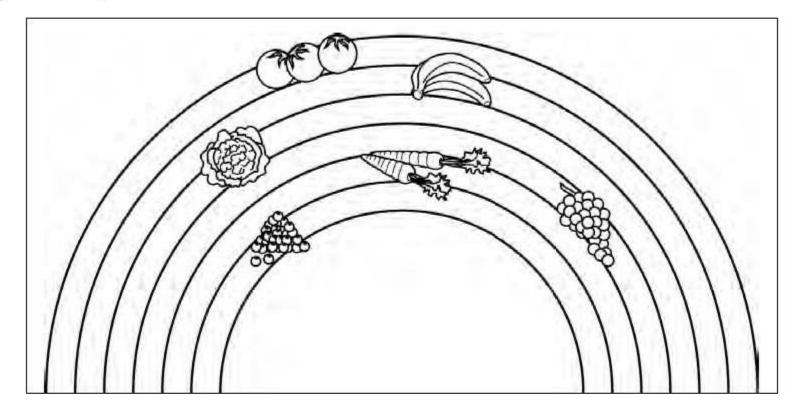
F Prepositions

1. Read each sentence. Write a preposition from the box in each sentence. You can use some words more than once.

	about	at	down	from	in	of	on	up			
a	. Today, I	l'm go	oing to ta	lk <u>about</u>		_ foo	d.				
b	. The boo	dy tak	es energy	/		food	2				
C	. Nutrien	ts hel	p the par	ts	015.00	_ the	body	work co	rrectly.		
C	l. There a	re sev	eral diffe	rent type	es _		n	utrient.			
е	. If you h	ave to	oo much		100	a parti	cular	type		food, you	can get fat.

- f. Some examples ______ chemicals are magnesium and calcium.
 g. You can find carbohydrates ______ bread and pasta.
 h. In today's talk, we have looked _____ nutrients.
 i. I would like you to look _____ some more information.
 j. Please make some notes _____ different ideas.
 k. I would like you to do research _____ food groups.
 l. You will need to look _____ the information and note it _____.
- 2. 6 54 Listen and check your answers.

G Listening to a talk



- 1. Look at the picture of the rainbow. Name the colours of the rainbow and vegetables.
- 2. Add the names of more fruit and vegetables to each colour of the rainbow.
- 3. What is the connection between the rainbow, and fruit and vegetables?
- 4. Read the topic sentences below. Number them in a logical order.

	Finally, the last colours of the rainbow include blue and purple.						
	However, eating five portions of fruit and vegetables a day does not mean eating five apples, or five carrots.						
	It is easy to think of lots of vegetables for the green section of the rainbow.						
1	Many nutrition and health experts recommend we eat at least five portions of fruit and vegetables a day.						
	Orange is our next colour.						
	The first colour of the rainbow is red.						
	Why are fruit and vegetables so important?						
	You can use the idea of a rainbow to help you.						

5. 6 55 Listen and check your answers.

Speaking

A Vocabulary: countable and uncountable nouns

 Study the food words in the box below. Some of the words are countable. Some are uncountable. Write them in the correct place in the table.

biscuit butter bread rice chocolate fruit vegetable cheese meat fish lemon pea food meal

- Find and underline all the food words in the word list in Course Book Lesson 5.6 (page 73). Add them to the food part of the table.
- Other words can also be uncountable. Add the words in the box below to the correct column of the others part of the table.

advertisement advertising behaviour biology brain danger education equipment happiness mind music psychology university

B Using vocabulary

- Choose the best way to complete each sentence.
 - a. The bread are / is on the table.
 - b. The food in that restaurant isn't / aren't very good.
 - c. There isn't any / some milk in the fridge.
 - d. Many children eat less / fewer fruit than in the past.
 - e. Do you like this / these juice? It's / They're a new flavour.
 - f. Would you like a / some meat for dinner?
 - g. Be careful using that / those equipment. It is / They are dangerous.
 - h. I really like this / these vegetables. What is it / are they called?
- 2. **1** 56 Listen and check your answers.
- 3. Which words are stressed in each sentence? Practise saying each sentence.

Grammar Check

Countable and uncountable nouns

Most nouns are countable.
 Examples: book, cat, tree, day
 Many nouns are uncountable.
 Examples: water, oil, money, anger

3. Some nouns can be countable and uncountable.

It depends on the context.

Examples: space

There isn't enough space for 30 students in this

classroom. (uncountable)

There are parking spaces over there. (countable)

Other words in this group:

science, power, experience, interest, time

	countable	uncountable
	biscuit	butter
food		
	university	education
others		

Words and phrases with similar meanings

Can you explain the difference in meaning between the words or phrases in each pair?

1. tap water	mineral water	
2. money	coins	
3. spaghetti	noodles	
4. a restaurant	a café	
5. a snack	a sandwich	
6. I want	I'd like	
7. lunch	dinner toast	
8. bread		
9. a portion	a meal	
10. a slice of	a piece of	

Tap water comes out of a tap. It should be clean but it is not special in any way. Mineral water comes out of a bottle. It comes from a natural source, like a spring. It is sometimes fizzy.

Questions and answers

1. Match the questions and answers.

a. What would you like?		Three or four cups a day.
b. Are you ready to order?	a	A cappuccino, please.
c. Would you like ice?		Certainly.
d. Could I have tomato ketchup, please?		Could you give us another few minutes?
e. How much coffee do you drink?		No, not very often.
f. Do you eat a lot of vegetables?		No, sorry, I'm afraid we haven't.
g. Have you got fresh orange juice?		No, thanks.
h. Where do I pay?		Over there, at the cash desk.
i. Is the Thai red curry very hot?		Yes, it's quite spicy.

2. **§ 57** Listen and repeat each question. Try to use good intonation for each.



1. Write a / an / the or – in each space.
a. My name is Bani and I come from India.
b. I work in pickle factory.
c. I get up at about 8.00 a.m. and have breakfast.
d meal is always tea and piece of bread.
e. I do cleaning and then I go to work at 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 break at half past twelve.
j lunch is usually bread, vegetables, rice and curry with glass of water.
k. I finish work at 5.00 p.m.
I. I do more cleaning and other housework.
m. We have dinner at 9.00 p.m.
n. It is usually same as lunch.
2. § 58 Listen, repeat and check your answers.
Preparing a talk 1. Write some sentences about the meals and food you eat each day.
2. Underline the stressed words in each sentence and think about the intonation.
3. Practise saying each sentence.

E Grammar: articles

F

Course Book transcript

3 1.1

Presenter: 1.1. Theme 1: Culture and civilization

Lesson 1.1. Vocabulary for listening: Coming of age

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

Lecturer:

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

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

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

1.2

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

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

Juri:

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

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

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

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

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

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

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

1.3

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

Juri:

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

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

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

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

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

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

1.4

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

Voice:

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

1.5

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

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

Voice:

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

1.6

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

Voice 1:

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

Voice 2:

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

1.7

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

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

Voice:

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

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

Voice:

1. After getting money from the bank, the man goes to the supermarket.

- 2. Before leaving home, the woman always turns off all the lights.
- After playing football on Wednesday evening, the boy is very tired.
- 4. Before going to the ceremony, the girls make special presents.
- 5. After making speeches, the officials shake hands with the guests.
- After listening to the speech, the students leave the hall.
- After checking all the application forms, the manager makes a shortlist.
- 8. Before attending the interview, the candidates research the company.
- 9. After interviewing all the candidates, the interviewer chose the best one.
- 10. After hitting the rain droplets, the light splits into the colours of the rainbow.

1.9

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

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

Adriana: I'm going to talk to you this morning about a festival in Mexico. It is called *Quinceañera*, spelt Q-U-I-N-C-E-A-N-E-R-A.

The name means '15 years'. The festival is for girls and it happens when a girl becomes 15 years old. It is a coming of age celebration.

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

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

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

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

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

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

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

1.10

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

Exercise A2. Listen and repeat each word.

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

1.11

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

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

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

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

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

1.12

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

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

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

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

Voice A: Are there any traditional festivals in your country?

Voice B: Yes, we have one in the summer. It's called Noc Swietojanska in Polish. I like it a lot.

Voice A: Sorry? Did you say Noc?

Voice B: Yes. It means 'night'. Saint John's Night. We celebrate the longest day of the year, and the shortest night. It's on the

23rd of June.

Voice A: We celebrate that in my country too. What do you do exactly?

Voice B: Well, people dress in colourful traditional clothes. There is music, dancing and fireworks. The young women make

wreaths of flowers with candles on them.

Voice A: Sorry? Could you repeat that?

Voice B: If a woman is single, she makes a wreath – a ring of flowers. Then she puts the flowers on a lake or river. When a young

man finds it, he falls in love with the girl - that's the tradition.

Voice A: Ah, OK. Do the men give flowers to the girls?

Voice B: No, they don't. In some places they make a fire and jump over it.

Voice A: Why do they do that?

Voice B: Because it shows that they are strong and brave.

Voice A: How do you prepare for the celebration?

Voice B: We make the food during the day, too. The men prepare the music and the lights outside.

Voice A: When does it start?

Voice B: It starts at about 8.00 p.m. We dance and talk and eat. The party continues all night – it doesn't stop until sunrise.

Voice A: Sunrise? Does everybody work the next day?

Voice B: Yes, they do. But they're very tired!

1.14

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

[REPEAT OF SCRIPT FROM **(8)** 1.13]

1.15

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

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

Presenter: Conversation 1.

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

Voice B: Thanks.

Presenter: Conversation 2.

Voice A: Hi, there! Happy birthday!

Voice B: Oh, thanks! Voice A: And here's a card.

Voice B: That's really nice of you. Thank you!

Presenter: Conversation 3.

Voice A: What's the matter? Has something happened?

Voice B: Yes. My grandmother has died.

Voice A: Oh, I'm so sorry.

Voice B: Thanks. We were really close.

Presenter: Conversation 4.

Voice A: Are you tired?

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

Voice B: A boy.

Presenter: Conversation 5.

Voice A: You look a bit stressed.

Voice B: Yes. I've got an important exam tomorrow. Voice A: Well, good luck. I'm sure you'll be fine.

Voice B: Thanks. I hope so.

Presenter: Conversation 6.

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

1.16

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

Exercise B3. Listen and check. Say the words.

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

1.17

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

Voice A: My cousin got married last week.

Voice B: Your cousin? Did you go?

Voice A: I got a present today.

Voice B: That is not interesting for me.

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

1.18

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

Voice: a. We eat delicious cakes at New Year.

b. It's my birthday next month.

In my country, we have spring cleaning.

In my country, a married woman wears a ring on her right hand.

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

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

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

2.1

Presenter: 2.1. Theme 2: Technology

Lesson 2.1. Vocabulary for listening: Power sources for travel

Exercise B2. Listen and check your ideas.

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

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

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

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

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

Lecturer: I'm going to talk to you today about inventions – that is, new ways of doing something. All the inventions are in the field,

or area, of transport. First, I'm going to talk about different methods or types of transport. After that, I'll tell you when each method was invented. Finally, I'm going to say which invention was the most important, as far as I'm concerned ...

I mean, in my opinion.

2.3 DVD 7.B

Lecturer:

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

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

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

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

2.4 DVD 7.C

Lecturer:

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

2.5

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

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

2.6

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

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

2.7

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

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

Lecturer:

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

2.8

[REPEAT OF SCRIPT FROM **② 2.2**]

2.9

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

Presenter: Introduction 1.

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

Presenter: Introduction 2.

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

Presenter: Introduction 3.

Lecturer 3: Today we're going to talk about the weather. Firstly, I'll mention briefly the main weather conditions. Then I'll explain how

each weather condition comes about – what causes rain, for example, or snow. Next, I'll say a few words about damage which can be caused by weather – floods, landslides, hurricanes. Finally, the big topic: climate change. What is happening

to our weather?

2.10

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

Presenter: Extract 1.

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

Presenter: Extract 2.

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

Presenter: Extract 3.

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

Presenter: Extract 4.

Lecturer: In my opinion ...

2.11

Presenter: 2.11. Exercise C2. Listen to some extracts from the lectures in Exercise B. How does the lecturer signal the change

of topic in each case? Number the phrases.

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

first, how does a festival start?

Lecturer 3 (2.9): The most destructive weather condition is the hurricane, in general, although of course tsunamis sometimes kill huge

numbers of people. So we have heard about natural disasters. Now, climate change ...

Lecturer 2 (2.9): Perhaps the most important recent event is the application by Turkey to join the EU. The other countries are still considering

the application. So we have seen some important events in recent history. But what does the future hold for the country?

Lecturer 1 (2.9): So all festivals begin with an event and modern rituals often remember something about that event. Right, that's origins.

What about today? What are the most important festivals in the modern world?

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

main natural features – mountains, lakes, and so on.

2.12

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

Voice: a. fresh c. relationship e. shuttle g. research i. which

b. each d. match f. much h. change j. check

2.13

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

Exercise A1. Listen and write the year.

Voice: 1. in 1762 6. in 2010 (twenty ten)

around 1543
 in 2004 (two thousand and four)
 around 1691
 in 1033
 in 1914
 in 1940

5. in 1938 10. in 1802 (eighteen hundred and two)

2.14

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

Voice: 1. on the first of February

2. on the tenth of December

3. on May sixteenth

4. on November the ninth

5. on October the thirty-first

- 6. on the seventh of September
- 7. on the nineteenth of August
- 8. on June eleventh
- 9. on July the second
- 10. on January the thirteenth



Presenter:

2.15. Exercise A3. Listen and complete Table 1 below.

Lecturer:

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

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

② 2.16 DVD 7.D

Presenter:

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

Lecturer:

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

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

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

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

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

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

2.17

Presenter:

2.17. Lesson 2.6. Vocabulary for speaking: Automobile inventions

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

Lecturer:

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

2.18

Presenter:

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

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

Voice A: Look at this.

Voice B: What are you doing?

Voice A: I'm reading about transport inventions.

Voice B: Oh, you're doing research for the next lecture.

Voice A: Did you know there are over a billion bicycles in the world?

Voice B: Only a million?

Voice A: No, one billion, apparently. It says here that it was invented in the 19th century by Kirkpatrick Macmillan and now there

are a billion.

Voice B: When was it invented? Voice A: In 1893 ... Wow!

Voice B: What?

Voice A: According to this, the speed record for a bicycle is 268 kilometres an hour. It was set in 1995. Apparently, he was riding

behind a car.

Voice B: Amazing.

Voice A: But it seems that Leonardo da Vinci actually drew a picture of a bicycle more than 300 years earlier.

Voice B: Pardon? Who drew a bicycle?

Voice A: Da Vinci. D-A and V-I-N-C-I. The famous Italian painter and inventor drew a bicycle.

Voice B: No he didn't! I read about that. Apparently someone else drew the bicycle in Leonardo's

notebook in 1970.

Voice A: Are you sure? But it says here that he did it.

Voice B: Maybe – but you shouldn't believe everything you read on the Internet.

2.19

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

[REPEAT OF SCRIPT FROM **(A)** 2.18]

2.20

Presenter: 2.20. Everyday English: Using technology

Exercise B2. Listen and check.

Presenter: Conversation 1.

Voice A: I can't get the washing machine to work.

Voice B: Put in the powder. Voice A: I've done that.

Voice B: OK. Pull this thing out. Put the coins in here. Push it in. Switch it on.

Presenter: Conversation 2.

Voice A: How do you set the time?

Voice B: Press the 'Menu' button and go to 'Settings'.

Voice A: OK, and then I choose 'Date and time'?

Voice B: That's right. We're an hour behind Berlin.

Presenter: Conversation 3.

Voice A: How does this thing work?

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

Presenter: Conversation 4.

Voice A: The photocopier is broken.

Voice B: No, it isn't. It's run out of paper.

Voice A: How do you put more paper in?

Voice B: It says here: 'Open cover. Insert paper. Replace cover.'

Presenter: Conversation 5.

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

Voice B: Click on 'Data view'.

Presenter: Conversation 6.

Voice A: Do you know how to use the book checkout?

Voice B: Just put the book on the scanner. Voice A: But it won't read my library card.

Voice B: Let's ask for help.

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

Exercise A3. Listen. Say the words you hear.

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

2.22

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

 It seems that humans can never travel to other stars. Voice:

Apparently, people from Asia sailed across the Pacific 600 years ago.

c. It says here that the motorcycle was invented in 1885. d. According to this, the first cars were always black.

e. Did you know that the scientific name for a horse is equus caballus?

f. It seems that bamboo sometimes grows a metre a day.

2.23

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

Exercise A2. Listen and check.

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

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

Voice B: Who built a city on a mountain?

Voice A: Apparently, penicillin comes from a fungus.

Voice B: Pardon? Where does it come from?

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

Voice A: It says here that too much water makes you ill.

Voice B: Sorry? What makes you ill?

Voice A: Some animals sleep in winter to save energy.

Voice B: Sorry? Why do they sleep in winter?

2.24

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

Exercise A2. Listen. Then practise saying these sentences.

a. Which cheese did she choose? Voice:

b. You wash the dishes. I'll watch TV.

c. Is that a chip shop?

d. Was the ship near the shore?

3.1

3.1. Theme 3: Arts and media

Lesson 3.1. Vocabulary for listening: The mass media

Exercise B2. Listen and check.

Nowadays there are many information organizations. For example, we have television, radio, newspapers and, of course, Lecturer:

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

Lecturer:

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

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

3.3

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

Exercise A2. Listen and check your ideas.

Voice: Picture A: A Roman man is making an official announcement to the crowd.

Picture B: This is a very early newspaper.

Picture C: This is an example of early printing from China.

Picture D: This is an early machine for printing.

Picture E: This is one of the first newspapers in the world. Picture F: This is one of the very first newspaper advertisements.

Picture G: The people are listening to a story from a newspaper, because some of them cannot read.

Picture H: This is a range of print media from the present day.

3.4 DVD 8.A

Lecturer:

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

3.5 □VD 8.B

Lecturer:

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

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

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

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

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

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

Voice:

- 1. When did the mass media for news begin?
- I'm going to talk about the early history of the subject.
- At first, people could only communicate in speech.
- So communication of the news was still through speech.
- There was no method of transmitting speech over large distances.
- 6. The first newspaper appeared in Ancient Rome.

 7. But most of the general public couldn't read.
- But most of the general public couldn't read.
 The Gutenberg printing machine made the process much faster.
- 9. Newspapers were very widely distributed.
- 10. The ability to read is called literacy.

3.7

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

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

Voice:

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

3.8

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

Voice:

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

3.9

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

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

Voice:

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

3.10

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

Voice:

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

- 9. The selection panel decides the best candidate.
- 10. Extroverts sometimes behave in a rude way.

Presenter:

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

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

Voice:

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

3.12

Presenter: 3.12. Exerc

3.12. Exercise A2. Listen and check your ideas.

Voice:

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

3.13 DVD 8.C

Presenter:

3.13. Lesson 3.6. Vocabulary for speaking: stereotypes.

Lecturer:

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

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

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

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

What about the disadvantages? Well, once again, there are many disadvantages but I am only going to mention three. Firstly, mass-media news needs stories all the time. Some TV news channels are on 24 hours a day so they need new stories all the time. Perhaps some of these stories are not really news. Perhaps the general public don't need to know some of the stories. So that is one disadvantage: quantity. Perhaps there is too much news nowadays. Secondly, mass-media news is cheap for the consumer but it is expensive for the mass-media company. As I mentioned in the last lecture, one minute of news can cost \$20,000. So the news company has to sell advertising during the news broadcasts. Perhaps the advertisers influence the news companies in their choice of story.

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

3.14

Presenter:

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

changes.

Presenter:

Conversation 1.

Voice A:

What's a feature?

Voice B:

It's the main article in a magazine.

Presenter:

Conversation 2.

Voice A:

What's the difference between ad and advert?

Voice B:

There's no difference. They're both short for advertisement.

Presenter:

Conversation 3.

Voice A:

Does audience mean the people at a concert?

Voice B:

Yes. And it means the people who see an advertisement.

Presenter: Conversation 4.

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

3.15 DVD 8.D

Tutor:

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

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

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

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

3.16

Presenter: 3.16. Lesson 3.7. Real-time speaking: Magazine advertisements.

Exercise B2. Listen and check your ideas.

Voice A: Where do you think the first advert is from? Voice B: I think it comes from a women's magazine.

Voice A: And who is the target audience?

Voice B: Young women.

Voice C: I agree. Maybe older women, too. Voice A: What is the purpose of the ad?

Voice C: To sell cosmetics.

Voice A: Why is the target audience interested in adverts like this?

Voice C: Because most women want to look attractive. They feel it's important.

Voice B: That's a stereotype!
Voice C: Maybe. But it's true.

Voice A: And how does the ad persuade them to buy the product?

Voice C: The woman is very beautiful. The message is: if you use this make-up, you will look beautiful, too.

Voice A: Do you think it's a good advert?

Voice B: I don't like it. In my opinion, the image doesn't represent reality.

Voice A: And how about you?

Voice C: I don't believe it's a bad advert. It's not reality, but I think it's very effective.

Voice A: Who created the ad? Who designed it?

Voice C: I think an advertising agency designed the image.

Voice B: I agree. And the cosmetics company paid for it. I think it was very expensive.

3.17

Presenter: 3.17. Everyday English. Talking about the media

Exercise B2. Listen and check.

Presenter: Conversation 1.

Voice A: Have you seen the new *Vogue?*Voice B: No. The shop has run out.

Voice A: There's an article on the Milan Fashion Week.

Voice B: I'll get one tomorrow.

Presenter: Conversation 2.

Voice A: Have you read the review of the book? Voice B: Yes, I saw it in the literature magazine.

Voice A: What did you think? Voice B: I think it was a bit biased.

Presenter: Conversation 3.

Voice A: Did you see that documentary last night?
Voice B: That awful thing on Channel 7 about cinema?

Voice A: Yes. Didn't you like it?
Voice B: No. I didn't think much of it.

Presenter: Conversation 4.

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

Voice A: Photography.
Voice B: That's interesting.

Presenter: Conversation 5.

Voice A: Do you read the papers?

Voice B: Yes, every day.

Voice A: Do you have a favourite?

Voice B: No, I like to read all the different styles.

Presenter: Conversation 6.

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

Voice B: Yes. When is it on?

Voice A: It starts tomorrow for three months.

Voice B: Good. I really like his stuff.

3.18

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

Exercise A3. Listen. Say the words.

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

3.19

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

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

Voice B: In my opinion, Maths is the most important subject because you need it for every job.

For example, in a shop or bank.

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

3.20

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

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

Voice: 1. What do you think the advert is selling?

2. Who do you think the advert is for?

3. Do you think there is anything strange about the advert?

4. Do you think it gives you any information?

5. How much influence do you think advertisers have?

6. What do you think the role of advertising is in your life?

4.1

Presenter: 4.1. Theme 4: Sports and leisure

Lesson 4.1. Vocabulary for listening: Competitive or non-competitive?

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

Speaker: Why is physical education, or PE, compulsory in most schools? All around the world, secondary schools have two or three

hours a week for some kind of physical activity. At one time, children played team games in these periods, like football or rugby. These games are competitive. In other words, there is usually a winner and a loser. According to the theory, children learn two main things from competitive sports. Firstly, they learn to co-operate with other people. Secondly, they learn to

be good losers ... and good winners.

But ideas in education have changed, and, nowadays, many schools use PE periods to do non-competitive activities such as dance, aerobics or trampolining. Children also go swimming in PE lessons without taking part in races. PE teachers say

that all children can do these activities and enjoy them, not just the sporty ones.

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

Voice:

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

4.3

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

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

Voice:

- 1. These children have just finished a swimming race.
- These boys are playing basketball. One team has just scored.
- These boys are rowing. They are moving very fast through the water.
- These children are playing table tennis. It is a very fast game.
- 5. These children are starting a running race. It is probably a short race, a sprint.
- This woman has just cleared the bar in the high jump.
- 7. This man is about to throw the discus. The sport is very old.
- 8. The woman is about to throw the javelin. The sport began in ancient times.
- The girls are learning karate. It is a form of fighting.

4.4 DVD 9.A

Lecturer:

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

4.5 □V□ 9.8

Lecturer:

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

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

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

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

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

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

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

4.6

Presenter: 4.6. Exercise E2. Listen and check.

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

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

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

Voice:

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

4.8

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

Lecturer:

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

4.9

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

Lecturer A:

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

Lecturer B:

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

Lecturer C:

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

Lecturer D:

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

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

4.10

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

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

4.11

Presenter:

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

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

Voice:

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

Presenter:

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

Voice:

- 1. come about
- 3. box in
- 5. fly at
- 7. let on
- 9. climb down

2. act for

4. look into

put off

8. work out

10. set up

4.13

Presenter:

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

Voice:

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

4.14

Presenter:

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

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

Voice:

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

Lecturer:

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

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

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

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

4.16 DVD 9.D

Presenter:

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

Lecturer:

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

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

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

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

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

∅ 4.17 DVD 9.E

Lecturer: Today, I'm going to talk about ball games for PE. There are many good ball games for children. Here are some of them.

Firstly, there's football. Secondly, we have rugby. Next, tennis. Then we've got volleyball and, finally, there's hockey.

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

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

4.18 □V□ 9.F

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

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

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

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

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

4.19

Presenter: 4.19. Everyday English. Talking about games

Exercise B2. Listen and check. Practise the conversations.

Presenter: Conversation 1.

Voice A: What are you watching? Voice B: It's Brazil versus Germany.

Voice A: Who's winning?
Voice B: We are. We just scored.

Presenter: Conversation 2.

Voice A: What's wrong? Voice B: I was hopeless.

Voice A: You weren't. You played very well.

Voice B: But we still lost.

Presenter: Conversation 3.

Voice A: Same time next week? Voice B: Sure. Great game.

Voice A: Yes, that was a brilliant shot just now.

Voice B: I think it was just luck, really.

Presenter: Conversation 4.

Voice A: Was that in or out? Voice B: It landed on the line.

Voice A: I wasn't sure. My point, then.

Voice B: Yes, well played!

Presenter: Conversation 5.

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

Voice B: Three-one.

Presenter: Conversation 6.

Voice A: Do you know how to play this game?

Voice B: Not really.

Voice A: Do you want to learn? Voice B: OK. How do we start?

4.20

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

Voice A: Don't forget there's a match on the 30th.

Voice B: Sorry, did you say the 30th?

Voice A: Yes, that's right.
Voice B: Fine. I'll be there.

Voice A: I'll meet you outside the sports centre at seven, OK?

Voice B: Sorry, did you say seven or seven thirty?

Voice A: Seven. Is that OK?

Voice B: Yes, great. Seven o'clock outside the sports centre.

4.21

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

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

Voice: a. There must be an area around the goal which is called the penalty area.

b. The goalkeeper mustn't touch the ball with his or her hands outside the goal area.c. The goalkeeper must wear clothes of a different colour from the opponents' clothes.

d. The interval between the two halves mustn't last more than 15 minutes.

e. The ball must cross the whole of the goal line to score.

f. When the ball goes out of play at the sides of the pitch, a player must throw the ball in.

g. A player mustn't push another player with his or her hands.h. The referee must allow extra time for injuries and substitutions.

4.22

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

Voice: You shouldn't use too many coloured backgrounds.

You shouldn't use a lot of effects, e.g., flashing words.

You shouldn't write full sentences on the slide. You shouldn't read out the slide word for word. You shouldn't stand in front of the screen.

You shouldn't talk to the slide. You should talk to the audience. You shouldn't speak quickly. You should pause between sentences.

You should wait a few moments between slides.

5.1

Presenter: 5.1. Theme 5: Nutrition and health

Lesson 5.1. Vocabulary for listening: Why do we eat?

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

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

5.2

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

Presenter: Part 1.

Voice: 1. Why do we eat? We eat because ...

2. Well, that answer is true, in a way. But why ...

3. We feel hungry because ...

4. Energy is the ability ...

5. Every part of the body needs energy ...

6. We get energy ...

7. However, we have to be careful. If we don't use all the energy from food, ...

Presenter: Part 2.

Voice: 1. How does the body keep the energy? It stores it ...

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

₱ 5.3 DVD 10.A

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

Lecturer:

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

₱ 5.4 DVD 10.B

Lecturer:

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

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

Lecturer:

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

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

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

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

5.6

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

Voice:

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

Presenter:

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

Lecturer:

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

5.8

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

Lecturer:

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

5.9

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

Lecturer:

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

5.10

Presenter:

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

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

Voice:

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

5.11

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

Voice:

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

5.12

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

Voice:

- 1. The human body needs vitamins.
- 2. The human body can't make vitamins.
- 3. It gets them from fruit and vegetables.
- 4. Cooking can destroy vitamins.

- 5. Boiled vegetables don't have a lot of vitamins.
- 6. You should eat raw fruit.
- 7. Washing fruit doesn't remove vitamins.
- 8. Washing fruit removes most germs.

Presenter:

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

Voice:

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

5.14

Presenter:

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

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

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

5.15

Presenter:

5.15. Exercise A2. Listen and check your ideas.

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

Lecturer:

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

₱ 5.17 DVD 10.E

Lecturer:

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

The six main food groups are as follows:

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

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

5.18 DVD 10.F

Lecturer:

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

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

₱ 5.19 DVD 10.G

Lecturer:

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

Presenter: 5.20. Lesson 5.6. Vocabulary for speaking: Portions.

Exercise B. Listen and complete the text. Use words from the list on the right. Make any necessary changes.

Lecturer:

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

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

5.21

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

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

Student:

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

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

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

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

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

5.22

5.22. Everyday English. Getting something to eat Presenter:

Exercise B2. Listen and check your ideas.

Conversation 1. Presenter:

Voice A: Are you ready to order?

Voice B: Yes. I'll have the chicken with noodles.

Voice A: Anything to drink? Voice B: Just tap water, please.

Conversation 2. Presenter:

Voice A: What would you like to have?

The curry, please. Voice B: Voice A: Rice or chips? Voice B: Um, rice please.

Conversation 3. Presenter:

Voice A: That's £7.38 all together, please.

Voice B: Could I have a bag? Voice A: Certainly. Here you are.

Voice B: Thanks.

Conversation 4. Presenter:

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

Voice A: With milk? Voice B: Yes, please.

Conversation 5. Presenter:

Voice A: What do you want? A cheese sandwich, I think. Voice B:

OK. Put the money in here. Press G-1-2. Thanks. I think I've got the right coins. Voice A: Voice B:

Presenter: Conversation 6.

Good evening. Pizza Rapida. Voice A:

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

Voice B: That will be fine.

Workbook transcript

Presenter: Track 1. Theme 1: Culture and civilization.

Listening section.

Exercise A2. Listen, repeat and check your answers.

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

Presenter: Track 2. Exercise C2. Listen, repeat and check your answers.

Voice: a. She gave me a present for my wedding.

b. We had a big celebration for my 18th birthday.
c. I made him a chocolate cake for his birthday.
d. John opened the card and a £20 note fell out.

e. My mother received lots of flowers and cards in hospital.

f. Please send my congratulations to your daughter.

g. The celebrations will take place on March 5th.

h. Did you go to Mandy's 18th birthday party?

I didn't go because I didn't receive an invitation.

Presenter: Track 3. Exercise D3. Listen and check your answers.

Voice: a. After lighting 16 candles, the girl sits on a chair.

b. After putting on special dresses, the girls go to the town hall.

c. After opening all his cards, John opened his presents.

d. After leaving school at 18, I went to university.

e. After doing the research for my assignment, I discussed it with my tutor.

f. After completing the application form, I went for an interview.

Presenter: Track 4. Exercise D5. Listen, repeat and check your answers.

Voice: a. Before sitting on a chair, the girl lights 16 candles.

Before organizing some of his files, he tidied his desk.

c. Before starting work for a national paper, he worked on a local newspaper.

d. Before giving the reasons, I will give some examples.

e. Before starting the essay, organize the information into paragraphs.

f. Before changing the fuse, switch off the electricity.

Presenter: Track 5. Exercise F2. Listen and check.

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 6. Theme 1: Culture and civilization.

Speaking section.

Exercise A2. Listen, repeat and check your answers.

Voice: 1. luck [PAUSE] culture

Voice:

2. birth [PAUSE] Thursday

3. special [PAUSE] present

4. sign [PAUSE] die

5. card [PAUSE] pass

candle [PAUSE] adult

7. occasion [PAUSE] name

8. symbol [PAUSE] original

9. people [PAUSE] each

Presenter: Track 7. Exercise B2. Listen and check your answers. Mark the stressed syllables for the nouns and adjectives.

Voice: a. colour [PAUSE] colourful

b. culture [PAUSE] cultural

c. death [PAUSE] dead

d. event [PAUSE] eventful

- e. luck [PAUSE] lucky
- f. marriage [PAUSE] married
- g. origin [PAUSE] original
- h. tradition [PAUSE] traditional

Presenter: Track 8. Exercise B3. Listen, repeat and check your answers.

[REPEAT OF SCRIPT FROM TRACK 7]

Presenter: Track 9. Exercise E1. Listen to some sentences from a conversation. Choose the best way to respond.

Voice A:

1. It was my 18th birthday last week.

- I got a car from my parents.
- But I failed my driving test.
- So I'm taking it again next month.
 My father's giving me extra lessons.
- He's taking me out in his new Mercedes.
- 7. But I don't enjoy going out with him.
- His car's too big and expensive.
- It makes me nervous.

Presenter: Track 10. Exercise E2. 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 be go

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 11. Exercise E3. Listen to the sentences in Exercise E1 again. Try to give the correct responses.

[REPEAT OF SCRIPT FROM TRACK 9]

Presenter: Track 12. Theme 2: Technology.

Listening section.

Exercise A2. Listen and repeat.

Voice: 1. air [PAUSE] wear

cart [PAUSE] after
 first [PAUSE] world

flight [PAUSE] mind
 power [PAUSE] ground

power [PAUSE] groundroad [PAUSE] drove

7. sail [PAUSE] space 8. source [PAUSE] walk

9. move [PAUSE] human

10. jet [PAUSE] petrol

Presenter: Track 13. Exercise C2. 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 14. Exercise E2. Listen and check your answers.

a. The Wright brothers flew the first plane in 1903. Voice:

The propeller plane lasted for nearly 30 years.

 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.

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 15. Theme 2: Technology.

Speaking section.

Exercise A3. Listen, repeat and check your answers.

 a. alphabetical [PAUSE] alphabet Voice:

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

residential [PAUSE] residence

Presenter: Track 16. Exercise B1. 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.

I waited nearly an hour for him but he didn't arrive.

i. Would you like a biscuit with your coffee?

This coffee is too weak; there's too much milk in it.

I can't wait for this semester to end; I'm really tired.

Presenter: Track 17. Exercise B2. Listen again and repeat the sentences.

[REPEAT OF SCRIPT FROM TRACK 16]

Presenter: Track 18. Exercise D1. Listen and number the questions in the correct order.

Tutor: Hi Ben.

Could you help me with my project on inventors? Ben:

Yes, of course. What's the problem? Tutor:

Well, I don't know what to write about exactly. Have you got any good ideas? Ben:

Mm. Have you thought about women inventors? Tutor:

Ben: Sorry? Did you say women inventors?

Yes, I did. It seems that there are hundreds of them you know. Tutor:

No, I didn't know. Can you give me an example? Ben:

Well, apparently, there are several women inventors in the field of transport. Did you know that Mary Anderson invented Tutor:

the windscreen wiper in 1903?

Ben: Pardon? When did she invent it?

In 1903. According to my research, she was on a streetcar in New York ... Tutor:

Sorry, but what's a streetcar? Ben:

Um, a kind of bus, I think. Anyway, it was snowing. Every few minutes, the driver stopped the bus, got out and brushed Tutor:

the snow away from the window.

Why did he do that? Ben:

Tutor: Because he couldn't see the road! It seems that gave her the idea for the windscreen wiper.

Wow! It's only a small thing, but really necessary. Ben:

Absolutely. Tutor:

Presenter: Track 19. Exercise D2. Listen to the conversation and take Ben's part. Copy the intonation patterns.

Hi Ben. Tutor:

[PAUSE]

Yes, of course. What's the problem?

Tutor: [PAUSE]

Mm. Have you thought about women inventors? Tutor:

[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: [PAUSE] In 1903. According to my research, she was on a streetcar in New York ...

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: [PAUSE] Because he couldn't see the road! It seems that gave her the idea for the windscreen wiper.

Tutor: Absolutely.

Presenter: Track 20. Exercise E2. Listen and check your answers.

Voice:

- a. Did you know that Mary Anderson invented wincscreen wipers in 1903?
- b. Apparently she was on a streetcar in New York.
- 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?
- 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 21. Exercise F. 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 22. Theme 3: Arts and media.

Listening section.

Exercise A3. Listen and check your answers.

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

Presenter: Track 23. Exercise B2. 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 a decision reach an audience reach the first floor reach home reach a height

Presenter: Track 24. Exercise C2. 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.
- Most students live in halls of residence near the university.

Presenter: Track 25. Exercise D2. 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 26. Exercise E2. 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 27. Exercise F2. 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
- printing press
- j. crime scene

Presenter: Track 28. Exercise G2. 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 29. Exercise H. Listen and repeat the sentences with these words.

Voices:

1. The 10 o'clock news has an audience of six million.

- There are adult literacy classes at the college.
- 3. People in public life cannot keep secrets any more.
- The police stopped reporters visiting the scene of the crime.
 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 30. Theme 3: Arts and media.

Speaking section.

Exercise A3. Listen, repeat and check your answers.

Voice: a. advert

- b. critic
- c. reviewer
- d. design
- e. image

f. reporter

g. issue

h. article

feature

j. editor

Presenter: Track 31. Exercise B2. 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?

Magazines should avoid having stereotypes in their articles.

Television is a bad influence on children.

I'm sure an advertising agency designed the image.

Presenter: Track 32. Exercise C2. 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 33. Exercise D2. 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 34. Theme 4: Sports and leisure.

Listening section.

Exercise A3. Listen, repeat and check your answers.

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

Presenter: Track 35. Exercise B2. 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 36. Exercise D1. 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.
- I'm doing some pasta for tonight's dinner.
- 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!
- I did Economics at university.
- 9. I could do with a glass of water.
- 10. I can't do without my mobile.

Presenter: Track 37. Exercise F1. 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 38. Exercise G2. 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.

- 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 39. Theme 4: Sports and leisure.

Speaking section.

Exercise A1. Listen to two different pronunciations of the.

Voice: 1. the Moon

Presenter: Track 40. Exercise A2. Listen to pairs of words with the. Write 1 or 2 next to each phrase.

Voice: a. the afternoon, the morning

2. the Earth

b. the defender, the attacker

c. the ball, the net

d. the north, the east

e. the question, the answer

f. the USA, the UK

g. the alphabet, the phone number

h. the engine, the machine

i. the Solar System, the universe

j. the audience, the actors

Presenter: Track 41. Exercise A4. Listen and repeat each phrase.

[REPEAT OF SCRIPT FROM TRACK 40]

Presenter: Track 42. Exercise B2. 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 43. Exercise B4. Listen. Which words are stressed in each sentence? Practise saying each sentence with good word stress.

Voices: a. In tennis, one player serves the ball across the court.

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

Presenter: Track 44. Exercise D3. Listen, repeat and check your answers. Notice the pronunciation of must and mustn't.

Voices: a. You must switch off your mobile phone. OR You mustn't use your mobile phone.

- b. You mustn't cycle here.
- c. You mustn't park here.
- d. You must wear smart clothes. OR You mustn't wear jeans and t-shirts.
- e. You mustn't smoke here. OR You must put out your cigarette.
- f. You must show your passport.
- g. You mustn't walk your dog here. OR Dogs must not come in here.
- h. You mustn't go in that room.i. You mustn't drive down here.
- j. You mustn't drink here.

Presenter: Track 45. Exercise E2. 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 46. Exercise F1. 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 'ubber '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 47. Exercise F2. Listen to A's questions from the conversation again. Give B's answers.

Voice A: What's your favourite sport?

[PAUSE]

Why do you like it? Voice A:

[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]

Do you play on a court? Voice A:

[PAUSE]

Oh yes. Of course. Do you need any other special equipment? Voice A:

[PAUSE]

What are some of the rules? Voice A:

[PAUSE]

Voice A: OK. And is it a very old sport?

[PAUSE]

What's the difference between table tennis and ping-pong? Voice A:

[PAUSE]

Voice A: Do you score goals or points?

[PAUSE]

[PAUSE]

Voice A: OK. I see. There's a tennis table in the canteen. Let's have a game after this lesson.

Presenter: Track 48. Theme 5: Nutrition and health.

Listening section.

Exercise A2. Listen, repeat and check your answers.

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

Presenter: Track 49. Exercise B2. 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 50. Exercise C3. 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

Track 51. Exercise D1. Listen and tick the word you hear. Presenter:

a. In Britain, we celebrate 'coming of age' on our 18th birthday. Voices:

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.

There is calcium in milk and cheese, for example.

Presenter: Track 52. Exercise A3. Listen, repeat and check your answers.

[REPEAT OF SCRIPT FROM TRACK 51]

Track 53. Exercise E. Listen to some sentences about food. Write each sentence. Presenter:

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.

Track 54. Exercise F2. Listen and check your answers. Presenter:

Lecturer: a. Today, I'm going to talk about food. The body takes energy from food.

c. Nutrients help the parts of the body work correct y.

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.

Please make some notes on different ideas.

k. I would like you to do research on food groups.

You will need to look up the information and note it down.

Presenter: Track 55. Exercise G5. Listen and check your answers.

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

> 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 56. Theme 5: Nutrition and health. Speaking section.

Exercise B2. Listen and check your answers.

Voices: a. The bread is on the table.

The food in that restaurant isn't very good.

c. There isn't any milk in the fridge.

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 57. Exercise D2. 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 58. Exercise E2. 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.
- I. I do more cleaning and other housework.
- m. We have dinner at 9.00 p.m.
- n. It is usually the same as lunch.

A	a little (n)	5.6	can (<i>n</i>)	5.6
	a lot (n)	5.6	candle (n)	1.6
	according to (prep)	2.6	carbohydrate (n)	5.1
	achievable (adj)	4.1	card (n)	1.6
	achieve (v)	4.1	carton (n)	5.6
	achievement (n)	4.1	celebrate (v)	1.1
	actually (adv)	1.6	celebration (n)	1.1
	ad (n)	3.6	cereal (n)	5.6
	adult (n)	1.1	ceremony (n)	1.1
	advert (n)	3.6	channel (n)	3.1
	advertisement (n)	3.1, 3.6	character (n) [= letter]	3.1
	advertising (n)	3.1	chemical (n)	5.1
	aerobics (n)	4.1	chest (n)	4.6
	ago (adv)	2.1	childhood (n)	1.1
	aircraft (n)	2.1	chip (n)	5.6
	allow (v)	4.1	class (n) [= group]	4.1
	ancestor (n)	1.1	classification (n)	4.1
	anthropologist (n)	1.1	classify (v)	4.1
	apparently (adv)	2.6	click on (v)	2.6
	appear (v)	3.1	club (n) [= stick]	4.1
	as a matter of fact	3.1	coin (n)	2.6
	astronaut (n)	2.1	colourful (adj)	1.6
	attacker (n)	4.6	community (n)	3.6
	attend (v)	1.1	competitive (adj)	4.1, 4.6
	audience (n)	3.1, 3.6	conditions (n)	1.6
	avoid (v)	3.6	congratulations (n)	1.1, 1.6
В	badminton (n)	4.6	control (n and v)	2.6
٣	balance (n)	5.1	cooperate (v)	4.1
	balance (v)	4.1	co-ordination (n)	4.1, 4.6
	basically (adv)	5.1	cosmetics (n)	3.6
	basket (n)	4.6	course (n)	4.6
	bat (n)	4.1	court (n)	4.6
	bias (n)	3.1	cover (n)	2.6
	biased (adj)	3.6	critic (n)	3.6
	birth (n)	1.1, 1.6	crowd (n)	3.1
	birthday (n)	1.6	culture (n)	1.6
	biscuit (n)	5.6	D dairy product (n)	5.1
	bonfire (n)	1.6	damaged (adj)	5.1
	bowl (n)	5.6	dancing (n)	1.6
	brake (n)	2.6	deal with (v)	4.1
	break (v)	2.6	death (n)	1.1
	breaking news (n)	3.1	defender (n)	4.6
	broadcast (n and v)	3.1	definitely (adv)	3.6
	build up (v)	4.1	design (<i>n</i> and <i>v</i>)	3.6
	burger (n)	5.6	develop (v)	4.1
	button (n)	2.6	die out (v)	1.1
	2018		diet (n)	5.1
ر	cake (n)	5.6		

	disabled (adj)	3.6	huge (<i>adj</i>)	1.6
	discuss (v)	4.1	human (adj and n)	2.1
	distribute (v)	3.1	hungry (<i>adj</i>)	5.1
	distribution (n)	3.1	ice hockey (n)	4.6
	divide (v)	4.6	ill (adj)	5.1
	documentary (n)	3.6	image (<i>n</i>)	3.6
	dress (n and v)	1.6	impression (n)	3.6
	duration (n)	4.6	in (adj) [tennis]	4.6
	during (adv)	1.6	in fact	3.1
E	each (adv and pron)	1.6	in many cases	3.1
	electricity (n)	2.1	in my opinion	2.1
	energy (n)	5.1	in the air	2.1
	engine (n)	2.1	incidentally	3.1
	equipment (n)	4.6	industrial (<i>adj</i>)	2.6
	ethnic (<i>adj</i>)	3.6	influence (n)	1.1, 3.1
	90099-02-P1 00-000-000 TAX-10-5A-2-4	1.1	Madely security of the early	
	event (n)		insert (v)	2.6
	evil (adj)	1.6	intake (n)	5.6
	exercise (n) [= physical]	5.1	(the) Internet (n)	2.6
	exhibition (n)	3.6	invent (v)	2.1
	explanation (n)	3.1	invention (n)	2.1
_	explorer (n)	5.1	inventor (n)	2.1
F	fat (adj and n)	5.1	issue (n)	3.6
	feature (n)	3.6	J jet (<i>n</i>)	2.1
	female (adj)	2.6	juice (n)	5.6
	festival (n)	1.1	jumbo jet (n)	2.1
	fewer (adj)	5.6	K keep (v) [= continue]	4.6
	field (n) [= area]	2.1	kick (v)	4.1
	fire (n)	1.6	knock over (v)	4.1
	flag (n)	4.6	Interpretation of the print and	
G	(the) general public (n)	3.1	L last (v)	1.6
	generalize (v)	3.6	later (adv)	2.1
	generation (n)	1.1	less (adj)	5.6
	574, W W 111		light (v)	1.1
	glass (n)	5.6	literacy (n)	3.1
	goal (n)	4.6	live (adj)	3.1
	goalkeeper (n)	4.6	local (adj)	1.6
	God (n)	1.1	loser (n)	4.1
	(the) gods (n)	1.1	lots (n)	5.6
	guest (n)	1.1	luck (n)	1.6
	guide (n)	1.6	lucky (adj)	1.6
	handful (n)	5.6	M machine (n)	2.6
8-8W	hard (adj) [= not soft]	2.6	magazine (n)	3.6
	head (n)	4.6	main (adj)	2.1
	health (n)	5.1	male (<i>adj</i>)	2.6
	healthy (adj)	5.1	marriage (n)	
	helicopter (n)	2.1	(the) mass media (n)	1.1 3.1
	hole (n) [= in golf]	4.6	M III NOVEMBER 1000 1000 1	
	hopeless (adj)	4.6	material (n)	2.6
	a) 10/ 25/3		meal (n)	1.6

	measure (n)	4.6		practical (adj)	2.6
	medicine (n)	5.1		present (n)	1.1
	medium (n) [= way of communicating]	3.1		press (v)	2.6
	message (n) [= what you want to say]	3.1		primitive (adj)	1.1
	method (n)	2.1		printing (adj and n)	3.1
	midfield (n)	4.6		privacy (n)	3.1
	mineral (n)	5.1		procedure (n)	1.1
	minority (n)	3.6		procession (n)	1.6
	mostly (adv)	3.6		product (n)	2.6, 3.1
	motorcar (n)	2.6		propeller (n)	2.1
	motorcycle (n)	2.1		protein (n)	5.1
N	nearly (adv)	1.6		purpose (n)	3.6
	net (n)	4.6		push (v)	2.6
	(the) news (n pl)	3.1		pyramid (n)	5.1
	normally (adv)	5.1	Q	queue (n)	5.6
	nowadays (adv)	1.1		queue (ii)	3.0
	nut (n)	5.6	R	race (n and v)	1.6
	nutrient (n)	5.1		racket (n) (or racquet)	4.1, 4.6
	nutrient (n)			reach (v) [= get to a target]	3.1
	occasion (n)	1.1		react (v)	4.1
	official (adj and n)	1.1		reaction (n)	3.6
	on land	2.1		reality (n)	3.6
	on sea	2.1		receipt (n)	5.6
	opponent (n)	4.1, 4.6		receiver (n)	4.6
	origin (n)	1.1		recommend (v)	5.1
	original (<i>adj</i>)	1.6		record (n)	2.6
	originally (adv)	1.6		reflect (v)	1.6
	other (adj and pron)	2.1		relative (n)	1.6
	otherwise (adv)	3.6		religious (adj)	1.1
P	pardon?	2.6		replace (v)	2.6
	partner (n)	4.6		report (v)	3.6
	party (n)	1.1		reporter (n)	3.1
	pass down (v)	1.1		represent (v)	1.6
	pasta (n)	5.6		review (n)	3.6
	PE (n)	4.1		ride (v)	2.1
	persuade (v)	3.6		rider (n)	2.6
	petrol (n)	2.1		riding (n)	4.1
	physical education (n)	4.1		ring (n)	1.6
	piece (n)	5.6		rink (n)	4.6
	pitch (n)	4.6		ritual (n)	1.1
	point (n)	4.6		rocket (n)	2.1
	portion (n)	5.1		role (n)	4.6
	portray (v)	3.6		rowing (n)	4.1
	position (n)	4.6		rugby (n)	4.6
	post (n)	4.6		rule (n)	4.6
	powder (n)	1.6		run out of (v)	2.6
	power (n and v)	2.1			
	power source	2.1	S	safe (adj)	2.6
	ponei source	15-5-5-1		safety (n)	2.6

sail (n and v)	2.1	tool (n)
sauce (n)	5.6	touch (v)
scene (n)	3.1	tourist (n)
score (n and v)	4.6	track (n)
screen (n)	2.6	traditional (adj)
service (n)	3.1	trampolining (n)
set (n)	1.1	transmission (n)
set (v) [= fix]	2.6	transmit (v)
sexist (adj)	3.6	transport (n)
shape (n)	4.6	transportation (n)
shocking (adj)	3.6	travel (n and v)
show (v)	3.6	tray (n)
shuttle (n)	2.1	typical (<i>adj</i>)
size (n)	4.6	U unhealthy (adj)
slice (n)	5.6	difficantly (adj)
snack (n)	5.6	V vegetable (n)
song (n)	1.6	vehicle (n)
sort (n)	3.6	versus (prep)
source (n)	2.1	vitamin (n)
space (n) [= universe]	2.1	vote (n and v)
spacecraft (n)	2.1	voyage (n)
special (adj)	1.1	W wheel (n)
speed (n)	2.6	winner (n)
spirit (n)	1.6	work (v) [= operate]
spoonful (n)	5.6	wreath (n)
sporty (adj)	4.1	1000 470 4004
statue (n)	1.6	Y yoghurt (n)
steam (n)	2.1	
stereotype (n)	3.6	
stereotypical (adj)	3.6	
store (v)	5.1	
stuff (n)	3.6	
substance (n)	2.6	
sunrise (n)	1.6	
surprise (n)	1.6	
sweets (n)	5.6	
swimming (n)	4.1	
switch on (v)	2.6	
symbol (n)	1.6	
take place (v)	1.1	
take-away (n)	5.6	
target (adj)	3.6	
team (n)	4.1	
teaspoon (n)	5.6	
technology (n)	2.6	
terrorist (n)	3.1	
therefore (adv)	3.1	
Alaman (2000)	1.6	

1.6

through (prep)

4.1

4.1

1.1

2.1

1.1

4.1

3.1

3.1

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2.6

1.6

5.6

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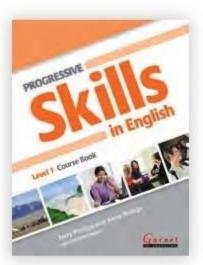
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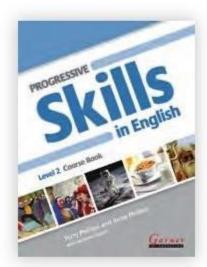
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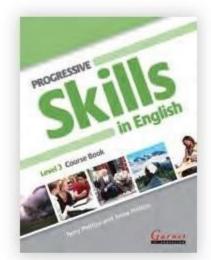
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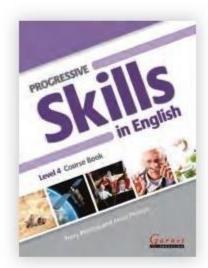
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